



Clarifying

Level 3

Teacher Edition, Student Edition, and Student Test

**Reading
Wings**<sup>4th
Edition</sup>

The Savvy Reader

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Savvy Reader—Clarifying

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Clarifying Sticky Situations

Summary

Meet Sticky, a bird that loves to read. He has a sticky situation though. The problem is that sometimes Sticky comes across words he doesn't recognize or can't pronounce, and his reading comprehension flies away. What's a bird to do? Jack and Lisa have the same sticky situation. Their friend Sarah helps Jack, Lisa, and Sticky learn how to clarify word pronunciation and meaning. And if they're still stuck on a word after trying to clarify, Sarah tells them to put a sticky note on it and ask their partners or teammates for help. Your students will have fun reviewing and practicing word-clarifying strategies along with Jack, Lisa, and Sticky!

Instructional Objectives

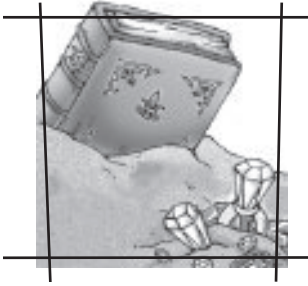
	Reading
CYCLE 1	Clarifying (CL)
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

Teacher's Note: Clarifying Sticky Situations is a five-day lesson cycle that introduces the team cooperation goals and the clarifying process. It does not follow the standard structure of Targeted Treasure Hunts.

Preparation

- Create student teams of four members (use five-member teams only when the class is not equally divisible by four) that represent a cross-section of the class in gender, race or ethnicity, and past performance. When possible, create teams consisting of two boys and two girls, different ethnic backgrounds, and one relatively high, one low, and two average performers. Arrange for teams to be able to sit and work together.
- Within teams, designate partners, usually the two students sitting next to each other. (Five-member teams should have one set of partners and one triad.)
- Print or copy a teacher cycle record form. During this cycle, you will record team celebration scores, strategy-use points, and cycle-test scores. Students will begin using team score sheets during the next cycle.

- You will need pieces of poster-sized paper for a team-building activity on day 1 that takes place during the introduction to the Success Review and Keeping Score lesson segment. On their posters, each team will be represented by a circle.
- You will need the Savvy Reader media DVD (print customers only), *The Savvy Reader—Clarifying, A Collection of Readings* for each partnership, a Clarifying Strategy Card for each partnership, and sticky notes.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Creating Teams

- Divide students into teams, and assign each team a letter. Assign each student a number for **Random Reporter**.
- Tell students they will work in partnerships and teams like they do in homeroom.
- Tell them that the first step in teamwork is getting to know one another and creating a team name.
- Tell students that an important part of getting to know one another is identifying the things they have in common.
- Give each team a large piece of paper with a circle on it. Tell students to write things they have in common in the circle and to write things unique to each member outside the circle.
- Prompt the student discussions with the following questions.

When do you go to bed? What do you eat for breakfast? What is your favorite food? Who is your favorite singer? What is your favorite season? What is your favorite baseball team?

- Use **Random Reporter** to select students to give examples of the things their teammates have in common.
- Ask students to use their posters to create a team name. Ask them to write the team name on their poster.
- Post the teams' work around the classroom. Tell students that they can add to their posters as they get to know their teammates better.
- Tell students that there are important parts of working in partnerships and teams. Tell them they can earn team celebration points for effective teamwork.
- Point to the Team Celebration Points poster. Use **Random Reporter** to have one student from each team tell you his or her team's name. Write each team name at the top of a column on the poster.
- Tell them that they will watch a video about working in partnerships and teams. Ask them to look for the Team Celebration Points poster during the video and to notice how teams earn team celebration points.
- Play the video.





- Use **Think-Pair-Share** to have students discuss what they learned about working in teams. Randomly select a few students to share.

OK, class. Now I want you to think. Point to your head. **Think about what the video taught you about working in teams.** Allow students time to think. **Now pair with your partner to discuss what you learned. When you're finished talking, put your hand together with your partner's hand in the air so I know you're ready.** Randomly select a student to share with the class.

- Use **Think-Pair-Share** to have students explain why it's important for all teammates to be prepared for discussion. Randomly select a few students to share.

Point to your head. **Think about why every teammate should be prepared for discussion.** Allow students time to think. **Now pair with your partner, and tell him or her your ideas. Remember to put your hands together to show when you are done.** Remind partnerships to put their hands together when they're finished as necessary. Randomly select a student to share with the class. **That's right! Because I will use Random Reporter to choose someone to answer, so everyone has to be prepared.**

- Randomly select a few students to describe how good teamwork is rewarded. **How is good teamwork rewarded? Talk about it in your teams.** Allow teams time to talk. **Make sure everyone in your team is ready to answer.** Randomly select a student, or use the spinner to choose a student. **Number Xs, let's hear your responses.** Allow students time to respond. **That's right! Good teamwork is rewarded with team celebration points.**
- Model showing students how the **Random Reporter** earned team celebration points for his or her team by marking the points on the Team Celebration Points poster.
- Tell students that they will learn more ways to earn team celebration points throughout the cycle. Tell them you will keep track of their points on the Team Celebration Points poster.
- Tell students that questions on the Student Test relate to clarifying.

Set the Stage

- Introduce the lesson and reading objective.

This cycle we will watch videos of some students who don't know what to do when they're reading and they come to a word that they don't know or can't say. We'll learn what strategies they use, and we'll practice the same strategies while we read.

Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to introduce clarifying.

We're going to watch a video about some students who don't know what to do when they're reading and they come to a word they don't know or can't say. Think about what we should we do when we are reading and we come to a word we don't understand. Give students a minute to think. **Now share your ideas with your partner.** Give students a minute to share. **Now I'll choose a few students to answer.** Randomly select a number, or use the spinner to choose a number. **Number Xs, get ready to tell me what you and your partners shared.** *If we don't know a word or can't say it, we should stop and figure it out. If we don't do that, we won't understand what we are reading.*

- Introduce the video.

I think we're ready to meet a bird named Sticky and his friends Sarah, Jack, and Lisa. They're going to have some sticky reading situations. As you watch, I want you to think about what they do when they come to a sticky situation. Notice the strategies they use when they can't say a word or don't know what a word means and what they do when the strategies don't help them. I also want you to think about why Lisa and Jack want to fix their sticky situations. Let's watch.

- Ask students to take out their Clarifying Strategy Cards from their team folders.



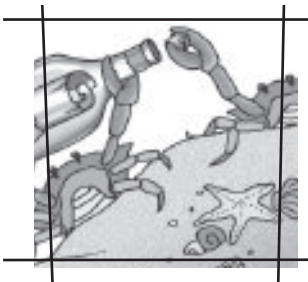
- **Play** “Part 1: Review of Strategies” (11 minutes). During the last segment, Sticky asks students to help Lisa and Jack clarify three words.
- Model clarifying the first word with student help and telling which strategy you used if necessary.

Jack's having trouble saying a word. Let me see how I would clarify this word. Begin reading the sentence. Chunk and sound out *traveled*. **“Some dinosaurs t-, tr-....” This is a tough word. Let's look at our Clarifying Strategy Cards. The card gives me a couple strategies to use when I can't say a word. It doesn't look like a word I can blend. As my partners, help me pick one strategy that I can use to figure out this word.** Allow students to name strategies. **I heard “chunk.” I do think I can chunk this word. Trav-el-ed. Traveled. Traveled! “Some dinosaurs traveled in groups.” That makes sense. I figured out the word by chunking it. Now let's watch to see which strategy Jack uses.**

- Push play to continue watching the video.
- Ask students to clarify the remaining two words in teams. Tell them to use their Clarifying Strategy Cards as they discuss the words. Prompt them in their discussions as necessary.
- Use **Think-Pair-Share** to have students clarify the words and tell which strategies they used. Randomly select a few students to share.
- Model clarifying any unresolved words.

th

- After students clarify each word, play the video to see which strategies Lisa and Jack used to clarify it.
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss why they need to fix sticky situations. Use **Random Reporter** to select a few students to share. *You need to fix sticky situations to understand the reading.*
- Use **Team Huddle** to have teams discuss what to do when they have a sticky situation. Use **Random Reporter** to select a few students to share. *You should stop reading, look at the Clarifying Strategy Card, and reread to check your thinking.*
- Use **Team Huddle** to have teams discuss which strategies they can use when they don't know how to say a word. Use **Random Reporter** to select a few students to share. *You can sound it out/blend it, chunk it, look for a base word, or reread.*
- Use **Team Huddle** to have teams discuss which strategies they can use when they don't know what a word means. Use **Random Reporter** to select a few students to share. *You can use context clues, reread, read on, use your background knowledge, make a mind movie, or check the dictionary.*
- Remind students that they should put a sticky note on a word when they still can't figure it out.
- Award team celebration points.
- Randomly assign team leaders.




TEAMWORK

Timing Goal: 35 minutes

Team Discussion

Clarifying



1. **Stop** when you don't know or understand something.
2. Try **strategies** to figure it out.
 - If you can't say a word:
 - Blend it.
 - Chunk it.
 - Look for a base word.
 - Reread it.
 - If you don't know what a word or part means:
 - Use context clues.
 - Reread.
 - Read on.
 - Use your background knowledge.
 - Make a mind movie.
3. Use a **sticky note** to mark words or ideas you can't figure out.
4. **Ask** your team for help.

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky’s Challenge.
- Introduce Sticky’s Challenge.

Sticky wants you to learn as much about clarifying words as he, Lisa, and Jack are learning, so he has a challenge for you. Read it along with me.

- Read Sticky’s Challenge aloud.

Student Edition, page S-1

Hi boys and girls,

I used to hate getting stuck on a word. But now that I’ve learned how to clarify words, I can get myself unstuck! I’ll bet you’re learning how to clarify too.

I want you to work in teams to clarify how to say the underlined words in sentences 1 and 2. Then see if your team can figure out the meaning of the underlined words in sentences 3 and 4. Don’t forget to use your strategy cards!

Your friend,
Sticky

- Review the following sentences with students, and then have them begin the challenge and discussion.

Student Edition, page S-1

How do you say the underlined words?

1. The migrating geese flew south, where it was warmer.
2. The nightingale lives deep in the forest and sings only at night.

What do the underlined words mean?

3. The robin plucked a worm from the grass and ate it.
4. The nimble cat jumped on the robin before it could fly away.

- Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards and to reread the sentences to check their thinking.
- Have teammates explain which strategy they used and why.
- Award team celebration points.
- Remind team leaders that they will need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.
- Remind teams that if they can’t figure out a word, they should put a sticky note on it.

Class Discussion TP

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky’s Challenge.
- Point out the clarifying rubric on the team folder. Introduce the rubric by explaining the different responses. Tell students they will earn team celebration points for 100-point responses.
- Tell them that you’ll show them how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

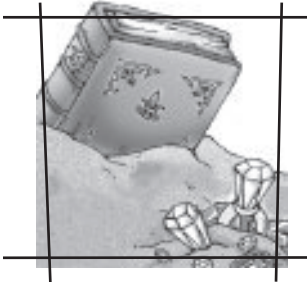
OK, Number X. Tell me how your team clarified sentence 1. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Gretchen. Sticky challenged us to clarify how to say the underlined word in sentence 1. Can you say the word?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to review sentences 2–4. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

Sticky and his friends got some help from Sarah for their sticky reading situations. She told them to stop when they don’t know a word and use strategies to figure it out. She even gave them a card with the clarifying strategies on it. And we have the card too! We can use these strategies whenever we read, in every class and at home! And from now on, if we can’t figure out a word on our own, we’ll put a sticky note on it. I wonder if Sarah will tell us how to get some help with the words we can’t figure out. I hope so!

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

- Introduce the team cooperation goals to students. Tell them that the team cooperation goals help them to work together, earn team celebration points, and become super teams.
- Tell students there are five team cooperation goals and that they will learn about two of them, practice active listening and explain your ideas/tell why, by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

As we watch this video about the team cooperation goals, I want you to think about what practicing active listening and explaining your ideas and telling why look and sound like. What does an active listener do? How do students in the video show us that they are explaining their ideas and telling why? What does that sound like? Let's watch and find out.



- **Play** the video.
- Display a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what active listening looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Active listening shows students with eyes on the speaker, sitting still, ready to ask a question, rephrasing a teammate's answer, and contributing to the discussion.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what explaining ideas and telling why looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Looking at the text, with teammates listening and asking questions, providing clues or evidence for answers, and asking "what else do you know about this?" are all evidence of students explaining their ideas.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

Using the Targeted Strategy (Introduction and Definition)

- Display the following sentence, or one of your own, on chart paper.

The flamingo is a tall bird with a long beak and beautiful pink plumage.

- Use **Think-Pair-Share** to have students clarify any words in the sentence that they do not know with their partners.

When I read, I often come across words I don't know. I think most readers do. I want you to work with your partner. Read this sentence. Allow students time to read. Think about any words that you do not know. Now share the words that you don't know with your partner. Use your Clarifying Strategy Card to help figure out the word. Be ready to tell the class which word you didn't know and which strategies you and your partner used to try to clarify it.

- Randomly select a few students to share the words they didn't know and how they clarified them with their partners. Prompt students to tell if they were stuck on pronunciation, meaning, or both. Prompt students to reread the sentence to check their thinking.
- Reinforce the idea of working with one's partner when clarifying.

Did it help to work with your partner to clarify the sticky word? Why? Wait for students' responses. That's right! When you're stuck, your partner may know a strategy that you can try. Aren't we lucky to have partners who can help us learn?

- Introduce the video.

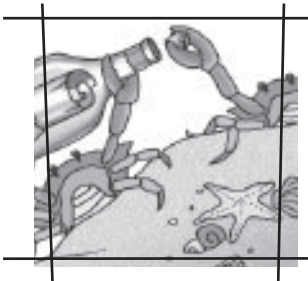
Yesterday we met Sticky and his friends. Today Lisa and Jack continue to read about dinosaurs. They'll probably run into some more sticky situations. Luckily for them, they have the Clarifying Strategy Card and partners to help them just like we do! Let's watch.



- **Play** "Part 2: Clarifying with a Partner" (8 ½ minutes). During the last segment, Sticky asks students to work with their partners to help Lisa and Jack clarify four words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

I wonder what a chisel is too. Can you help me figure it out? Which strategies do you think I can use to clarify this word? Allow your student partner time to answer. Prompt him or her to name different strategies you could use. **You're right. I think I can use context clues to figure out this word. The sentence says that dinosaur hunters used a hammer and a chisel, so a chisel is probably a type of tool. What do you think?** Allow your student partner time to answer. **Let's watch to see if Jack and Lisa figure out the word and which strategies they use.**

- Push play to continue watching the video.
- Use **Think-Pair-Share** to have students clarify the remaining words with their partners. Tell them to use the Clarifying Strategy Card as they discuss the words. Prompt them in their discussions as necessary.
- Randomly select a few students to share. Ask students to share the words they clarified, which strategies they used, and how their partners helped them.
- Model clarifying any unresolved words.
- After students clarify each word, play the video to see which strategies Lisa and Jack used to clarify it.
- Use **Team Huddle** to have students discuss what Jack and Lisa did when they could not fix their sticky situations by themselves. Use **Random Reporter** to select a few students to share. *They put a sticky note on the word and asked their partners for help.*
- Use **Team Huddle** to have students discuss how Jack and Lisa worked as partners to help each other. Use **Random Reporter** to select a few students to share. *They used their Clarifying Strategy Cards, they helped each other by suggesting strategies to use.*
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

Sticky has another challenge for you. This one is about clarifying words with your partner. Read it along with me.

- Read Sticky's Challenge aloud.

Student Edition, page S-2

Hi boys and girls,

I've been looking over Jack's shoulder as he reads the book about dinosaurs. It's a good book! There are some icky, sticky words in it, but I'll bet you and your partner can figure them out. Take turns reading the sentences in the paragraph below. Stop when you come to a word you don't know. Help each other with strategies to figure out how to say the word or what it means. Use the Clarifying Strategy Card to help you. Remember to reread the sentence to see if you figured out the word. If you and your partner are stuck, put a sticky note on the sticky word.

Your friend,
Sticky

- Read the following passage with students, and then have them begin the challenge.

Student Edition, page S-2

There were two kinds of dinosaurs. Some dinosaurs were plant-eaters or herbivores. The rest were meat-eaters or carnivores. Meat-eating dinosaurs came in many sizes, but their bodies all had a similar shape. All meat-eaters walked and ran on their two hind legs. They had two short arms with claws at the end of their fingers, and a long tail. They looked like very big, scary lizards! The first meat-eating dinosaur was the Eoraptor. It lived 225 million years ago. Most meat-eating dinosaurs were predators that hunted and killed other animals for food. Some were scavengers that ate the predator's leftovers. Plant-eating dinosaurs ate grass or leaves.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky's Challenge.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.

- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

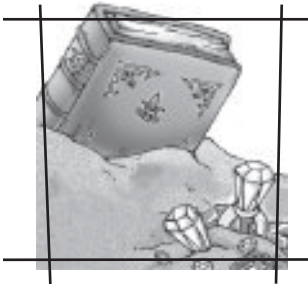
OK, Number X. Tell me how your team clarified a word in Sticky’s Challenge. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Stephan. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to review the rest of the words students clarified. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

Jack and Lisa are great partners. When one of them was stuck on a word, the partner didn’t just give the answer, she or he helped with the strategies. You and your partner worked well together too! Now we know what to do when we can’t figure out a word on our own: put a sticky note on the word and ask our partners for help with strategies! And when we clarify the word, we’ll put a check mark on the sticky note.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that they will learn two more of them today—everyone participates and help and encourage others—by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

As we watch this video about team cooperation goals, think about what it looks and sounds like when everyone participates and helps and encourages others. How do we know when everyone participates? How can you help and encourage others? What does that sound like? Let's watch and find out.



- Play the video.
- Display a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what everyone participates looks and sounds like. Randomly select a few students to share. Write their answers on the looks like/sounds like chart. *When everyone participates, heads huddle together, teammates use role cards, and you hear team cheers.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what helping and encouraging others looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates help and encourage others, you hear encouraging words and respond to the role-card cues.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

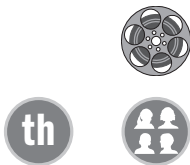
Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to have students think about clarifying unfamiliar words with their teammates. Randomly select a few students to share.

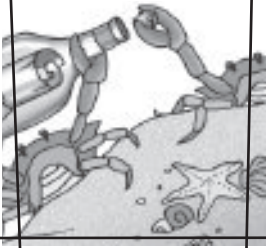
We know that when we're stuck on a word and can't figure it out on our own, we can ask our partners for help. But suppose you and your partner can't figure it out. Who might be able to help you? Think. Now pair with your partner, and tell your ideas. Allows students time to talk. Right! Your team can help. Aren't we lucky to have partners and teammates who can help us with sticky words?

- Introduce the video.

You know that you and your partner can ask your teammates for help with clarifying words. I wonder if Sarah will tell Lisa and Jack to ask their teammates for help when they're stuck? Let's find out.



- **Play** “Part 3: Clarifying with a Team” (4 ½ minutes).
- Use **Team Huddle** to have students discuss what Jack and Lisa did when they couldn't figure out a word as partners. Use **Random Reporter** to select students to share. *They put a sticky note on the word and asked their teammates for help.*
- Use **Team Huddle** to have students discuss how Jack, Lisa, Kate, and Alex used the team cooperation goals to clarify their sticky problems. Ask students to tell what the conversation in the video looked and sounded like. *They all participated in the discussion. Use Random Reporter to select students to share. They listened to one another. They helped and encouraged one other. They didn't just tell one another the answer, and they helped by suggesting strategies to use.*
- Use **Team Huddle** to have students tell why the team in the video clarified words. Use **Random Reporter** to select students to share. *By clarifying words, they learned new words and understood more of what they read; they also found that reading was a lot more fun.*
- Use **Team Huddle** to have students tell when you can use clarifying strategies. Use **Random Reporter** to select students to share. *You can use clarifying strategies every time you read, in any class, and when you read on your own.*
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

Sticky has another challenge for you. This one is about clarifying words with your teams. Read it along with me.

- Read Sticky's Challenge aloud.

Student Edition, page S-2

Hi boys and girls,

My, you're getting to be such good clarifiers! Would you be my teammates and help me figure out the underlined words in my book *All About Birds?* Please clarify how to say them and what they mean. I know you can do it if you use your Clarifying Strategy Cards and work with your partners!

Your friend,
Sticky

- Read the following sentences with students, and then have them begin the challenge.

Student Edition, page S-2

A large, brown pelican greedily devoured twenty fish. His belly was so full that he couldn't fly!

A peculiar bird is the pelican; its beak can hold more than its belly can!

The heron is a large bird that lives near water. Its wingspan is so wide that it has to perch at the very top of a tree.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky’s Challenge.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

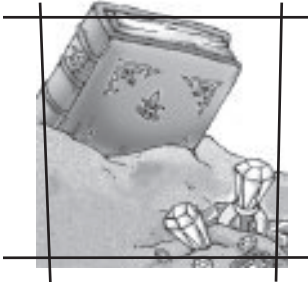
OK, Number X. Tell me how your team clarified a word in Sticky’s Challenge. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Gia. Tell me a word that you clarified.** Allow time for a response. **Can you also tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

Today Lisa and Jack learned that even when they can’t figure out a word together, they don’t have to give up. They can ask their teammates for help with strategies! Two heads are better than one, and four heads are even better when you have a really sticky word. And you can always check the dictionary to make sure you’re right. They had a great team discussion. They all participated, and they all suggested strategies. They’ve learned a lot about clarifying words, and so have you. So who can tell me what we should do when we’re reading and come across a sticky word? Wait for students’ responses. **Right. We can stop reading and use the strategy card to help figure out the word. If we’re still stuck, we can ask our partners or teammates for help. Reread to check our thinking. Check the dictionary to be sure we have correctly clarified. Put a check mark on the sticky note if we’ve clarified the word. If the whole team is stuck, the class can help out.**

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that today they will learn the last one—complete tasks—by watching a video.
- Ask students to think about what this team cooperation goal looks and sounds like as they watch the video.

As we watch this video about team cooperation goals, I want you to think about what completing tasks looks and sounds like. How do we know tasks are complete? Let's watch and find out.



- Play the video.
- Display a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what completing tasks looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates complete tasks, they prepare for Class Discussion, write answers, get ready for Random Reporter, and check in to make sure they have their answers ready; partners hold their hands up and together after Think-Pair-Share.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

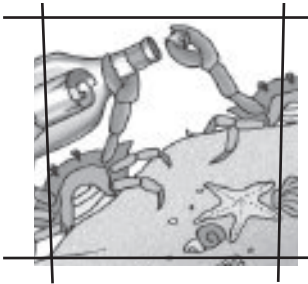
Using the Targeted Strategy (Introduction and Definition)

- Remind students that they have been using strategies to pronounce words and figure out their meanings.

Good readers notice when something doesn't make sense to them. They know when they are in a sticky situation—when they do not understand what they have read—and they use strategies to fix the problem. Clarifying strategies help you check your understanding and figure out unfamiliar words or confusing parts in what you are reading.



- Refer students to the Clarifying Strategy Card, and ask students what to do when text stops making sense. Use **Team Huddle** to have students describe the strategies. Use **Random Reporter** to select a few students to share.
- Tell students that they should think aloud, refer to the Clarifying Strategy Card, and talk to their partners about the clarifying strategies they use as they partner read today.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Partner Reading

- Direct students to their student reading, *Alaska*, in their copies of *A Collection of Readings*. Tell them that they will read this aloud with their partners.

A Collection of Readings,
page 1

Alaska

Do you know that if you moved Alaska inside the rest of the United States, it would take up a good portion of the continent? Alaska is the largest state in the United States. Five regions make up Alaska. Each region makes a unique contribution to the state's ecology and wildlife.

Denali National Park is in Alaska. It is home to Mt. McKinley, the highest peak in North America. Many parts of Alaska lend themselves to the enjoyment of Alaska's wildlife through fishing, hiking, and exploring.

The Northern Lights are another attraction in Alaska. Scientists call this phenomenon *aurora borealis*. This is when the sky lights up with a beautiful colorful glow. You can see reds, blues, pinks, and purples. During some months in some places in Alaska, the Northern Lights can be seen up to ten times a month. This is just one of the exciting things to see in Alaska.

- Remind students that it is important to stop and clarify when reading.

When you find something confusing or unclear in your reading, try to make sense of it using your clarifying strategies. Use the strategies on your Clarifying Strategy Card. If you can't figure it out, mark it with a sticky note, and ask your partner for help. If you figure it out with your partner's help put a check on the sticky note. If not, try to clarify it with your team.

- Model reading and clarifying the first paragraph of *Alaska* with a student partner.

- Read aloud the first paragraph of *Alaska*, stopping to clarify and asking your partner for help.

Stop after "...good portion of the continent?" **"A good portion"? I'm not sure I understand what that means. Let me see if one of the strategies on my card will help me. Let me try rereading.** Reread from the beginning of the paragraph. **I'm still confused, so I'll mark the word with a sticky note and ask my partner for help. Daniel, can you help me?** Allow the student time to respond. **Oh, I see. A portion means a part of the continent. That makes sense. Thanks, Daniel! I can put a check on my sticky note now.**

- Ask students to read aloud with their partners. Have partners alternate reading and clarifying paragraphs. Prompt them to use their Clarifying Strategy Cards and sticky notes as necessary.
- Remind partnerships to take any unresolved sticky notes to their teams.

Team Discussion

- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

Class Discussion **TP**

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind students how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

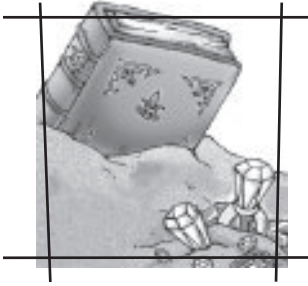
OK, Number X. Tell me how your team clarified a word or idea. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Lucas. Tell me a word or idea that you clarified.** Allow time for a response. **Can you also tell me what it means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.

- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of the team cooperation goals.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goals and related behaviors.

Set the Stage

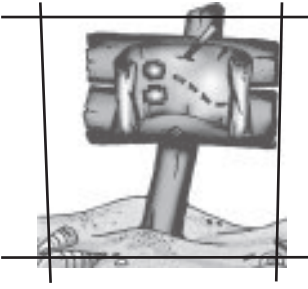
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details. Tell students they will clarify while they read.

Today you are going to read a new passage. You'll stop when you don't understand a word or idea and use your clarifying strategies to fix the problem.

- Review the Clarifying Strategy Card as necessary. Tell students they can use their cards during the test.

Prepare Students for the Test

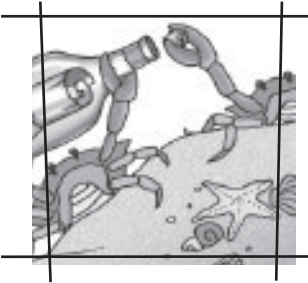
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 40 minutes

Team Discussion

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test.
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Have students read their answers to question #8. Ask the teams to think about what they like about their answers and what they wish they had said differently.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Award team celebration points.

Class Discussion

- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions.
- Award team celebration points.
- Tell students that at the end of each cycle, their total team celebration points becomes a team celebration score, which helps them become a super team. Tell them you'll watch a video to see how this is done.



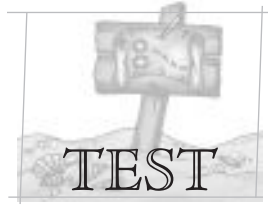


- Play the video.
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Cycle Follow-up

- Enter team names into the Member Center.
- Enter team celebration scores, strategy-use points, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 2. Prepare to help students set goals using the previous cycle's scores on their team score sheets.



Comprehension Questions

Read *Grizzly Bears*, and answer the following questions. The total score for comprehension questions equals 100 points.

Grizzly Bears

Grizzly bears live in the northwestern United States and Alaska. These huge creatures can grow to more than 1,000 pounds! They are usually a shade of brown in color. They have a big hump of muscle on their shoulders. The hump gives them strength in their paws to do things like dig dens. Grizzlies use dens to hibernate in and raise their cubs. Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose. Grizzlies often live for more than twenty years.

Grizzlies are threatened in the northwestern United States. This means they could be endangered one day. In some parts of Alaska, grizzlies are already endangered. The biggest threat to grizzlies is poaching, when people kill bears illegally. Many organizations work to save the bears and stop illegal hunting.

10 points

1. While reading, you should use a sticky note—
 - a. to mark something you don't understand.
 - b. to mark a repeated word.
 - c. when your teacher tells you to.
 - d. to mark an exciting part.

10 points

2. When you chunk a word to pronounce it, you—
 - a. skip over the word.
 - b. ask your partner to pronounce it.
 - c. break the word into parts and pronounce each part.
 - d. put a check on the sticky note.

10 points

3. If a clarifying strategy does not work, you should—
 - a. tell the teacher.
 - b. ask your partner.
 - c. try another strategy.
 - d. skip the word.

10 points

4. “Grizzlies use dens to hibernate in and raise their cubs.” The word *hibernate* means—
- play.
 - sleep.*
 - hunt.
 - swim.

Circle the strategies you used to figure out the meaning of *hibernate*:

reread
read on
used a clue in the text
used background knowledge
made a mind movie

10 points

5. “Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose.” The word *omnivores* means—
- eating some.
 - eating one.
 - eating none.
 - eating both.*

Circle the strategies you used to figure out the meaning of *omnivores*:

reread
read on
used a clue in the text
used background knowledge
made a mind movie

10 points

6. “Grizzlies are threatened in the northwestern United States.” The word *threatened* means—
- safe.
 - in danger.*
 - protected.
 - harmless.

Circle the strategies you used to figure out the meaning of *threatened*:

reread
read on
used a clue in the text
used background knowledge
made a mind movie

20 points

7. Why is it important to stop reading when you don't understand something?

(Accept reasonable responses.) **20 points** = *It is important to stop reading when you don't understand something so you can fix the problem. If you stop, you can use strategies to figure out a word or sentence to help you understand what the author is trying to tell you.* **15 points** = *It is important to stop reading when you don't understand something so you can fix the problem.* **10 points** = *So you can fix the problem.*

20 points

8. How can rereading a confusing part help you understand it?

(Accept reasonable responses.) **20 points** = *Rereading a confusing part can help you understand it because when you reread, you might find context clues that help you understand what the author means. When you reread, you might find out that you skipped an important word.* **15 points** = *Rereading a confusing part can help you understand it because when you reread, you might find context clues that help you understand what the author means.* **10 points** = *You might find context clues to help you understand.*

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / Clarifying Sticky Situations

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

LITERATURE (6 DAY)

Tryouts

Written by Darnell Parker

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 3–18

Success for All Foundation, 2011

Listening Comprehension Text**Dante and Monica**

Written by Sam R. McColl

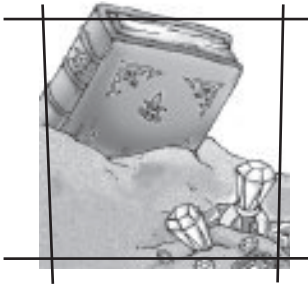
(Included in the Listening Comprehension section of the Teacher Edition)

Summary

Two friends try out for spots on the neighborhood baseball team. One of the friends struggles to succeed at first, and, as a result, he learns important lessons about friendship and hard work.

Instructional Objectives

	Reading	Writing
	Clarifying (CL)	Write a literary response.
CYCLE 1	Students will learn how to recognize when they don't understand word pronunciations or meanings. They will use clarifying strategies to attempt to figure out the unknown words, or they will mark the words with sticky notes and ask their teammates for help.	Students will write literary responses to <i>Tryouts</i> about what it takes to be a good friend.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class. Tell them to rate the words by putting a “+” after the words they think they know and a “?” after the words they are unsure about. They may discuss them with their teammates. Model this, as necessary.

Success Review and Keeping Score

- Tell students they will watch a video to introduce them to the team score sheet and to see how team celebration points factor into their team scores.
- Play the video.
- Hand out team score sheets and team certificates to each team. Review the previous cycle’s team scores.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.



- Use **Random Reporter** to ask students how their team scores were determined. Ask them how they can become super teams during this cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Introduce goal setting for students. Tell them that setting goals helps them focus on increasing their scores in one area.
- Ask them to look at the scores from the last cycle on their team score sheets. Ask teams to use their scores from the previous cycle to set goals for this cycle. Guide them as necessary.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team’s improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students they will learn more about the challenge scores during this cycle.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill and vocabulary.

Team Cooperation Goal

- Point out that this lesson’s team cooperation goal is practice active listening, or choose one based on your class’s needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Remind students that listening and paying close attention to what teammates say is a vital skill for successful teams. Review, as necessary, what a good listener looks like (eyes on speaker, sitting still, and reading to ask a question, rephrase a teammate’s answer, or otherwise contribute to the discussion at any point).
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Tryouts* by Darnell Parker. As we read, we’ll practice figuring out words that we don’t understand. We call this clarifying. Good readers try to fix what they don’t understand so they can keep reading. That’s why we clarify.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Build or activate background knowledge about the story using the items below.
 - Use **Team Huddle** to have students discuss the kinds of activities they might need to try out for. Use **Random Reporter** to select students to share.
 - Ask students why coaches or directors might want people to try out for their teams, plays, or movies. Use **Think-Pair-Share** to have students discuss tryouts with their partners. Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students discuss their experiences with going to tryouts. Have students discuss how they felt before, during, and after the tryouts or how they think they would feel if they tried out for something. Randomly select a few students to share.

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Vocabulary

- Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by reading each word, having students repeat each word, and explaining how to use the identification strategies. Explain word meaning, using the examples sentences if necessary.

- Ask teams to make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.
- Introduce the student routine for partner study of the vocabulary words using a student partner. Ask the student to be the reader while you coach him or her.

Student Routines

Speaker		Coach	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.	ADD	Add ideas to help your partner.

- Review the first four words, coaching your student partner on how to respond. Switch roles to model responding to your partner as he or she reviews the last four words.
- Direct students to the student routine in their team folders. Tell them they will work with the same partner each day and alternate reviewing the first or last four words in the chart.
- Assign partners for this activity. Have students practice the routine, assisting them as needed and reminding them to switch roles for the last four words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Tell students they will also learn their vocabulary words and earn team celebration points by noticing the words in their daily reading.

When you find a vocabulary word in your reading, write down the page number where you find it next to the word in your journal. Only write one page number even if you see the word again. On day 5, I’ll check your journal to see the page numbers you have listed and award team celebration points.

Student Routines

Finding Your Words
• Find a vocabulary word in your reading.
• Write the word and the page number where you found it in your journal.
• Show your teacher your journal on test day!



- Tell students that another way to earn team celebration points is from the **Vocabulary Vault**. Direct students to the Vocabulary Vouchers on their homework page in their team folders. Explain the directions for using the **Vocabulary Vault**.

Another way to earn team celebration points is by filling out a Vocabulary Voucher. When you read or hear one of the vocabulary words outside of reading class, write it down on a Vocabulary Voucher. Also write down the sentence you read or heard it in. Each day, we'll check the Vocabulary Vault, and I'll call on you to tell me your words and how they were used. If you can show me that you understand the meanings of the words, you'll earn team celebration points.

Student Edition, page S-3
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
knack page 6	blend	special talent	After scoring a basket on her first day of basketball practice, Sally knew she had a <i>knack</i> for the game.
replied page 7	base word + ending: repl(y) + i + ed	answered, responded	Vladimir <i>replied</i> when the teacher asked him a question.
pitch page 8	blend	throw	The catcher waited for his teammate to <i>pitch</i> the ball to him.
exclaimed page 10	chunk: ex-claimed	said loudly, shouted	I <i>exclaimed</i> , "What a surprise!" when I received a puppy for my birthday.
nervous page 11	chunk: ner-vous	worried, uneasy	Montel is <i>nervous</i> about the difficult test tomorrow.
extended page 11	chunk: ex-tend-ed	stretched	The little boy <i>extended</i> his arm as far as he could to try to reach the cookies on the counter.
chores page 14	blend	tasks, things that need to be done	Mowing the lawn and sweeping the sidewalk are two of my weekly <i>chores</i> .
approach page 15	chunk: ap-proach	come near	I grew more and more excited to see my grandmother as I watched the plane <i>approach</i> the airport.

Using the Targeted Skill (Introduction and Definition)

- Display the following sentences to demonstrate clarifying.

Sentence 1

We knew a juffer was coming because the clouds were getting darker and the wind was blowing more strongly.

Sentence 2

The meteorologist predicted that we would have strong winds and possible flooding on Saturday.

- Use **Think-Pair-Share** to have students tell what the nonsense (underlined) word in sentence 1 means and how they figured it out. Randomly select a few students to share.

This word is made up. Point to *juffer*. Read the sentence, and try to figure out what the word means. Now tell your partners your ideas. What do you think the word means? A storm, rain, tornado, etc. How did you figure that out? What other words in the sentence helped you figure out the meaning?

- Use **Think-Pair-Share** to have students tell what the underlined word in sentence 2 means and how they figured it out. Randomly select a few students to share.

Here's a sentence with a real word that you may not know. Point to *meteorologist*. Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? A person who tells about the weather. How did you figure that out? What other words in the sentence helped you figure out the meaning?

- Point out to students that when they talk about what words mean, as they did with these sentences, they are clarifying.

What you have been doing, thinking about and explaining what words mean, is clarifying. This is what you will do, and how you will help each other, as you read *Tryouts*.

Listening Comprehension

- Introduce *Dante and Monica* as the text you will read for Listening Comprehension.

***Tryouts*, the story you will read this cycle, is about friends. I'm going to read another story aloud about friends this cycle. It's *Dante and Monica*. Let's see what happens in this story today.**

- Read the following passage from *Dante and Monica* aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

"Pass me the ball!" Dante called from the side of the basketball court. The bigger kids on the court ignored him. "Pass me the ball! I want to play!" Dante called again. Still, there was no reply. "Hey!" Dante yelled, trying to get the big kids' attention one more time. Finally, he realized it was useless, and he gave up.

Dejected, Dante sat down on the metal bench. He could feel how hot the metal was from the sun hanging high in the sky. It was perhaps the hottest day Dante could remember. As he'd run out of the apartment building this morning, after doing his chores, his grandmother had called down from the second floor window, "Dante! You best take a bottle of water with you, if you're going to play ball on that hot court!" Then she had tossed a bottle down to him.

Dante had yelled, "Thanks, Gramma!" as he caught the bottle, and then sprinted toward the basketball courts.

For his birthday last week, Gramma had given him a pair of Duke Wilson basketball shoes. Gramma had known how much Dante really wanted those shoes, and she had saved up for them. Now, Dante sported them proudly at the neighborhood basketball courts. He knew his fancy new basketball shoes helped him play, if only the big kids would give him the chance.

Dante sat and watched the kids run up and down the court. Lay-ups, full court presses, and jump shots—Dante knew how to do all these things. Before he'd moved with his dad from Chicago to New York, Dante had been the best ball player in the whole neighborhood. His dad had even wondered if Dante was the best player on the whole South Side.

"I doubt it, Dad," Dante used to say, although he liked the fact that his dad had so much confidence in his game.

But here Dante was in New York City, and the bigger kids wouldn't give him a chance to show off his skill. "Big meanies," Dante thought to himself. "I'd show them all how good I am, if they'd only give me the chance."

Dante sat for a while longer, watching the big kids play. He drank down the last few sips of water from his bottle, and felt the sun beat down.

"Well, I'm not going to sit out here and sweat if they won't let me play," Dante said to himself. He stood up from the metal bench. Eyeing the trash can about 15 feet away, Dante tossed the empty water bottle into the air. The bottle soared through the air in a perfect arc and then landed with a clunk right in the middle of the trash can.

"Nice shot!" Dante heard someone behind him say.

- Ask students questions about what you read, and make a connection to the book they'll be reading.

Who is the main character in the story that I read? What sport does he like? Why do you think the bigger kids won't let Dante play basketball? What did Dante's grandmother give him for his birthday? I'll read more about Dante tomorrow, but now let's get ready to read *Tryouts*. You'll meet some children in this book who are friends. Their names are Hector and Mary.

Preview Team Talk

- Preview the Team Talk questions with the class.

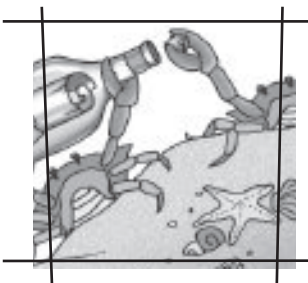
Student Edition, page S-4

Team Talk

1. What happens because Hector and Mary are best friends? Give examples. |CE|
2. Why is Mary excited about the tryouts? Why is Hector excited? |CC • CH|
3. What do all the kids in the park have in common? |CC|
4. Which answer best matches the meaning of the word *several* on page 7? |CL|
 - a. rare
 - b. seldom
 - c. many
 - d. often

Explain why you think so.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Introduce Partner Reading for students. Tell them they will clarify as they read.
- Tell students you will model clarifying during Partner Reading using a student partner. Choose a partner randomly.

- Display the following passage. Model how to clarify with a partner using the words *bouquet*, *sunflowers*, and *primulas*.

Blackline master provided.

Daniel wanted to pick some flowers from his garden to make a bouquet for his mother. He picked some tall sunflowers and some purple primulas. He thought irises would look nice, so he clipped some of those too. Daniel went inside and put all the flowers in a vase.

- Model putting a sticky note in the margin when you can't clarify a word or idea. Model what to do when your student volunteer can't help you.
- Read the first sentence. Deliberately have trouble sounding out *bouquet*, and ask for clarification of how to say that word. An example follows.

Teacher (T): "...make a *boocket*..." I don't know this word, and I'm having trouble sounding it out. I'll put the sticky note in the margin, next to the sentence. Tasha, can you help me with it?

Student (S): *I'm having trouble chunking it. I don't know it, either.*

T: OK, then we'll leave it and come back to it during Team Discussion.

- Continue to read through the word *sunflowers*. Have trouble sounding it out, and ask for help. An example follows.

T: "...some tall sun-sunfl..." Let me put a sticky note next to this word. Tasha, can you help me with this word?

S: *That word is sunflowers.*

T: Oh, it's *sunflowers*. How did you know that word?

S: *I saw two words that I know—sun and flowers.*

T: Since Tasha clarified that word for me, I'll put a check on the sticky note.

- Read through the next sentence of the paragraph. Ask the student if she can help you with the meaning of *primulas*. An example follows.

T: "...some purple primulas." I think I can sound this word out to be *primulas*, but I don't know what it means, so I'll mark it with a sticky note.

S: *Let me reread the sentence. No, I don't know what that word is or what it means.*

T: OK, we will come back to that during Team Discussion.

- Read the remainder of the paragraph.
- Summarize clarifying with sticky notes if necessary. Use **Think-Pair-Share** to have students explain what to do when they come to a word they don't know. Randomly select a few students to share.



Remember that as you read, you will clarify words and ideas you don't understand and ask your partner for help if you can't figure them out. What can you do when you come to a word you don't know? Wait for students' responses. **Great job! As you read with your partner, I want you to stop when you come to a word you don't know. Then I want you to look at your Clarifying Strategy Card and to use strategies to say the word and figure out its meaning. If you can't figure it out, ask your partner for help. Finally, I want you to use sticky notes to mark words or parts that you can't figure out just like Sticky and his friends did in the videos we watched this cycle.**

- Pass out three sticky notes to each student (use your judgement to distribute fewer or more sticky notes than suggested), and have partners begin reading.
- Tell students that they have 15 minutes for this activity. Have students read and restate: **SR**
 page 5 aloud with partners.
 pages 6 and 7 silently.
- Prompt and reinforce discussions as partners read and clarify.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

Teacher's Note: In this lesson, students have an informal Team Talk discussion and do not write answers to Team Talk questions. Focus their attention on the strategy-use discussion. The Think-and-Connect discussion is introduced on day 3, and the Write-On discussion is introduced on day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Model team clarifying with a student team (that includes your previous student partner) using a word you marked earlier. Model the role of team leader, preparing the team for Class Discussion.

Let's pretend that I'm the team leader on a team with (Miles), (Nadia), and (Luis), and it's my turn to talk about clarifying. I'm going to use a word that my partner and I struggled with earlier (*bouquet*). First, I'll read the passage again.

- Display and read aloud the entire paragraph.
- Review with your student team the meaning of *bouquet*. Prompt the use of the Clarifying Strategy Card and the clarifying rubric. Use the example that follows if necessary.

T: This word, *boocket*, has an unchecked sticky note. My partner and I didn't know how to say the word.

S1: I didn't know that word.

S2: I do. It's bouquet.

T: Do you know what it means?

S2: *Luis and I figured out that word by using other words in the paragraph.*

T: What words helped you?

S3: *The words “pick some flowers” and “put all the flowers in a vase.” That’s how we figured out that a bouquet is a bunch of flowers.*

T: How did you know to use other words?

S3: *We used our strategy card. It said to use context clues and reread to help clarify. So that’s what we did.*

T: Good job! I’ll put a check on my sticky note. Now let’s look at the clarifying rubric. Are we all ready for Team Discussion? We all know that we clarified *bouquet*. It means a bunch of flowers, and we used context clues to figure it out. Is everybody ready for Random Reporter?

- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the clarifying challenge-score rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team’s strategy use for Class Discussion, and
 - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to Team Talk questions to earn team celebration points during Class Discussion.

Team Talk

1. What happens because Hector and Mary are best friends? Give examples. |CE|

100 points = *Hector and Mary do everything together because they are best friends. They walk to school together. They walk home from school together. They do their homework together. They play together.* **90 points =** *Hector and Mary do everything together because they are best friends. They walk to and from school together.* **80 points =** *They do everything together.*

Team Talk *continued*

2. Why is Mary excited about the tryouts? Why is Hector excited? |CC • CH|

100 points = *Mary is excited about the tryouts because she's never been on a team before, and she wants to see what it will be like. Hector is excited because he likes playing baseball.* **90 points** = *Mary is excited about the tryouts because she has never been on a team before, and Hector likes playing baseball.* **80 points** = *She has never been on a team. He likes playing baseball.*

3. What do all the kids in the park have in common? |CC|

100 points = *All the kids in the park have baseball tryouts in common. They are all there to try out for the baseball team.* **90 points** = *All the kids in the park have baseball tryouts in common.* **80 points** = *They are all there to play baseball.*

4. Which answer best matches the meaning of the word *several* on page 7? |CL|

- a. rare
- b. seldom
- c. *many*
- d. often

Explain why you think so.

100 points = *I think several means many because there are a lot of kids at the park. The kids are different ages. It would make sense that there would be many different baseball teams so the older kids wouldn't play against the younger kids. Also, having many teams would give more kids a chance to play.* **90 points** = *I think several means many because there are a lot of kids at the park. It would make sense that there would be many different teams for all the kids.* **80 points** = *There are a lot of kids at the park, and they would need many teams for the kids.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion

- Tell students they will watch a video about strategy-use discussion. Tell them to look for student use of the strategy cards and challenge-score rubrics during the team discussions in the video.
- Play the video.
- Use **Think-Pair-Share** to have students tell which tools the class in the video used to clarify. Randomly select a few students to share. *They used the Clarifying Strategy Card and the clarifying rubric.*
- Use **Think-Pair-Share** to have students tell how the teams in the video showed that they were prepared for Class Discussion. Randomly select a few students to share. *Each student on a team was ready for Random Reporter;*



each student could tell what was clarified in his or her team, what it means, and what strategy the team used.

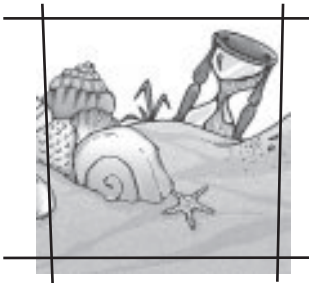


- Use **Team Huddle** to have students discuss how teams were rewarded for good strategy-use discussion. Use **Random Reporter** to select students to share. *They were rewarded with team celebration points.*
- Begin the strategy-use discussion.

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

- Record individual strategy-use points on the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.
- Clarify any unresolved sticky notes as a class.
- Mark team celebration points on the poster.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Introduce the Fluency rubric on the back of the team folders. Tell students that you will show them what each criterion means by reading a passage from their text.
- Tell students that first you'll model fluent reading. Read the passage from the student text fluently.

Page 5 (paragraphs 1–5)

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills. Prompt your student partner to use the rubric to give you feedback after each reading and tell what score he or she might give you and why.
- Introduce the concept of rate. Explain that when we read with smoothness, accuracy, and expressiveness, we read at an appropriate rate.
- Tell students that we can measure rate by finding out how many words we read correctly per minute. Explain your target rate range.

- Tell students that we want to meet our target rate range, but we must remember that fluent reading is not a race. Tell students that we must remember to demonstrate the other criteria in the rubric to be fluent readers.
- Display and introduce the word errors to students.

Word Errors

- Skips a word
- Mispronounces a word
- Has a word read by the listener

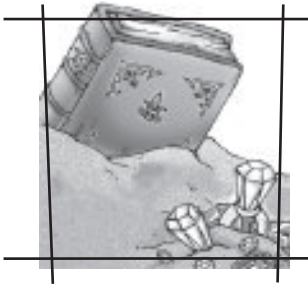


- Tell students that you want them to listen carefully as you read aloud and count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric, but missing one or two words. Mark where you stop reading. Count the total number of words in the passage.
- Use **Random Reporter** to ask students how many words you missed and then subtract that number from the total number of words in the passage. Write the number on the board, and explain that this is your fluency rate—how many words you read correctly in one minute.
- Point out that applying the skills in the rubric help us improve our rate.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

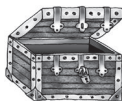
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Review the student routine for vocabulary review. Explain to students that today partners will switch words. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Discuss what happened in *Dante and Monica* on day 1.

Yesterday I started to read a story about a young boy named Dante. What happened to Dante yesterday? Why couldn't he play basketball? What did he do with his water bottle?

- Read the following passage from *Dante and Monica* aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

Dante turned around, ready to say thanks to whomever had complimented his shot. Standing near the chain link fence that surrounded the basketball courts, her fingers gripping the chain, was a young girl about Dante's age. She had her hair tightly braided, and wore shorts, a tee shirt, and yellow basketball shoes. They were Duke Wilson shoes! Her left shoe rested on a basketball. Dante had never seen the girl before.

"I said, nice shot," the girl repeated. "What's the matter, can't you take a compliment?"

Dante wiped a bead of sweat off of his brow. "Thanks, I guess," he said, quietly.

The girl said, "There you go. That wasn't so bad, now was it?"

Dante smiled. Then the girl continued, "What you need, though, is a little more oomph to your shot. I think you need just a little more flick of the wrist."

Dante didn't like that. Angrily, he said, "My shot's just fine. What do you know about anything, anyway?"

The girl looked carefully at Dante. Then she walked around the fence and through the gate. "Follow me," she said. She led Dante to an empty court, far away from where the bigger kids were playing their full-court game. The girl stood at the three-point line, about 20 feet from the rim. She dribbled her ball up and down a few times. She wiped some sweat from her forehead.

Then she picked up the ball, and launched it into the air. Her form was perfect. The ball sailed through the air, and, for a brief second, Dante lost it in the gleam of the bright sun. When he found it again, the ball was just about to hit the rim. Then K-DANK! The ball bounced off the rim, then off the backboard, and then swished through the metal net.

"Wow!" Dante said. "A perfect three-point shot!"

"I've been practicing," the girl said. Then she stuck out her hand. "Name's Monica," she said.

Dante reached out and shook her hand. "I'm Dante," he said. "Pleased to meet you."

"Likewise," Monica said. Then she ran to fetch the ball and bounced it over to him. Dante caught the ball mid bounce and dribbled it a few times. Monica ran over to him. "Now, shoot it just like I saw you sink that water bottle," she said, "only this time, give yourself a little more flick of the wrist."

Dante thought to himself, "Hey, if this girl can teach me to shoot like she does, I'll be the best player in New York AND Chicago!" So, he did just as she suggested, and flicked his wrist a little more as he shot the ball. The ball sailed perfectly, and then dropped straight down through the metal net. "Swish!" said Dante. "Nothin' but net."

"Good work," said Monica.



- Using a **Think Aloud**, model how to clarify *practicing*. Mispronounce the word until you clarify it.

“I’ve been practicing...” Say *practiking*. I don’t know any word like *practiking*. Let me reread that word to see if I can clarify it—*practicing*. Yeah. That makes sense. Monica has been practicing. That’s why she’s such a good player.

- Connect the Listening Comprehension text to students’ story.

We know more about Dante and Monica’s friendship. Now let’s get ready to see what happens to the friends in *Tryouts*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



Why are Hector and Mary so excited about the baseball tryouts?

Preview Team Talk

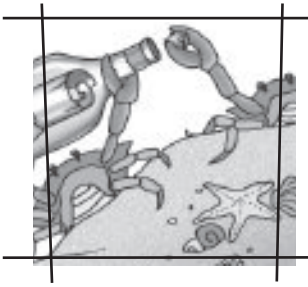
- Preview the Team Talk questions with the class.

Student Edition, page S-4

Team Talk

1. What is the **first** thing Mary tries to do at tryouts? |SQ|
 - a. hit the ball
 - b. catch the ball
 - c. throw the ball
 - d. toss the ball
2. Which word below best matches the meaning of the word *soared* on page 9? |CL|
 - a. left
 - b. rolled
 - c. landed
 - d. flew

Explain why you think so.
3. Does Mary do well at her baseball tryout? Support your answer. |DC|
4. Describe how Hector acts in this section of the story. What does this tell you about him? |CH|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 8 aloud with partners.
pages 9 and 10 silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

Teacher’s Note: In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on the strategy-use discussion. The Think-and-Connect discussion is introduced on day 3, and the Write-On discussion is introduced on day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussion for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the clarify challenge-score rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team’s strategy use for Class Discussion, and
 - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.

Team Talk

1. What is the **first** thing Mary tries to do at tryouts? |SQ|
 - a. *hit the ball*
 - b. catch the ball
 - c. throw the ball
 - d. toss the ball

2. Which word below best matches the meaning of the word *soared* on page 9? |CL|
 - a. left
 - b. rolled
 - c. landed
 - d. *flew*

Explain why you think so.

100 points = *I think soared means flew because the story says Mary hit the ball with the bat. The story says the ball went over the coach's head. The ball was probably flying through the air.* **90 points** = *I think soared means flew because the story says Mary hit the ball with the bat, and it went over the coach's head.* **80 points** = *The ball went over the coach's head.*

3. Does Mary do well at her baseball tryout? Support your answer. |DC|

100 points = *Yes. Mary does well at her baseball tryout. She hits the ball. She catches the ball. She throws the ball hard. The coach says she'll be on the team. She must be a good player to make the team.* **90 points** = *Yes. Mary does well at her baseball tryout. She has a place on the team.*
80 points = *Yes. She has a place on the team.*

4. Describe how Hector acts in this section of the story. What does this tell you about him? |CH|

100 points = *Hector is a good friend to Mary in this section of the story. He supports her as she tries out for the baseball team. He tells her when she is doing well. He gives her advice.* **90 points** = *Hector is a good friend to Mary in this section of the story. He supports her.* **80 points** = *He is a good friend and supports her.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion

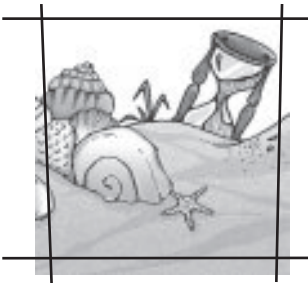
- Remind students to think about the Clarifying Strategy Card and clarifying rubric during Class Discussion.
- Begin the strategy-use discussion.



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

- Record individual strategy-use points on the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.
- Clarify any unresolved sticky notes as a class.
- Mark team celebration points on the poster.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



- Tell students they will watch a video of two partners practicing fluency. Ask them to pay attention to how the partner gives feedback using the Fluency rubric.
- Play the video.
- Use **Think-Pair-Share** to have students tell what feedback the listener gave the reader. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students tell how the reader could read more fluently. Randomly select a few students to share.
- Explain the routine and rubric for fluency. Remind students that you modeled the routine with a student partner yesterday, and they just watched two students use the routine in the video. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-3

Page 10 (paragraphs 1–5)

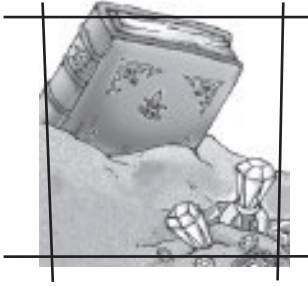
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.

- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

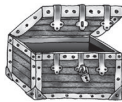
Set the Stage

- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**



- Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension

- Discuss what happened in *Dante and Monica* on day 2.
- Read the following passage from *Dante and Monica* aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as needed.

Dante and Monica practiced shooting for an hour or so. Sometimes Dante had good advice for Monica, and sometimes it was the other way around. They practiced passing, catching rebounds, dribbling, and a number of other skills. Around 2:30, Monica looked at her watch.

“Holy smokes!” she said. “I didn’t realize it was 2:30! I gotta get outta here. My dad and I are going downtown at 3:00. I better get moving and run home!”

“Okay,” said Dante. “I guess I’ll head home, too.”

Monica bent down to tighten the laces on her Duke Wilsons. When she stood up, she said, “So, do you want to practice some more tomorrow?”

Dante said, “What’s tomorrow, Sunday?” He thought for a minute, then said, “Okay, but I gotta go to church with my Gramma and my dad in the morning, and then we’ll have lunch together. You want to meet me here after that, around one o’clock?”

“One o’clock sounds like a plan, Stan,” Monica said. “See ya later!” she called as she walked off the court.

“See ya tomorrow!” Dante called back.

Dante whistled as he walked home in the afternoon sun. He didn’t even care anymore that the bigger kids wouldn’t let him play basketball with them. He’d found someone to play basketball with, someone his own age.

When he reached his apartment building, Gramma was still sitting in the window.

“Hey Gramma!” he called up to her. “Is my dad home yet?”

Gramma called down, “Nope, not yet! I don’t expect him for another hour or so. Why don’t you come in out of the heat? I’ll fix you a nice glass of lemonade. I think I have a pitcher in the refrigerator, ice cold!”

“That sounds pretty good, Gramma!” Dante called back, grinning. He then unlocked the door of the apartment building and bounded up the steps to the second floor. Gramma had opened the door to the apartment, and Dante ran inside.

“Look at you, running around in those fancy shoes,” Gramma said, pointing at his Duke Wilsons. “Did you get a chance to use them today?” she asked as he poured him a tall glass of lemonade.

Dante thanked Gramma for the lemonade and sat down by the open kitchen window. As he sipped his lemonade, he told Gramma all about playing basketball with Monica. “I can’t wait to actually play a game with her, Gramma! Together, I’d bet we’d be the best two-person team in the whole city! Maybe even the whole state!”

Gramma just chuckled. “You aren’t very humble, are you Dante?” she asked with a smile. “Oh well,” she said, “you get that confidence from your father. He was quite a ball player in his youth, as I recall.”

Dante listened as Gramma told stories about Dante’s dad. They spent the afternoon that way, sipping lemonade and telling stories, just waiting for Dante’s dad to come home.



- Using a **Think Aloud**, model how to clarify *humble*, on page 7.

“You aren’t very humble, are you Dante?” she asked with a smile. Hum-ble. Huh, I think that means modest and shy, but I’m not sure. I’m going to read the rest of the paragraph to see if I can clarify it or figure out the meaning. Read the rest of the paragraph. Yes. Dante is a good basketball player, just like his dad. They’re really self-confident. So, if Dante’s not very humble, that definitely means he’s not very modest, and that he is very self-confident, especially because of his basketball skills.

- Connect the Listening Comprehension text to students’ story.

Dante is really excited about his new friendship with Monica. Let’s get ready to read on so we can see what happens next in *Tryouts*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



Does Mary make the baseball team? How does Hector act?

Preview Team Talk

- Preview the Team Talk questions with the class.

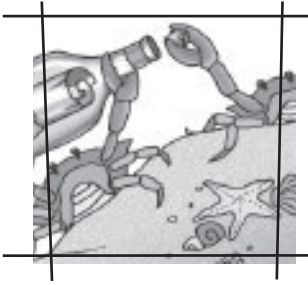
Student Edition, page S-4

Team Talk

- Why doesn’t Hector know why he feels nervous before his tryout? |CE|
- How is Hector’s first try at hitting the ball similar to Mary’s first try? |CC|
- Which word below best matches the meaning of the word *traded* on page 11? |CL|
 - sold
 - switched
 - bought
 - moved

Explain why you think so.

- How is Hector’s overall tryout different from Mary’s? |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 11 aloud with partners.
pages 12 and 13 silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

Teacher’s Note: In this lesson, students have a strategy-use discussion and are introduced to the role cards and Think-and-Connect discussion. Write-On is introduced on day 4.

- Direct students to the role cards in their team folders. Ask team leaders to distribute a role card to each teammate. Tell team leaders to hand out both “Third” cards if they have five students on their team.
- Tell students that using the role cards will help them prepare each team member for the Think-and-Connect discussion during Class Discussion. Model with a student team a discussion of the Team Talk questions using the role cards. Make sure that students follow the steps on their role cards. Use the “First” card as your role card.

T: OK, we all have our role cards. Mine says, “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you guys. Everyone look at me so I know you’re listening. Here it is: Why doesn’t Hector know why he feels nervous before his tryout? Did everyone hear the question? OK. Who has the card that says, “Second”? You go next. What does your role card tell you to do?

S1: My card says to answer the question. First, I have to restate the question in my own words. The question asks me why Hector doesn’t know why he’s nervous. Hector thinks he’s a good baseball player. Did everyone hear my answer?

T: Good job following your role card! Two people have a card that says, “Third.” Let’s choose one person to go first, followed by the other person.

S2: *I'll go first. This card tells me to agree or disagree. His answer was that Hector thinks he's a good baseball player. When you think you're good at something, you usually aren't nervous about doing it. Hector thinks he can hit, catch, and throw, so he's not sure why he should be nervous about trying out. Did everyone hear my answer?*

T: **All right, good job. You added to the first answer, gave more information, and told why—just what your role card says. Now we have another “Third” role card. It's your turn to add to the discussion.**

S3: *I agree with her answer. But I just looked at the Think-and-Connect rubric, and it says to include the question in the answer. So I would just add that we should say Hector doesn't know why he feels nervous before his tryout because he knows he is a good baseball player. He knows how to hit, catch, and throw. Did everybody hear that?*

T: **Great job adding information! Now let's move to the “Finally” card. You're up!**

S4: *I get to summarize. Our answer is that Hector doesn't know why he feels nervous because he knows he is a good baseball player. Does everybody understand that answer? Can everybody remember it for Random Reporter during Class Discussion?*

T: **All right, teammates! Good use of the role cards. Do you see how they prepare all of us to answer during Class Discussion? I think we're ready to earn points for Think-and-Connect!**

- Ask students to begin their team discussion, starting with question #2. Tell them they have 15 minutes. Prompt students to use their Clarifying Strategy Cards for strategy use and their role cards to discuss the Team Talk questions.
- Remind the teams to use the clarifying and Think-and-Connect rubrics on the back of their team folders to aid their discussions.
- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team's strategy use for Class Discussion, and
 - each teammate is prepared for the Think-and-Connect discussion.
- Remind students that they will need to prepare each team member to discuss the team's strategy use and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why doesn't Hector know why he feels nervous before his tryout? |CE|

100 points = *Hector doesn't know why he feels nervous before his tryout because he knows he is a good baseball player. He knows how to hit, catch, and throw.* **90 points** = *Hector doesn't know why he feels nervous because he knows how to play.* **80 points** = *He knows how to play baseball.*

2. How is Hector's first try at hitting the ball similar to Mary's first try? |CC|

100 points = *Hector's first try at hitting the ball is similar to Mary's first try because both Mary and Hector miss the ball the first time they swing at it.* **90 points** = *Hector's first try at hitting the ball is similar to Mary's first try because he also misses it.* **80 points** = *He misses the ball too.*

3. Which word below best matches the meaning of the word *traded* on page 11? |CL|

- a. sold
- b. *switched*
- c. bought
- d. moved

Explain why you think so.

100 points = *I think traded means switched because during the tryout, the coach first throws the ball, and Hector tries to hit it. After they trade places, Hector tries to catch the ball when the coach hits it. They switched places in the field.* **90 points** = *I think traded means switched because during the tryout, the coach first throws the ball, and Hector tries to hit it; then they switch places in the field.* **80 points** = *They switch places in the field.*

4. How is Hector's overall tryout different from Mary's? |CC|

100 points = *Hector's overall tryout is different from Mary's because it does not go very well. He can't hit the ball. He can't catch the ball. Mary's tryout went well because she can hit, catch, and throw the ball.* **90 points** = *Hector's overall tryout is different from Mary's because it does not go very well. He can't hit or catch, and Mary can.* **80 points** = *His tryout is not as good as Mary's.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.



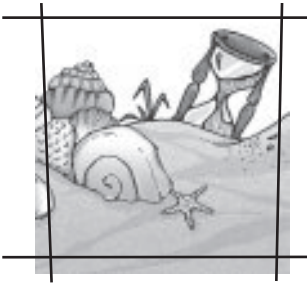
- Tell students they will watch a video about the Think-and-Connect discussion. Tell them to look for student use of the role cards and challenge-score rubric during the team discussions in the video.



- Play the video.
- Use **Think-Pair-Share** to have students tell why it's important to look at the Think-and-Connect rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our answers.*
- Use **Think-Pair-Share** to have students tell how the team in the video showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Use **Random Reporter** to ask students how teams were rewarded for good Think-and-Connect discussions. *They were rewarded with team celebration points.*

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>Hector thinks he is a good baseball player, yet he doesn't make the team. How do you think he feels? How would you feel?</p> <p>How do you think being nervous affects Hector's tryout? How do you think relaxing might have helped him?</p>
		<ul style="list-style-type: none"> – Award team celebration points.

- Record individual points for strategy use and Think-and-Connect on the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.
- Clarify any unresolved sticky notes as a class.
- Mark team celebration points on the poster.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-3

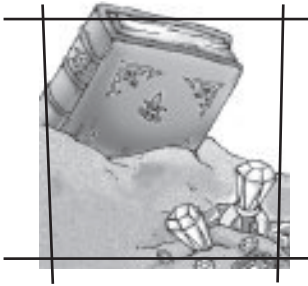
Page 10 (paragraphs 1–5) or 12

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

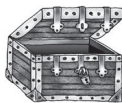
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Discuss what happened in *Dante and Monica* on day 3.
- Read the following passage from *Dante and Monica*, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

The next day, Dante was at the courts at 1:00. He sat between the empty court and the one on which four of the bigger kids were playing a half-court game. A few minutes went by, and Monica didn't show up. Dante decided he'd wait a little longer, although he was beginning to feel disappointed. "Why isn't Monica here?" Dante asked.

By 1:15, Dante decided that Monica wasn't coming. "That's too bad," he said to himself, "but maybe I can get in the big kids' game."

(continued on next page)

“Hey, pass the ball!” Dante called. “I want to play!” Just as they did the day before, the kids ignored him. “Hey!” Dante called again, but to no avail. The big kids were not going to let him play.

Dante turned to leave the courts, sad and angry. Just then, Monica came jogging around the corner. “Sorry I’m late, Dante,” said Monica, “but I was busy talking to my mom over the phone.”

Dante said, “That’s okay. I’m just glad you’re here.” Then he pointed behind him. “These big oafs won’t let me play with them.”

Monica said, “Oh, we’ll see about that.” Then, to Dante’s surprise, Monica walked right over into the middle of the half-court game. The game ground to a halt.

“What’s the deal?” asked one boy.

“Yeah, what’s going on?” asked another.

Monica said, “My friend Dante and I are here to play basketball. Now, this is a public court. It is a rule that you cannot stop anyone from joining your game!” Dante watched her pointing her finger up at the faces of the bigger boys.

“Wow! She’s brave,” thought Dante, admiringly.

Monica continued. “There are four of you. Plus there are two of us. That makes six. I don’t see why we can’t have a game of three against three.”

The four boys huddled together, and Dante approached Monica. He stood by her side. The biggest boy then walked over to Dante and Monica and said, “Alright. It’s the two of you, and me, against those three. My name’s Tom. Those three over there are Gerald, Terrell, and Ray.” The other three boys waved, although they didn’t look very happy.

Monica stood tall. “Hi, Tom. I’m Monica. And this is Dante.” Dante stuck out his hand.

“Alright. Dante, Monica, and Tom. Quite a team. You two had better be good!” he said.

Monica said, “Watch this! Hey Ray, pass me the ball!”

Ray looked at his friends, who shrugged their shoulders. Then he passed her the ball. Monica then said to Dante, “Go for a lay-up, and I’ll make sure you get the ball.” To Tom, she said, “Tom, try to cover me.”

Tom agreed, and the other three boys got out of the way. Monica started dribbling the ball, and Tom stood over her. Dante sprinted up the inside, yelling, “I’m open! I’m open!”

Monica turned the left. Then she turned to the right. She couldn’t get a clear pass over to Dante. Tom was too big! Monica pretended that she was going to pass to the left, and Tom leaned left to block the pass. But then, in the blink of an eye, Monica pivoted around Tom and passed the ball to the right. Tom wasn’t fast enough, and Dante caught the ball. He then leapt as high as he could and sank the ball in a perfect lay-up.

Dante turned around and looked at Tom. Tom was grinning, and shaking his head. The other boys were laughing and pointing at Tom.

“You got schooled!” Ray shouted. “Dante and Monica took you to school!”

“I sure did,” said Tom, although he was smiling.

Dante looked at Monica. Monica looked back at him, and winked.



- Using a **Think Aloud**, model how to clarify *pretended*. Mispronounce *pretended* until you clarify it.

“Monica pretended...” Say *pretended*. **That doesn’t sound right! Let me try that word again to see if I can clarify it. “Monica pretended that she was going to pass to the left.” That’s better. I know what *pretended* means. Now I can keep reading.**

- Connect the Listening Comprehension text to students’ story.

Dante had a problem. He couldn’t play basketball with big kids. But Monica helped him solve that problem. Today when we read *Tryouts*, we’ll find out what happens after Hector doesn’t make the team.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



What happens during Hector’s baseball tryout?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that students will individually write the answer to the Write-On question, #3, after they discuss it in their teams.
- Model underlining key words or phrases in the Write-On question. Tell students that this helps you determine what the question means. State the question in your own words.

The Write-On question asks, “Which word below best matches the meaning of the word *rooting* on page 16? Explain why you think so.” I’m going to underline “best matches,” *meaning*, and *explain*. These words help me know that the question asks me to tell which answer choice means almost the same as *rooting* and that I need to tell why that’s the correct choice.

- Ask students if there are other key words or phrases they can underline. Tell them this will help them during Class Discussion.

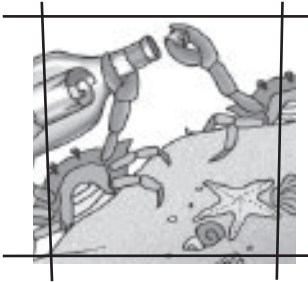
Student Edition, page S-5

Team Talk

1. How is Sunday morning at Hector's house the same as Saturday morning at Mary's house? |CC|
2. Describe how Hector's feelings have changed since leaving tryouts on Saturday. |CC|
3. Which word below best matches the meaning of the word *rooting* on page 16? |CL|
 - a. throwing
 - b. running
 - c. cheering
 - d. listening

Explain why you think so. (Write-On)

4. Write a short summary of what happens in this section. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 14 aloud with partners.
pages 15 and 16 silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

Teacher’s Note: This lesson introduces the Write-On discussion.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Tell them that today they will begin writing the answer to one of the Team Talk questions individually. Remind them that it is the question in which they underlined key words and phrases.
- Tell students to use the Write-On rubric on the backs of their team folders to aid them in writing answers and in their team discussions.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use, discuss the Team Talk questions, and add to their individual Write-On question answers after discussion.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is Sunday morning at Hector’s house the same as Saturday morning at Mary’s house? |CC|

100 points = *Sunday morning at Hector’s house is the same as Saturday morning at Mary’s house because both families eat pancakes for breakfast. Both Hector and Mary wash their plates when they are done eating.*

90 points = *Sunday morning at Hector’s house is the same as Saturday morning at Mary’s house because both families eat pancakes for breakfast.*

80 points = *Both families eat pancakes for breakfast.*

2. Describe how Hector’s feelings have changed since leaving tryouts on Saturday. |CC|

100 points = *Hector feels better since leaving tryouts on Saturday. He was very upset after tryouts. He did not want to practice right away. He wanted to be alone. He feels a lot better now and is happy to practice with Mary. He feels more confident.*

90 points = *Hector feels better since leaving tryouts on Saturday. He was very upset after tryouts. He feels a lot better now.*

80 points = *He feels happier and more confident now.*

Team Talk *continued*

3. Which word below best matches the meaning of the word *rooting* on page 16? |CL|

- a. throwing
- b. running
- c. *cheering*
- d. listening

Explain why you think so. (Write-On)

100 points = *I think rooting means cheering because Mary will be at the tryouts. She wants Hector to do well at tryouts, and she wants to support him. I think she will do this by cheering and letting him know that she is there.* **90 points** = *I think rooting means cheering because Mary will be at the tryouts. She wants to support him by cheering for him.* **80 points** = *She will be there to support him.*

4. Write a short summary of what happens in this section. |SU|

100 points = *Mary and Hector practice playing baseball. Hector plays much better. They practice playing every day after school.* **90 points** = *Mary and Hector practice playing baseball every day after school.* **80 points** = *They practice playing baseball.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



Strategy-Use Discussion

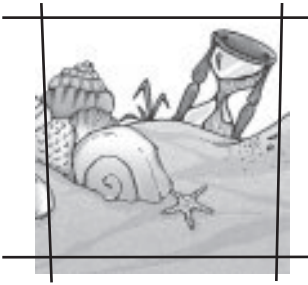
- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>Mary takes a lot of time to help Hector during the week. What does this say about her? Would you like to have a friend like Mary?</p> <p>Hector feels a lot more confident for these tryouts. How do you think this will help him perform this week? Support your prediction.</p>
		<ul style="list-style-type: none"> – Award team celebration points.



- Tell students that they will watch a video about Write-On discussion. Tell them to look for student use of the challenge-scores rubrics during the team discussions in the video.
- Play the video.
- Use **Think-Pair-Share** to have students explain why it's important to look at the Write-On rubric during Class Discussion. Randomly select a few students to share. *It's important to look at the Write-On rubric during discussion to make sure that you include all the important parts in your written answer.*
- Use **Think-Pair-Share** to have students tell how the team in the video showed that they were prepared for Class Discussion. Randomly select a few students to share. *Each student on the team was ready for Random Reporter; each student could read a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Use **Team Huddle** to have students discuss how teams were rewarded for good Think-and-Connect discussions. Use **Random Reporter** to select students to share. *The teams were rewarded with team celebration points.*

Write-On Discussion		<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points.
		<ul style="list-style-type: none"> – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-3

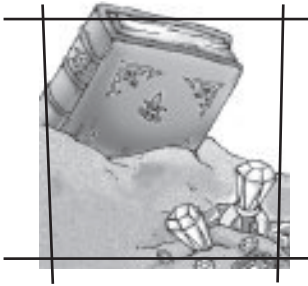
Page 10 (paragraphs 1–5), 12, or 14 (paragraphs 1–3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today consists of comprehension questions.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story students will read for their test. Tell what it is about, but do not give additional information or details.



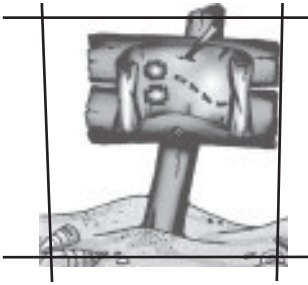
In yesterday's reading, Hector was still practicing. Today we will find out if all of his practice pays off.

Vocabulary **TP**

- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

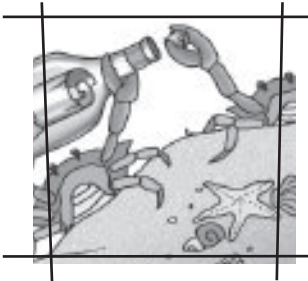
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3 like they did in their Write-On questions yesterday.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

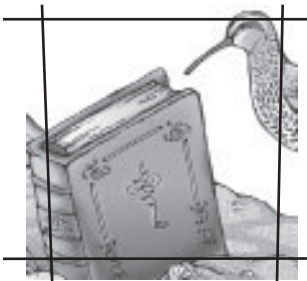
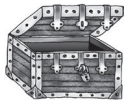
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.



BOOK CLUB

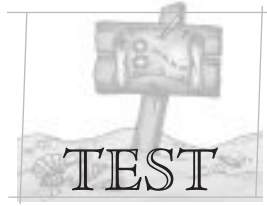
Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Cycle Follow-up

- Enter team celebration scores, challenge scores, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 3. Prepare to help students set goals using the scores on their team score sheets.



Comprehension Questions

Read pages 17 and 18 of *Tryouts*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. Which of the following is not something that happens because Hector and Mary are best friends? |CE|
 - a. They spend time together.
 - b. *They play basketball together.*
 - c. They walk to school together.
 - d. They try out for baseball together.

20 points

2. Compare and contrast Mary's tryout and Hector's first tryout. How are they the same? How are they different? |CC|

(Answers may vary.) **20 points** = *Mary's tryout and Hector's first tryout are the same because they both miss the ball when they swing at it the first time. Their tryouts are different because Mary does much better at her tryout than Hector. She can hit, catch, and throw the ball. Hector's first tryout does not go well. He cannot hit or catch.* **15 points** = *Mary's tryout and Hector's first tryout are the same because they both miss the ball the first time. Their tryouts are different because Mary's tryout goes better than Hector's first tryout.* **10 points** = *They both miss the ball the first time. Mary's tryout goes better than Hector's.*

30 points

3. Which word below best matches the meaning of the word *striking* on page 17? |CL|
 - a. leaving
 - b. throwing
 - c. quitting
 - d. *hitting*

Explain why you think so.

20 points = *I think striking means hitting because the author describes the sound the bat makes when the ball hits it. The author says the ball smacks off the bat. The ball must hit the bat.* **15 points** = *I think striking means hitting because the author describes how the ball hits the bat.* **10 points** = *The author describes the ball hitting the bat.*

20 points

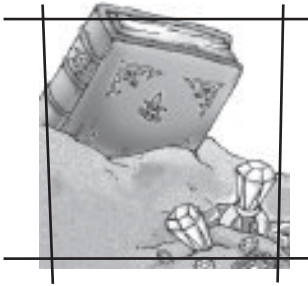
4. Does Hector's practice help him in the end? Support your answer. |DC|

(Answers may vary.) 20 points = Yes. Hector's practice helps him in the end. It makes him more confident. He plays very well during his second tryout. He hits the ball and makes the team. 15 points = Yes. Hector's practice helps him. He plays well and makes the team. 10 points = Yes. He makes the team.

20 points

5. What do you think Hector means when he says, "I already have a great coach," at the end of the story? Support your answer. |DC|

(Answers may vary.) 20 points = I think Hector means that Mary is a good coach for him. She helps him practice until he is confident that he can play well. She helps him make the team. She encourages him. She roots for him. 15 points = I think Hector means that Mary is a good coach for him. She helps him practice until he is confident that he can play well. 10 points = He means that Mary helps him practice so he can make the team.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a paragraph about what you think it takes to be a good friend. Hector and Mary are best friends. You read about how they help each other. You will describe what you think makes a good friend.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a literary response.

Today you will write a response to literature. When you write a response to literature, you make a connection between the text and something else. For example, you might make a connection between what you read in the text and your personal life. A character in the text might have experienced something similar to you. You can make a connection by telling about your experience, thoughts, or feelings.

- Display the following literary response. Read the passage aloud to students.

Blackline master provided.

I once had an experience similar to Maria's in *Too Many Tamales*. In the story, Maria tries on her mother's beautiful ring. She later realizes that it fell off her finger, and she thinks it fell in the tamale mixture. She tries to solve the problem by having her cousins help her eat the tamales, but it turns out that her mother found the ring and put it back on. I liked wearing my mother's jewelry. I decided to wear a beautiful bracelet made from seashells. The bracelet was too big for me and slipped off my hand when I was playing outside. I did not realize that had happened until two hours later. When I went back outside, it was pouring rain, and everything was muddy. I searched and searched but could not find it. My mother called me inside to dry off and warm up, and I noticed she was wearing the bracelet. She saw it lying on the path in front of the door and picked it up. Like Maria, I learned my lesson about wearing my mother's jewelry without her permission.



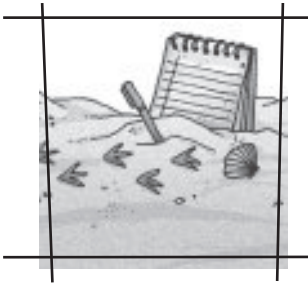
- Use **Think-Pair-Share** to have students explain what the author of this literary response is sharing. Randomly select a few students to share responses. *The author says she had an experience similar to Maria's in Too Many Tamales. She lost her mother's bracelet like Maria lost her mother's ring.*
- Use **Think-Pair-Share** to have students explain what kind of connection the author is making. Randomly select a few students to share responses. *The author is making a connection between the text and herself.*



- Use **Team Huddle** to have students discuss the paragraph format. Use **Random Reporter** to select students to share.

When you write a paragraph, it is important to format it correctly. This keeps the information in your paragraph organized. First, you want to start your paragraph with an opening sentence that introduces the main idea of your paragraph. What is the main idea of the sample literary response? *The author has an experience similar to Maria's in Too Many Tamales.* Good. An opening sentence should tell readers what they will learn from the paragraph. Next is the body of the paragraph. This contains the information to support the main idea in the opening sentence. What do you learn in the body of this paragraph? *We learn what happens to Maria in Too Many Tamales. Then we learn what happened to the author and how the experiences are similar.* Good. The information in the body of your paragraph will be different, depending on what your main idea is. The author of this paragraph shared a story similar to that of a character. You might not have a story, but you should have details that support your main idea. Finally, you should finish your paragraph with a closing sentence. The closing sentence should restate the main idea. How does the author close her paragraph? *She says she learned a lesson just like Maria learned in Too Many Tamales.* Great. The author restates the idea that she had an experience similar to Maria's.

- Tell students that they will write literary responses about the friendship between Hector and Mary in *Tryouts* today.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a paragraph about what you think it takes to be a good friend.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-5

Writing Prompt

Hector and Mary are good friends. They do everything together. Hector encourages Mary to play baseball, and she helps him practice to make the team. Think about your friends. Write a paragraph that describes what you think makes a good friend. Begin your paragraph with an opening sentence that tells the main idea and three traits you think are important for being a good friend. In the body of your paragraph, provide two details to support each trait that you say is important for being a good friend. Write a closing sentence that restates the main idea of your paragraph. At the end of the lesson, we will collect these paragraphs for a class book called *What Good Friends Are Like*.

Scoring Guide

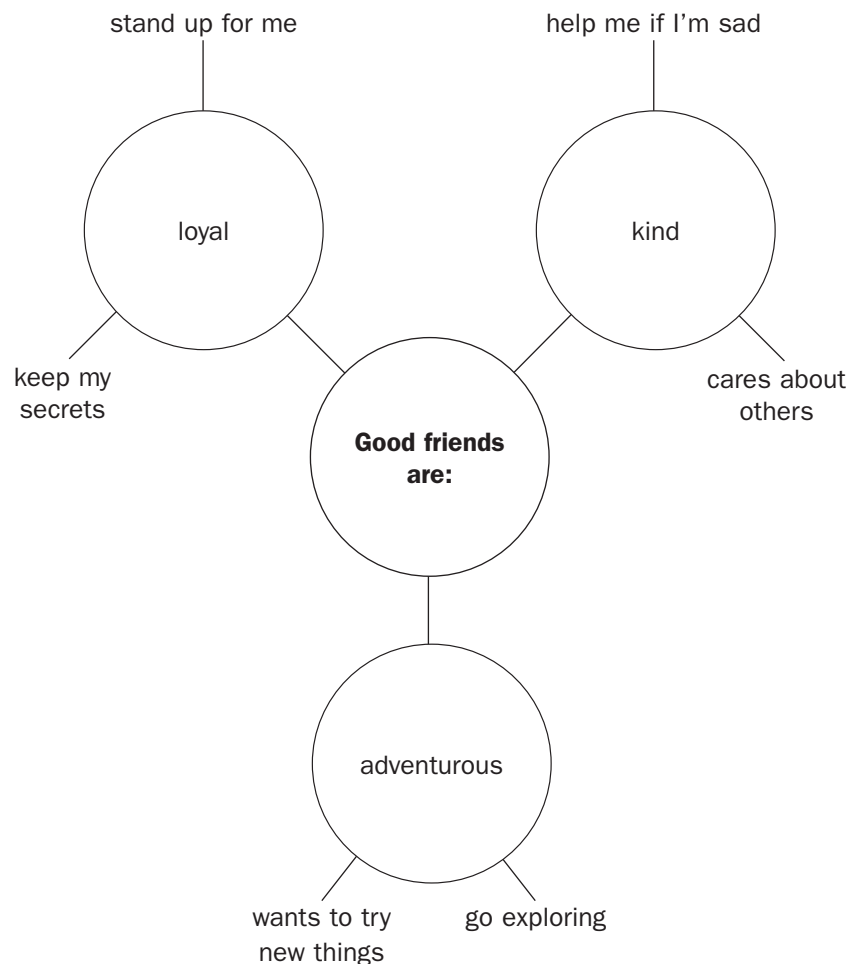
You wrote a literary response about what makes a good friend.	20 points
You wrote an opening sentence that tells the main idea and three traits you think are important for being a good friend.	10 points
The body of your paragraph provides two details for each trait that you think is important for being a good friend.	10 points each (60 points maximum)
You wrote a closing sentence that restates the main idea of the paragraph.	10 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our literary response paragraphs.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Tell students that it is important to help their partners make sure their writing contains all the information from the writing prompt and scoring guide.

You can help your partner by making sure his or her writing contains all the information it needs. Sometimes it is easier for a second pair of eyes to pick out missing information. As you read your partner's paragraph, check that he or she has an opening sentence, a body, and a closing sentence. The opening sentence should mention three traits your partner thinks are important for a good friend to have. The body should provide two details for each of those traits. The closing should restate the main idea.

- Display the following sample paragraph. Read the paragraph aloud to students.

Blackline master provided.

A good friend should be loyal to his or her friends. When someone is loyal, it means he or she stands up for you and takes your side in an argument. A good friend does not let others gang up on you. He or she also keeps your secrets and does not tell embarrassing stories about you to other people. Kindness is another important thing for a good friend to have. A good friend should be there to cheer you up when you are sad. He or she should also care about other people. You do not want a friend who is mean. Finally, a good friend should be adventurous. There are a lot of ways to be a good friend, but I believe loyalty, kindness, and being adventurous are the most important.

- Use **Team Huddle** to have students imagine that they are your partner and to help you identify where information is missing in your paragraph. Use **Random Reporter** to share responses.

Help me identify what changes I need to make before I write a final draft of my paragraph. Did I include an opening sentence? *No. There is no sentence that introduces the main idea and three traits that you find important in a friend. You are right. I do not have an opening sentence. I start talking about how friends should be loyal. That makes it seem like the whole paragraph should be about that. I will have to add an opening sentence. Do I provide enough details for each trait that I think is important? I should provide two details for each trait. No. You did not provide details about why being adventurous is important. You are right! I did not say why being adventurous is important to me. I need to look at my graphic organizer and add that information to my paragraph. Do I have a closing sentence that restates the main idea?* *Yes. It mentions all the things you find important in a friend. Great. Thanks for your help!*

- Tell students to help their partners identify where information is missing from their paragraphs as they share and respond.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Display the following revised sample paragraph. Point out to students where the opening sentence and information in the body has been added.

Blackline master provided.

After reading about good friends in *Tryouts*, I think it is important for a good friend to be loyal, kind, and adventurous. A good friend should be loyal to his or her friends. When someone is loyal, it means he or she stands up for you and takes your side in an argument. A good friend does not let others gang up on you. He or she also keeps your secrets and does not tell embarrassing stories about you to other people. Kindness is another important thing for a good friend to have. A good friend should be there to cheer you up when you are sad. He or she should also care about other people. You do not want a friend who is mean. Finally, a good friend should be adventurous. He or she should be willing to try new things such as food or games. A good friend should not be afraid to go exploring and see new things with you. There are a lot of ways to be a good friend, but I believe loyalty, kindness, and being adventurous are the most important.

- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Daniel wanted to pick some flowers from his garden to make a bouquet for his mother. He picked some tall sunflowers and some purple primulas. He thought irises would look nice, so he clipped some of those too. Daniel went inside and put all the flowers in a vase.

I once had an experience similar to Maria's in *Too Many Tamales*. In the story, Maria tries on her mother's beautiful ring. She later realizes that it fell off her finger, and she thinks it fell in the tamale mixture. She tries to solve the problem by having her cousins help her eat the tamales, but it turns out that her mother found the ring and put it back on. I liked wearing my mother's jewelry. I decided to wear a beautiful bracelet made from seashells. The bracelet was too big for me and slipped off my hand when I was playing outside. I did not realize that had happened until two hours later. When I went back outside, it was pouring rain, and everything was muddy. I searched and searched but could not find it. My mother called me inside to dry off and warm up, and I noticed she was wearing the bracelet. She saw it lying on the path in front of the door and picked it up. Like Maria, I learned my lesson about wearing my mother's jewelry without her permission.

A good friend should be loyal to his or her friends.

When someone is loyal, it means he or she stands up for you and takes your side in an argument.

A good friend does not let others gang up on you.

He or she also keeps your secrets and does not tell embarrassing stories about you to other people.

Kindness is another important thing for a good

friend to have. A good friend should be there to

cheer you up when you are sad. He or she should

also care about other people. You do not want a

friend who is mean. Finally, a good friend should

be adventurous. There are a lot of ways to be a good

friend, but I believe loyalty, kindness, and being

adventurous are the most important.

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Story Map



Title: Tryouts

Characters:

Hector Gonzalez

Mary Patterson

the coach

Setting:

Where: the park

When: April; Saturday, Sunday

Problem:

Hector and Mary want to play on the neighborhood baseball team.

Event: Hector and Mary practice tossing the ball on the way to tryouts.

Event: Mary tries out for the team and hits, catches, and throws the ball well. She makes the team.

Event: Hector tries out and has problems. He can't hit or catch. The coach tells Hector to practice and come back next Saturday.

Event: Hector and Mary practice hitting and catching the ball all week.

Event: Hector tries out for the team again the next Saturday.

Solution:

Hector plays much better during his second tryout. He makes the team with Mary.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / Tryouts
English Language Arts Standards: <i>Language</i>
Vocabulary Acquisition and Use L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LITERATURE (6 DAY)

Walter's Week

Written by Sam R. McColl

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 19–35

Success for All Foundation, 2011

Listening Comprehension Text**Tim's Practice**

Written by Sam R. McColl

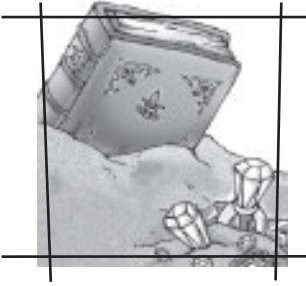
(Included in the Listening Comprehension sections of the Teacher Edition)

Summary

Walter is having a bad week. Things aren't going the way they should. Every day brings a new set of problems. Will things get better before the week ends?

Instructional Objectives

	Reading	Word Power	Writing
	Clarifying (CL)	Base word and ending	Write new story text.
CYCLE 1	Students will learn and practice how to clarify more than just words, including unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ing</i> , and <i>-ly</i> to help them read difficult words.	Students will write new story text to change the outcome.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students they will learn more about the challenge scores during this cycle.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **help and encourage others**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle, you'll read *Walter's Week* by Sam R. McColl. You'll also learn about clarifying more than just words as you read. Readers may understand words but still be confused about the ideas in sentences, paragraphs, or larger parts of a story. To clarify, you must figure out what confuses you and then try to fix it.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Build or activate background knowledge about the story using the items below.
 - Use **Think-Pair-Share** to have students discuss a time when they had a really bad run of luck, and nothing seemed to go right for them. Randomly select a few students to share responses.
 - Explain to students that everyone has a bad day now and then. Use **Team Huddle** to have students discuss ways they try to feel better after having a bad day. Use **Random Reporter** to select students to share.
 - Ask students whether they believe that thinking positively about something can make a bad time better. Use **Team Huddle** to have students discuss the question in their groups. Use **Random Reporter** to share responses.



Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-7
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
shift page 22	blend	time one is at work	My dad works an eight-hour <i>shift</i> at his office.
fortunately page 24	chunk: for-tu-nate-ly	luckily	Even though I hadn't practiced, <i>fortunately</i> I did well at the track meet.
rotate page 25	chunk: ro-tate	spin, turn	When the wheels <i>rotate</i> , the car goes forward.

Word and Page Number	Identification Strategy	Definition	Sentence
trudged page 25	base word + ending: trudg(e) + ed	walked slowly and sadly	Jack <i>trudged</i> to the principal's office, knowing he was in trouble.
boarded page 26	base word + ending: board + ed	climbed on, as a bus or a plane	Martina <i>boarded</i> the plane ten minutes before it took off.
ignore page 26	chunk: ig-nore	pay no attention to	Juan tried to <i>ignore</i> his little brother so he'd go away.
battling page 26	base word + ending: battl(e) + ing	fighting	The squirrels were <i>battling</i> over the last acorn under the tree.
mentioned page 35	base word + ending: mention + ed	spoke about, referred to	The movie star <i>mentioned</i> her parents in her speech.

Using the Targeted Skill (Introduction and Definition)

- Use the following examples to demonstrate how ideas in sentences and larger parts of text can confuse readers.
- Display example 1. Ask students to identify what is confusing and why. *The boy went to the pet store for fish with \$5.43 and got rabbits and \$10 in change.*

Blackline master provided.

Example 1

Spencer counted out his money. He had \$5.43. That was plenty to buy some new goldfish. He went to the pet store and asked the clerk, "May I please have two goldfish?" The clerk gave Spencer the rabbits and his \$10 change.

Listen as I read this paragraph. Read the paragraph. **Are any of the ideas confusing? Which ones confused you?** Listen to students' responses. **That's right! Spencer went to the pet store to buy goldfish, but the last sentence says he got rabbits. The money is confusing too. If he had only \$5.43, how did he get \$10 in change?**

- Explain that most of the time sentences are not as plainly confusing as this. More often, readers get confused because they make errors as they read or because they don't pay attention to their comprehension.

In example 1, you got confused because there was a sentence that didn't fit in with the rest of the paragraph. That's not usually the reason readers get confused as they read. Sometimes they misread a word in a

sentence. Sometimes they skip a word or a line in a story. The biggest reason readers get confused, though, is that they don't make sure they understand what's happening as they read. When this happens and they get confused, they need to stop and clarify.



- Display example 2 and read it to students, stopping after you read the first paragraph, as shown in the script. Use a **Think Aloud** to demonstrate how you will clarify what confuses you.

Blackline master provided.

Example 2

My mom thought it would be nice if the whole family spent some time together, so she planned a family picnic at the park. We packed all the food in a cooler and brought a blanket and a baseball so we could play catch. My sister said she was going to bring her sleeping bag and pajamas. At the park, we ate all the food, played some catch, and then packed up our stuff. On our way home, we dropped my sister off at her friend's house for her friend's slumber party.

I'm going to read another story to you. Read the first paragraph and then stop. **Wait. I'm confused by something, so I need to stop and clarify. What is confusing me? Why would the sister bring pajamas and a sleeping bag on a picnic? That doesn't make sense. Let me read some more and see if I can figure out why she's bringing those things.**

Read the second paragraph of example 2. **Oh! Now I know why she is bringing her pajamas and sleeping bag. She is going to a slumber party after the picnic, so she needs those things. That makes sense now.**

- Use **Team Huddle** to have students describe what you did to clarify. Use **Random Reporter** to select students to share. *Stopped reading, figured out what was confusing, and continued reading until you found the answer.*
- Tell students that when they read something that doesn't make sense, they should do the same thing: stop reading, decide what's confusing, and use a clarifying strategy to figure it out.
- Explain that this cycle, as they read *Walter's Week*, you want them to notice any words, sentences, paragraphs, or passages that confuse them and try to clarify these.

Listening Comprehension

- Introduce *Tim's Practice* as the text you will read for Listening Comprehension.

***Tim's Practice*, the story I will read this cycle, is about a boy who is practicing for a competition.**

- Read the following passage from *Tim's Practice*, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

The alarm clock went off at 6:30 am. Tim awoke from a dream and pressed the OFF button. He could hear birds outside his window. Tim always wondered why the birds were up this early. Tim knew why he was up, but that was about it. Tim heard his dad shout up the stairs.

"You ready for practice, Tim?" Tim's dad was also his coach.

"Coming, Dad," Tim shouted. Tim looked for his shorts and put on his kneepads. He found his helmet. He tied his best skateboarding shoes. "I'll be right there."

Tim came downstairs. His dad had breakfast waiting. There were pancakes, bacon, toast, milk, and orange juice. This was the perfect breakfast for someone in training. And Tim was in training.

"What do you want to work on today, Tim?" Tim's dad asked.

"Let's work on spins today, Coach," Tim replied.

"You know, you can still call me 'Dad,' " his dad joked.

"I know," said Tim.

Tim wolfed down his breakfast. "Let's get cracking, Dad!" Tim said. "We've only got three hours before I need to go to school."

"Good man," his dad said.

Tim and his dad walked outside. Last year, Tim's dad had built him a 10-foot tall skateboard ramp in the backyard. Tim had been a good skater for a long time. When he got the ramp, he practiced day in and day out. Tim was always on that skateboard ramp. Up and down. Up and down. Tim's dad would watch his son shoot high in the air and land on the skateboard at the top of the ramp.

One day, Tim's dad had said, "You should try joining a skateboard league, Tim!"

Tim had laughed at the idea at first, but then he thought about it. What a good idea! Tim could spend time with other skaters and compete with them.

So Tim had joined a skateboard league. He joined a few competitions. At first, he didn't do very well. He kept crashing. Then his dad, who had been a skateboarder years ago, offered to be Tim's coach. Together, they worked to make Tim an excellent skateboarder. It had paid off.

Now, Tim was ready for the biggest competition of the year. The county skateboard league championship was in three days, and Tim was ready to win. So every day before breakfast, Tim and his dad would get up early in the morning and practice. While other kids from Tim's school were still sleeping, Tim would be on the ramp, going up and down, up and down, practicing his moves. All the while, his dad would watch him from the side of the ramp. His dad would coach him when needed and give encouragement when Tim did well.

(continued on next page)

That morning, Tim and his dad walked across the dewy lawn. Tim gripped his skateboard in his hands. He buckled his helmet under his chin and climbed the ladder to the top of the ramp.

Tim always felt really good right before he took off down the ramp. Sometimes, he felt like the king of the world. He stood on his skateboard at the top of the ramp and waved down to his dad. "Go for it, Tim!" his dad shouted. Tim took off down the ramp and up the other side. He shot up into the morning air. Tim loved this.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

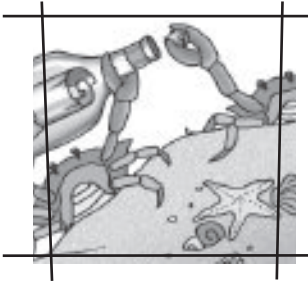
Student Edition, page S-8

Team Talk

1. What does Walter's brother mean when he says things are going "smashingly" on page 21? Support your answer. (Write-On) |CL|
2. What kind of mood is Walter in during breakfast? |CH|
3. What happens right **after** breakfast? |SQ|
 - a. Walter misses his bus.
 - b. Walter has more orange juice.
 - c. Walter eats more eggs.
 - d. Walter talks about baseball.
4. Which word or phrase best describes how things go for Walter throughout the day? |DC|
 - a. happily
 - b. very well
 - c. poorly
 - d. very slowly

How can you tell?

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 21 and 22 aloud with partners.
pages 23 and 24 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What does Walter's brother mean when he says things are going "smashingly" on page 21? Support your answer. (Write-On) |CL|

100 points = When Walter's brother says things are going "smashingly," he means things are going really well. Walter is talking about how sometimes he has great weeks when things go really well. He also says the word smashingly sounds like things should be bad. **90 points** = When Walter's brother says things are going "smashingly," he means things are going really well. Walter is talking about how sometimes he has great weeks when things go really well. **80 points** = He means things are going really well.

2. What kind of mood is Walter in during breakfast? |CH|

100 points = Walter is in a great mood during breakfast. His dad is home to eat breakfast with the family. The bacon and eggs are tasty, and Walter has seconds. His little sister is being quiet. **90 points** = Walter is in a great mood during breakfast. His dad is home to eat breakfast with the family. **80 points** = He is in a great mood.

Team Talk *continued*

3. What happens right **after** breakfast? [SQ]
- Walter misses his bus.
 - Walter has more orange juice.
 - Walter eats more eggs.
 - Walter talks about baseball.
4. Which word or phrase best describes how things go for Walter throughout the day? [DC]
- happily
 - very well
 - poorly*
 - very slowly

How can you tell?

100 points = *I can tell things go poorly for Walter because he misses the bus and is a half hour late for school. His homework paper rips in half when he tries to pull it out of his backpack. He cuts his thumb on the sharp edge of the tape dispenser.* **90 points** = *I can tell things go poorly for Walter because he misses the bus and is a half hour late for school.* **80 points** = *He misses the bus and is late for school.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**Strategy-Use Discussion**

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

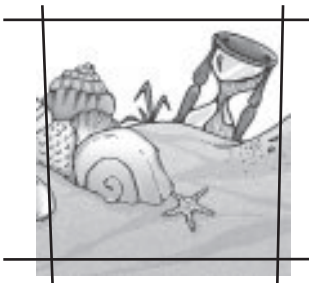
How does Walter feel at the end of Monday? How would you feel at the end of a day like his? Why?

Walter has a lot of accidents throughout the day. How would you describe him?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

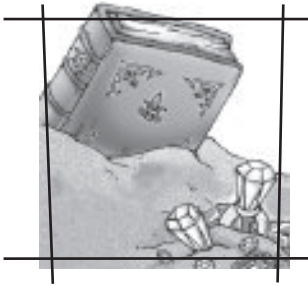
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Page 23 (paragraphs 1–5)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.

- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

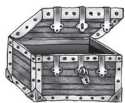
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension

- Discuss what happened in *Tim's Practice* on day 1.

What happened yesterday in *Tim's Practice*? What does Tim do? How does his dad help him? Wait for students' responses.



- Read the following passage from *Tim's Practice*, stopping after the story says Tim's mind "kept wandering." Using a **Think Aloud**, show your confusion about what this means and how you will read on to clarify the idea.

Later that morning, Tim sat in math class. Mr. Higer, the math teacher, was talking about long division. Tim was trying to pay attention, but he was having trouble. His mind kept wandering to skateboarding and the upcoming competition. That was all he could think about these days. He was, indeed, daydreaming.

“His mind kept wandering.” That doesn’t make any sense. How can a mind wander? Maybe I can clarify that if I keep reading. Read the rest of the paragraph. **“That was all he could think about these days. He was, indeed, daydreaming.” Okay, now I understand. Tim’s having trouble paying attention in class because he’s thinking about the competition. That makes sense.**

- Read the following passage from *Tim’s Practice*, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary.

“Mr. Smith?” Mr. Higer called, but Tim did not hear him. “Mr. Smith?” Mr. Higer raised his voice. “Mr. Smith!”

Tim snapped out of his daydream. “What? Oh, I’m sorry, Mr. Higer. What’s the question?”

Mr. Higer was not happy. “I know you have an important competition coming up this week, Mr. Smith. But I suggest you pay attention to mathematics while you are in my class. Is that understood?”

“Yes, Mr. Higer,” Tim said. “I’m sorry.”

For the rest of math class, Tim paid attention. He knew that he couldn’t let his skateboarding get in the way of his studying. Tim was a good student. He made good grades. He wanted to keep it that way. But the competition kept creeping back into his thoughts, no matter what class he was in. The same thing happened in science class and in reading class.

When Tim went home, he luckily didn’t have much homework. So he spent the afternoon practicing on the skateboard ramp. In the afternoons, Tim would usually put a few hours in before his father came home. Then, they’d have dinner. Then Tim would practice some more, until it was too dark to see.

Once, Tim had asked his dad to put lights up over the skateboard ramp. His dad didn’t think that was a good idea.

“A champion skater needs his rest, Tim,” his dad had said. “Imagine if there were lights up back there. You’d be there all night! You’d never sleep.”

“You’re probably right, Dad,” Tim said.

So Tim practiced as much as he could while it was light out. He would go up and down, up and down, on that ramp until his legs and knees were really sore. Then he would practice some more.

(continued on next page)

Sometimes, Tim's other skateboarding friends would stop by in the afternoons. They wouldn't skate. They would just sit and watch Tim. Tim was the best skateboarder his town had ever seen. His friends knew it. They knew that Tim was going to win the competition. They would cheer for him when he did well and give him encouragement when he fell. Just like his dad would. Tim always felt good when he would look down from the top of the ramp and see his friends sitting on the grass, cheering him on. Tim knew that they'd be there at the competition. They'd be doing the same thing: cheering him on. Tim wondered if other skateboarders had a group of friends as good as his. They probably did, but who knew?

- Connect the Listening Comprehension text to students' story.

We know more about how Tim is dealing with the upcoming skateboard competition. Now we'll find out what happens in *Walter's Week*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



How do things change for Walter as soon as he gets to school on Monday?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

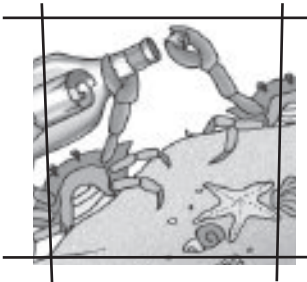
Student Edition, page S-8

Team Talk

1. Why is Walter's neck sore? |CE|
2. What does the following sentence from page 26 mean: "The sooner I started my day, the sooner it would be over"? Support your answer. (Write-On) |CL|

Team Talk *continued*

3. How does Walter feel about having to sit next to Tommy “Doogie” Dorsey? How can you tell? |DC|
4. Walter misses his favorite program because— |CE|
 - a. another show is on instead.
 - b. his parents won't let him watch it.
 - c. it's on past his bedtime.
 - d. he has too much homework to do.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 25 aloud with partners.
pages 26 and 27 (ending at “Wednesday”) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why is Walter's neck sore? |CE|

100 points = *Walter's neck is sore because he slept on it wrong during the night.* **90 points** = *His neck is sore because he slept on it wrong.*

80 points = *He slept on it wrong.*

Team Talk *continued*

2. What does the following sentence from page 26 mean: “The sooner I started my day, the sooner it would be over”? Support your answer. (Write-On) |CL|

100 points = *The sentence “The sooner I started my day, the sooner it would be over” means Walter wants to hurry up and get the day over with because things are not going well. He does not think things will go better throughout the day.* **90 points** = *The sentence “The sooner I started my day, the sooner it would be over” means Walter wants to hurry up and get the day over with.* **80 points** = *Walter wants to get the day over with because it isn't going well.*

3. How does Walter feel about having to sit next to Tommy “Doogie” Dorsey? How can you tell? |DC|

100 points = *Walter isn't happy about having to sit next to Tommy “Doogie” Dorsey. I can tell because Walter says Doogie isn't his favorite person. He ignores Doogie for the entire bus ride and does not try to be nice.* **90 points** = *Walter isn't happy about having to sit next to Tommy “Doogie” Dorsey. I can tell because Walter says Doogie isn't his favorite person.* **80 points** = *He isn't happy about it.*

4. Walter misses his favorite program because— |CE|

- another show is on instead.*
- his parents won't let him watch it.*
- it's on past his bedtime.*
- he has too much homework to do.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

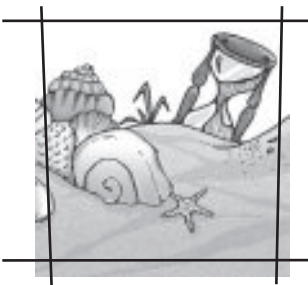
Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Things are getting worse and worse for Walter. Do you think he should hope that things will get better? Why or why not?</p> <p>Walter looks forward to his favorite television program all day Tuesday. What are some things you look forward to doing or seeing during the day?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

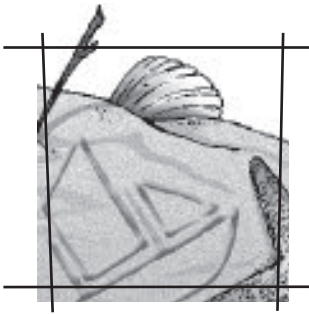
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

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Page 25 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

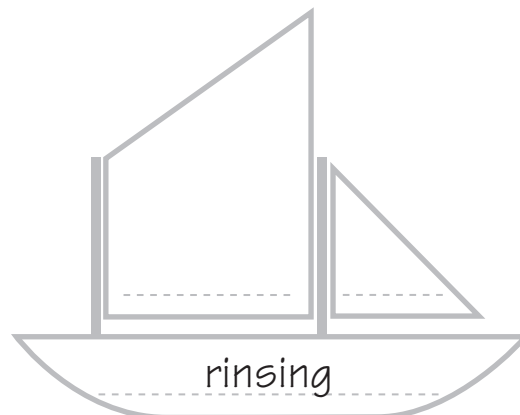
- Introduce the Word Power lessons and Captain Read More.

We are going to learn about different word skills and earn Word Treasures. Word Treasures are clues that help us figure out certain words. Captain Read More, a friend of mine, is going to help us learn how to do this.

Captain Read More knows how important it is to figure out words to become a good reader. He believes that every skill that helps you read is a Word Treasure, and he sends us clues to help us figure out the treasure. Captain Read More sends his clues in a bottle.

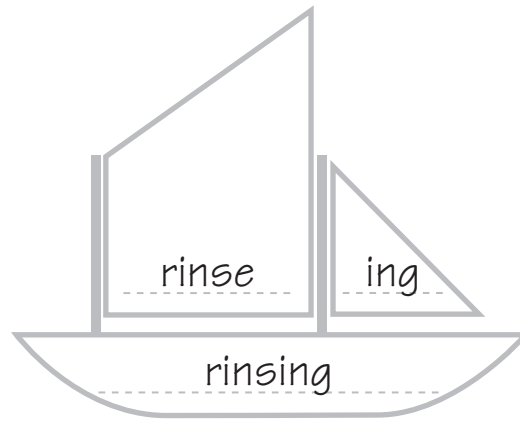
- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for reading base words with endings.
- Display a sailboat with one main sail and one small sail, and write "rinsing" on the bottom of the boat.

Blackline master provided.

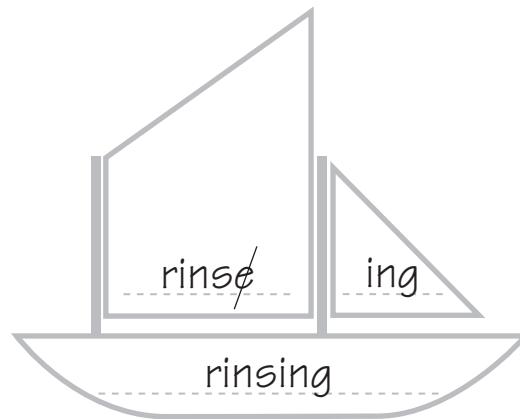




- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to have students figure out what the clues mean—how the sails can help them read the word—and which word part should go on each sail. Randomly select a few students to share. Write these word parts on the sails.



- Use **Think-Pair-Share** to have students read the sail parts with you, read the word, and then compare the word parts with the word on the boat to see whether they are the same. Randomly select a few students to share.
- Confirm, or explain, that there is no *e* in *rinsing* on the boat, but there is an *e* at the end of *rinse* on the main sail.
- Introduce the scrubber as a tool that Captain Read More uses to make the sails match the word on the boat. Scrub off the *e* from *rinse* on the main sail by drawing a line through it.
- Point out that sometimes base words that end with an *e* change when endings are added. The scrubber is used to get rid of the extra letter on the big sail.



- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes when an ending is added to a base word that ends in <i>e</i>, the <i>e</i> is dropped.</p> <p>If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.</p>
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- Tell students to look out for words from this cycle’s vocabulary list that have base words that end with the letter *e*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another challenge score and that they can earn team celebration points for writing good meaningful sentences.
- Point out the meaningful-sentence rubric on the backs of the team folders. Tell students they will watch a video about meaningful sentences.
- Play the video.
- Use **Random Reporter** to ask students what makes a sentence meaningful. *Using the word correctly and including details that help to make a mind movie make a sentence meaningful.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**



Student Edition, page S-8

Skill Practice

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. glancing *glanc~~e~~ + ing*
2. refusing *refus~~e~~ + ing*
3. sharing *shar~~e~~ + ing*
4. striking *stri~~k~~e + ing*

Building Meaning

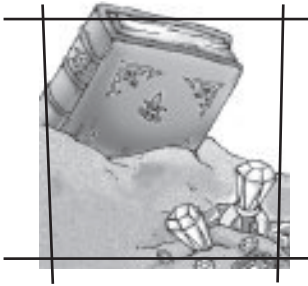
shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. Draw a picture to show your understanding of the word *boarded*.
(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

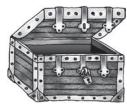
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension



- Discuss what happened in *Tim's Practice* on day 2.
- Read the following passage from *Tim's Practice*. Model clarifying, using a **Think Aloud** to show your confusion after you skip a line of text.

Friday was the day before the competition. But Friday morning was like any other morning. Tim woke up at 6:30. He had breakfast with his dad. Then he practiced for a few hours before school started. All during school, he tried to focus. Mr. Higer scolded him for not paying attention during math class again.

"Sorry, Mr. Higer," Tim said, again.

Mr. Higer was very stern. "Schoolwork must come first, Mr. Smith," Mr. Higer said.

"I understand, Mr. Higer," said Tim.

When the school day was over, Tim raced home on his skateboard. He couldn't wait to get up on the ramp. He put on his kneepads. He strapped on his helmet. He climbed to the top of the ramp.

SWHOOSH! Down the ramp he went.

WOOSH! Up the other side he went.

After a few minutes, Tim took a break. He stood at the top of the ramp. Looking down on the lawn, he could see his friends gathering.

"Go, Tim!" shouted Monique.

"You're awesome, dude!" shouted Jack.

"We'll be there tomorrow!" shouted Theresa.

"Thanks, guys!" Tim shouted back. He practiced some more and listened to the cheers and applause from his friends on the lawn. With every cheer, Tim became more and more confident. He knew he would do well tomorrow.

"He practiced some more and listened (skip a line) cheer, Tim became...."
Wait a second. That doesn't make sense. He practiced some more and cheer? Let me read that again. Reread the entire paragraph. Oh. Now I see what I did wrong. The first time I read that paragraph, I skipped a line, but when I reread it, it made sense.

- Read the following passage from *Tim's Practice*, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

He became so confident that he tried some of the harder tricks that he usually had trouble doing. He spun three times around in the air and then landed on his hands. His friends cheered. He jumped off the skateboard in mid-air. He grabbed the skateboard with his hands and spun it around before landing on it. His friends applauded. Things were going very well.

Later, his dad came home and watched him too. There was quite a crowd. Everybody in the neighborhood had come to encourage him before his big day. He practiced for hours. At around 6:30 pm, his mother called from the kitchen.

"Time for dinner, Tim!"

"Just a few more minutes, Mom!" he shouted. He kept practicing. Up and down. Up and down he went.

When he finally stopped for dinner, he looked down at the crowd on the lawn. He saw his dad. He saw his mom. He saw all of his friends. And then, in the back of the crowd, he saw someone who had never come to watch him practice before. Mr. Higer stood in the back of the crowd, cheering just as loud as everyone else.

"Hey, Mr. Higer!" Tim shouted. "Thanks for coming!"

"Well, Tim," Mr. Higer yelled back. "I told you that schoolwork is important. But you know what? This is pretty important too!"

"Thanks, Mr. Higer!" Tim shouted. Tim knew that with the support he had, he would definitely win tomorrow.

- Connect the Listening Comprehension text to students' story.

Tim has become more and more confident as his competition gets closer. I wonder if Walter will become confident enough to handle the things that are going wrong with his week?

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



Why can't Walter watch the Super Rangers on television?

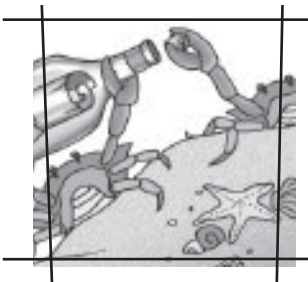
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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Team Talk

1. Walter always lines up near the end of the line in class because of— |CE|
 - a. his age.
 - b. his height.
 - c. his first name.
 - d. his last name.
2. Explain why Walter cannot see the tigers. |CE|
3. What does Walter mean when he thinks to himself, "It's Monday and Tuesday all over again," on page 29? Support your answer. |CL|
4. What does the following phrase from page 29 mean: "I try to look on the bright side of things"? Support your answer. (Write-On) |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 27 (starting at "Wednesday") and 28 (paragraph 1) aloud with partners.
pages 28 (paragraph 2) and 29 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Walter always lines up near the end of the line in class because of— |CE|
 - a. his age.
 - b. his height.
 - c. his first name.
 - d. *his last name.*

2. Explain why Walter cannot see the tigers. |CE|

100 points = *Walter cannot see the tigers because they aren't in the tiger cage. The tigers are visiting the animal doctor. 90 points* = *Walter cannot see the tigers because they aren't in the tiger cage. 80 points* = *They aren't in the tiger cage.*

3. What does Walter mean when he thinks to himself, "It's Monday and Tuesday all over again," on page 29? Support your answer. |CL|

100 points = *When Walter says, "It's Monday and Tuesday all over again," on page 29, he means that bad things are happening to him on Wednesday just like they happened on Monday and Tuesday. He is having another bad day. 90 points* = *When Walter says, "It's Monday and Tuesday all over again," on page 29, he means that bad things are happening to him on Wednesday just like on the other days. 80 points* = *He thinks Wednesday is another bad day.*

4. What does the following phrase from page 29 mean: "I try to look on the bright side of things"? Support your answer. (Write-On) |CL|

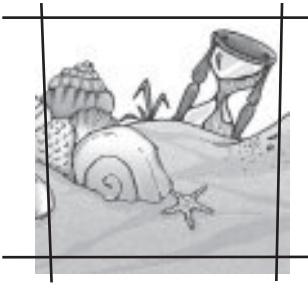
100 points = *The phrase "I try to look on the bright side of things" means that Walter tries to pay attention to the good things instead of just the bad things. He thinks about how Thursday has to be better than Monday, Tuesday, or Wednesday. 90 points* = *The phrase "I try to look on the bright side of things" means that Walter tries to pay attention to the good things instead of just the bad things. 80 points* = *Walter tries to think about good things.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points. 		
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>Walter thinks Doogie chooses the tiger as his favorite animal just to upset Walter. Do you think Walter is being fair to Doogie? Why or why not?</p> <p>Walter says he tries to look on the bright side of things. Do you agree with him? Does he try to stay positive? Why or why not?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>Walter thinks Doogie chooses the tiger as his favorite animal just to upset Walter. Do you think Walter is being fair to Doogie? Why or why not?</p> <p>Walter says he tries to look on the bright side of things. Do you agree with him? Does he try to stay positive? Why or why not?</p>
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<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

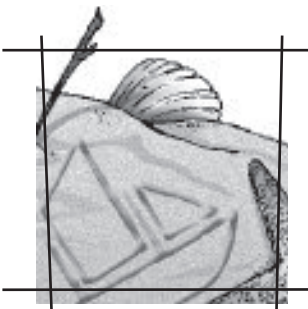
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-7

Page 25 (paragraphs 1 and 2) or 27 (paragraphs 1 and 2)

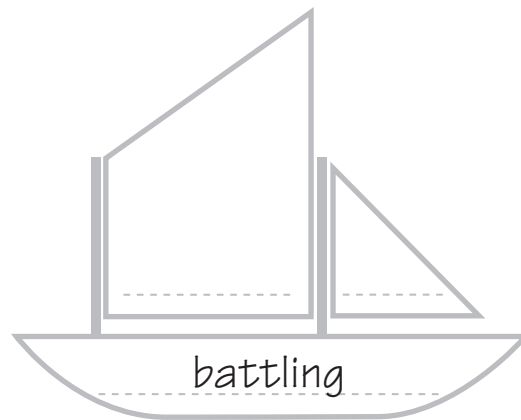
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



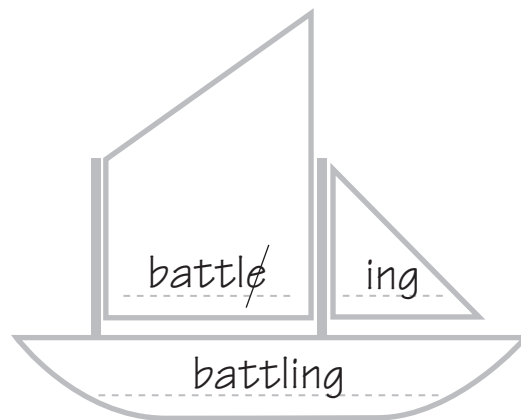
WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (adding endings to base words that end in *e*) and the Word Treasure clue that Captain Read More uses for these skills.
- Tell students that Captain Read More has found a word with a base word and ending in this cycle's vocabulary list. Display the base word and ending sailboat. Write "battling" on the boat, leaving the sails blank.



- Use **Think-Pair-Share** to have students identify which word part should go in the big sail [*battle*], which word part should go in the smaller sail [*ing*], and which letter should be scrubbed [*e*]. Randomly select a few students to share.
- Confirm, or model, the answer by writing the word parts on the sails and striking out the *e* in *battle*.



- Ask students to read the sail parts with you and then to read the word.
- Model how to write the base word and ending and use a scrubber without a sailboat clue.

battle + *ing*

- Display a blank base word and ending sailboat. Write “hiked” on the boat.
- Use **Think-Pair-Share** to have students identify the base word and ending in *hiked*. Randomly select a few students to share.
- Write the word parts on the sails.
- Ask students to read the sail parts with you, read the word, and then compare the sail parts with the boat to see whether they are the same.
- Remind students that Captain Read More uses a scrubber to get rid of extra letters. Cross out the *e* on the main sail.

- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. tangled *tangl~~e~~ + ed*
2. blindly *blind + ly*
3. voting *vote~~e~~ + ing*
4. exploding *explod~~e~~ + ing*

Building Meaning

shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

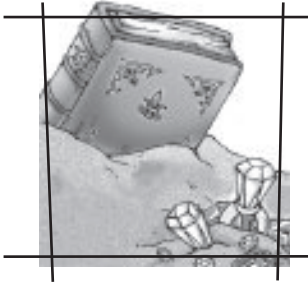
6. My dog got filthy after he trudged through the deep mud. *Trudged* means—
 - a. hopped quietly.
 - b. skipped slowly.
 - c. moved quickly.
 - d. *walked slowly.*



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

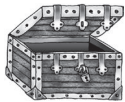
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension

- Discuss what happened in *Tim's Practice* on day 3.
- Read the following passage from *Tim's Practice*, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

Saturday morning came. Tim had an extra large breakfast, but he had trouble eating it because he was so nervous. His knee kept bouncing up and down under the table as he sat there.

"Are you nervous, Tim?" his dad asked.

"Yeah, Dad, just a little," Tim answered.

"Well, don't be," his dad reassured him. "You're going to do fine today. You're one of the best young skateboarders I've ever seen. I'm pretty sure you're going to win."

"Thanks for saying that, Dad. I hope you're right," Tim said.

When Tim finished breakfast, he went upstairs to put on his skateboard pads and helmet. While he was upstairs, his dad called up to him. "Tim! I have a surprise for you! Come downstairs!"

Tim ran down the stairs. He found his dad in the living room. His dad was holding a beautiful box. "This is for you, Tim. Open it," his dad said.

Tim tore open the box. He gasped. In it was the most beautiful skateboard he had ever seen. "Is this for me, Dad?" Tim asked.

"It is. It's for you to use in the competition," his dad answered.

"Wow! Thanks, Dad!" Tim said, and he gave his dad a hug.

"I just want you to know how proud I am," his dad said. "You've worked really hard. You're going to win. I just know it. But even if you don't, remember that you did your best, Tim."

"OK, Dad. Let's go," Tim said, for it was time to go to the skateboard park.

As Tim and his dad drove to the park, Tim thought about all the tricks he might do. Would he pull them off? Would he succeed? Would he crash? These questions floated through his mind. He was nervous, but he tried not to be.

During the competition, Tim watched the other skaters and waited his turn. The other skaters were pretty good. Some did flips. Some did spins. Some did all kinds of tricks. Finally, it was Tim's turn.

Tim climbed the ladder to the top of the ramp. He looked out on the crowd. He saw his dad. He saw his friends. Everyone was cheering for him. Even people he didn't know were cheering for him. He also saw Mr. Higer in the back of the crowd again. Mr. Higer gave Tim a thumbs-up sign.

Tim was ready. SWOOSH! Down the ramp he went.



- Using a **Think Aloud**, model clarifying what SWOOSH! means in this passage.

"SWOOSH!" What does that mean? I've never seen that word before. Let me read that paragraph again. Read the paragraph again. Oh, I see. SWOOSH is the sound Tim and his skateboard make as they go down the ramp. Now I understand.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why does Walter pick the koala bear as his animal? Why doesn't he pick the tiger?

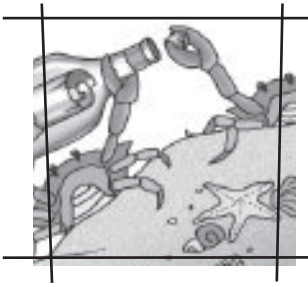
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 9

Team Talk

1. Does Walter enjoy his breakfast on Thursday? Support your answer. |DC|
2. What does the following phrase from page 30 mean: “a dirty look that made him change his tune right quick”? Support your answer. (Write-On) |CL|
3. Why does Walter compare himself with Dr. Prime? |CE|
4. What does Walter do just **before** dinner on Thursday? |SQ|
 - a. He watches the Super Rangers.
 - b. He writes about his terrible week.
 - c. He spends time with his dad.
 - d. He works on his report about koalas.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 30 and 31 (paragraph 1) aloud with partners.
pages 31 (paragraph 2) and 32 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Does Walter enjoy his breakfast on Thursday? Support your answer. |DC|

100 points = *No. Walter does not enjoy his breakfast on Thursday. His mother is in a hurry, so he has to eat cold cereal. His brother drank all the orange juice, so he has to drink grapefruit juice. He says he doesn't like grapefruit juice because it makes his mouth pucker.* **90 points** = *No. Walter does not enjoy his breakfast on Thursday. His mother is in a hurry, so he has to eat cold cereal and drink grapefruit juice.* **80 points** = *No. He eats cold cereal and drinks grapefruit juice.*

2. What does the following phrase from page 30 mean: "a dirty look that made him change his tune right quick"? Support your answer. (Write-On) |CL|

100 points = *The phrase "a dirty look that made him change his tune right quick" means that Walter looks at Doogie in a way that makes him stop laughing at Walter's muddy shirt. The look on Walter's face tells Doogie that Walter isn't in a good mood.* **90 points** = *The phrase "a dirty look that made him change his tune right quick" means that Walter looks at Doogie in a way that makes him stop laughing at Walter's muddy shirt.* **80 points** = *His look makes Doogie stop laughing.*

Team Talk *continued*

3. Why does Walter compare himself with Dr. Prime? |CE|
- 100 points** = *Walter compares himself with Dr. Prime because he wants to be a scientist just like Dr. Prime when he grows up. He doesn't think Dr. Prime got Bs in science class.* **90 points** = *Walter compares himself with Dr. Prime because he wants to be a scientist just like Dr. Prime when he grows up.* **80 points** = *He wants to be a scientists like Dr. Prime.*
4. What does Walter do just **before** dinner on Thursday? |SQ|
- a. He watches the Super Rangers.
 - b. He writes about his terrible week.
 - c. He spends time with his dad.
 - d. He works on his report about koalas.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

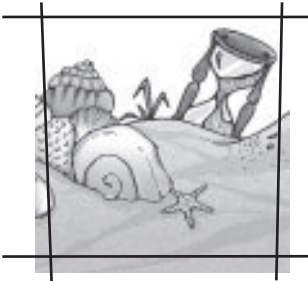


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Walter thinks he's having the worst week ever. Do you agree? How would you compare this with the worst day or week you have ever had?</p> <p>Do you think writing about all the things that happened to Walter this week made him feel better? Why or why not?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Walter thinks he's having the worst week ever. Do you agree? How would you compare this with the worst day or week you have ever had?</p> <p>Do you think writing about all the things that happened to Walter this week made him feel better? Why or why not?</p>	

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

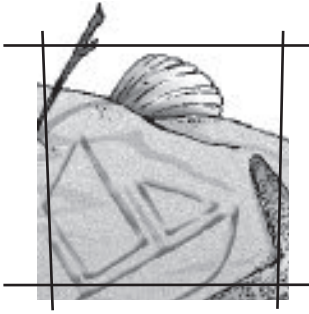
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-7

Page 25 (paragraphs 1 and 2), 27 (paragraphs 1 and 2), or 30 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (adding endings to base words that end in *e*).
- Use **Think-Pair-Share** to have students identify the Word Treasure clue and the tool that Captain Read More uses for this Word Power skill. *A sailboat with a main sail and a small sail and the scrubber.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

1. Kam was observing the bird build its nest.
2. Holly silently tiptoed into the baby's room.



- Use **Random Reporter** to choose a student to read each base word and ending orally.
observ~~e~~ + ing; silent + ly
- Remind students that Captain Read More uses a scrubber to get rid of any extra letters when an ending is added to a base word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. hired *hir~~e~~ + ed*
2. slowly *slow + ly*
3. improving *improv~~e~~ + ing*
4. sloping *slop~~e~~ + ing*

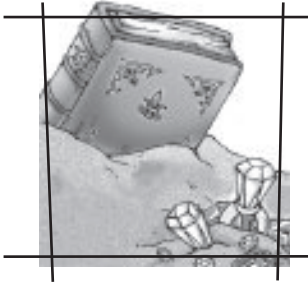
Building Meaning			
shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.
 The blades of the fan rotate when the fan is turned on.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story students will read for their test. Tell what it is about, but do not give additional information or details.



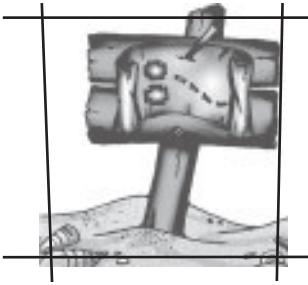
In yesterday's reading, things still weren't going well for Walter. Today we will find out if Friday turns out to be any better for him.

Vocabulary **TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

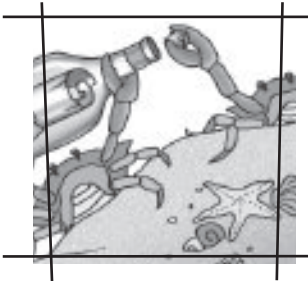
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #5 ask about clarifying.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

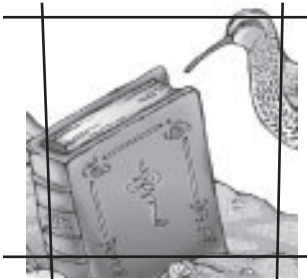
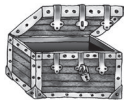
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

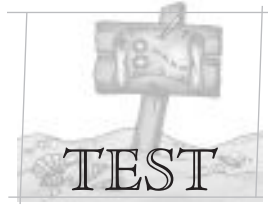


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 33–35 of *Walter's Week*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Tell why Walter misses the tigers at the zoo. |CE|

20 points = *Walter misses the tigers at the zoo because the tigers are not in their cage. They are visiting the animal doctor.* **15 points** = *Walter misses the tigers at the zoo because they are not in their cage.* **10 points** = *They are not in their cage.*

20 points

2. What does Walter mean when he says he gives Doogie a “dirty look that made him change his tune right quick”? Support your answer. |CL|

20 points = *When Walter says he gives Doogie a “dirty look that made him change his tune right quick,” he means that he stares at Doogie in a way that makes Doogie stop laughing at Walter’s muddy shirt. His look tells Doogie that he is not in a good mood.* **15 points** = *When Walter says he gives Doogie a “dirty look that made him change his tune right quick,” he means that he stares at Doogie in a way that makes Doogie stop laughing at Walter’s muddy shirt.* **10 points** = *The stare he gives Doogie makes him stop laughing.*

20 points

3. How are the first two paragraphs on page 33 the same as the first two paragraphs on page 21? How are they different? |CC|

20 points = *The first two paragraphs on page 33 are the same as the first two paragraphs on page 21 because both sets of paragraphs tell about how Walter sometimes has bad weeks, okay weeks, and good weeks. They are different because the second paragraph on page 21 says Walter will describe a bad week. The second paragraph on page 33 says he will describe a good week.*

15 points = *The first two paragraphs on page 33 are the same as the first two paragraphs on page 21 because they both tell about how Walter sometimes has bad weeks, okay weeks, and good weeks. They are different because the second paragraph on page 33 says Walter will describe a good week.* **10 points** = *He talks about bad weeks, okay weeks, and good weeks in both sections. He describes a good week in one section.*

20 points

4. What happens at the end of *Walter's Week*? How does Walter feel about it? Explain your answer. |CE|

20 points = *Many good things happen at the end of Walter's Week. There is a surprise assembly at school, and Walter gets to meet a Super Ranger who is one of his heroes. He gets to pet a koala because he is doing a report on it. He thinks the week is one of the best in his life.* **15 points** = *Many good things happen at the end of Walter's Week. There is a surprise assembly at school, and Walter gets to meet a Super Ranger who is one of his heroes. He thinks he has*

the best week. 10 points = Walter gets to meet a Super Ranger and pet a koala. He thinks he has the best week.

20 points

5. What does the following phrase from page 35 mean: “Go figure”? Support your answer. [CL]

20 points = *The phrase “Go figure” from page 35 means that Walter is surprised by how good his week is despite all the bad things that happen. His terrible week turns out well. 15 points =* *The phrase “Go figure” from page 35 means that Walter is surprised by how good his week is despite all the bad things that happen. 10 points =* *He means that he is surprised by how well his week turns out.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write each word. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

5 points 1. changed *chang~~e~~ + ed*

5 points 2. grading *grad~~e~~ + ing*

5 points 3. melted *melt + ed*

5 points 4. trading *trad~~e~~ + ing*

Building Meaning

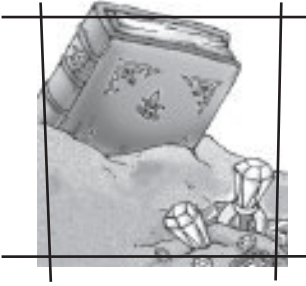
shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

- 10 points** 5. Write a meaningful sentence for the word *trudged*.

10 points = *After the blizzard, Mika trudged through the deep snow to get to her friend's house. 5 points =* *Mika trudged through the deep snow to get to her friend's house. 1 point =* *Mika trudged through the deep snow.*

- 10 points** 6. Jesse had to work the late shift at work for three days in a row.

- 10 points** 7. Fortunately, I did not get a flat tire when I ran over the broken glass.
Fortunately means—
- likely.
 - luckily*.
 - quietly.
 - rudely.
- 10 points** 8. Nina thought the wheels on her scooter would rotate better if she oiled them.
Rotate means—
- turn*.
 - skip.
 - stop.
 - chew.
- 10 points** 9. In the movie, the humans were battling the aliens to stop them from taking over the earth.
- 10 points** 10. Oscar had to run to catch his flight and boarded the plane just in time for takeoff.
- 10 points** 11. Jenna had to ignore the sound of the traffic outside so she could enjoy reading her book. *Ignore* means—
- pay much attention to.
 - pay some money to.
 - pay no attention to*.
 - pay on another day.
- 10 points** 12. Ms. Wallace mentioned growing up in the country when she told us about her life.

**DAY 6****ACTIVE INSTRUCTION**Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will rewrite one day from the story *Walter's Week*. Walter has a terrible week! Nothing goes right for him. Pick one of his terrible days, and rewrite the story so it is a wonderful day for Walter. You will share your new story text with your classmates.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing new story text.

Today you will write new story text. You are familiar with Walter's character now. You know what he likes and does not like. You will need to think of new, or slightly different, events in Walter's day to make the story different. You will have to use your knowledge of Walter to identify what might make his day better.

- Display the following partially filled out story map.

Story Map



Title: _____

Characters:

Walter
Walter's mom
Tommy "Doogie" Dorsey

Setting:

Where:

When: *Tuesday*

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

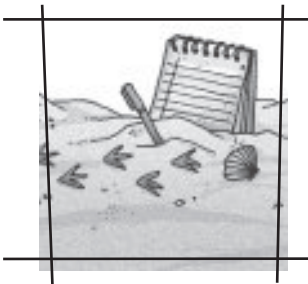
Solution:



- Tell students they will use the story elements to help them organize their writing. Use **Team Huddle** to have students finish filling out the story map for this day in Walter's life. Use **Random Reporter** to select students to share.

Since you will only be rewriting one day of *Walter's Week*, you will only create a story map for that day. This is a story map based on the terrible Tuesday that Walter has. Let's finish filling it out. What is Walter's problem? He has a bad Tuesday. His neck hurts, and his knee hurts. Things do not go well. Write students' responses on the board or overhead. Good. You will write about a wonderful day for Walter, so the problem he has on your day will change. For your stories, you will concentrate on writing about three events. What three events can you fill in for Walter's bad Tuesday? He wakes up with a sore neck. He has to sit next to Tommy "Doogie" Dorsey on the bus. His Super Rangers program is not on television because of a news program. Write students' responses on the board or overhead. Great. These are three things that happen to Walter on Tuesday that make his day terrible. Is there a solution to the story at this point? No. Right, there is no solution to the original story at this point. You might have Walter solve a problem in your rewritten version.

- Tell students that they will use the story map to rewrite a day from *Walter's Week*.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will rewrite one of Walter's terrible days from the story *Walter's Week*.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-10

Writing Prompt

Walter has a terrible Monday, Tuesday, Wednesday, and Thursday. Nothing seems to go right for him! Pick one of these terrible days, and rewrite the story so Walter has a wonderful day instead. Since Walter will have a wonderful day, give him a new problem to solve. Choose at least three events from his day, and change them so his day goes well instead of badly. Think about how one of these new events might solve Walter's problem. The setting and characters in your rewritten day should not be different from the original story, but different things may happen. Remember to write your ideas in complete sentences.

Scoring Guide	
You rewrite a day from <i>Walter's Week</i> to be wonderful instead of terrible.	15 points
You give Walter a new problem to solve.	15 points
You change at least three events in the story to make his day wonderful.	20 points each (60 points maximum)
Your story is written in complete sentences.	10 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a story map. This will help us put our thoughts in the right order as we write our new story text.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

Story Map



Title: _____

Characters:

Walter
 Walter's mom
 Tommy "Doogie" Dorsey

Setting:

Where:

 When: Tuesday

Problem:

The day starts off well, but Mom runs out of lunch meat, and Walter has to buy the fish stick lunch at school.

Event: *Walter's mom makes fresh waffles for breakfast.*

Event: *There is a special lunchtime treat for the whole school.*

Event: *Walter watches a Super Rangers marathon on television.*

Event: _____

Event: _____

Solution:

Walter gets to eat French-bread pizza instead of fish sticks.

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.

- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Discuss with students how to write a line of dialogue in their stories.

You read lines of dialogue in *Walter's Week*. These were parts of the story where characters spoke their own thoughts. You clarified what Walter meant through his dialogue. You might want to include some dialogue in your new story text to make it more interesting and so Walter can speak about his wonderful day.

- Display the following lines of dialogue from *Walter's Week*.

Blackline master provided.

“Mr. Wilson, kindly tell the class why you are so tardy,” she demanded.
 “They’re pajamas, Mom,” I replied grumpily. “I’ll change after breakfast. My neck is sore.”

- Using the examples, tell students how to write a line of dialogue.

A line of dialogue has to appear in a certain format. First, the words spoken by the characters appear within quotation marks. Circle the quotation marks in the lines of dialogue. A line of dialogue is usually a whole sentence. It needs punctuation at the end of the sentence. In a

line of dialogue, you put a comma at the end of the words spoken by the character, inside the closing quotation mark. Circle the commas at the ends of the lines of dialogue. You use a comma here if the speaker is saying a sentence. If the speaker exclaims something or asks a question, you put an exclamation point or a question mark inside the quotation mark. You have to tell who is saying the dialogue. The first example is spoken by Mrs. Crabtree, and the second example is spoken by Walter. Circle the speaker of each line of dialogue. After you tell who is speaking the line of dialogue, you end the sentence with a period. Circle the periods at the ends of the sentences.

- Display the following lines of dialogue.

Blackline master provided.

“Aw, Mom!” I exclaimed. Today is fish stick day in the cafeteria. Are you sure you don’t even have peanut butter and jelly to take to school?
 “I saw that there is a *Super Rangers* marathon on TV tonight.” my dad said.



- Use **Team Huddle** to have students identify what is missing from the sample lines of dialogue. Use **Random Reporter** to select students to share. *The first sample is missing quotation marks around the second half of what the speaker is saying. The second sample has a period inside the quotation mark. It should be a comma.*
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners’ drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners’ papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

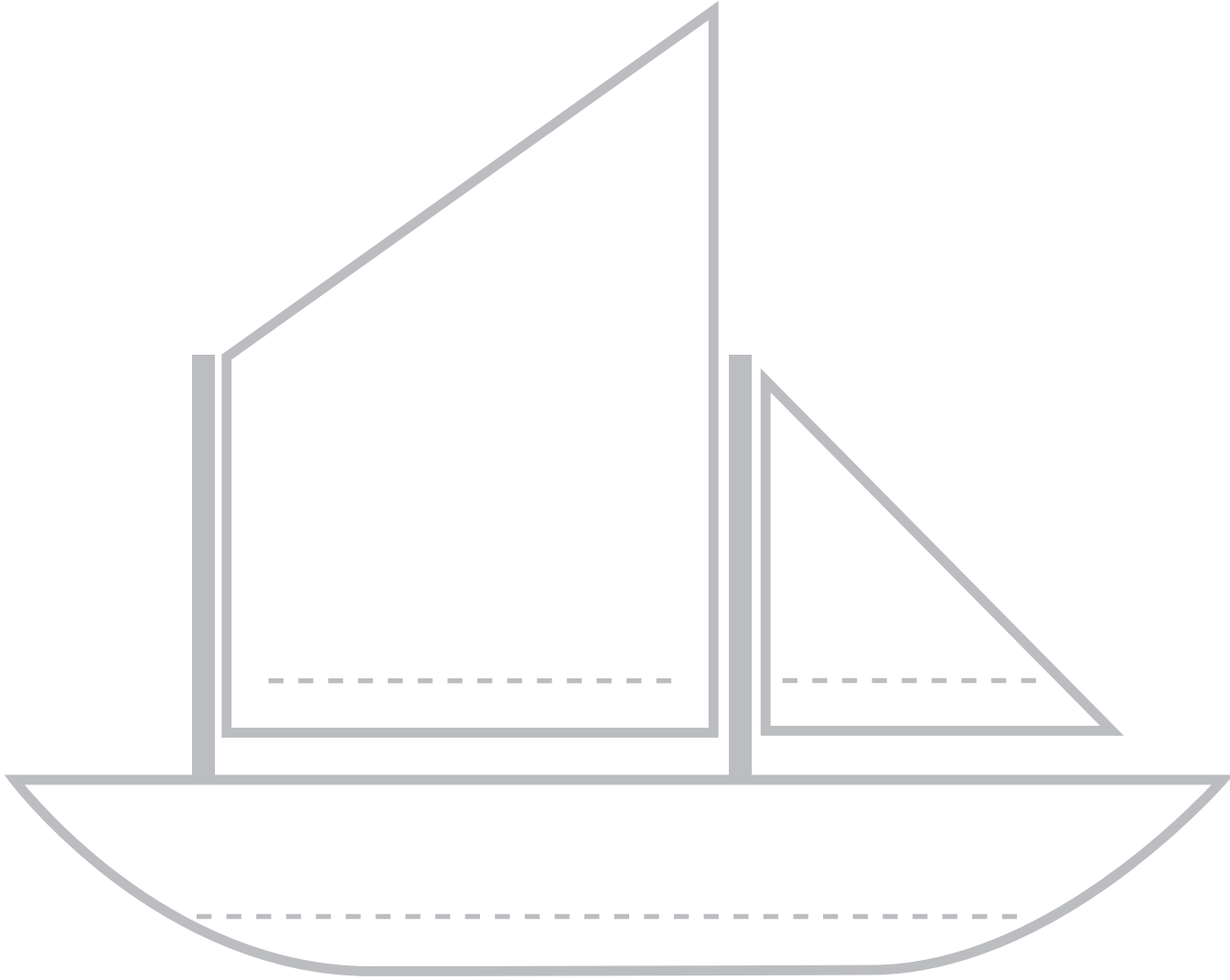
Example 1

Spencer counted out his money. He had \$5.43. That was plenty to buy some new goldfish. He went to the pet store and asked the clerk, “May I please have two goldfish?” The clerk gave Spencer the rabbits and his \$10 change.

Example 2

My mom thought it would be nice if the whole family spent some time together, so she planned a family picnic at the park. We packed all the food in a cooler and brought a blanket and a baseball so we could play catch. My sister said she was going to bring her sleeping bag and pajamas.

At the park, we ate all the food, played some catch, and then packed up our stuff. On our way home, we dropped my sister off at her friend's house for her friend's slumber party.



Story Map



Title: _____

Characters:

Walter
Walter's mom
Tommy "Doogie" Dorsey

Setting:

Where:

When: *Tuesday*

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

“Mr. Wilson, kindly tell the class why you are so tardy,” she demanded.

“They’re pajamas, Mom,” I replied grumpily. “I’ll change after breakfast. My neck is sore.”

“Aw, Mom!” I exclaimed. Today is fish stick day in the cafeteria. Are you sure you don’t even have peanut butter and jelly to take to school?

“I saw that there is a *Super Rangers* marathon on TV tonight.” my dad said.

Story Map



Title: *Walter's Week*

Characters:

Walter William Wilson
Mom and Dad
Doogie Dorsey
Jonathan and Susanna
Mrs. Crabtree
Marissa Jenkins

Setting:

Where: home
school
the zoo
When: Monday, Tuesday, Wednesday,
Thursday, and Friday

Problem:

Walter is having a terrible week, and nothing seems to go right for him.

Event: Monday: Walter misses the bus, rips his homework, hurts himself, and does poorly in science.

Event: Tuesday: Walter wakes up with a sore neck, has to sit next to Doogie on the bus, and misses his favorite show on television.

Event: Wednesday: The class goes to the zoo, but he doesn't get to see the tigers, and he doesn't learn anything about koalas to help with his report. He drops his backpack, and it gets all muddy.

Event: Thursday: Walter gets a bad grade, and his knee still hurts. He writes about the terrible week.

Event: Friday: An actress from his favorite show comes to school and brings a koala. Walter gets to meet the actress.

Solution:

The week ends well, and Walter thinks it was actually one of the best weeks of his life.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>Walter's Week</i>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

INFORMATIONAL (6 DAY)

Eyesight: You've Got to See This!

Written by Min Ha Li

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 37–48

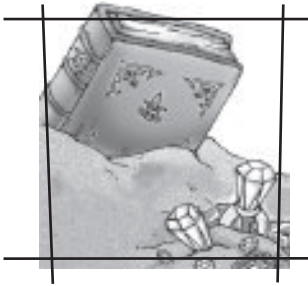
Success for All Foundation, 2011

Summary

Learn all about eyesight, the parts of the eye, how the eye works, and how to protect your eyes from harm.

Instructional Objectives

	Reading	Word Power	Writing
	Main idea (MI)	Homophones	Write a descriptive paragraph.
CYCLE 1	Students will find the main ideas and supporting details of different sections of the text.	Students will identify the correct homophone based on their knowledge of the word and sentence context.	Students will write descriptive paragraphs about one of the four other senses—hearing, smell, taste, or touch.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Eyesight: You've Got to See This!* by Min Ha Li. As we read, we'll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information.

- Point out the strategy target on the team score sheet.

- Introduce informational text to students. Use the text to show how informational texts differ from literature.

Informational texts differ from literature. Literature is stories, and we use a story map to organize what we read. Literature has characters, settings, problems, and solutions.

Informational texts give you information and facts. They can describe or explain too. Sometimes they include subtitles, headings, definitions, charts, graphs, and other tools to help readers understand the information. We read informational texts to learn things.

Let's take a look through this text to see how it differs from a story. Point to the pictures on each page. There are pictures on each page, but they don't seem to tell a story like they would in literature. Point to the diagrams. There are also diagrams in this text. I know diagrams are a way to give information about a subject. Literature doesn't have diagrams.

- Explain that when we read informational texts to learn, we want to be sure that we can figure out and remember important information.

Blackline master provided.



- Introduce Captain Read More's shipmates, Patch and Plank. Tell students that Patch and Plank will help them tear through informational text using the TIGRRS process.

Let's meet some new friends. These two tigers are Captain Read More's shipmates, and their names are Patch and Plank. They are experts in helping Captain Read More find his way and learn about the waters they sail in and the lands they visit.

Patch tells Captain Read More all the important information about the weather as they sail and gives him details about islands they visit. He also helps Captain Read More know the similarities and differences between places they visit. Patch uses travel guides and maps to show Captain Read More important text features that can help them in their journeys.

Plank is a master navigator and can tell Captain Read More the steps they need to take to care of the ship. Plank also knows the ins and outs of sailing and can predict the effects of what will happen during storms or calm seas. Plank uses manuals to remember important steps and to understand the causes of problems that might occur and the effects of the problems. Together Patch and Plank help Captain Read More remember important information.

- Introduce the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, and summarize. Tell students that this process will help them remember important information in informational text.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



I know that figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I'll figure out the topic by paging through the text before I read it. Page through the text, noting different text features. **I see that the title of the book is *Eyesight: You've Got to See This!* There are eyes, a diagram of an eye, and a pair of glasses on the cover too. As I look through the text, I also see pictures of a magnifying glass, differently colored eyes, and people wearing different things to cover their eyes. All these pictures seem to go with the text to help me understand it. I think the topic has to be eyesight and vision.**

- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students turn to their partners and describe the things they see behind their partners. Randomly select a few students to share what their partners described to them.
 - Use **Team Huddle** to have students discuss what they know about eyes or problems people may have with their eyesight. If possible, tell students to share their own experiences with eye problems. Use **Random Reporter** to share responses.
 - Share a few important or interesting facts about eyes. For example, a human eye is only about one inch in diameter while the eye of a giant squid is about eighteen inches in diameter. The eye is the only part of your body that can work without resting, but your eyelids need to rest. The average person blinks 10,000 times a day.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



The next step of TIGRRS is identifying the intent of the author. That means telling why the author wrote the text. Knowing that will help me understand the text better. I know the topic is eyes and sight. All the pictures and diagrams make me think that the author wants to inform, or teach, me about eyes and sight. So informing is the author's intent for this text.

Blackline master provided.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text.

Let me look at the different organizers that I can use when reading informational texts. They all seem to have different purposes. There is an idea tree where I can write main ideas and supporting details. There is a

T-chart. I remember that I use that to write causes and effects. The Venn diagram helps when I need to compare and contrast. And the sequence chain helps me keep steps in order.

When I surveyed the text, it didn't look like it had information to compare and contrast or steps in a process. So I won't use the Venn diagram or the sequence chain. I don't think the T-chart is right either because I didn't see any causes and effects when I paged through the text. I know I can find main ideas and supporting details, so I think I'll use the idea tree as my graphic organizer. This will help me organize and remember the important parts of the text.

Blackline master provided.

- Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part. Model writing the topic on the trunk of the idea tree, and ask students to write this on their idea trees.

Look at this organizer. It looks like a tree. It has a trunk and branches. If I write the topic on the trunk, it reminds me that ideas important to understanding the text will have to do with the topic. Write the topic on the trunk. **When I find important ideas that are about the topic, I'll write them in the circles. And when I find smaller ideas that are about the main ideas, I'll write them around the circles. I'll show you how when we start reading today.**

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-11
 Student Edition chart does
 not contain page numbers or
 identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
explore page 41	chunk: ex-plore	study	Nino's mother is a scientist who likes to <i>explore</i> different areas of Earth science.
sheer page 42	blend	see-through	The thin curtains were <i>sheer</i> , so they still let a lot of light into the room.
appear page 43	chunk: ap-pear	seem	These streets <i>appear</i> strange to me even though I know I've been here before.
transmits page 44	chunk: trans-mits	sends	When you make a phone call, the telephone wire <i>transmits</i> your voice from one phone to the other.
mismatched page 46	base word + ending: mismatch + ed	not in agreement	Carley was embarrassed when she realized that she wore a pair of <i>mismatched</i> shoes to school.
recent page 46	c = /s/ chunk: re-cent	of late	In <i>recent</i> days, there has been a lot of rain, but usually it is very dry here.
progresses page 47	base word + ending: progress + es	goes forward	As the basketball team <i>progresses</i> through the season, they will get better and better.
protect page 48	chunk: pro-TECT	guard	Fred wore thick gloves to <i>protect</i> his hands while he trimmed the thorny bush.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

This cycle we will focus on identifying main ideas and supporting details. This is especially important for understanding the topic in an informational text. A main idea is the most important idea in a passage or section of text. Main ideas are always about the big topic of the text. Supporting details tell about the main ideas. Knowing main ideas and supporting details helps us to understand the topic.

- Use **Think-Pair-Share** to have students discuss what they did last weekend.

We're going to talk about what we did over the weekend. That's our topic. Think about what you did. Give students time to think. **Now pair with your partner, and tell what you did.** Randomly select students to share their activities from the weekend.

- Use **Think-Pair-Share** to have students tell details about one of their activities. Prompt them as necessary.

Now think of some details about what you did over the weekend. Did you go to the store? What did you buy? Did you go to the movies? Which movie did you see? Think. Give students time to think. **Now pair with your partner, and tell some details about what you did.** Randomly select students to share details about their activities.

- Tell students that the activities they did over the weekend are main ideas that relate to the topic they talked about. The details of what they did tell more about the main ideas. Use examples as necessary.
- Tell students that there are several things they can do to help them identify main ideas as they read.

Often a text will contain clues that can lead us to the main idea. Key words are one of these clues. Key words could be several words that are alike or words that are repeated throughout the text. Pictures also help us find the main idea by showing us what the text is explaining. As we read, look for these clues. They will help point you to the main ideas.

- Tell students that they will identify main ideas and supporting details as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that the next part of TIGRRS is reading the text. Tell them that the first time you read the text you will look for main ideas.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Explain to students that the author of a text does not always directly state the main idea.

Sometimes the author does not state the main ideas of a text. But he or she gives us clues. We can look for text features, like the pictures and diagrams I saw when I paged through the text, to help us find the main ideas. I can also ask myself, What is the author mainly writing about?

- Read page 39 of the text aloud. Use a **Think Aloud** to model looking for the main idea.

A Collection of Readings,
page 39

You can watch beautiful sunsets. You can see the rain coming down against your windowpane on slow spring days. You can watch sporting events on your television. You can even catch sight of a couple of squirrels playing in the park on a sunny afternoon.

Most people don't realize how important their eyes are, but without our eyes, we couldn't do any of these things. Eyesight is one of our most important senses. Think of all the interesting things you see from when you open your eyes in the morning until you close them at night!

But how does it work, exactly? What makes it possible to see things? Read on to find out more about sight, your eyes, and how they work.

Let's take a look at the text and see what clues I can identify that will help to tell us more about the main idea. I know the topic is eyesight and vision. On this page, the author describes things I can see with my eyes. The author says I couldn't do this if I didn't have the sense of sight. I don't think I have found a main idea yet. Let me read on.

- Read through page 40 aloud, adding main ideas to your idea tree as you read.

A Collection of Readings,
page 40

People haven't always thought about eyesight the way we do. In fact, some people in ancient times had very interesting ideas about how sight worked. Take people in ancient Greece, for example. They believed that the objects that people saw existed just because people could see. Imagine this: you are in ancient Greece, walking down a city street. You spy a toga (a Greek robe) on a line. Somebody has washed it and hung it to dry. You look at the toga and see its nice colors and beautiful designs. Now you close your eyes—the toga is no longer there. You believe that because you can't see it, it must not be there. Your seeing it made it exist. Interesting!

I learn a little more about eyesight and vision on this page. I learn that people long ago thought about their eyesight differently from how we think about it today. One clue that tells me more about this main idea is that people thought things existed only because they could see them. That's an interesting idea that I'll add to my idea tree.

- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, What is the author mainly writing about?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

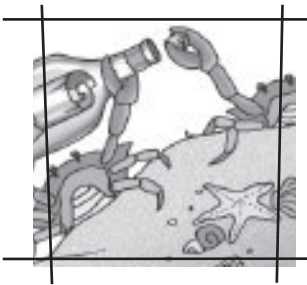
Student Edition, page S-12

Team Talk

1. How do we know things exist even when our eyes are closed? |CE|
2. How does the text feature on page 42 help you understand the main idea of the text? |TF|
3. What conclusion could you draw if objects appear blurry to you? |DC|
 - a. The object is too far away to see clearly.
 - b. The object is actually very fuzzy.
 - c. The lens in your eye isn't working correctly.
 - d. The eye can't see through smog.
4. Pages 43 and 44 (paragraph 1) are mainly about— |MI|
 - a. how the parts of the eye work.
 - b. how to pronounce the word *sclera*.
 - c. why we see upside down.
 - d. why signals are sent to the brain.

What clues led you to this main idea? (Write-On)

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 41–44 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How do we know things exist even when our eyes are closed? |CE|

100 points = *We know things exist even when our eyes are closed because we can still hear them. We might also still taste, smell, or touch them. We know they will still be there when we open our eyes again.* **90 points** = *We know things exist even when our eyes are closed because we can still hear them. We might also still taste, smell, or touch them. We know they will still be there when we open our eyes again.* **80 points** = *We can still hear them.*

2. How does the text feature on page 42 help you understand the main idea of the text? |TF|

100 points = *The text feature on page 42 helps me understand the main idea of the text because it is a picture of an eye. The different parts of the eye are labeled. The picture shows me where the parts of the eye are. It can help me understand how the parts work together to help me see.*

90 points = *The text feature on page 42 helps me understand the main idea of the text because it is a picture of an eye. The different parts of the eye are labeled.* **80 points** = *It shows me a picture of an eye that has all the parts labeled.*

3. What conclusion could you draw if objects appear blurry to you? |DC|

- a. The object is too far away to see clearly.
- b. The object is actually very fuzzy.
- c. *The lens in your eye isn't working correctly.*
- d. The eye can't see through smog.

Team Talk *continued*

4. Pages 43 and 44 (paragraph 1) are mainly about— [MI]
- how the parts of the eye work.*
 - how to pronounce the word *sclera*.
 - why we see upside down.
 - why signals are sent to the brain.

What clues led you to this main idea? (Write-On)

100 points = *One clue that led me to this main idea is that the first sentence on page 43 says, "Here's how it works." That tells me that I will learn about how the eye works. One of the pictures on page 44 shows me how an image goes through the eye and gets turned upside down in the retina. I can see how the parts of the eye work.* **90 points** = *One clue that led me to this main idea is that the first sentence on page 43 says, "Here's how it works." That tells me that I will learn about how the eye works.* **80 points** = *The first sentence in the section says the text will tell how the eye works.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

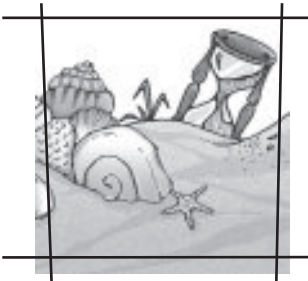
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

Strategy-Use
Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Why do you think people living in ancient Greece thought about eyesight differently from people today?</p> <p>We see because light bounces off objects and into our eyes. How do you think the amount of light affects how well we see objects?</p>
<ul style="list-style-type: none"> – Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

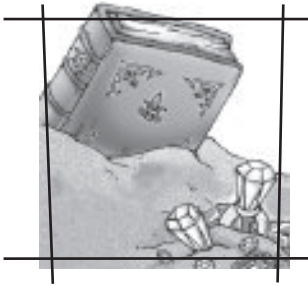
Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

Page 42 (paragraphs 1 and 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

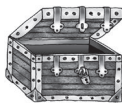
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What part of your eye could make things seem blurry if it doesn't work correctly?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading about the parts of the eye and how the eye works. The eye is very complex and has a lot of parts. These parts work together to make the images that we see.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.



Remember, as we read, we should ask ourselves, What is this section mainly about? To help, I'll look for key words or information in pictures and diagrams that can lead me to the main idea.

- Read page 45 of the text aloud. Use a **Think Aloud** to model identifying the main idea of this page and the clues in the text that led you to the main ideas. Fill in the idea tree accordingly.

A Collection of Readings,
page 45

But sometimes, the parts of the eye don't work correctly. Sometimes, the parts are shaped incorrectly. That's why some people don't see as well as others. The three most common problems people have with their sight are nearsightedness, farsightedness, and astigmatism (uh-STIG-muh-tiz-um). A person who is nearsighted cannot see far away objects clearly. A farsighted person cannot see objects close up. A person with astigmatism sees everything blurry.

Fortunately, people can wear corrective lenses that try to fix these problems. Some people wear eyeglasses, and some others wear contact lenses. Most people begin to have problems with their eyes as they grow older. It's no big deal.

Benjamin Franklin was both nearsighted and farsighted. He didn't like having two pairs of glasses to see things, so he cut the lenses of his glasses in half and put them together to make bifocals. People still use his invention today!

Let's see if I can identify the main idea of this page. I read that sometimes the parts of our eyes don't work correctly. Some clues that help me figure this out are that some people can't see objects nearby. Others can't see faraway objects. Some people see everything blurry. I also read that people can correct their vision. A picture shows me how people could appear blurry if you wear the wrong glasses. A text box tells me about some glasses Benjamin Franklin invented. These support the main idea that sometimes we have problems with sight.

- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, What is the author mainly writing about?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

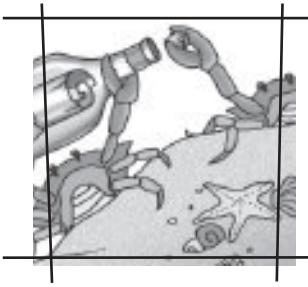
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Team Talk

1. How is being color blind different from being blind? |CC|
2. What did people do **before** eyeglasses were invented? |SQ|
 - a. They had their vision corrected with surgery.
 - b. They wore contact lenses.
 - c. They just dealt with their poor vision.
 - d. They kept their eyes shut.
3. Page 48 is mainly about— |MI|
 - a. picking out perfect sunglasses.
 - b. avoiding playing rough sports.
 - c. the amount of television you watch.
 - d. protecting your eyes and vision.

What clues led you to this main idea? (Write-On)

4. Look at the top picture on page 48. How does it show someone protecting his or her eyes? |DC • TF|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 46–48 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is being color blind different from being blind? |CC|

100 points = *Being color blind is different from being blind because when you are color blind, you can still see objects. Someone who is color blind might not see the color of the object correctly. Someone who is blind may not be able to see the object at all.* **90 points** = *Being color blind is different from being blind because when you are color blind, you can still see objects. A blind person cannot see at all.* **80 points** = *A color-blind person can't see colors correctly, but a blind person cannot see at all.*

2. What did people do **before** eyeglasses were invented? |SQ|
 - a. They had their vision corrected with surgery.
 - b. They wore contact lenses.
 - c. *They just dealt with their poor vision.*
 - d. They kept their eyes shut.

Team Talk *continued*

3. Page 48 is mainly about— |MI|
- picking out perfect sunglasses.
 - avoiding playing rough sports.
 - the amount of television you watch.
 - protecting your eyes and vision.*

What clues led you to this main idea? (Write-On)

100 points = *One clue that led me to this main idea is that the first sentence on the page says it is important to protect your eyes and vision. Other clues that led me to this main idea are the pictures on the side of the page. Three of the pictures show people wearing masks or goggles to protect their eyes.* **90 points** = *One clue that led me to this main idea is that the first sentence on the page says it is important to protect your eyes and vision. Other clues that led me to this main idea are the pictures on the side of the page.* **80 points** = *The first sentence talks about how important it is to protect your eyes.*

4. Look at the top picture on page 48. How does it show someone protecting his or her eyes? |DC • TF|

100 points = *The top picture on page 48 shows someone protecting his or her eyes by showing the person wearing a mask over his or her face. The mask is protecting his or her eyes from the sparks that he or she is making. The person won't get sparks in his or her eyes.* **90 points** = *The top picture on page 48 shows someone protecting his or her eyes by showing the person wearing a mask over his or her face.* **80 points** = *The mask will keep sparks out of his or her eyes.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

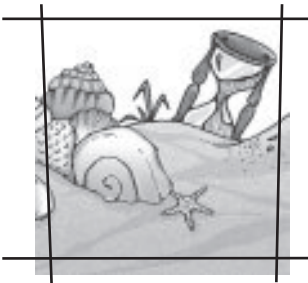
Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>How do you think watching too much television or staring at a computer screen could strain your eyes?</p> <p>You read about protecting your eyes. Have you ever been told not to do something because it could hurt your eyes? What was it?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

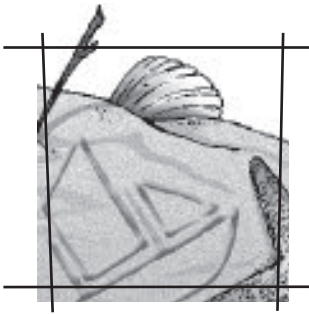
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-11

Page 46 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the following sentences.

- Write the following sentences that contain the words *aisle* and *isle* on the board or overhead.

Sentence 1

Marcy had to walk up and down the aisle twice before she found the cans of peaches on the shelf.

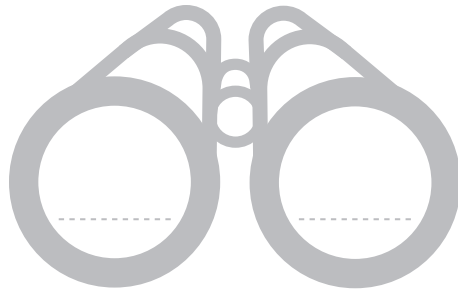
Sentence 2

Ava wished she were on a tropical isle in the middle of the Pacific Ocean as she walked through the deep snow.



- Use **Think-Pair-Share** to have students identify what they notice about the words *aisle* and *isle* in the sentences. Randomly select a few students to share. *The words sound the same. They have different spellings. In the first sentence, aisle means a walkway between shelves such as those in a grocery store. In the second sentence, isle means an island.*
- Tell students that words that sound alike are called homophones. Explain that homophones can have the same, or different, spellings. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homophones. Randomly select a few students to share. Display the Word Treasure clue for homophones (binoculars).

Blackline master provided.



- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some words sound the same, but are not spelled the same, and they have different meanings.</p> <p>If you come across a word that sounds like a word you know, but isn't spelled like it, stop and think about how the word is used in the sentence.</p>
-----------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Preparation: Display the following sentences.

- Explain that Captain Read More thinks it is important to know homophones because they help us identify the meaning of the word so we are not confused.
- Display the following sentences. Read the sentences aloud, or have students read them aloud. Display the words *ceiling* and *sealing*.

<p>Sentence 1 "I'm _____ this jar shut so the jelly in it stays fresh and tasty for as long as possible," Matteo said.</p> <p>Sentence 2 Deedee's grandma flipped the pancake too hard, and it became stuck to the _____.</p> <p>ceiling sealing</p>

- Use **Think-Pair-Share** to have students identify which word belongs in each sentence and how they know. Randomly select a few students to share. *Sealing is the act of closing something, and it goes in the first sentence. Ceiling means the top of a room, and it goes in the second sentence.*
- Tell students that Captain Read More has found a word that is a homophone in this cycle's vocabulary words. Tell students to look out for the word the next time they review their vocabulary words.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. I wanted some _____ and quiet while I fished, so I took my _____ and fishing pole to the other side of the pond.
 - a. piece, bate
 - b. *peace, bait*
 - c. piece, bait
 - d. peace, bate

2. Salome wanted to _____ a dress for her _____.
 - a. so, ant
 - b. *sew, aunt*
 - c. sew, ant
 - d. so, aunt

Building Meaning

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Choose the word that best fits in the blank.

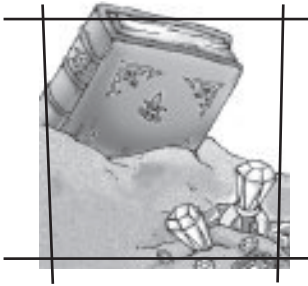
Vinny was so tired in the morning that he didn't realize his socks were mismatched until his mother told him at breakfast.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

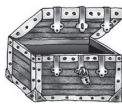
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**



- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What are some ways you can protect your eyes?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about some problems that people can have with their eyes. We also read about how some people can solve their vision problems. Another important idea from yesterday's reading was that we should all protect our eyes from harm so we can see clearly for a long time.

- Tell students that today you will begin rereading the text you have read. Explain that rereading helps you look for details that support the main ideas you found when you read.
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 39 and 40 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 1. Add the supporting details to the idea tree accordingly.



A Collection of Readings,
pages 39 and 40

You can watch beautiful sunsets. You can see the rain coming down against your windowpane on slow spring days. You can watch sporting events on your television. You can even catch sight of a couple of squirrels playing in the park on a sunny afternoon.

Most people don't realize how important their eyes are, but without our eyes, we couldn't do any of these things. Eyesight is one of our most important senses. Think of all the interesting things you see from when you open your eyes in the morning until you close them at night!

But how does it work, exactly? What makes it possible to see things? Read on to find out more about sight, your eyes, and how they work.

People haven't always thought about eyesight the way we do. In fact, some people in ancient times had very interesting ideas about how sight worked. Take people in ancient Greece, for example. They believed that the objects that people saw existed just because people could see. Imagine this: you are in ancient Greece, walking down a city street. You spy a toga (a Greek robe) on a line. Somebody has washed it and hung it to dry. You look at the toga and see its nice colors and beautiful designs. Now you close your eyes—the toga is no longer there. You believe that because you can't see it, it must not be there. Your seeing it made it exist. Interesting!

Remember that on day 1, I said one of our main ideas was that people living in ancient Greece thought about eyesight differently than we think about it today. I found a clue that said ancient Greeks believed objects only existed because you could see them. I just found more clues that support this idea. The text has an example. It describes how someone might have seen a toga hanging on a clothesline. When that person blinked or closed his or her eyes, he or she would think the toga had disappeared. The toga didn't exist because he or she couldn't see it. These clues help me understand the idea that the ancient Greeks thought about eyesight differently from us.

Preview Team Talk

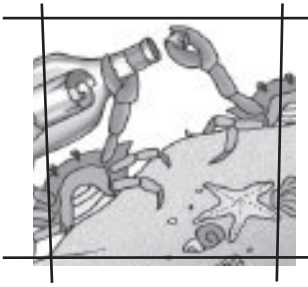
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-13

Team Talk

1. Why do you think the cornea has to be a sheer covering on the eye? Support your answer. |DC|
2. How does the picture on page 43 help you understand what happens to images when they reach the retina? |TF|
3. What happens to the iris when too much light hits it? |CE|
 - a. It tightens and makes your pupil appear smaller.
 - b. It forces your eye to close for protection.
 - c. It changes color and becomes light blue.
 - d. It loosens and makes your pupil appear larger.
4. Pages 43 and 44 are mainly about how the eye works. Which of the following is a detail that tells more about this main idea? |MI|
 - a. Your pupils turn objects upside down.
 - b. The retina receives images that are upside down.
 - c. Light bounces off the iris back onto the object.
 - d. The lens helps turn images right side up.

Tell two more details that support this main idea. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 41–44 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why do you think the cornea has to be a sheer covering on the eye? Support your answer. |DC|

100 points = *I think the cornea has to be a sheer covering on the eye because light has to get through the cornea to reach the lens and retina. If the cornea were not see-through, then light could not get through it. It would be harder to see.* **90 points** = *I think the cornea has to be a sheer covering on the eye because light has to get through the cornea to reach the lens and retina.* **80 points** = *Light has to get through the cornea to get to the lens and pupil.*

Team Talk *continued*

2. How does the picture on page 43 help you understand what happens to images when they reach the retina? [TF]

100 points = *The picture on page 43 helps me understand what happens to images when they reach the retina because it shows a picture of a girl holding a glass ball. You can see an upside-down image of the girl in the glass ball. Looking at a person through a glass ball must be similar to what happens when light bounces off an object and enters the eye. Images appear upside down on the retina.* **90 points** = *The picture on page 43 helps me understand what happens to images when they reach the retina because it shows a picture of a girl holding a glass ball. You can see an upside-down image of the girl in the glass ball.* **80 points** = *The girl appears upside down in the ball just like images appear upside down on the retina.*

3. What happens to the iris when too much light hits it? [CE]
- It tightens and makes your pupil appear smaller.*
 - It forces your eye to close for protection.
 - It changes color and becomes light blue.
 - It loosens and makes your pupil appear larger.
4. Pages 43 and 44 are mainly about how the eye works. Which of the following is a detail that tells more about this main idea? [MI]
- Your pupils turn objects upside down.
 - The retina receives images that are upside down.*
 - Light bounces off the iris back onto the object.
 - The lens helps turn images right side up.

Tell two more details that support this main idea. (Write-On)

100 points = *One detail that supports this main idea is that the retina then has to turn the light rays into signals for the brain so the brain can turn the image right side up. Another detail is that the iris and pupil help control how much light enters the eye.* **90 points** = *One detail that supports this main idea is that the retina then has to turn the light rays into signals for the brain. The iris and pupil help control how much light enters the eye.* **80 points** = *The retina has to turn the light rays into signals so the image gets turned right side up. The iris and pupil control how much light enters the eye.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

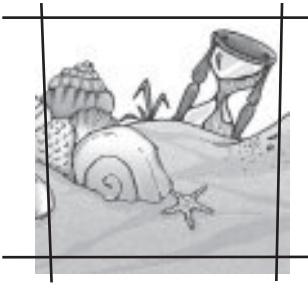
Are your eyes the same color as those of other members of your family? Do you think that the color of your eyes is influenced by the color of your family members' eyes? Why or why not?

The retina is supposed to send signals to the brain that turn images right side up so you can see them normally. Do you think life would be difficult if the retina didn't send these signals? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

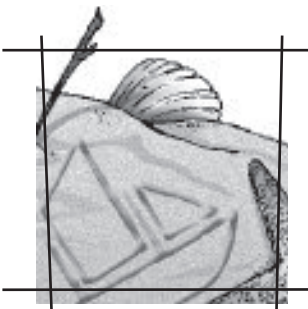
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11

Page 46 (paragraphs 1 and 2) or 43

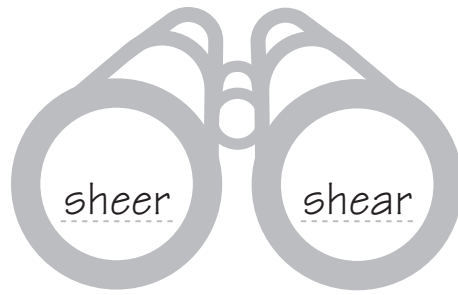
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has found a word that is a homophone in this cycle's vocabulary words.
- Display the graphic for the binoculars. Write the word "sheer" in one lens and the word "shear" in the other. Point out that the word *sheer* is a homophone and that *sheer* and *shear* have different spellings. Explain that students need to take a closer look to define the word *sheer* correctly.



- Display the following sentences. Use **Team Huddle** to have students discuss what they know about the words *sheer* and *shear* from the sentences and their own background knowledge.

Sentence 1

Zoe wanted to use the sheer fabric to make delicate wings for her fairy costume.

Sentence 2

Wilbur told his mom all about how he watched a farmer shear the wool off a sheep.



- Use **Random Reporter** to select students to share. List their ideas under the appropriate word in the binoculars. *Something that is sheer is see-through or clear. Zoe wants delicate-looking wings, so something sheer would look that way. When you shear something, you cut it. Wilbur sees a farmer cut wool off a sheep.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-14

Skill Practice

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. My favorite _____ to hear at bedtime is the story about the slow tortoise and fast _____.
 - a. tail, hair
 - b. tail, hare
 - c. tale, hair
 - d. tale, hare
2. Bruce knew he wasn't _____ in his dad's office, but he couldn't help _____ into it when his dad wasn't home.
 - a. allowed, peeking
 - b. aloud, peeking
 - c. allowed, peaking
 - d. aloud, peaking

Building Meaning			
explore	sheer	appear	transmits
mismatched	recent	progresses	protect

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

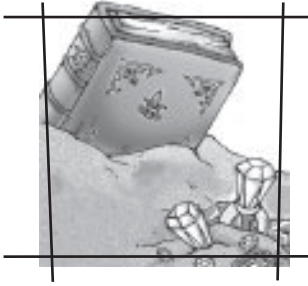
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Choose the word that best fits in the blank.

“As the year *progresses*, we will move on from adding and subtracting to multiplying and dividing,” Mr. Farmer said.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

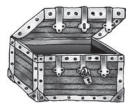
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

When does the iris tighten?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday I added some more details about how the eye works to my graphic organizer. The retina receives the image from light, but that image appears upside down in the retina. The retina sends signals to the brain to turn the image right side up. I also read about the iris and pupil. They help control the amount of light that gets in the eye.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 45 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.



A Collection of Readings,
page 45

But sometimes, the parts of the eye don't work correctly. Sometimes, the parts are shaped incorrectly. That's why some people don't see as well as others. The three most common problems people have with their sight are nearsightedness, farsightedness, and astigmatism (uh-STIG-muh-tiz-um). A person who is nearsighted cannot see far away objects clearly. A farsighted person cannot see objects close up. A person with astigmatism sees everything blurry.

Fortunately, people can wear corrective lenses that try to fix these problems. Some people wear eyeglasses, and some others wear contact lenses. Most people begin to have problems with their eyes as they grow older. It's no big deal.

Benjamin Franklin was both nearsighted and farsighted. He didn't like having two pairs of glasses to see things, so he cut the lenses of his glasses in half and put them together to make bifocals. People still use his invention today!

I remember that this section of the text mainly tells about problems people can have with their eyes. When I reread, I can identify more details about these problems. When people can't see things that are far away, they are called nearsighted. They are called farsighted when they can't see things that close up. People who see everything blurry have astigmatism.

This page also tells me how these problems are usually corrected with glasses or contact lenses. I see a text box that tells me how Benjamin Franklin invented bifocals. These glasses have lenses that help people see objects that are far away and close up. I can add these details to my idea tree.

Preview Team Talk

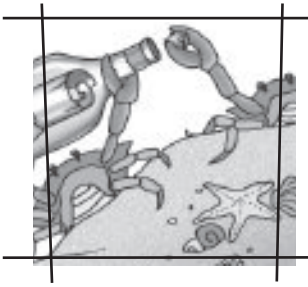
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.
- Explain that good summaries tell the main ideas and supporting details, but leave out less important details. Provide support for summaries as necessary.

Student Edition, page S-14

Team Talk

1. What could be an effect of being color blind? |CE|
 - a. You might need to use a service animal to help you see.
 - b. You might wear a mismatched outfit to school.
 - c. You might not be able to see more than light or shadows.
 - d. You might need laser surgery to correct it.
2. How do people's opinions about using laser surgery to correct vision problems differ? |CC|
3. Page 48 is mainly about protecting your eyes and vision. Which of the following is a detail that tells more about this main idea? |MI|
 - a. You only need to wear glasses when you want to.
 - b. Playing video games gives your eyes a good workout.
 - c. You should shade your eyes with sunglasses or a hat.
 - d. There is not a lot you can do to protect your eyes.

Tell two more details that support this main idea. (Write-On)
4. Summarize what you learned in *Eyesight: You've Got to See This!* Use your idea tree to help you identify main ideas and supporting details. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 46–48 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What could be an effect of being color blind? |CE|
 - a. You might need to use a service animal to help you see.
 - b. You might wear a mismatched outfit to school.
 - c. You might not be able to see more than light or shadows.
 - d. You might need laser surgery to correct it.
2. How do people's opinions about using laser surgery to correct vision problems differ? |CC|

100 points = People's opinions about using laser surgery to correct vision problems differ because some people think laser surgery is a quick and easy way to correct problems. Other people are not sure whether it is safe.

90 points = People's opinions about using laser surgery to correct vision problems differ because some people think it is quick while others think it's dangerous. **80 points** = Some people think it is quick and easy. Other people think it is dangerous.

Team Talk *continued*

3. Page 48 is mainly about protecting your eyes and vision. Which of the following is a detail that tells more about this main idea? |MI|
- You only need to wear glasses when you want to.
 - Playing video games gives your eyes a good workout.
 - You should shade your eyes with sunglasses or a hat.*
 - There is not a lot you can do to protect your eyes.

Tell two more details that support this main idea. (Write-On)

100 points = *One detail that supports this main idea is that you should wear protective glasses whenever you play contact sports. Another detail that supports this main idea is that watching too much television or playing video games can strain your eyes.* **90 points** = *One detail that supports this main idea is that you should wear glasses when playing sports. Watching television can also strain your eyes.* **80 points** = *You should wear protective glasses when playing sports. Television can strain your eyes.*

4. Summarize what you learned in *Eyesight: You've Got to See This!* Use your idea tree to help you identify main ideas and supporting details. |SU|

100 points = *In Eyesight: You've Got to See This!, I learned that our knowledge about eyesight has changed a lot since ancient times. There are a lot of parts in the eye that work together to help us see objects. Sometimes the parts do not work properly, but there are different ways to correct these problems. We should always protect our eyes when we can so we have our eyesight for a long time.* **90 points** = *In Eyesight: You've Got to See This!, I learned that our knowledge about eyesight has changed a lot since ancient times. Our eyes are made of many parts that don't always work properly. We should protect our eyes and vision.* **80 points** = *Our knowledge of eyesight has changed. Our eyes have many different parts. We should protect our eyes.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

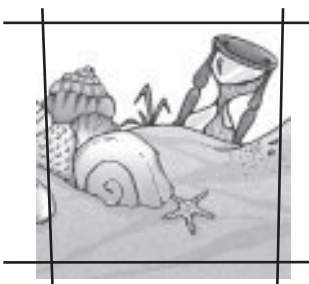
Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>If you needed to correct your vision, would you rather wear glasses or contact lenses or have laser surgery? Why?</p> <p>Color blindness isn't considered a serious problem, but it could be frustrating. Can you think of times when it might be annoying not to see reds, greens, and browns clearly?</p> <p>Why do you think you should wear protective glasses while playing contact sports even if you don't have vision problems?</p>
		<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries.

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

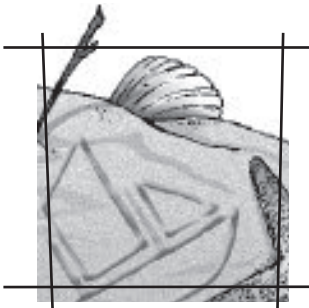
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

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Page 46 (paragraphs 1 and 2), 43, or 48 (paragraph 1)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (homophones) and the Word Treasure clue that Captain Read More uses for homophones (binoculars).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homophones. Randomly select a few students to share. *Captain Read More wants us to be aware that some words have the same sound, but have different meanings. If we know homophones, then we can figure out the meaning of the word.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in **Team Huddle** to identify which homophone goes in each blank.

tps

Preparation: Display the Word Power Challenge.

th

Word Power Challenge

Steve's grandpa winked his eye at Steve when he told him to break a leg before the play.

"Aye, Captain, we buried the treasure deep so no one can find it," Paulie the Pirate said.



- Use **Random Reporter** to have students share which homophone belongs in each sentence and what it means. *Eye belongs in the first sentence. An eye is something you wink. Aye belongs in the second sentence. Aye is another way of saying yes.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. Be careful not to _____ the toy, or the bell will no longer _____ inside it.
 - a. brake, ring
 - b. break, wring
 - c. *break, ring*
 - d. brake, wring

2. You should always fold your _____ neatly instead of _____ them up in a ball.
 - a. close, role
 - b. clothes, role
 - c. close, roll
 - d. *clothes, roll*

Building Meaning

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

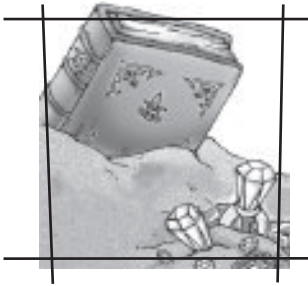
4. Choose the word that best fits in the blank.

T. K. wanted to explore the old barn to see what he could find in it, but his dad said it wasn't safe.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

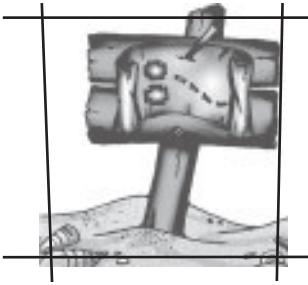
Today you will read about the sense of taste. This cycle you read about the sense of sight and how it works. Taste is another one of our senses.

Vocabulary **TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

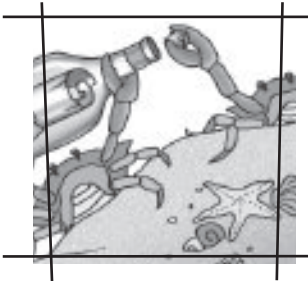
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about main ideas and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

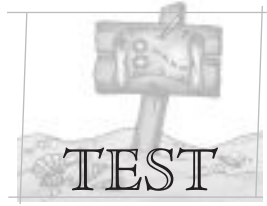


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Taste this!

Our sense of taste lets us enjoy the sweetness of a cupcake or the tartness of lemonade. We taste things because our tongues are covered with more than 10,000 taste buds. When we eat, our taste buds receive information from the food. They tell us whether the food is sweet, sour, salty, or bitter.

Our sense of taste can go bad. When you burn your tongue with hot liquids, you hurt the taste buds. Foods might not taste good until the taste buds heal. As we grow older, the cells that make up taste buds aren't replaced as quickly. Foods might not taste as good as they did when we were younger.

Source: Eric H. Chudler, Ph.D., University of Washington (faculty.washington.edu/chudler/tasty.html)

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of the text is our sense of taste. I know because the text tells me information about taste buds and how I taste foods. The text also tells me what can go wrong with my sense of taste.* **15 points** = *The topic of the text is our sense of taste. I know because the text tells me information about taste buds and how I taste foods.* **10 points** = *It tells me about the sense of taste.*

30 points

2. What is the intent of the author? |AP|
- to persuade the reader to eat salty foods
 - to inform the reader about the sense of taste
 - to explain how taste affects our health
 - to compare our senses of taste and hearing

How do you know?

20 points = *I know this is the intent of the author because the text tells me many facts about my sense of taste. I learn why I can taste the foods I eat. I learn what tastes my tongue can sense. I learn what can happen to my sense of taste.* **15 points** = *I know this is the intent of the author because the text tells me many facts about my sense of taste. I learn why I can taste the foods I eat.* **10 points** = *I learn why I can taste foods.*

20 points

3. What details support the idea that our sense of taste can go bad? |MI|

20 points = One detail that supports the idea that our sense of taste can go bad is that you can burn your tongue and hurt the taste buds on it. Then you might not taste things well until the taste buds heal. Another detail is that our taste buds do not replace their cells as quickly when we grow older. Foods might not taste as good when we get older.

15 points = One detail that supports the idea that our sense of taste can go bad is that you can burn your tongue and hurt the taste buds on it. Then you might not taste things well until the taste buds heal.

10 points = When you burn your tongue, food might not taste as good until your taste buds heal.

20 points

4. Summarize the text using information from your graphic organizer. |SU|

20 points = Our sense of taste helps us know whether foods are sweet, sour, salty, or bitter. Taste buds on our tongues tell our brains how the food we eat tastes. Our sense of taste can be affected when we burn our tongues or as we grow older. **15 points** = Our sense of taste helps us know whether foods are sweet, sour, salty, or bitter. Our sense of taste can be affected when we burn our tongues or as we grow older. **10 points** = Our sense of taste tells us how foods taste. It can be damaged.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Read each sentence below. Choose the pair of words that makes the sentence correct.

5 points

1. It wasn't nice of Carter to _____ Sam for wearing a shirt that Sam thought was _____ but was really pink.
- tees, read
 - tees, red
 - tease, read
 - tease, red

5 points

2. "Who would like to come to the _____ in front of the classroom and _____ everyone's ideas neatly with chalk?" Ms. Jones asked.
- bored, right
 - board, right
 - board, write
 - bored, write

- 5 points** 3. Elian _____ his snowball at the first tree that he walked _____ instead of at his little sister.
- a. *threw, by*
 - b. *threw, buy*
 - c. *through, buy*
 - d. *through, by*
- 5 points** 4. Isaac's dad was proud that his _____ would never need a _____ to help him clean because Isaac was so neat.
- a. *sun, maid*
 - b. *son, made*
 - c. *son, maid*
 - d. *sun, made*

Building Meaning

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

- 10 points** 5. Write a meaningful sentence for the word *sheer*.
- 10 points** = *It wasn't hard for Mindy to see her little brother hiding behind the sheer curtains when they played hide and seek.* **5 points** = *It wasn't hard for Mindy to see her little brother hiding behind the sheer curtains.*
1 point = *Mindy found her brother behind the sheer curtains.*
- 10 points** 6. The *recent* weather has been perfect for spending the day at the beach, but I still check the forecast every day to make sure.
- 10 points** 7. The scientist created a machine that transmits a person's dreams onto a television screen. *Transmits* means—
- a. *creates.*
 - b. *sends.*
 - c. *jumbles.*
 - d. *replies.*
- 10 points** 8. Randi thought her *mismatched* purple and yellow shoes made her look unique and fun.
- 10 points** 9. A forest ranger's job is to protect wild animals and plants from harm. *Protect* means—
- a. *attack.*
 - b. *stitch.*
 - c. *guard.*
 - d. *plow.*

10 points

10. "I know you feel bad now, but as your cold progresses, you'll start to feel better and back to normal," Dr. Bender explained.

10 points

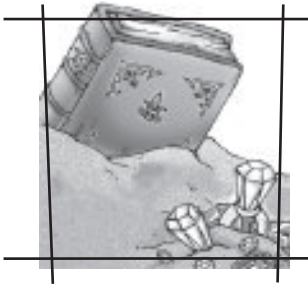
11. Gregorio's dream job would be to explore other planets for signs of life.

Explore means—

- a. *study*.
- b. *explode*.
- c. *ignore*.
- d. *mold*.

10 points

12. "These cookies appear to be normal, but I can't trust my sister not to trick us," Jeremiah said.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a descriptive paragraph about one of our other senses. You learned all about the sense of sight this cycle. Our four other senses are hearing, smell, taste, and touch. The class will share their descriptive paragraphs about our other four senses and vote on which is the class favorite.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a descriptive paragraph.

Writing descriptively is very important. Providing good descriptions and details can help readers better understand the main idea of your writing. You want your readers to be able to make a mind movie and see what you wrote about in their minds. It might help readers understand what something looks like or how an event took place.

- Display the following descriptions, covering the second example with a piece of paper. Read example 1 aloud to students.

Blackline master provided.

Example 1

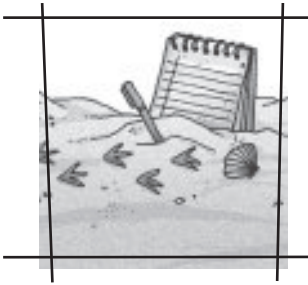
The mysterious animal walked on four legs. It was longer than it was tall. Its body was covered in fur. It had two ears, a tail, and a very good sense of smell.

Example 2

The mysterious animal walked on four short legs that ended in sharp claws. Its body was longer than it was tall, and it sat low to the ground. Its fur was grayish brown and short. The animal had two short ears and a long fluffy tail that curled up its back when the animal sat on its hind legs. It had a good sense of smell for finding nuts and seeds lying on the ground.



- Use **Think-Pair-Share** to have students identify the animal that is described in example 1. Randomly select a few students to share responses. *The animal could be anything—a dog, squirrel, rat, weasel, miniature pony, groundhog, etc.*
- Point out to students that the description is vague and could match a number of different animals. Explain that this description would not be very helpful to someone who needed to identify the animal.
- Uncover and read example 2. Use **Think-Pair-Share** to have students identify the animal being described and how they know. Randomly select a few students to share responses. *It is a squirrel. I know because I have more details about the animal. I can tell from the color of its fur, fluffy curled tail, and short legs and claws. I can also tell because it can smell nuts and seeds on the ground.*
- Point out to students that the added details and descriptions help them make a mind movie about the animal that is described.
- Remind students that they are writing paragraphs that should include an opening sentence, a body, and a closing sentence.
- Tell students that they will use details to write descriptively about their sense of hearing, smell, taste, or touch.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a descriptive paragraph about the sense of hearing, smell, taste, or touch. Everyone experiences these senses differently. Some people might have better hearing than they do sight, or they might be very sensitive to how something feels more than how something smells. You will write about the sense that is most important to you.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

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Writing Prompt

The text this cycle is about eyesight, one of the five senses. Write a descriptive paragraph about one of the other four senses—hearing, smell, taste, or touch. Begin your paragraph with an opening sentence that tells what sense you are describing and why it is important. Write three details about this sense and what it allows you to do or three details about what you could not do without this sense. Tell what your favorite thing to hear, smell, taste, or touch is. You should include a closing sentence that restates the main idea. At the end of the lesson, the class will find out which sense is the class's favorite.

Scoring Guide

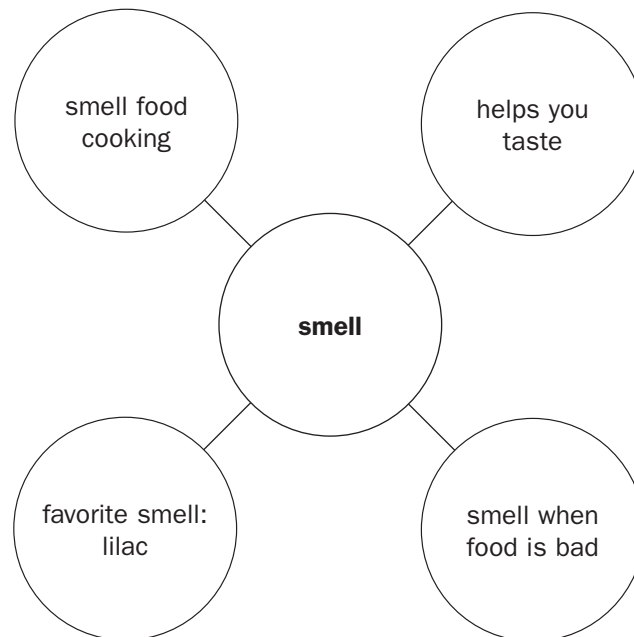
You wrote a descriptive paragraph about the sense of hearing, smell, taste, or touch.	20 points
Your paragraph begins with an opening sentence that tells what sense you are describing and why it is important.	10 points
You write three details about what this sense allows you to do or what you could not do without this sense.	15 points each (45 points maximum)
You tell what your favorite thing to hear, smell, taste, or touch is.	15 points
Your paragraph ends with a closing sentence that restates the main idea.	10 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our descriptive paragraphs.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Tell students that one way they can help their partners improve their descriptive paragraphs is by making sure that their details are directly related to the topic of their paragraphs.

Sometimes it is easy to get off topic when you write. You might write details that you think are important, but they really are not related to the main idea. The details may seem interesting, but they might make your paragraph less clear and harder to understand. It is important to make sure that you stay on topic when writing.

- Display the following descriptive paragraph. Read the paragraph aloud to students.

Blackline master provided.

I think the sense of smell is the most important sense because it tells us a lot about what is around us. I can tell what food is cooking and whether it is delicious, my favorite meal, or something I do not like to eat. My sense of smell also helps me taste my food. When my nose is stuffy, food tastes bland. Smell is also important for knowing whether food is fresh or bad. One time I smelled a package of hot dogs that went bad in the refrigerator. It had been there for an entire year. It was horrible, and it made me gag. I was happy to throw the package in the trash. That helps me know whether it is good to eat. My favorite smell is the scent of lilacs in spring. They smell fresh and make me calm and happy. Smell helps us enjoy and be aware of our environment.

- Use **Think-Pair-Share** to have students identify which sense is discussed in the paragraph. *The sense of smell.*

- Randomly select a few students to tell if there is information in the paragraph that is not necessarily important to the main idea.

The main idea of this paragraph is that the sense of smell is important. That's good. This means that the details should tell why the sense of smell is important and what things we can do with our sense of smell. They could also explain what we could not do without a sense of smell. Is there any information or details in the paragraph that do not seem directly related to the main idea? Yes. The author discusses finding an old package of hot dogs in the refrigerator. The author provides information about what it was like to find the hot dogs. Good. This is some interesting information. I think a lot of us have probably smelled bad food in the refrigerator or garbage, but it is not really important to the main idea. What is important is that our sense of smell can tell us when something is fresh or bad, and we know when something is safe to eat. If I were the author, I'd remove the story about finding the old hot dogs from my final paragraph.

- Tell students to help their partners determine which information is important to their main ideas and which information is not.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

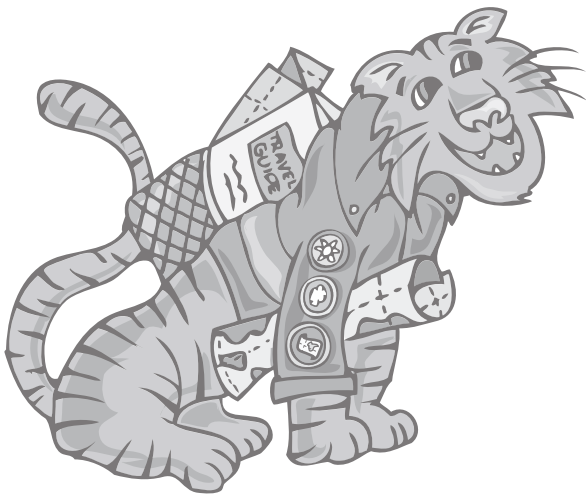
Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



T-Chart

Title: _____

A large T-shaped graphic organizer. The horizontal bar at the top is divided into two sections. The vertical stem extends from the center of the bar down to a wavy ground line at the bottom. The entire graphic is light gray.

Sequence Chain

Title: _____

A vertical sequence chain. It consists of five rectangular boxes stacked vertically. Each box is connected to the one below it by a downward-pointing arrow. The chain ends at a wavy ground line at the bottom.

Idea Tree

Title: _____

An idea tree diagram. A central square box is labeled "Topic:". Six ovals branch out from the top of this box. Each oval has three short lines extending from its top edge, resembling tree branches. The background of the diagram is a light gray illustration of a tree trunk.

Venn Diagram

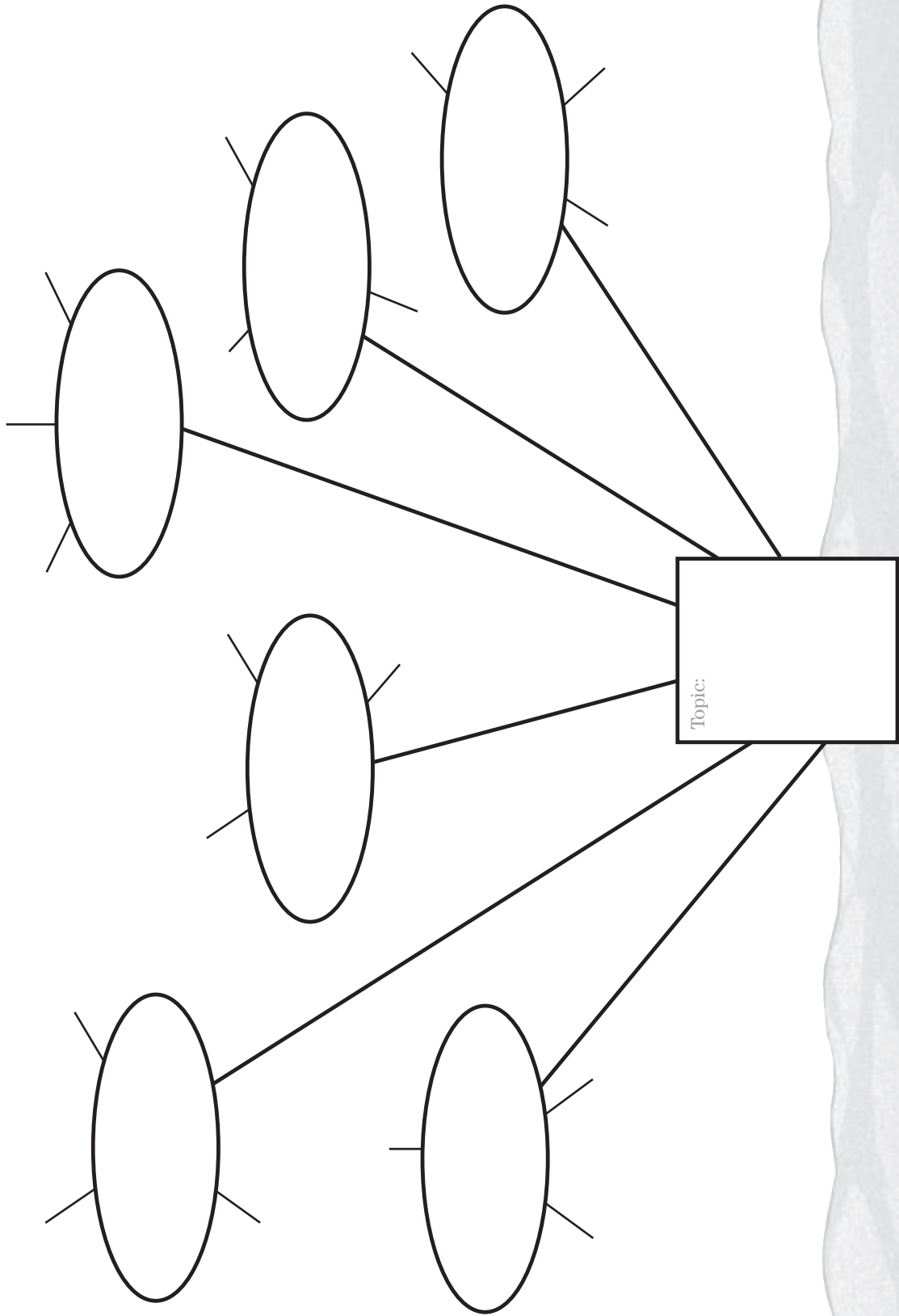
Title: _____

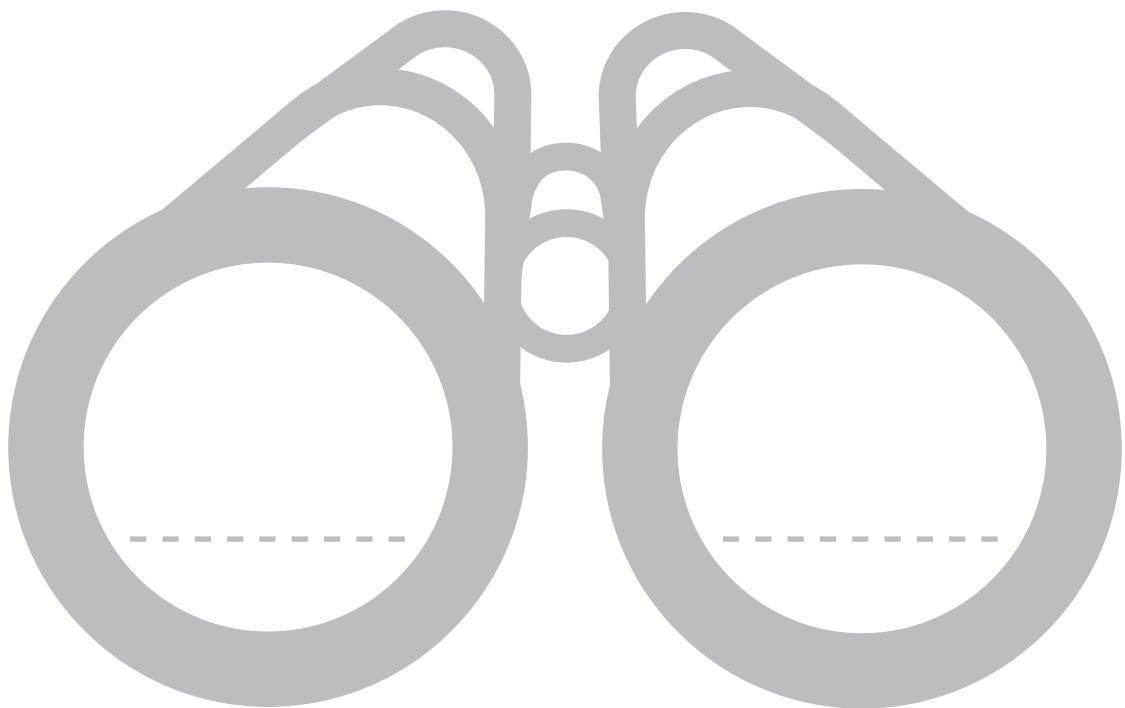
A Venn diagram consisting of two overlapping circles. The circles are positioned such that they overlap in the center. The entire diagram is contained within a rectangular frame.



Title:

Idea Tree





Example 1

The mysterious animal walked on four legs. It was longer than it was tall. Its body was covered in fur. It had two ears, a tail, and a very good sense of smell.

Example 2

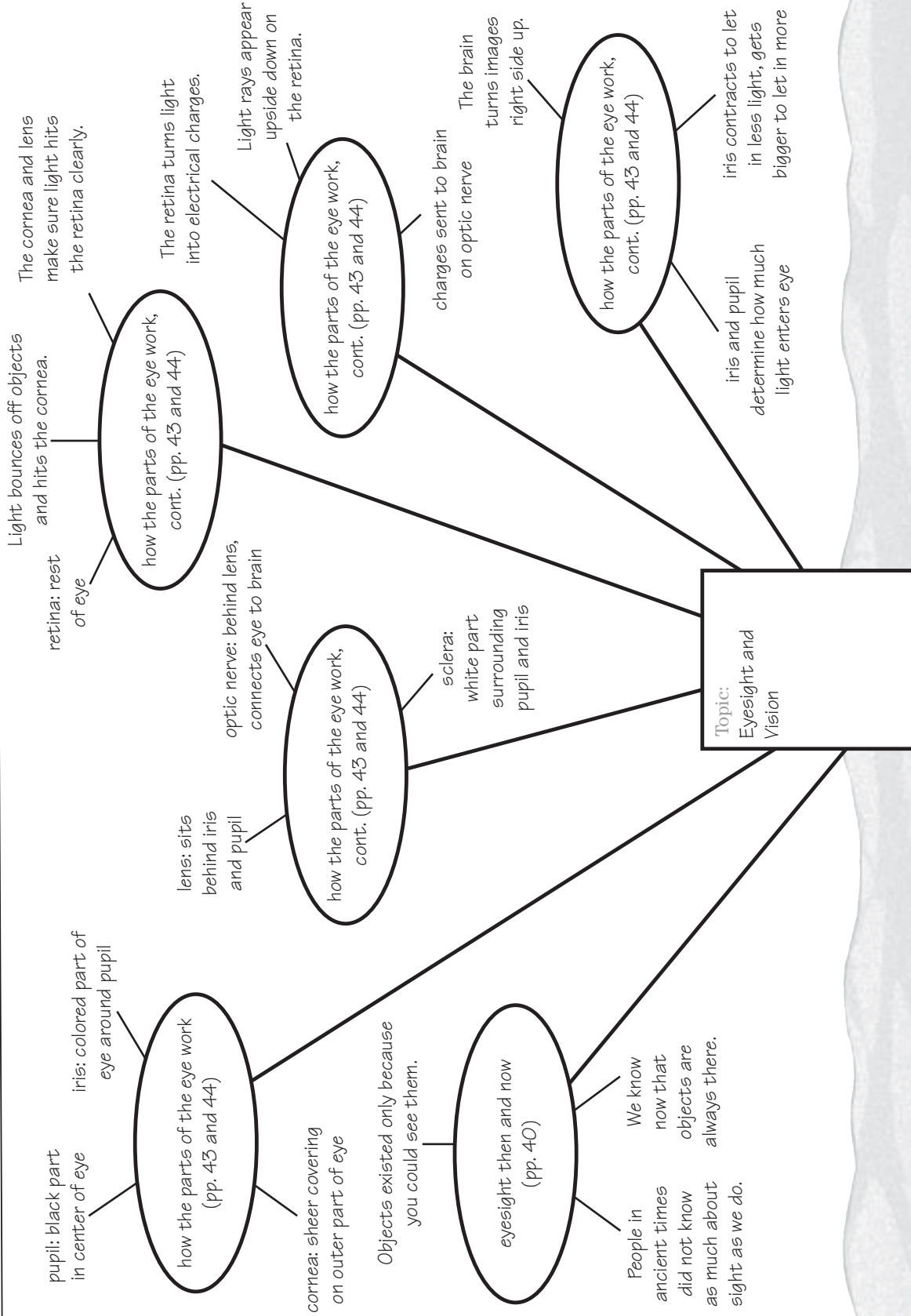
The mysterious animal walked on four short legs that ended in sharp claws. Its body was longer than it was tall, and it sat low to the ground. Its fur was grayish brown and short. The animal had two short ears and a long fluffy tail that curled up its back when the animal sat on its hind legs. It had a good sense of smell for finding nuts and seeds lying on the ground.

I think the sense of smell is the most important sense because it tells us a lot about what is around us. I can tell what food is cooking and whether it is delicious, my favorite meal, or something I do not like to eat. My sense of smell also helps me taste my food. When my nose is stuffy, food tastes bland. Smell is also important for knowing whether food is fresh or bad. One time I smelled a package of hot dogs that went bad in the refrigerator. It had been there for an entire year. It was horrible, and it made me gag. I was happy to throw the package in the trash. That helps me know whether it is good to eat. My favorite smell is the scent of lilacs in spring. They smell fresh and make me calm and happy. Smell helps us enjoy and be aware of our environment.



Idea Tree

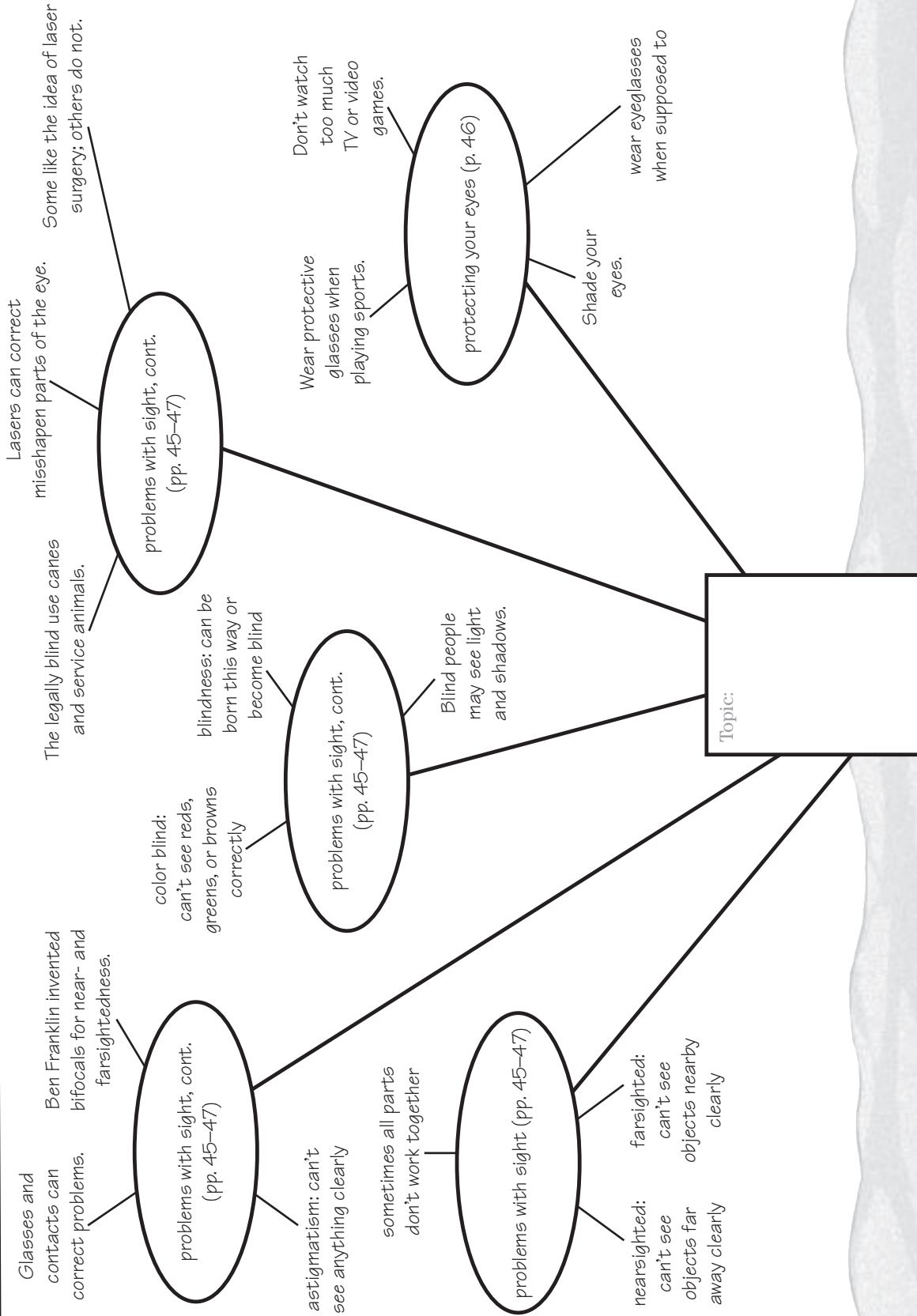
Title: Eyesight: You've Got to See This!





Idea Tree

Title: Eyesight: You've Got to See This!, cont.



Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>Eyesight! You've Got to See This</i>	
English Language Arts Standards: <i>Reading: Informational</i>	
Key Ideas and Details	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
English Language Arts Standards: <i>Writing</i>	
Text Types and Purposes	
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

INFORMATIONAL (6 DAY)

Animals in Trouble: Endangered Species and How to Help Them

Written by Tanya Jackson

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 49–68

Success for All Foundation, 2011

Summary

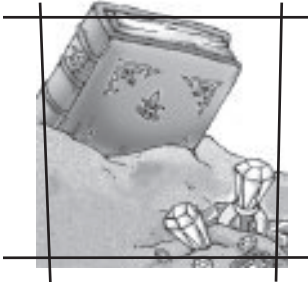
Can you imagine a world without animals? Some animals are in danger of dying out. Learn about some of these animals, and discover why these animals are endangered. Find out what has been done, and what more can be done, to save these endangered animals.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Clarifying (CL) Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Word families Students will identify the word families <i>-an</i> and <i>-ock</i> to help them read words.	Write an encyclopedia entry. Students will write encyclopedia entries about certain animal species they know.
	Clarifying (CL) Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Chunking Students will chunk words into word parts (syllables) to help them read words.	Write a persuasive letter. Students will write a letter to persuade a friend or family member to support the protection of one of the endangered animals in the text.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Clarifying (CL)	Word families	Write an encyclopedia entry.
CYCLE 1	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will identify the word families <i>-an</i> and <i>-ock</i> to help them read words.	Students will write encyclopedia entries about certain animal species they know.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **explain your ideas/tell why**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Animals in Trouble: Endangered Species and How to Help Them* by Tanya Jackson. As we read, we'll clarify words we don't understand. Good readers clarify as they read informational texts to make sure they understand what the author wants them to learn.

- Point out the strategy target on the team score sheet.

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



Let me think about the first step of TIGRRS. I know the first step is to find the topic of the book. I know that I can look at the cover of the book and the first few pages to find clues that will help me find the topic of the text. I also know that the title is a good place to look for the topic. The title of the book is *Animals in Trouble: Endangered Species and How to Help Them*. I know that some animals are called endangered because there aren't many of them left in the world. I can also use the picture on the front of the book to tell me about the topic. The cover and first few pages of the book have pictures of many different types of animals. They are probably animals that are endangered. By using the title and pictures on the first few pages, I can tell that the topic of this text is endangered animals.

- Build or activate background knowledge about the topic using the items below.
 - Use **Team Huddle** to have students think about animals they have heard of that are endangered species and why they are endangered. Use **Random Reporter** to select students to share responses.
 - Tell students that animals can be categorized as threatened before they are endangered. Use **Think-Pair-Share** to have students discuss what they think this means for the animals. Randomly select a few students to share.
 - Share a few important or interesting facts about endangered species with students. For example, some animals depend on one particular plant for food or shelter, so if that plant disappears, the animal could too. Humans have caused many species of animals, such as the dodo bird, to go extinct. The Endangered Species Act was passed in 1973 to protect animals living in the United States from going extinct.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



I have identified the topic of *Animals in Trouble: Endangered Species and How to Help Them*, so let me think about the second step of TIGRRS. I know that the second step is to determine the author's intent. I have to think about the topic of the text and figure out why the author wrote the text. I should ask myself questions such as Does the author want to entertain me? or Does the author want to inform me about something?

After asking myself these questions, I think the author wants to inform me about endangered species. The author includes information about different animals, why they are endangered, and how people have helped the animals.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

We will use a graphic organizer to record important ideas, and the next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see sections titled “The Florida Panther,” “The California Condor,” and other animals’ names. I don’t really see any signal words that tell me I will be looking for causes or effects or that I will be comparing anything. It looks like the author is giving me important ideas and a lot of details, so I think the best organizer to use is an idea tree. Display an idea tree. What should we write in the section called “Topic”? What do we write in the circles at the ends of the long branches? Where do our supporting details go? We will write “Endangered Species,” or the topic of the text, in the section called “Topic.” We will write main ideas in the circles at the ends of the long branches. We will write supporting details next to the lines coming out of the circles.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-17
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
spurts page 52	base word + ending: spurt + s	short bursts	The water came out in short <i>spurts</i> as Joe turned the faucet on and off quickly.

Word and Page Number	Identification Strategy	Definition	Sentence
perish page 52	chunk: per-ish	die, vanish	Tanya knew the pigeons in the park would <i>perish</i> if the trees were cut down.
mature page 53	chunk: ma-ture	fully grown, adult	The puppy weighed less than a pound when it was born, but now that it's <i>mature</i> , it weighs sixty pounds.
flock page 54	blend	group, usually of birds	The <i>flock</i> of penguins sat on the iceberg, waiting to dive into the water together.
scan page 54	blend	search	The teacher asked me to <i>scan</i> my paper for mistakes before I handed it in.
grave page 55	blend	serious	Cindy knew her team was in <i>grave</i> danger of not going to the championship if they could not raise enough money to play.
project page 58	chunk: pro-ject	plan	The company started working on the <i>project</i> to build a new dam across the river.
release page 58	chunk: re-lease	let go	The animal officers will <i>release</i> the bear by opening its cage in a new part of the forest.

Using the Targeted Skill (Introduction and Definition)

- Tell students that they will clarify words as they read the text.
- Introduce clarifying words in informational texts. Use **Think-Pair-Share** to have students explain what it means to clarify. *To clarify means to stop and try to figure out something you do not understand.*
- Have students work in teams to identify ways they can try to clarify words they do not understand when they read stories. Use **Random Reporter** to share responses. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.* Write their responses on the board.

- Point out that these strategies will also help them clarify words they do not understand when they read informational texts.
- Tell students that one of the strategies they identified (think about it) can be very helpful when trying to clarify words in informational texts. Remind students that informational texts have a big topic. Explain that thinking about the big topic can help them figure out unfamiliar words.

One of the strategies in our list is to think about what we read. This strategy can be very helpful when we try to clarify words in informational texts. We know that informational texts each have a big topic that the whole book is about. Keeping the big topic in mind can help us figure out words we don't know as we read informational texts.

- Display the following passage. Tell students that this is a section from a book about animals near the South Pole.

Blackline master provided.

Just off the floating icecaps, the great orcas swim in packs, hunting for prey. Their black and white skin gleams in the sun when they come to the surface of the water.

- Read the passage aloud, showing confusion about the word *orcas*. Use a **Think Aloud** to model using the big topic to help you clarify the word.

“The great orcas swim in packs?” *Orcas*? That word doesn’t make sense to me. I don’t know what an orca is, or what orcas are. I need to clarify this word. Let me think about what the text is about. I know the big topic is the South Pole. And I know that orcas apparently swim in packs as they hunt. Oh, and they’re black and white! So an orca must be some sort of black and white sea creature that lives and hunts near the South Pole. Wait a minute! I know what it is! An orca is a killer whale! I figured it out. Thinking about the big topic helped me clarify a word I didn’t know. Perhaps when I read on I’ll learn more about orcas.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the first two paragraphs of the following passage from *Animals in Trouble: Endangered Species and How to Help Them*, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary.

A Collection of Readings,
page 51

Introduction

Can you imagine a world without wild animals? That would be pretty sad. What if you could not see them in the forest? What if you could not see them in the hills, or even at zoos? What would that be like?

Some species, or types, of wild animals, are in serious danger of vanishing. We call that being *endangered*. What does endangered mean? It means in danger of dying out, or becoming extinct. If we do not take steps to make sure this does not happen to these creatures, they could be gone from the earth forever.

- Begin reading the third paragraph. Model having trouble with the word rhinoceros. Model thinking about the big topic to clarify the word.

A Collection of Readings,
page 51

Some endangered animals live in the United States. Panthers, wolves, and some birds are endangered. There are animals all over the world that are in trouble. Rhinoceroses and pandas are endangered.

“Rhinoceroses and pandas are endangered.” *Rhinoceroses?* Wait a minute. I don’t know that word. I need to clarify it. Let me think about the big topic. The big topic is endangered animals. The author listed animals that are endangered, like panthers, wolves, and some birds. The author also says that those are endangered animals that live in the United States. Then the author lists pandas and rhinoceroses. I know what a panda is. It’s a big, black and white bear. It lives in China, I think. It must be endangered. Now rhinoceroses, then, must also be endangered animals that live far away. Yes, that makes sense. That’s why the author lists them with pandas. I bet that I’ll learn more and rhinoceroses as I read on in this book.

- Read the rest of the passage aloud.

A Collection of Readings,
page 51

In this book we are going to learn about some of these animals. We are going to learn about ways that animals become endangered. We are also going to learn about ways to help endangered animals. You will learn that there are things you can do to help!

Words to Know

extinct (adj): Gone forever, vanished.

- Summarize the main ideas from your reading, and add them to the idea tree.
- Remind students that they will clarify words as they read *Animals in Trouble: Endangered Species and How to Help Them*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

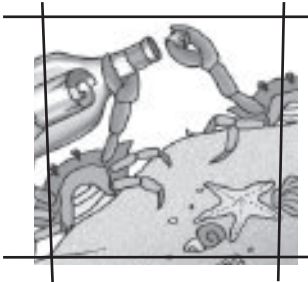
Student Edition, page S-18

Team Talk

1. What is the main idea of page 52? What clues let you know this? |MI|
2. What has Florida done to help the panthers? |CE|
3. The word *scavenger* describes birds that— |CL|
 - a. eat only fresh plants.
 - b. eat other dead animals.
 - c. hunt other live animals.
 - d. hide among green plants.

How did you figure this out? (Write-On)
4. Condors most likely live in deserts because— |DC|
 - a. they don't like living in busy cities or suburbs.
 - b. desert weather is comfortable.
 - c. they don't need a lot of water.
 - d. many animals die in the hot, dry environment.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 52–55 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What is the main idea of page 52? What clues let you know this? |MI|

100 points = *The main idea of page 52 is the Florida panther. One clue that lets me know this is the main idea is the heading. It tells me the page is about Florida panthers. A photo on the page shows me what a panther looks like. A text box on the page tells me where I can go to learn more about panthers.* **90 points** = *The main idea of page 52 is the Florida panther. One clue that lets me know this is the main idea is the heading. It tells me the page is about Florida panthers.* **80 points** = *The heading tells me it is about Florida panthers.*

2. What has Florida done to help the panthers? |CE|

100 points = *To help the panthers, Florida has made it illegal for people to build homes or businesses in certain places. The state has also asked farmers not to set traps that could hurt panthers on their land.*

90 points = *To help the panthers, Florida has made it illegal for people to build homes or businesses in certain places.* **80 points** = *Florida made it illegal to build in some places.*

3. The word *scavenger* describes birds that— |CL|

- a. eat only fresh plants.
- b. eat other dead animals.
- c. hunt other live animals.
- d. hide among green plants.

How did you figure this out? (Write-On)

100 points = *I figured this out by reading how the author describes condors as scavengers. He then explains what condors and other scavengers do. They look for rotting animals to eat. They don't hunt other animals or eat plants.* **90 points** = *I figured this out by reading how the author describes condors as scavengers. He then explains what condors and other scavengers do. They look for rotting animals to eat.* **80 points** = *They look for dead and rotting animals to eat.*

4. Condors most likely live in deserts because— |DC|

- a. they don't like living in busy cities or suburbs.
- b. desert weather is comfortable.
- c. they don't need a lot of water.
- d. many animals die in the hot, dry environment.

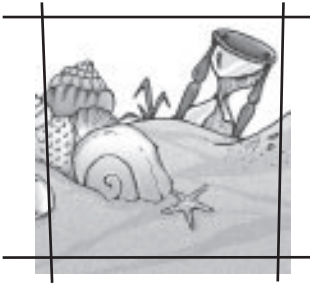
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

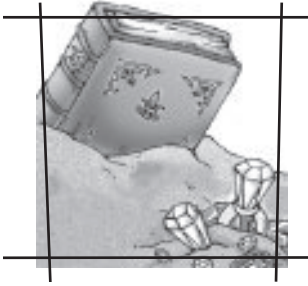
Page 52 (paragraphs 1 and 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

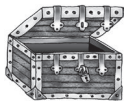
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How does Florida protect panthers?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about two animals that live in the United States that are endangered. We read about Florida panthers and California condors. We learned why they are endangered. These are all important ideas that I will add to my idea tree.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first two paragraphs on page 56 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model clarifying the word *ancestors*.



A Collection of Readings,
page 56

Gray Wolves

Gray wolves are another animal in trouble. Gray wolves once roamed freely in Canada and the United States. Now they are in trouble. They mainly live in Alaska, Idaho, and Wyoming.

Gray wolves are the ancestors of dogs. Some wolves are nearly three feet tall at their shoulders. They are many different colors. Some are black. Others are white. Some are gray. Some have mixed colors. They are heavy beasts too. Some can weigh well over 100 pounds. Imagine a dog that big!

As I read these paragraphs, I come across the word *ancestors*. I'm not familiar with this word, so I need to clarify it. The text says that wolves are the ancestors of dogs. After it describes what wolves look like, it tells me to imagine a dog as tall and heavy as a wolf. I think the word *ancestors* might mean relatives. Wolves look like some dogs that I've seen. I know that dogs act like wolves. I also know that people tamed wolves a long time ago and used wolves to help them hunt. If wolves are the ancestors of dogs, it must mean they are related.

- Read the rest of page 56 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 56

Gray wolves travel in packs. That means they travel with other wolves. These packs have between four and ten wolves. There is usually one leader. The typical leader is a male. The rest of the pack is family. There is the leader's mate. There are the leader's pups. Sometimes you will find the leader's brothers and sisters in the pack too.

Learn More

Where else could you go to learn more about the places where gray wolves live?

- Summarize the main ideas from your reading, and add them to the idea tree.
- Remind students that they will clarify words as they read *Animals in Trouble: Endangered Species and How to Help Them*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

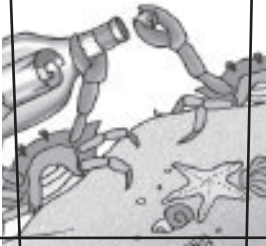
Student Edition, page S-18

Team Talk

1. What is the main idea of page 57? What clues let you know this? |MI|
2. Which of the following means the same as the word *captured* on page 58? |CL|
 - a. chased
 - b. let go
 - c. caught
 - d. ran from

How did you figure this out? (Write-On)

3. Is the statement "The bald eagle is a beautiful bird," a fact or an opinion? Support your answer. |FO|
4. What do eagles, hawks, falcons, and owls all have in common? |CC|
 - a. They all eat fish from rivers.
 - b. They all have bald heads.
 - c. They are all birds of prey.
 - d. They are all national symbols.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 57–59 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What is the main idea of page 57? What clues let you know this? **IMI**

100 points = *The main idea of page 57 is the hunting of gray wolves.*

*One clue that lets me know this is the main idea is the heading. It tells me the page is about hunting wolves. A photo on the page also shows a group of men who caught a wolf during a hunt. **90 points** = *The main idea of page 57 is the hunting of gray wolves. One clue that lets me know this is the main idea is the heading. It tells me the page is about hunting wolves.**

80 points = *The heading talks about hunting wolves.*

Team Talk *continued*

2. Which of the following means the same as the word *captured* on page 58? |CL|
- chased
 - let go
 - caught*
 - ran from

How did you figure this out? (Write-On)

100 points = *I figured this out by thinking about the main idea. Wolves are an endangered species, and this whole page is about the project to save wolves. In this project, people captured wolves to put tags on their ears. They had to catch wolves to do this.* **90 points** = *I figured this out by thinking about the main idea. Wolves are an endangered species. People caught wolves to put tags on their ears.* **80 points** = *Wolves are endangered, so people caught them to tag their ears.*

3. Is the statement “The bald eagle is a beautiful bird,” a fact or an opinion? Support your answer. |FO|

100 points = *The statement “The bald eagle is a beautiful bird,” is an opinion. You cannot prove that the bald eagle is beautiful. That is how the author feels about it. You might not agree with the author and think other birds are more beautiful.* **90 points** = *The statement “The bald eagle is a beautiful bird,” is an opinion. You cannot prove that the bald eagle is beautiful. That is how the author feels about it.* **80 points** = *It is an opinion. It is how the author feels.*

4. What do eagles, hawks, falcons, and owls all have in common? |CC|
- They all eat fish from rivers.
 - They all have bald heads.
 - They are all birds of prey.*
 - They are all national symbols.

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

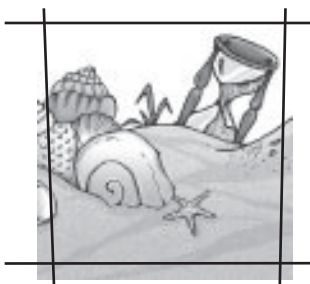
Wolves live in packs. How do you think this helps wolves survive better than living by themselves?

Why do you think eagles are a symbol of the United States? Use information from the text to support your answer.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

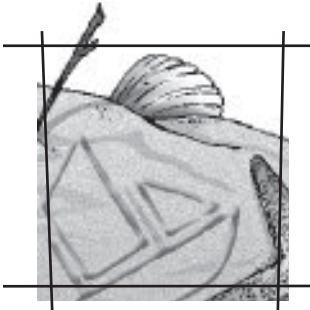
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-17

Page 57 (paragraphs 2 and 3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

**WORD POWER TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for word families.
- Display a school of fish, and write “hassock,” “jockey,” and “mocks” below it.

Blackline master provided.



hassock jockey mocks



- Point out the three words and that the clue is a school of fish. Use **Think-Pair-Share** to have students identify what is the same about all three words. Randomly select a few students to share. *The words all contain the letters -ock.*
- Explain that *-ock* makes the /ock/ sound and is a group of letters that often appear together. When a group of letters appears together a lot, it is called a word family.

- Tell students that Captain Read More’s clue for word families is a school of fish because fish live together just like a family does.
- Draw a fish above *ock* in *hassock*, *jockey*, and *mocks*. Explain that its purpose is to help students identify and remember the word family *-ock*. Tell students that identifying and reading the word family can help them to read difficult words.



hassock *jockey* *mocks*

- Model reading the *ock* in each word and then the whole word. Point out that the word family doesn’t always come at the end of the word.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Confirm, or model, by reading Captain Read More’s treasure note. Randomly select a few students to share.

Word Treasure

Some words contain word families.

If you’re having trouble reading this kind of word, first read the word family, and then read the whole word.

- Tell students to look out for a word from this cycle’s vocabulary list that has a word family in it.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-18 and S-19

Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. smock *smock*

2. blocky *blocky*

3. rocket *rocket*

4. hammock *hammock*

Building Meaning			
spurts	perish	mature	flock
scan	grave	project	release

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

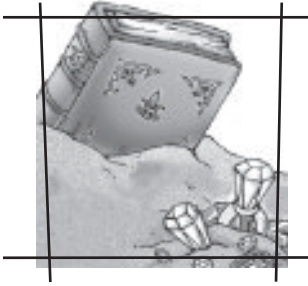
6. Choose the word that best fits in the blank.

My class is raising a caterpillar, and we plan to release it outside when it becomes a butterfly.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

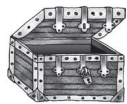
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How are wolves similar to dogs?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about two more endangered animals in the United States. We read about gray wolves and bald eagles. We learned how the wolves are a great conservation success story because they were reintroduced into parts of the United States. We also read how bald eagles are a symbol of our nation.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread the first two paragraphs of page 51 aloud. Use a **Think Aloud** to model using the main idea to clarify the word *vanishing*.



A Collection of Readings,
page 51

Can you imagine a world without wild animals? That would be pretty sad. What if you could not see them in the forest? What if you could not see them in the hills, or even at zoos? What would that be like?

Some species, or types, of wild animals, are in serious danger of vanishing. We call that being *endangered*. What does endangered mean? It means in danger of dying out, or becoming extinct. If we do not take steps to make sure this does not happen to these creatures, they could be gone from the earth forever.

As I reread this section, I notice a word I missed when I read the section the first time. I'm not quite sure what the word *vanishing* means now that I reread the section. I think I still need to clarify this word. The topic of the text is endangered animals. This section talks about how animals that could vanish are endangered. They could die out and go extinct. If something dies or goes extinct, it means it disappears. The word *vanishing* must mean disappearing. Some animals must be in danger of disappearing from the earth.

A Collection of Readings,
page 51

- Reread page 51 (paragraph 3) aloud, stopping to clarify words or ideas, ask questions, make points, or focus students' attention as needed.

Some endangered animals live in the United States. Panthers, wolves, and some birds are endangered. There are animals all over the world that are in trouble. Rhinoceroses and pandas are endangered. In this book we are going to learn about some of these animals. We are going to learn about ways that animals become endangered. We are also going to learn about ways to help endangered animals. You will learn that there are things you can do to help!

- Summarize the supporting details for the main ideas and add them to the idea tree.
- Remind students that they will clarify words as they reread *Animals in Trouble: Endangered Species and How to Help Them*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-19

Team Talk

1. What are two details that support the main idea of Florida panthers on page 52? |MI|
2. Which of the following means the same as the word *range* on page 52? |CL|
 - a. sight line
 - b. distance
 - c. average
 - d. living area

How did you figure that out? (Write-On)
3. How does the text box on page 54 help you better understand condors and their lifestyle? |TF|
4. Which of the following is a reason condors were dying? |CE|
 - a. They were being poisoned by lead.
 - b. They ate rotting food and got sick.
 - c. People captured them to keep as pets.
 - d. People started living in their trees.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 52–55 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What are two details that support the main idea of Florida panthers on page 52? **MI**

100 points = One detail that supports the main idea of Florida panthers on page 52 is that the Florida panther is the only cougar that is found east of the Mississippi River. Another detail that supports the main idea is that Florida panthers are strong and fast. They can sprint at thirty miles an hour and can leap forward twenty feet from a standing position.

90 points = One detail that supports the main idea of Florida panthers on page 52 is that the Florida panther is the only cougar that is found east of the Mississippi River. They are also strong and fast. **80 points** = They are the only cougar found east of the Mississippi. They are strong and fast.

Team Talk *continued*

2. Which of the following means the same as the word *range* on page 52? |CL|
- sight line
 - distance
 - average
 - living area*

How did you figure that out? (Write-On)

100 points = *I figured that out by rereading. I read that panthers need a lot of space to live in, but humans are taking up that space. They build homes and farms in the areas where panthers used to live. Panthers haven't had as much space to live in since Europeans arrived in the Americas. The word range must mean living area.* **90 points** = *I figured that out by rereading. I read that panthers need a lot of space to live in, but humans are taking up that space. They build homes and farms in the areas where panthers used to live.* **80 points** = *I reread about how humans live in the areas where panthers used to live.*

3. How does the text box on page 54 help you better understand condors and their lifestyle? |TF|

100 points = *The text box on page 54 helps me better understand condors and their lifestyle by telling me a new word for the food that condors eat. The text box teaches me the word carrion, which is the meat on dead and rotting animals.* **90 points** = *The text box on page 54 helps me better understand condors and their lifestyle by telling me a new word for the food that condors eat. The text box teaches me the word carrion.* **80 points** = *It teaches me the word carrion.*

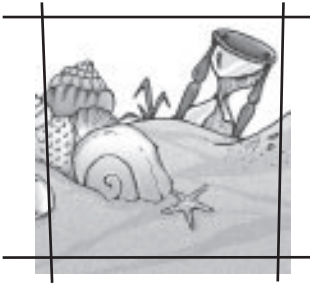
4. Which of the following is a reason condors were dying? |CE|
- They were being poisoned by lead.*
 - They ate rotting food and got sick.
 - People captured them to keep as pets.
 - People started living in their trees.

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Humans take up space where Florida panthers live. How do you think this affects the panthers’ ability to hunt?</p> <p>How do you think the desert environment would be different if there were no condors living there?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

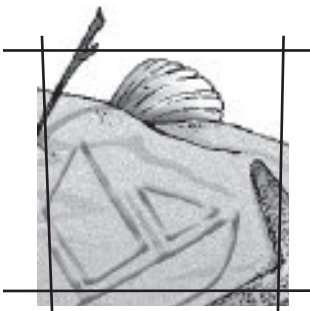
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-17

Page 57 (paragraphs 2 and 3) or 54 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill they are working on (word families).

- Point out that there is a word from this cycle’s vocabulary list that has a word family in it. Write “flock” on the board.

flock



- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the word family, and draw, or place, a fish above the *ock* after students respond. Randomly select students to share.


flock

- Write the words “began,” “flan,” and “scan” on the board. Point out to students that the word *scan* is from their vocabulary list.
- Use **Think-Pair-Share** to have students identify the word family *-an*, and draw, or place, a fish above the *an* in each word after students respond. Randomly select a few students to share.

 began  flan  scan


- Use **Think-Pair-Share** to have students read the words. Randomly select a few students to share responses.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-19

Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. span  *span*

2. stocking  *stocking*

3. locket  *locket*

4. plan  *plan*

Building Meaning			
spurts	perish	mature	flock
scan	grave	project	release

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

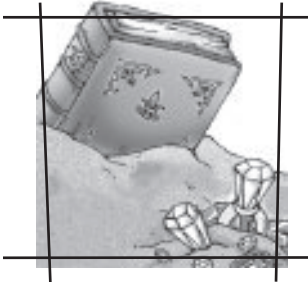
6. Choose the word that best fits in the blank.

Unlike other plants, a cactus won't perish if it doesn't get much water.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

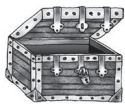
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.

- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.
- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What is the meaning of the word *range*?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we reread the sections about Florida panthers and California condors to find more information and details about the main idea. We learned that Florida panthers are the only cougars that live east of the Mississippi River. They are also very strong and fast. Panthers can leap forward twenty feet and run thirty miles an hour for short distances.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread the first two paragraphs of page 56 aloud, stopping to clarify words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 56

Gray wolves are another animal in trouble. Gray wolves once roamed freely in Canada and the United States. Now they are in trouble. They mainly live in Alaska, Idaho, and Wyoming.

Gray wolves are the ancestors of dogs. Some wolves are nearly three feet tall at their shoulders. They are many different colors. Some are black. Others are white. Some are gray. Some have mixed colors. They are heavy beasts too. Some can weigh well over 100 pounds. Imagine a dog that big!

- Reread the third paragraph. Model having trouble with the word *typical*. Model clarifying the word.

A Collection of Readings,
page 56

Gray wolves travel in packs. That means they travel with other wolves. These packs have between four and ten wolves. There is usually one leader. The typical leader is a male.

“The typical leader is male.” I’m not sure I really understand the word *typical* now that I am rereading this paragraph. I should clarify it. I think I saw a clue earlier in the same paragraph. I read that a wolf pack is

usually lead by one wolf. Then the text says that the leader is typically male. As I reread these sentences, I think I can put those ideas in one sentence and clarify the word *typical*. I could rephrase the sentence and say, “There is usually one leader, which is male.” I think that helps me figure out the meaning. *Typical* must mean the same as usual or usually. Wolf packs usually have one male leader.

- Finish reading the paragraph aloud.

A Collection of Readings,
page 56

The rest of the pack is family. There is the leader’s mate. There are the leader’s pups. Sometimes you will find the leader’s brothers and sisters in the pack too.

- Summarize the supporting details for the main ideas and add them to the idea tree.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-20

Team Talk

1. Provide two details that support the main idea of hunting wolves. |MI|
2. What has happened to wolves because of the wolf project? |CE|
 - a. They have been hunted again.
 - b. Their numbers have increased.
 - c. They have taken over the country.
 - d. They have been returned to Canada.
3. Which of the following means the same as the word *diet* on page 59? |CL|
 - a. what something eats
 - b. how something flies
 - c. where something lives
 - d. when something sleeps

How did you figure this out? (Write-On)
4. Summarize the text using your graphic organizer. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
57–59 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Provide two details that support the main idea of hunting wolves. |MI|

100 points = One detail that supports the main idea of hunting wolves is that European settlers were afraid the wolves would attack their farm animals, so they hunted them. Another detail that supports this main idea is that the government sometimes paid hunters for dead wolves.

90 points = One detail that supports the main idea of hunting wolves is that European settlers were afraid the wolves would attack their farm animals, so they hunted them. Sometimes the government paid hunters.

80 points = Settlers hunted wolves so the wolves wouldn't attack their farm animals. Sometimes the government paid the hunters.

2. What has happened to wolves because of the wolf project? |CE|
 - a. They have been hunted again.
 - b. Their numbers have increased.
 - c. They have taken over the country.
 - d. They have been returned to Canada.

Team Talk *continued*

3. Which of the following means the same as the word *diet* on page 59? |CL|
- what something eats*
 - how something flies*
 - where something lives*
 - when something sleeps*

How did you figure this out? (Write-On)

100 points = *I figured this out by rereading the text. The word diet appears where the text talks about the bald eagle being a bird of prey. The text says the bald eagle eats other animals. Then it mentions fish. I think the word diet describes what the bald eagle eats.* **90 points** = *I figured this out by rereading the text. The word diet appears where the text talks about the bald eagle being a bird of prey. The text says the bald eagle eats other animals.* **80 points** = *The text tells about what bald eagles eat.*

4. Summarize the text using your graphic organizer. |SU|

100 points = *Many animals in the United States are endangered. The Florida panther is endangered because people live in its territory. California condors are endangered because they got lead poisoning. Gray wolves were often hunted by European settlers. Condor and wolf populations are larger today thanks to the help of people.* **90 points** = *Many animals in the United States are endangered. Humans have hurt Florida panthers, California condors, and gray wolves in different ways. Humans have also helped them.* **80 points** = *Many endangered animals in the United States have been helped by people.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP
Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

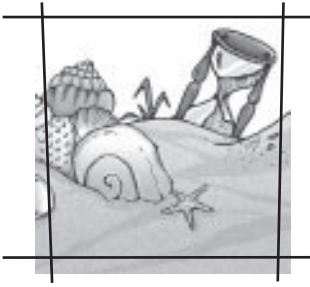
Many people dislike wolves and still think they should be hunted. Do you agree, or do you think it is more important that wolves live in their natural home? Why?

Bald eagles mostly eat a diet of fish. How would you describe your diet?

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

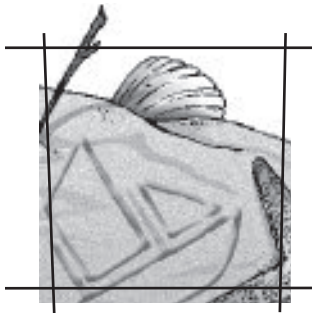
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

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Page 57 (paragraphs 2 and 3), 54 (paragraphs 1 and 2), or 59 (paragraphs 2 and 3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (word families) and the Word Treasure clue that Captain Read More uses for word families.
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

1. Jeremy wished he could have waffles instead of oat-bran cereal for breakfast.
2. Sylvia loved hearing the mockingbird sing, but not when it woke her up early in the morning.

- Randomly select a few students to read each sentence orally.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

 
bran; mockingbird


- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. frock  *frock*

2. tan  *tan*

3. chock  *chock*

4. fanned  *fanned*

Building Meaning

spurts	perish	mature	flock
scan	grave	project	release

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

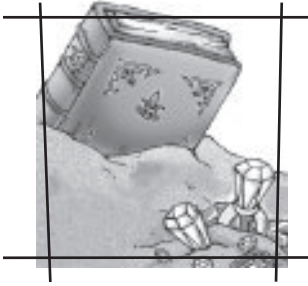
Our family project was to clean out and organize the messy garage.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?
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**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and the related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

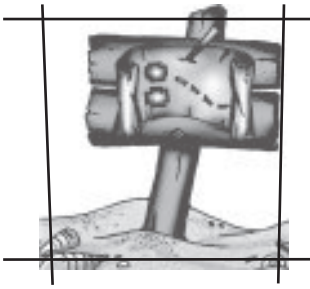
Today you will read about black-footed ferrets. These animals live in the United States and also have a recovery project like condors and wolves.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

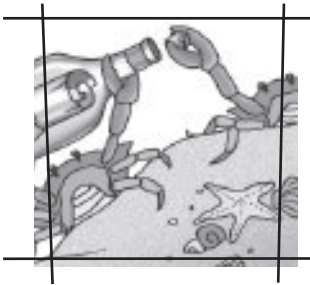
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

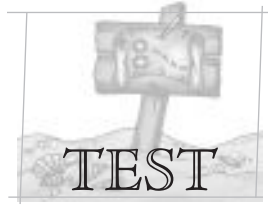


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Black-footed ferrets are in trouble. These ferrets lived in grasslands in the west. They mainly ate prairie dogs. When settlers moved there, they changed the ferrets' home. Farmers killed prairie dogs with poison. Ferrets died from eating sick prairie dogs.

Scientists thought all the black-footed ferrets were gone. They were surprised when a dog brought a ferret home. Scientists found the ferret's colony. They took the last eighteen ferrets out of it. They began raising ferrets in zoos. Scientists want the ferrets to live in their real home. They have started ferret colonies. Now there are more than 1,000 black-footed ferrets living in the wild.

Source: www.blackfootedferret.org

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is black-footed ferrets. I know this is the topic because the text tells me a lot of information about ferrets. I learned about where they live and what they eat. I also learned how humans have helped them.* **15 points** = *The topic of this text is black-footed ferrets. I know this is the topic because the text tells me a lot of information about ferrets.* **10 points** = *It is about black-footed ferrets.*

30 points

2. What is the intent of the author? |AP|
- to entertain me with stories about prairie dogs
 - to persuade me to release ferrets into the wild
 - to show me how cute ferrets are in real life
 - to inform me about why ferrets are in trouble

How do you know?

20 points = *I know the author intends to inform me about why ferrets are in trouble because the author tells me how ferrets started to die. I learned that scientists thought all the ferrets were dead, but they were surprised to find a small number still living in the wild.* **15 points** = *I know the author intends to inform me about why ferrets are in trouble because the author tells me how ferrets started to die.* **10 points** = *I learned how ferrets started to die.*

20 points

3. What is the meaning of the word *colony* in the text? How did you figure that out? |CL|

20 points = *The word colony means a group living together. I figured this out because the text says scientists found eighteen ferrets living in the colony. There were a group of ferrets living together in one place. A colony must be where a group lives together.* **15 points** = *The word colony means a group living together. I figured this out because the text says scientists found eighteen ferrets living in the colony.* **10 points** = *A colony is a group. There were eighteen ferrets living together.*

20 points

4. Summarize the text using information from your graphic organizer. |SU|

20 points = *Ferrets were in trouble because people changed their home. Humans killed the prairie dogs that ferrets ate. Scientists thought ferrets were extinct until they found a small colony of them. They are raising ferrets in zoos to release them in the wild.* **15 points** = *Ferrets were in trouble because people changed their home. Scientists thought ferrets were extinct until they found some. Now they release ferrets back into the wild.* **10 points** = *Ferrets were in trouble because people changed their home. Scientists have released more into the wild.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the words. Then draw a fish above the word families.

5 points

1. woman *woman*

5 points

2. flocking *flocking*

5 points

3. dustpan *dustpan*

5 points

4. headlock *headlock*

Building Meaning

spurts	perish	mature	flock
scan	grave	project	release

10 points

5. Write a meaningful sentence for the word *perish*.

10 points = *The small birds will perish in all the cold and snow this winter if we don't put food out for them every day.* **5 points** = *The small birds will perish this winter if we don't put food out for them.* **1 point** = *The small birds will perish without food.*

10 points

6. Hector and his brother decided that summer was the perfect time to finish their go-cart project. *Project* means—
- plan.
 - mistake.
 - award.
 - chart.

10 points

7. Lela realized she made a grave mistake when she blamed her best friend for stealing her toy without any proof.

10 points

8. Carlos knew fall was coming when he saw the large flock of birds flying south. *Flock* means—
- beat.
 - flight.
 - group.
 - color.

10 points

9. Tina decided to end her walk early when short spurts of rain soaked her to the bone.

10 points

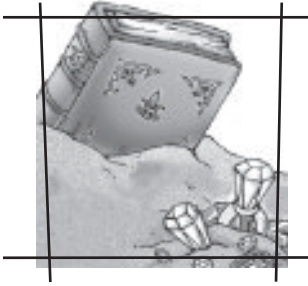
10. I always keep my dog on a leash until we get to the dog park where it is safe to release him in the fenced-in space. *Release* means—
- listen to.
 - run to.
 - take in.
 - let go.

10 points

11. A tomato isn't fully mature until it is bright red and is easy to pull off the vine.

10 points

12. Theresa likes to scan the beach to see if she can find new shells for her collection. *Scan* means—
- miss.
 - search.
 - hear.
 - steal.

**DAY 6****ACTIVE INSTRUCTION**Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will create an encyclopedia entry about an animal you know something about. You have read a lot of information about different endangered animals. At the start of each section about an animal, you learned facts about the animal, such as where it lives, what it looks like, and what it eats. You will provide information about an animal, and at the end of class make an encyclopedia with the class's entries.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing an encyclopedia entry.

Encyclopedias are large volumes of books about a lot of different topics. You can use an encyclopedia to learn about important people, discoveries, places, animals, plants, or events. Encyclopedias can be specific to one topic, such as an encyclopedia of baseball, or they can be about a variety of subjects. They provide basic information about different topics, and are usually a good starting place for research if you are curious about something.

- Display the following encyclopedia entry. Read the entry aloud.

Blackline master provided.

Poison ivy (see also: poisonous plants)

Poison ivy is one of three plants in North America that can cause rashes on human skin. It grows in all states except Alaska, Hawaii, and California. Poison ivy plants have leaves that grow in groups of three on a branch. The leaves often appear shiny. Poison ivy leaves appear red in spring, green in the summer, and reddish orange in fall. The poison ivy vine, which often grows up the sides of trees, appears to have red hairs growing from it.

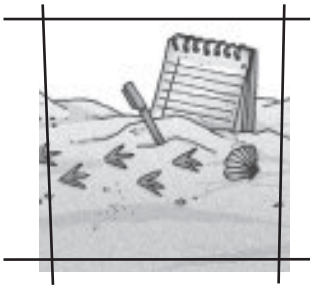
Touching poison ivy causes rash for the majority of people. This rash is an allergic reaction to urushiol, a colorless, odorless oil. The rash can cause large blisters and swelling of the skin. Lotions can help relieve itching and swelling. Doctors may also recommend taking antihistamines for serious reactions. The urushiol oil can cause itching for up to five years after contact with the poison ivy, so washing clothing is recommended after contact with the plant.



- Use **Think-Pair-Share** to have students identify the main idea of this encyclopedia entry. *It is about poison ivy.*
- Tell students that encyclopedia entries are usually organized so readers learn the most important information first. Use **Random Reporter** to ask students about the sample entry.

Encyclopedias are good educational resources. They are usually organized so information is easy to find. What is the first thing you notice about this entry? It has a heading. “Poison ivy” is written in bold type. Yes. There might be several encyclopedia entries on one page. Putting the heading for an entry in bold type helps make it more visible to readers. Look at the italicized text next to the heading. This appears next to a lot of entries. It means you might see a reference to poison ivy in another entry. What entry might also mention poison ivy? An entry about poisonous plants. Good. After the heading, there is the body information of the entry. The body is made of facts. Facts are statements you can prove. What kinds of facts do you learn about poison ivy? We learned where poison ivy grows and what poison ivy looks like at different times of the year. We learned what happens when you touch poison ivy. Good. There is a lot of evidence that supports these facts. What kind of information is in the first paragraph of the entry? Information about where to find it and what it looks like. Why do you think this might be first? It is important to know how to identify poison ivy. Good! A lot of people want to know where it grows and what it looks like so they can avoid it! What information is in the second paragraph? How to treat a poison ivy rash. Good. This is also important information, but people will not need it if they know how to avoid poison ivy first!

- Tell students that they will create an encyclopedia entry for an animal they know about.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will create an encyclopedia entry for an animal you know about.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

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Writing Prompt

Create an encyclopedia entry for an animal not mentioned in *Animals in Trouble: Endangered Species and How to Help Them*. Begin your entry with a heading that tells the name of the animal. Then write the body of your entry, providing five facts about the animal. For example, consider providing information about what the animal looks like, where it lives, what it eats, how it moves, or what enemies it has. You can include other facts you may know about the animal. Remember to write your ideas in complete sentences. If you have time, draw a picture of your animal to go with your entry. At the end of the lesson, the class can create its own encyclopedia of animals.

Scoring Guide

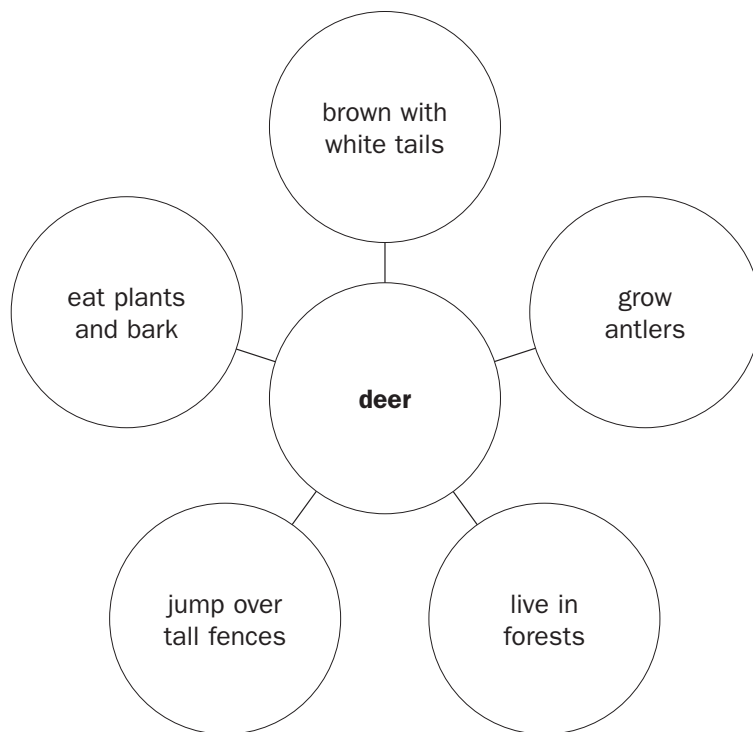
You created an encyclopedia entry for an animal you know about.	25 points
Your entry begins with a heading.	10 points
The body of your entry contains five facts about the animal.	12 points each (60 points maximum)
The encyclopedia entry is written in complete sentences.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our encyclopedia entries.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.

- Remind students that they should be writing facts, not opinions, in their encyclopedia entries.

Encyclopedias are books that provide factual information. Remember, a fact is a statement you can prove. They are things you can observe or measure. Opinions are things people believe, but cannot be proven.

- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students to help their partners identify where they may have used opinions instead of facts.

Your encyclopedia should be factual, but you or your partners may have written opinions in by mistake. You can help each other find opinions in your encyclopedia entries.

- Display the following sample encyclopedia entry. Read the entry aloud to students.

Blackline master provided.

Deer

Deer are beautiful creatures living all over North America. Deer stand about five feet tall and have brown fur over most of their bodies. The underside of their tails is white and flashes as a warning signal to other deer. Male deer and some females grow antlers on their heads. These animals eat a wide variety of plants during the spring, summer, and fall, and will eat tree bark in winter. Deer usually live in forests, but are commonly seen in suburbs, living very close to humans. These animals are strong and can jump tall fences to find food or escape danger. They are pests that most people want out of their gardens.



- Use **Random Reporter** to have students identify opinions in the entry. *The author says deer are beautiful creatures. This is an opinion. You cannot prove they are beautiful. Some people may not like the way deer look. The author says they are pests that people want out of their gardens. This is an opinion. Many people might not mind seeing deer.*
- Tell students to help their partners identify similar mistakes in reporting opinions instead of facts.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

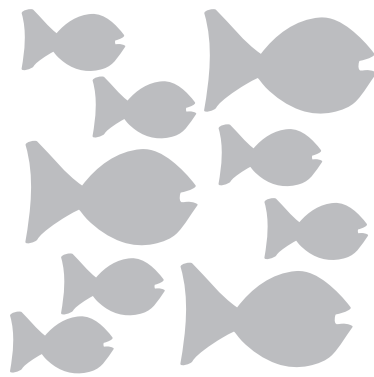
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Just off the floating icecaps, the great orcas swim in packs, hunting for prey. Their black and white skin gleams in the sun when they come to the surface of the water.



Poison ivy (see also: *poisonous plants*)

Poison ivy is one of three plants in North America that can cause rashes on human skin. It grows in all states except Alaska, Hawaii, and California.

Poison ivy plants have leaves that grow in groups of three on a branch. The leaves often appear shiny. Poison ivy leaves appear red in spring, green in the summer, and reddish orange in fall. The poison ivy vine, which often grows up the sides of trees, appears to have red hairs growing from it.

Touching poison ivy causes rash for the majority of people. This rash is an allergic reaction to urushiol, a colorless, odorless oil. The rash can cause large blisters and swelling of the skin. Lotions can help relieve itching and swelling. Doctors may also recommend taking antihistamines for serious reactions. The urushiol oil can cause itching for up to five years after contact with the poison ivy, so washing clothing is recommended after contact with the plant.

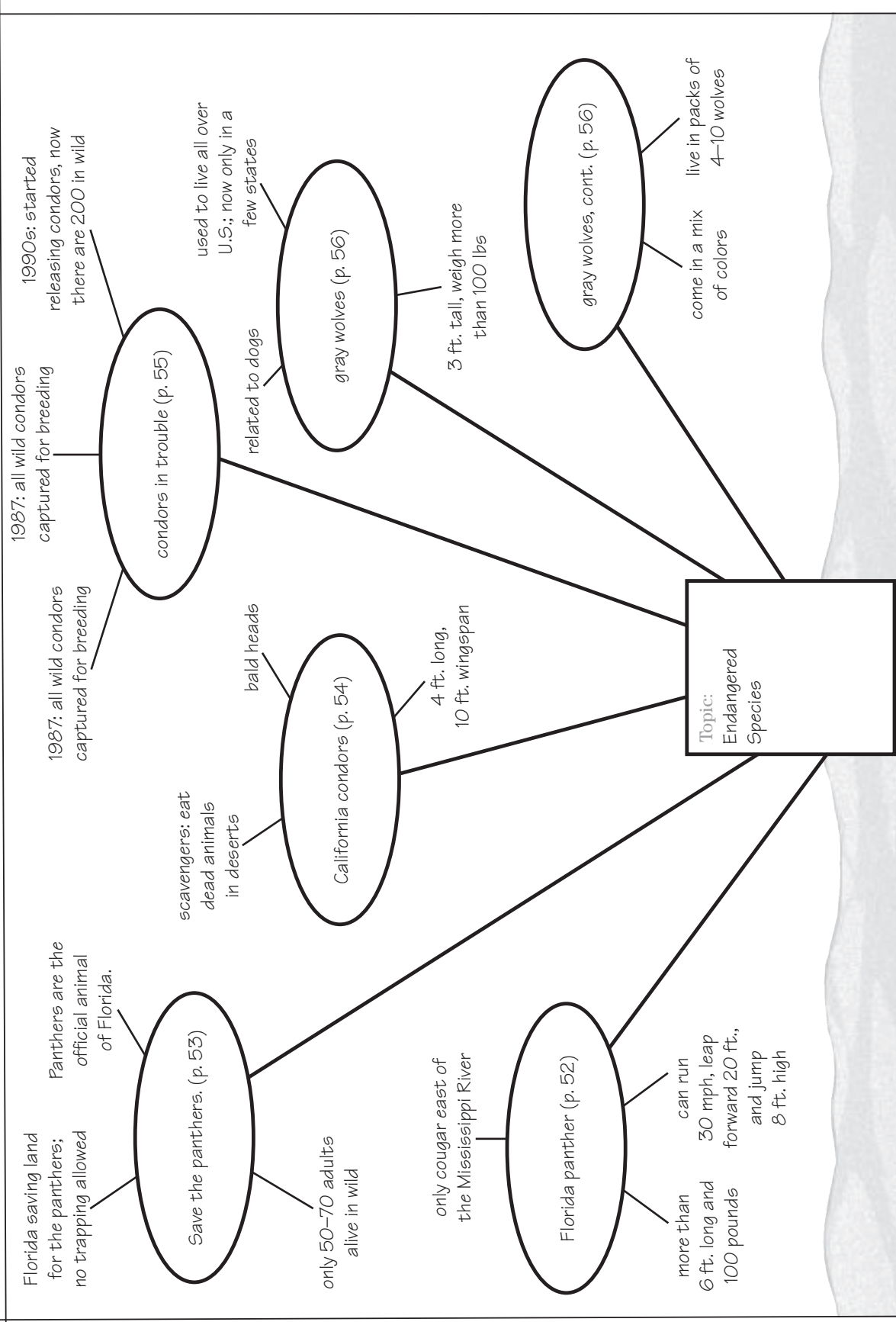
Deer

Deer are beautiful creatures living all over North America. Deer stand about five feet tall and have brown fur over most of their bodies. The underside of their tails is white and flashes as a warning signal to other deer. Male deer and some females grow antlers on their heads. These animals eat a wide variety of plants during the spring, summer, and fall, and will eat tree bark in winter. Deer usually live in forests, but are commonly seen in suburbs, living very close to humans. These animals are strong and can jump tall fences to find food or escape danger. They are pests that most people want out of their gardens.

Idea Tree



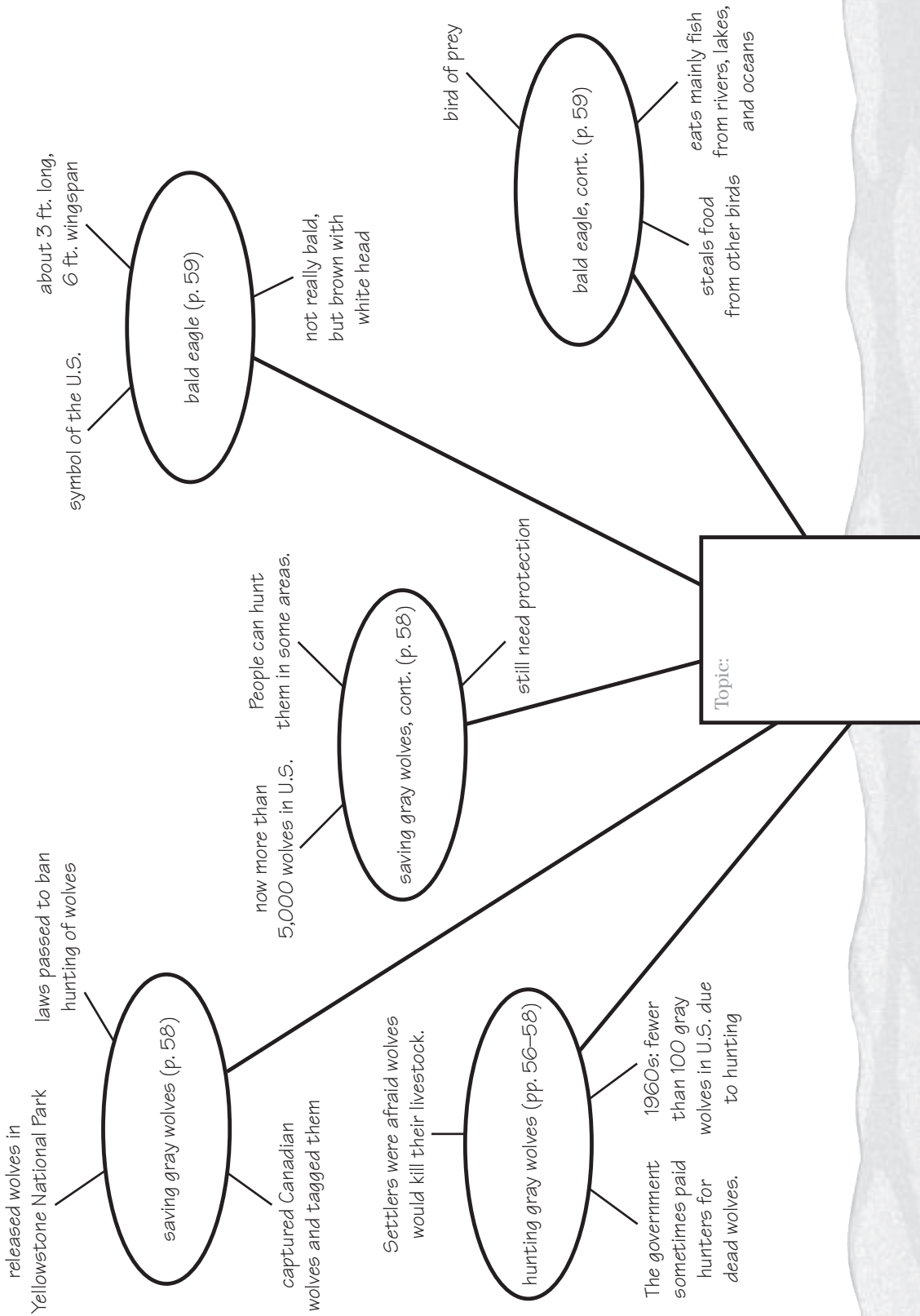
Animals in Trouble: Endangered Species and How to Help Them, cycle 1
Title:



Animals in Trouble: Endangered Species and How to Help Them, cycle 1, cont.



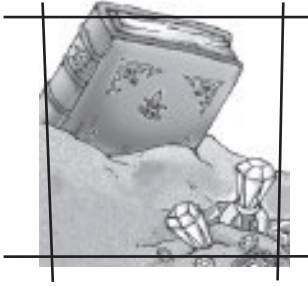
Idea Tree



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Clarifying (CL)	Chunking	Write a persuasive letter.
CYCLE 2	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will chunk words into word parts (syllables) to help them read words.	Students will write a letter to persuade a friend or family member to support the protection of one of the endangered animals in the text.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will continue reading *Animals in Trouble: Endangered Species and How to Help Them* by Tanya Jackson. As we read, we'll clarify ideas in sentences and larger passages of text. Good readers clarify ideas to better understand what they read.

- Point out the strategy target on the team score sheet.

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



Let me think about the first step of TIGRRS. I know the first step is to find the topic of the book. We already identified the topic of this text in cycle 1. The topic of this text is endangered species. We have already read about a few animals that live in the United States and are endangered. We learned about why these animals are in trouble and how people have worked to help them.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we have reminded ourselves of the topic of the text, we need to think about the intent of the author. Why did the author write this text? Last cycle, we decided that the author's intent was to inform us about endangered species. I think that is still the intent.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged in the same way. There are more ideas and supporting details. We'll keep using an idea tree to record important information.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.



- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-21
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
banned page 61	base word + ending: ban + n + ed	made illegal	Jack's mom <i>banned</i> pets from the house, so he couldn't have a dog.
preserved page 61	base word + ending: preserv(e) + ed	protected	I <i>preserved</i> my good grades by making sure I studied hard.
power page 63	chunk: pow-er	give energy to	Eating an apple will help <i>power</i> you through your day.
awful page 63	chunk: aw-ful	terrible	The flood caused <i>awful</i> problems for people because it ruined their crops.
coasts page 63	base word + ending: coast + s	areas of land bordering oceans	With oceans on both sides, the United States has east and west <i>coasts</i> .
major page 65	chunk: ma-jor	very important	Exercise is a <i>major</i> part of staying in good health.
experts page 65	base word + ending: expert + s	people with special knowledge about something	Millie's parents studied for years to become <i>experts</i> in plant science.
pairs page 67	base word + ending: pair + s	groups of two	I have three <i>pairs</i> of shoes, and they're all black.

Using the Targeted Skill (Introduction and Definition)



- Review the skill, clarifying. Use **Think-Pair-Share** to have students identify the new strategy they learned to help them clarify words they do not understand in an informational text. *Think about the big topic.*

- Remind students that words are not the only thing in texts that can confuse readers. Point out that ideas in sentences and larger parts of text can also confuse readers.
- Have students work in teams to review reasons that readers might become confused about ideas as they read. *Readers might misread words or sentences; they might skip over sentences or lines of text; they might not pay attention as they read; they might read about an idea that is unfamiliar; and they might not make sure they understand what they read as they read.* Use **Random Reporter** to share responses. List the responses on the board.
- Explain to students that the most common reason readers become confused about ideas as they read informational texts is that they read about ideas that are unfamiliar to them.
- Point out that informational texts often have features that can help readers understand unfamiliar ideas. Explain how pictures are features that can help readers understand new ideas in informational texts.

When we read informational texts, we often read to learn something new. Because these ideas are new, we might easily become confused. However, informational texts often have features that help us understand these new ideas. Pictures are one type of feature that can help us understand new ideas. If I'm reading a text that describes an insect I've never heard of before, I might have trouble understanding what I'm reading. However, the text might have a picture of that insect. That picture might help me better understand the description of the insect in the text.

- Have students work in teams to identify other possible features of informational texts that can help readers understand new ideas. *Captions, maps, headings, charts, text boxes, and diagrams.* Use **Random Reporter** to share responses. List the responses on the board.
- Display the following passage. Tell students that it came from a chapter in a book about animals near the South Pole.

Blackline master provided.

Chapter 6: Birds

Penguins

There are two types of penguins near the South Pole: the smaller Adelle penguin and the larger emperor penguin. Both penguins live in rookeries, or the places where flocks of penguins gather. The Adelle penguin is small and meek. The emperor penguin is strong and brave. It also has a black and white coat. Some think the emperor penguin looks like an emperor. In fact, that's how the emperor penguin got its name.

- Read the passage aloud, showing confusion about the idea of an “emperor penguin.” Use a **Think Aloud** to model using the heading to help you clarify the idea.

I don't understand the idea of an emperor penguin. I know what a penguin is. I know what an emperor is. Do penguins have emperors? I need to

clarify this. OK. This is from a book about animals near the South Pole. The chapter heading tells me that chapter 6 is about birds. And the other heading tells me that this section is about penguins. I know that there are two types of penguins. There's the Adelie penguin and the emperor penguin. The Adelie is small and meek, but the emperor is strong and brave, like an emperor. Oh, I see. It's not an actual emperor; it's just like an emperor. In fact, the passage says that's how the emperor penguin got its name, so I used a text feature (in this case, a heading) to help me clarify an idea I didn't understand.

- Tell students that they will clarify confusing ideas as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the first two paragraphs of the following passage from *Animals in Trouble: Endangered Species and How to Help Them* aloud. Model having trouble with the idea of a “#1 enemy.” Model using the page’s heading and reading ahead to clarify this.

A Collection of Readings,
page 60

Hurting The Bald Eagle

The bald eagle is endangered. Why? Bald eagles face the same problems other endangered animals face. People are the eagles' #1 enemy.

Farmers used to use a poison called DDT to kill bugs on their farms. But there was a problem. The DDT washed into lakes and rivers. The DDT then poisoned the fish. Eagles that ate the poisoned fish died from the poison. If the eagles laid eggs before they died, the baby eagles were poisoned too.

“#1 enemy”? What does that mean? I mean, I know what the number 1 is, and I know what an enemy is, but I don't know what a #1 enemy is. I need to clarify this. OK, the page's heading is “Hurting the Bald Eagle,” so I know this page should be about things that hurt bald eagles. And it says that people are eagles' enemies. That may mean that people are the enemies who hurt eagles most. Maybe if I read ahead it will help.

- Read the rest of the passage, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary. When finished, model using what you've read to help clarify the idea of “#1 enemy.”

A Collection of Readings,
page 60

Also, people built on land where the eagles lived. They cut down trees to make room. They needed room for malls. They needed room for farms and houses. Sometimes, the trees had eagles' nests in them. Then the eagles had no place to live, so there were fewer and fewer eagles.

OK. This page explains the ways that people hurt eagles. They take eagles' land, and they use a poison that hurts the eagles. People must be the worst enemies eagles have. That would explain why the author calls people the eagles' "#1 enemy," so reading ahead did help me clarify this idea.

- Summarize the main ideas from your reading, and add them to the idea tree.

Preview Team Talk

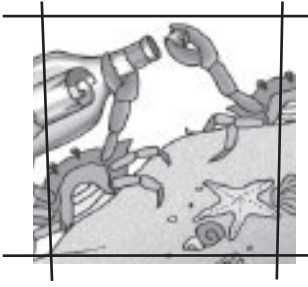
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-22

Team Talk

1. What effect has banning DDT had on people in the United States? |CE|
 - a. They killed more eagles than ever before.
 - b. They became hungrier since bugs destroy crops.
 - c. They stopped protecting forests for eagle families.
 - d. They created different ways to kill bugs.
2. On page 61, the author writes, "The bald eagle is rebounding." What does that mean? How did you figure that out? (Write-On) |CL|
3. What is the main idea of page 62? What clues help you figure this out? |MI|
4. Which of the following has helped both eagles and whales? |CC|
 - a. banning DDT
 - b. oil spills
 - c. passing laws
 - d. protecting nests

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 61–63 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What effect has banning DDT had on people in the United States? |CE|
 - a. They killed more eagles than ever before.
 - b. They became hungrier since bugs destroy crops.
 - c. They stopped protecting forests for eagle families.
 - d. *They created different ways to kill bugs.*

Team Talk *continued*

2. On page 61, the author writes, “The bald eagle is rebounding.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *The statement “The bald eagle is rebounding,” on page 61 means that the eagle is doing a lot better, and its numbers are growing. I used the heading to figure that out. The heading tells me that this page is about saving the eagle. The author explains that things are getting better for the eagle. That must be what the word rebounding means.* **90 points** = *The statement “The bald eagle is rebounding,” on page 61 means that the eagle is doing a lot better, and its numbers are growing. I used the heading to figure that out. The heading tells me that this page is about saving the eagle.* **80 points** = *It means that the eagle is doing better. The page is about saving eagles.*

3. What is the main idea of page 62? What clues help you figure this out? |MI|

100 points = *The main idea of page 62 is humpback whales. One clue that helps me figure this out is that there is a picture of a humpback whale on the page. Another clue is the text box on the page. It tells me where I can go to listen to humpback whale songs.* **90 points** = *The main idea of page 62 is humpback whales. One clue that helps me figure this out is that there is a picture of a humpback whale on the page.* **80 points** = *It is about humpback whales.*

4. Which of the following has helped both eagles and whales? |CC|

- banning DDT
- oil spills
- passing laws
- protecting nests

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**Strategy-Use Discussion**

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

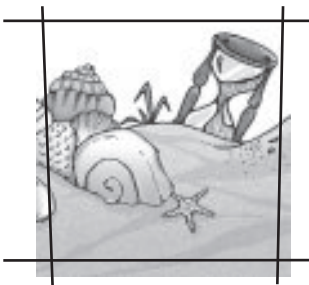
What conclusion can you draw about the safety of newer chemicals that are used to kill bugs compared with DDT? Explain your answer.

How do you think oil from damaged ships injures whales? Explain your answer.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Page 61 (paragraphs 1–3)

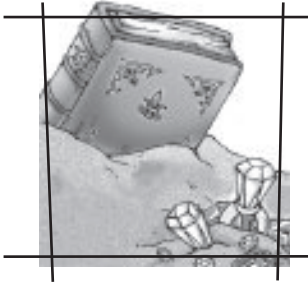
- Ask students to use the Fluency rubric as they practice giving you feedback.

- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

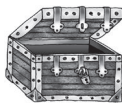
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What has helped both eagles and whales to rebound?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about bald eagles and humpback whales. We learned what hurts these animals and how people have worked to stop bad things from happening to them.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first two paragraphs of the following passage from *Animals in Trouble: Endangered Species and How to Help Them*. Model using the heading, and reading ahead, to clarify the idea that rhinos have horns.

A Collection of Readings,
page 64

The Mighty Rhinoceros

Perhaps the strongest and fiercest of the endangered animals is the mighty rhinoceros. The rhinoceros is a huge and powerful beast. The rhinoceros roams the plains of Africa and Asia. It can grow to be almost six feet tall, and it can weigh almost 3,000 pounds. But do not let its size fool you. Sometimes the rhinoceros can run up to forty miles per hour. That is fast!

The rhinoceros is best known for its horn. Every rhinoceros, unless something has happened to it, has a large horn at the front of its snout. The horn is strong and powerful. These horns can grow to be nearly two feet long.

- Read the rest of the passage, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

A Collection of Readings,
page 64

The rhinoceros is also known for its skin. The rhinoceros has thick skin. Its skin might be brown. It might be gray. It might be almost black. It all depends on the type of rhinoceros. But all rhinoceroses are in trouble, and some are in very serious trouble.

Did you know?

The rhinoceros's horns are made of keratin. That is what your fingernails are made of!

- Summarize the main ideas from your reading, and add them to the idea tree.

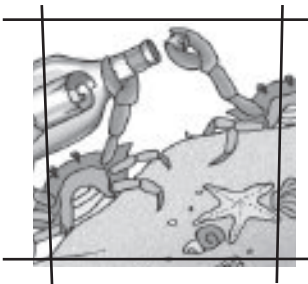
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-22

Team Talk

1. How is the Javan rhinoceros different from the other types of rhinoceroses? |CCI|
 - a. It is the only one with a horn.
 - b. It has thinner skin than the others.
 - c. It is in the biggest trouble.
 - d. It breeds the best in captivity.
2. On page 65, the author says that hopefully experts will soon “figure something out.” What does that mean? How can you tell? (Write-On) |CL|
3. Why is it difficult to find pandas in the wild? |CE|
 - a. They live in thick forests in the mountains.
 - b. They are very well camouflaged and hide.
 - c. They are shy and stay away from people.
 - d. They are very small and difficult to see.
4. What is the main idea of page 67? What clues help you figure this out? |MI|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 65–68 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is the Javan rhinoceros different from the other types of rhinoceroses? |CCI|
 - a. It is the only one with a horn.
 - b. It has thinner skin than the others.
 - c. *It is in the biggest trouble.*
 - d. It breeds the best in captivity.

2. On page 65, the author says that hopefully experts will soon “figure something out.” What does that mean? How can you tell? (Write-On) |CLI|

100 points = *When the author says she hopes experts will “figure something out” on page 65, the author is saying she hopes experts will be able to solve the rhinoceroses’ problems. I reread the paragraph to figure this out. I learned that nobody can figure out how to keep people from poaching rhinoceroses.* **90 points** = *When the author says she hopes experts will “figure something out” on page 65, the author is saying she hopes experts will be able to solve the rhinoceroses’ problems.* **80 points** = *She hopes the experts figure out how to help the rhinoceros.*

3. Why is it difficult to find pandas in the wild? |CEI|
 - a. *They live in thick forests in the mountains.*
 - b. They are very well camouflaged and hide.
 - c. They are shy and stay away from people.
 - d. They are very small and difficult to see.

4. What is the main idea of page 67? What clues help you figure this out? |MI|

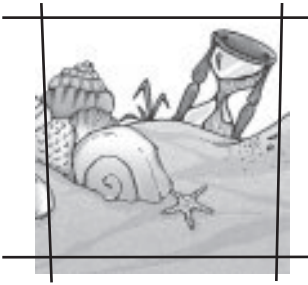
100 points = *The main idea of page 67 is saving the pandas. One clue that helps me figure this out is the heading. The heading says the page is about saving the pandas. Another clue that helps me is the text box. It says that two baby pandas were sent back to China to help conservation efforts. This means they were sent to help save the pandas there.* **90 points** = *The main idea of page 67 is saving the pandas. One clue that helps me figure this out is the heading. The heading says the page is about saving the pandas.* **80 points** = *It is about saving the pandas.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-21

Page 65 (paragraphs 2 and 3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for chunking.
- Display a boat without sails, and write “elbow” on the bottom of the boat.

Blackline master provided.





- Use **Think-Pair-Share** to have students tell what is different about the boat. Randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because this word doesn't have a base word and ending. When a word is too long to blend and doesn't have a base word and ending, Captain Read More uses paddles to chunk the word into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *elbow* after the *b*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.



- Model chunking *elbow* between the *l* and *b*. Read the word parts and then the whole word. Point out that it is easy to recognize the word when you chunk it this way.



- Repeat the activity with the word *orbit*.
- Use **Think-Pair-Share** to have students tell what they notice about where you put the paddle when you chunked each word. Randomly select a few students to share. *You divided two consonants in the middle of each word.*
- Confirm, or explain, that for many words, dividing two consonants in the middle of the word is a good way to chunk it. This splits the word into two word parts, or syllables. When you read the word parts first and then the whole word, it makes the word easy to read.
- Point out to students that the sample words each begin with a vowel. Explain that when a word begins with a vowel and is followed by two consonants, you can usually chunk it after the first consonant.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Tell students to look out for some words from this cycle's vocabulary list that they can chunk by splitting them between the consonants that follow each word's first vowel.

- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-22 and S-23

Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. except *ex/cept*
2. appear *ap/pear*
3. indeed *in/deed*
4. enter *en/ter*

Building Meaning

banned	preserved	power	awful
coasts	major	experts	pairs

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

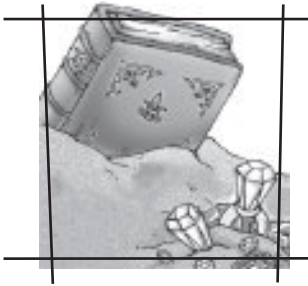
Hattie preserved her stash of chocolate by hiding it in a place her sister could not reach.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

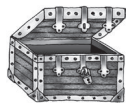
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why are pandas hard to find?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about two animals that are not native to the United States. We read about rhinoceroses and pandas. These are animals that are in trouble in Africa and Asia. Some of their problems are different from those of the animals in the United States, and some of their problems are the same.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Read the first two paragraphs of the following passage from *Animals in Trouble: Endangered Species and How to Help Them* aloud. Model having trouble with the idea that baby eagles were poisoned by DDT. Model rereading to clarify this.

A Collection of Readings,
page 60

Hurting The Bald Eagle

The bald eagle is endangered. Why? Bald eagles face the same problems other endangered animals face. People are the eagles' #1 enemy.

Farmers used to use a poison called DDT to kill bugs on their farms. But there was a problem. The DDT washed into lakes and rivers. The DDT then poisoned the fish. Eagles that ate the poisoned fish died from the poison. If the eagles laid eggs before they died, the baby eagles were poisoned too.

I'm having a little trouble understanding what happened to the baby eagles. They didn't eat fish that had DDT in them. In fact, they weren't even hatched yet. So how did they get poisoned? If I reread it, I see that their parents may have eaten fish that were poisoned with DDT, and that made the parents sick. Sometimes the adult eagles laid eggs before they died from being poisoned. I see. I think the baby eagles became poisoned just because the poison was in their parents. It's like giving someone a cold, but a lot worse. Now I understand how baby eagles were affected by DDT.

- Read the rest of the passage, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 60

Also, people built on land where the eagles lived. They cut down trees to make room. They needed room for malls. They needed room for farms and houses. Sometimes, the trees had eagles' nests in them. Then the eagles had no place to live, so there were fewer and fewer eagles.

- Summarize the supporting details for the main ideas, and add them to the idea tree.

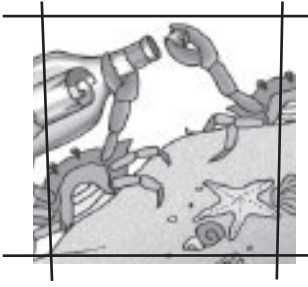
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-23

Team Talk

1. How do you think people find out if there are eagles living in the forest that they want to cut down? Support your answer. |DC|
2. The purpose of the text box on page 61 is to— |TF|
 - a. inform.
 - b. entertain.
 - c. convince.
 - d. question.
3. Which of the following is a detail that supports the main idea of humpback whales on page 62? |MI|
 - a. Whales need to breathe air to live.
 - b. Humpback whales sing beautiful songs.
 - c. Whales breaking the surface to breathe are a sight.
 - d. People enjoy hearing humpback songs.
4. On page 63, the author writes, "Things are looking up for the whales." What does that mean? How did you figure that out? (Write-On) |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 61–63 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How do you think people find out if there are eagles living in the forest that they want to cut down? Support your answer. |DC|

100 points = *I think people find out if there are eagles living in the forest that they want to cut down by studying the forest. I think people might watch the forest for signs of eagles. They might look for eagles’ nests in the trees.* **90 points** = *I think people find out if there are eagles living in the forest that they want to cut down by studying the forest. I think people might watch the forest for signs of eagles.* **80 points** = *They watch the forest for signs of eagles.*

2. The purpose of the text box on page 61 is to— |TF|
 - a. inform.
 - b. entertain.
 - c. convince.
 - d. question.

Team Talk *continued*

3. Which of the following is a detail that supports the main idea of humpback whales on page 62? |MII|
- Whales need to breathe air to live.
 - Humpback whales sing beautiful songs.*
 - Whales breaking the surface to breathe are a sight.
 - People enjoy hearing humpback songs.
4. On page 63, the author writes, “Things are looking up for the whales.” What does that mean? How did you figure that out? (Write-On) |CLI|

100 points = *The sentence “Things are looking up for the whales,” on page 63 means that whales are doing better and their numbers are growing. I used the heading to figure this out. The heading tells me that this page is about saving the whales. The author explains ways people have tried to help the whales, so if things are looking up, that means they are getting better.*

90 points = *The sentence “Things are looking up for the whales,” on page 63 means that whales are doing better and their numbers are growing. I used the heading to figure this out. The heading tells me that this page is about saving the whales. **80 points** = *It means that the whales are doing better.**

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

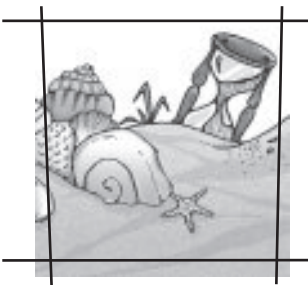
If you discovered a bald eagle's nest in your neighborhood, whom would you call to tell about the nest? Who would want to know about it? Why?

Do you think we use whale oil or blubber for power or warmth anymore? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

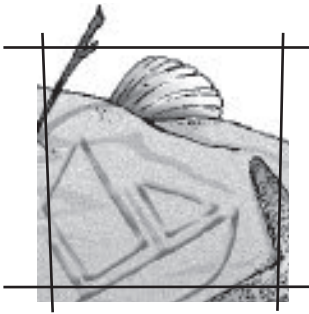
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-21

Page 65 (paragraphs 2 and 3) or 63 (paragraphs 3–5)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by splitting it between two consonants that follow the first vowel. Display a boat without sails, and write the word "awful" on the bottom of the boat.



- Use **Think-Pair-Share** to have students tell where you should place the paddle to chunk *awful*. Randomly select a few students to share.
- Confirm, or model, by chunking *awful* between the *w* and *f*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that it was easy to recognize the word when you chunked it between two consonants that follow the first vowel of the word.
- Repeat this activity with the word *experts*, pointing out to students that this is another vocabulary word from their list.



- Use **Think-Pair-Share** to have students tell whether anyone chunked either word differently, and, if so, to explain his or her thinking. Randomly select a few students to share, and write responses on the board.

- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-23

Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. oppose *op/pose*
2. although *al/though*
3. escape *es/cape*
4. invite *in/vite*

Building Meaning

banned	preserved	power	awful
coasts	major	experts	pairs

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

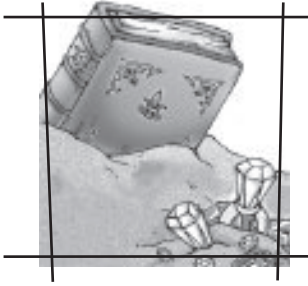
6. Choose the word that best fits in the blank.
Wilfred's mom always buys him several *pairs* of gloves at the beginning of winter because she knows he will lose them.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

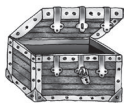
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What might people look for to see if eagles live in a certain area?

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday’s reading.

Yesterday we learned some more details about eagles and whales by rereading. Eagles are protected by several laws. You can’t use DDT to kill pests. You can’t cut down a forest that eagles are using for a home. You can’t kill eagles. Humpback whales are interesting because they sing songs, and no one knows why. They are also protected by laws that make the people who sail ships be more careful and that keep people from hunting the whales.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread the first paragraph of page 64 aloud. Model rereading to clarify the idea that despite the large size of rhinoceroses, they are not slow or clumsy.

A Collections of Readings,
page 64

The Mighty Rhinoceros

Perhaps the strongest and fiercest of the endangered animals is the mighty rhinoceros. The rhinoceros is a huge and powerful beast. The rhinoceros roams the plains of Africa and Asia. It can grow to be almost six feet tall, and it can weigh almost 3,000 pounds. But do not let its size fool you. Sometimes the rhinoceros can run up to forty miles per hour. That is fast!

I see a phrase that I don’t quite understand. The author says, “do not let its size fool you.” What does she mean? I’ll reread the passage to help me clarify what the author means. I read that rhinoceroses are pretty big animals. They are six feet tall and can weigh 3,000 pounds. I also read that they can run up to forty miles per hour. That’s fast! After rereading, I think the author doesn’t want me to be fooled that an animal as big as a rhinoceros would be slow or clumsy. Despite its size, the rhinoceros can really move.

- Finish rereading the passage, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collections of Readings,
page 64

The rhinoceros is best known for its horn. Every rhinoceros, unless something has happened to it, has a large horn at the front of its snout. The horn is strong and powerful. These horns can grow to be nearly two feet long.

The rhinoceros is also known for its skin. The rhinoceros has thick skin. Its skin might be brown. It might be gray. It might be almost black. It all depends on the type of rhinoceros. But all rhinoceroses are in trouble, and some are in very serious trouble.

Did you know?

The rhinoceros's horns are made of keratin. That is what your fingernails are made of!

- Summarize the supporting details for the main ideas, and add them to the idea tree.

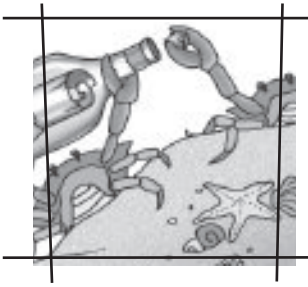
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-24

Team Talk

1. Why do zoos want to have pairs of pandas? |CE|
 - a. They don't want the pandas to get lonely.
 - b. They want the pandas to breed and have babies.
 - c. Pandas always live in pairs in the wild.
 - d. It is easier to count the pandas if there are two.
2. Who are Tai Shan and Mei Lan? How do you know? |TF|
3. On page 68, the author says, "There are many things you can do to lend a hand." What does this mean? How did you figure it out? (Write-On) |CL|
4. Summarize the text using your graphic organizer. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 65–68 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why do zoos want to have pairs of pandas? |CE|
 - a. They don't want the pandas to get lonely.
 - b. *They want the pandas to breed and have babies.*
 - c. Pandas always live in pairs in the wild.
 - d. It is easier to count the pandas if there are two.
2. Who are Tai Shan and Mei Lan? How do you know? |TF|

100 points = *Tai Shan and Mei Lan are two famous pandas that were born in the United States. I know because the text box on page 65 tells me this information.* **90 points** = *Tai Shan and Mei Lan are two pandas. I know because the text box on page 65 tells me.* **80 points** = *They are pandas. The text box is about them.*

Team Talk *continued*

3. On page 68, the author says, “There are many things you can do to lend a hand.” What does this mean? How did you figure it out? (Write-On) |CL|

100 points = *The phrase “lend a hand” on page 68 means things you can do to help out. I used the heading and read ahead to figure this out. The heading tells me that this page is about things I can do to help. Then I read ahead and learned all the things that I can do to help. That tells me that lending a hand is helping.* **90 points** = *The phrase “lend a hand” on page 68 means things you can do to help out. I used the heading and read ahead to figure this out. The heading tells me that this page is about things I can do to help.* **80 points** = *It means helping out.*

4. Summarize the text using your graphic organizer. |SU|

100 points = *In this text, I learned about animals that are endangered species in the United States and around the world. Some animals are in trouble because humans have hurt them. We have moved into their living space, hunted them, and poisoned them. We have also helped them. People created special programs to protect animals and put them back in the wild. People have also worked to make it illegal to harm animals or their habitats.* **90 points** = *In this text, I learned about animals that are endangered species in the United States and around the world. Some animals are in trouble because humans have hurt them. We have also helped them. People created special programs to protect animals.* **80 points** = *Many animals are endangered because of humans. People have worked hard to protect endangered animals.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP****Strategy-Use Discussion**

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

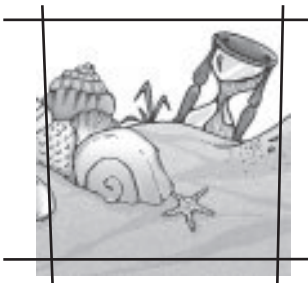
Why do you think China cares so much about helping pandas? How might pandas be similar to our bald eagles? Support your answer.

Why do you think writing to the government can help animals that are in danger? Support your answer.

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

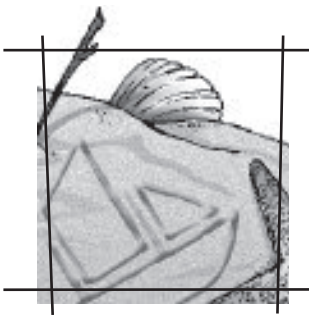
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-21

Page 65 (paragraphs 2 and 3), 63 (paragraphs 3–5), or 68 (paragraphs 1–3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (chunking) and the Word Treasure clue that Captain Read More uses for chunking (a boat without sails and paddles).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

1. Marty felt nothing but anger when he found out someone broke his favorite airplane model.
2. Yolanda always brakes at stop signs because she knows it is illegal to ride through one, even on a bike.



- Use **Random Reporter** to choose a student to read each chunking word orally [*an/ger*; *il/legal*].
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher’s Note: Accept reasonable alternate answers as correct.

1. extra *ex/tra*
2. carrot *car/rot*
3. merchant *mer/chant*
4. apply *ap/ply*

Building Meaning

banned	preserved	power	awful
coasts	major	experts	pairs

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

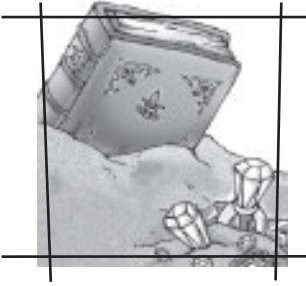
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

A *major* part of learning to play baseball is always keeping your eye on the ball.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

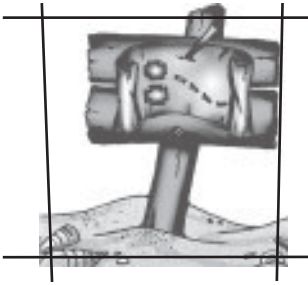
Today you will read about the endangered species list. This list was made after the Endangered Species Act was passed in 1973.

Vocabulary **TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

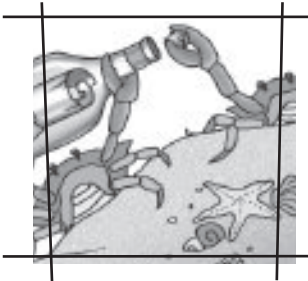
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

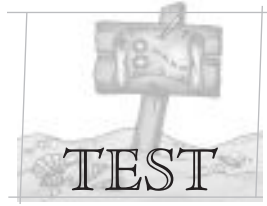


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

The Endangered Species List

People living in the United States wanted to help animals. They got the government to pass a law. This helped scientists make a list of animals in trouble. These animals get special help. People cannot hunt these animals. They cannot hurt the homes of the animals. There are more than 500 animals from the United States on the list.

Scientists make programs to help these animals live. They make sure the animals have good food. They make sure their homes are safe. Animals can get off the list. When this happens, it means they are in good shape. They are safe from disappearing. Then we can help the next animal on the list.

Source: www.fws.gov/

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is the endangered species list. I know this is the topic because the heading says it is about the endangered species list. The text also talks about how animals on the list receive special help from people.*

15 points = *The topic of this text is the endangered species list. I know this is the topic because the heading says it is about the endangered species list.*

10 points = *It is about the endangered species list.*

30 points

2. What is the intent of the author? |AP|
 - a. to persuade me to get on the endangered species list
 - b. to explain how animals get on the endangered species list
 - c. to inform me about the endangered species list
 - d. to entertain me with stories about endangered species

How do you know?

20 points = *I know the intent of the author is to inform me about the endangered species list because the author tells me what happens to animals on the list. The author explains how they are helped. I learn how animals get removed from the list.* **15 points** = *I know the intent of the author is to*

inform me about the endangered species list because the author tells me what happens to animals on the list. The author explains how they are helped.

10 points = *The author tells me what happens to animals on the list.*

20 points

3. The passage says that when an animal is removed from the list, it means it is in “good shape.” What does this mean? How did you figure this out? |CL|

20 points = *When the passage says that the animals are in “good shape,” it means that the animals are doing well. I figured this out by rereading the passage. It says the animals are not in danger of disappearing.*

This means that they aren’t in trouble anymore. If the animals aren’t in trouble, they must be doing well. 15 points = *When the passage says that animals are in “good shape,” it means that the animals are doing well. I figured this out by rereading the passage. It says the animals are not in danger of disappearing. 10 points =* *The animals are not in trouble anymore.*

20 points

4. Summarize the text using information from your graphic organizer. |SU|

20 points = *People in the United States got the government to pass a law. The law helped people create a list of animals that were in trouble. Animals that need the most protection and help are on the list. People can help these animals until they are safe from disappearing. Then the animals are taken off the list.*

15 points = *People in the United States got the government to make a list of animals that need protection and help. People can help save these animals.*

10 points = *There is a list of animals in trouble. People help the animals on this list.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the words. Then chunk each word by drawing a paddle between the word parts.

Teacher’s Note: Accept reasonable alternate answers as correct.

5 points

1. tender *ten/der*

5 points

2. object *ob/ject*

5 points

3. ostrich *os/trich*

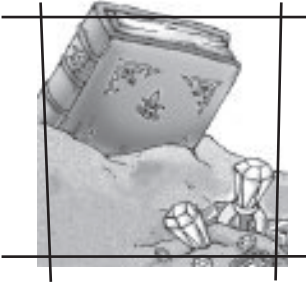
5 points

4. upset *up/set*

Building Meaning

banned	preserved	power	awful
coasts	major	experts	pairs

- 10 points** 5. Write a meaningful sentence for the word *coasts*.
10 points = Different animals live on the two coasts of the United States because the water is cold in the west and warmer in the east. **5 points** = Different animals live on the coasts of the United States because the water is different. **1 point** = Different animals live on the coasts.
- 10 points** 6. Alexi was banned from bringing animals to show and tell after he brought in his pet snake and scared all the girls.
- 10 points** 7. Cornelia felt awful after she knocked over the city her brother made with building blocks. *Awful* means—
a. terrible.
b. wonderful.
c. amazing.
d. content.
- 10 points** 8. Vickie knew that eating a pasta dinner and salad would power her legs for the race the next day.
- 10 points** 9. Listening to your voice and correcting notes is a major part of singing well. *Major* means—
a. minor.
b. least important.
c. very important.
d. little.
- 10 points** 10. Lamont owns three pairs of shoes, but the blue ones are his favorite, and he wears them every day.
- 10 points** 11. Jodie preserved his crop of tomatoes by putting netting around the plants so the deer couldn't eat them. *Preserved* means—
a. exposed.
b. protected.
c. lost.
d. sold.
- 10 points** 12. Leading dental experts believe that people should brush their teeth twice a day.

**DAY 6****ACTIVE INSTRUCTION**Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a letter to a friend or family member, persuading him or her to help you support protecting one of the endangered animals from the text *Animals in Trouble: Endangered Species and How to Help Them*.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a letter.

Writing letters used to be the best way to communicate with friends or family members who lived far away. Just over 100 years ago, few people had telephones, and no one had computers or the Internet. It was affordable to mail a letter to someone, even if he or she lived in another country.

- Ask students if they have ever written a letter to a friend or family member. Have volunteers share why they wrote letters.
- Display the following sample letter. Read the letter aloud to students.

Blackline master provided.

April 15, 2011

Dear Aunt Jasmine,

I am writing to ask you to support my school's basketball team. You know that I love to play basketball. Our team needs help to buy new basketballs for practice, and uniforms for games.

I think you should help because you enjoy basketball, too. You played basketball at my school when you were my age. You know how much it means to a student to be part of a team. I think it is important to help because basketball gives a lot of kids something to do after school. We can play, get exercise, and learn how to work together. Playing basketball also helps some kids do better in school. They know they need to work hard in school or they cannot play basketball.

I hope you will help me and my school with your support. I hope you will come to my first basketball game in the fall!

Love,
Kelsey



- Tell students that this is a persuasive letter. Use **Think-Pair-Share** to have students identify what Kelsey is persuading her aunt to do. *She wants her aunt to support her school's basketball team.*



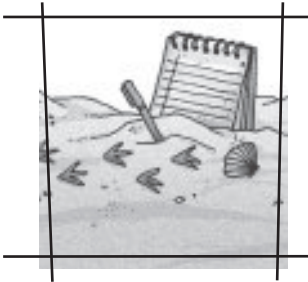
- Use **Random Reporter** to ask students how Kelsey tries to persuade her aunt to help.

When you persuade someone to do something, you convince him or her that what you want to do is a good idea. One of the best ways to persuade someone is to provide good reasons to do something. What reasons does Kelsey give her aunt to support her school's basketball team? Her aunt likes basketball and played on the same school team when she was younger. Playing basketball after school is good for the children. Playing basketball helps some students do better in school. Good! Kelsey gives her aunt good reasons why the basketball team is important. She wants her aunt to do what she can to make sure the basketball team can practice and play games. You will need to persuade a friend or family member that saving an endangered species is important.

- Point out the format of a friendly letter.

You will be writing a friendly letter. This is a letter you would send to a friend or family member. First, you need to write the date at the top of the letter. That way, the recipient knows when it was written. Then you need to write a greeting to the recipient. What does Kelsey write? "Dear Aunt Jasmine." Right. This is like saying "hello." Next, this is the body of the letter. You write your information and reasons in this section. When you finish writing the body, you have to write a closing, which is like saying "good-bye." How does Kelsey say good-bye to her aunt? "Love." Good. Under that, you will sign your name.

- Tell students that they will begin writing their letters to a friend or family member about one of the endangered species in the text.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a letter to persuade a friend or family member to help you support protecting an endangered species.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-24

Writing Prompt

Choose one of the animals you learned about in *Animals in Trouble: Endangered Species and How to Help Them*, and write a letter to a friend or family member about this animal. You want to persuade your friend or family member that it is important to protect this animal. Tell your friend or family member what animal you are interested in protecting. Provide three reasons you think this animal should be protected. Remember to include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).

Scoring Guide

You wrote a letter to a friend or family member about one of the animals in the text.	25 points
You tell your friend or family member what animal you are interested in protecting.	10 points
You provide three reasons you think it is important to protect this animal.	15 points each (45 points maximum)
You include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).	20 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our letters.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.

- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- After students have rewritten their work, have them address envelopes, or learn how an envelope should be addressed.

Once your letter is written, you might want to send it to your friend or family member. You cannot do this without a properly addressed envelope. The post office needs to know where to send the letter!

- Display the following sample envelope for students.

Blackline master provided.

The image shows a rectangular envelope template with a double-line border. Inside, there are two address blocks and a stamp area. The top-left block is for the sender's address, the middle-right block is for the recipient's address, and the top-right corner contains a square labeled 'STAMP'.

Sender's Full Name
Street Address
City, State and Zip Code

Recipient's Full Name
Street Address
City, State and Zip Code

STAMP



- Provide students with envelopes or have students make their own. Explain to students how to address an envelope. Use **Random Reporter** to ask students about addressing an envelope.

Addressing an envelope correctly and clearly is important. The most important part of the envelope is the address of the person to whom you are sending a letter. This goes in the middle of the envelope. The sample envelope says you should use the recipient's full name. Why do you think that is important? It is so the mail carrier knows who the letter is supposed to go to. You have to use a first and last name. Good! There might be a lot of people with your friend's or family member's name. A last name is really helpful to mail carriers. Next, you have to include a street address. This will tell the mail carrier to which house or apartment the letter needs to be delivered. Finally, it is always important to include the city, state, and zip code. The post office needs to know to what part of the country and state the letter goes. Imagine that your friend lives on Plum Orchard Road. There could be a Plum Orchard Road in every state! This information will help your letter reach its destination quickly.

- Tell students that the return address is their own address, and is placed in the top left corner. Point out that they write their address the same way they wrote the recipient's address.
- Tell students that a stamp is placed in the top right corner of the envelope.

- Display the following sample envelope.

Blackline master provided.



- Use **Random Reporter** to have students correct mistakes on the envelope. *The name of the sender's street is not complete. The recipient's last name is not on the envelope. There is no state on the envelope.*
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Chapter 6: Birds

Penguins

There are two types of penguins near the South Pole: the smaller Adelie penguin and the larger emperor penguin. Both penguins live in rookeries, or the places where flocks of penguins gather. The Adelie penguin is small and meek. The emperor penguin is strong and brave. It also has a black and white coat. Some think the emperor penguin looks like an emperor. In fact, that's how the emperor penguin got its name.



April 15, 2011

Dear Aunt Jasmine,

I am writing to ask you to support my school's basketball team. You know that I love to play basketball. Our team needs help to buy new basketballs for practice, and uniforms for games.

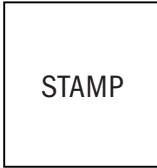
I think you should help because you enjoy basketball, too. You played basketball at my school when you were my age. You know how much it means to a student to be part of a team. I think it is important to help because basketball gives a lot of kids something to do after school. We can play, get exercise, and learn how to work together. Playing basketball also helps some kids do better in school. They know they need to work hard in school or they cannot play basketball.

I hope you will help me and my school with your support. I hope you will come to my first basketball game in the fall!

Love,

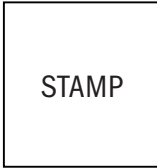
Kelsey

Sender's Full Name
Street Address
City, State and Zip Code



Recipient's Full Name
Street Address
City, State and Zip Code

Lenny Goldman
456 Red Robin
Georgetown, DE 98754

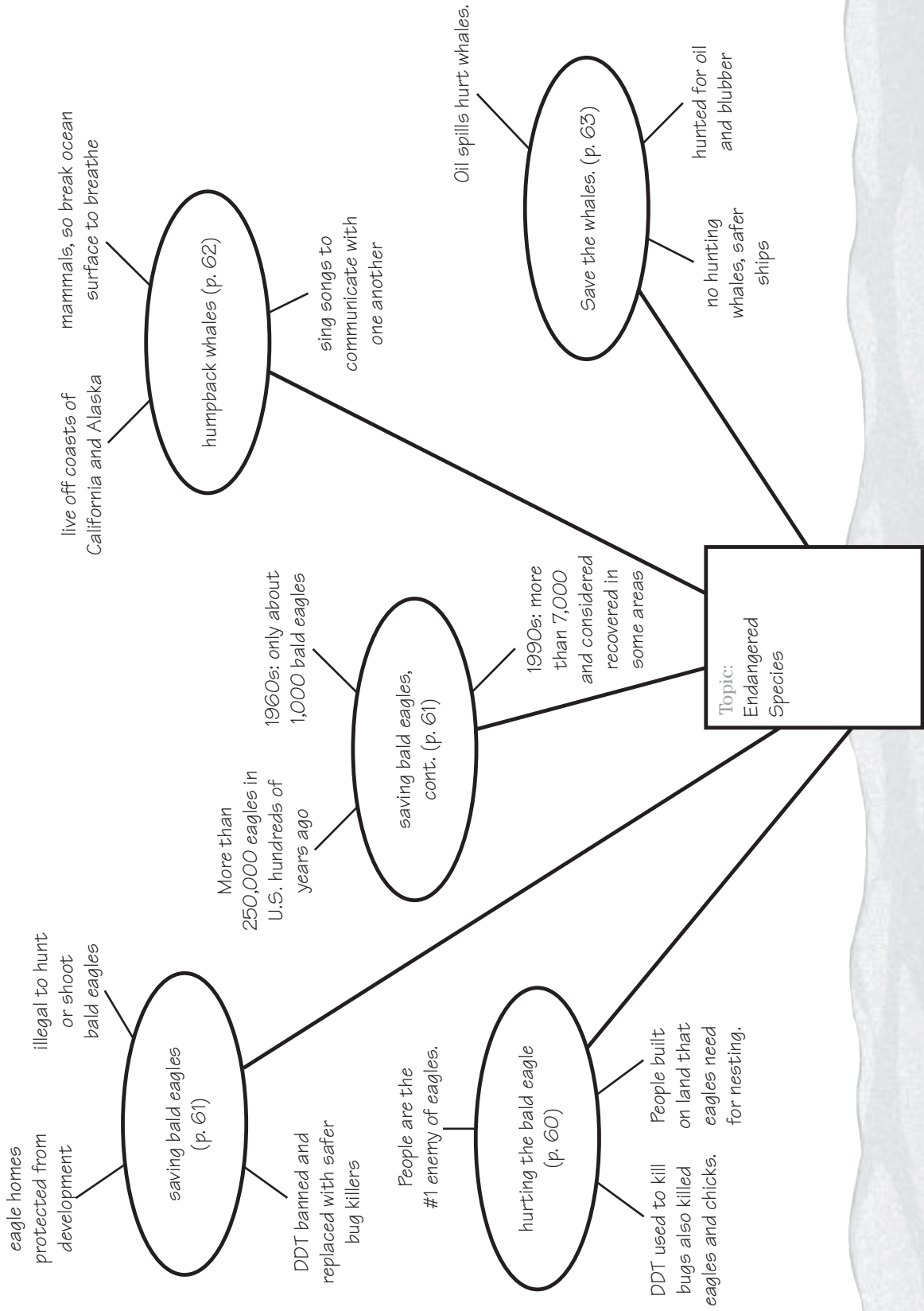


Uncle Paul
123 Maple Street
Middletown, 98754

Animals in Trouble: Endangered Species and How to Help Them, cycle 2



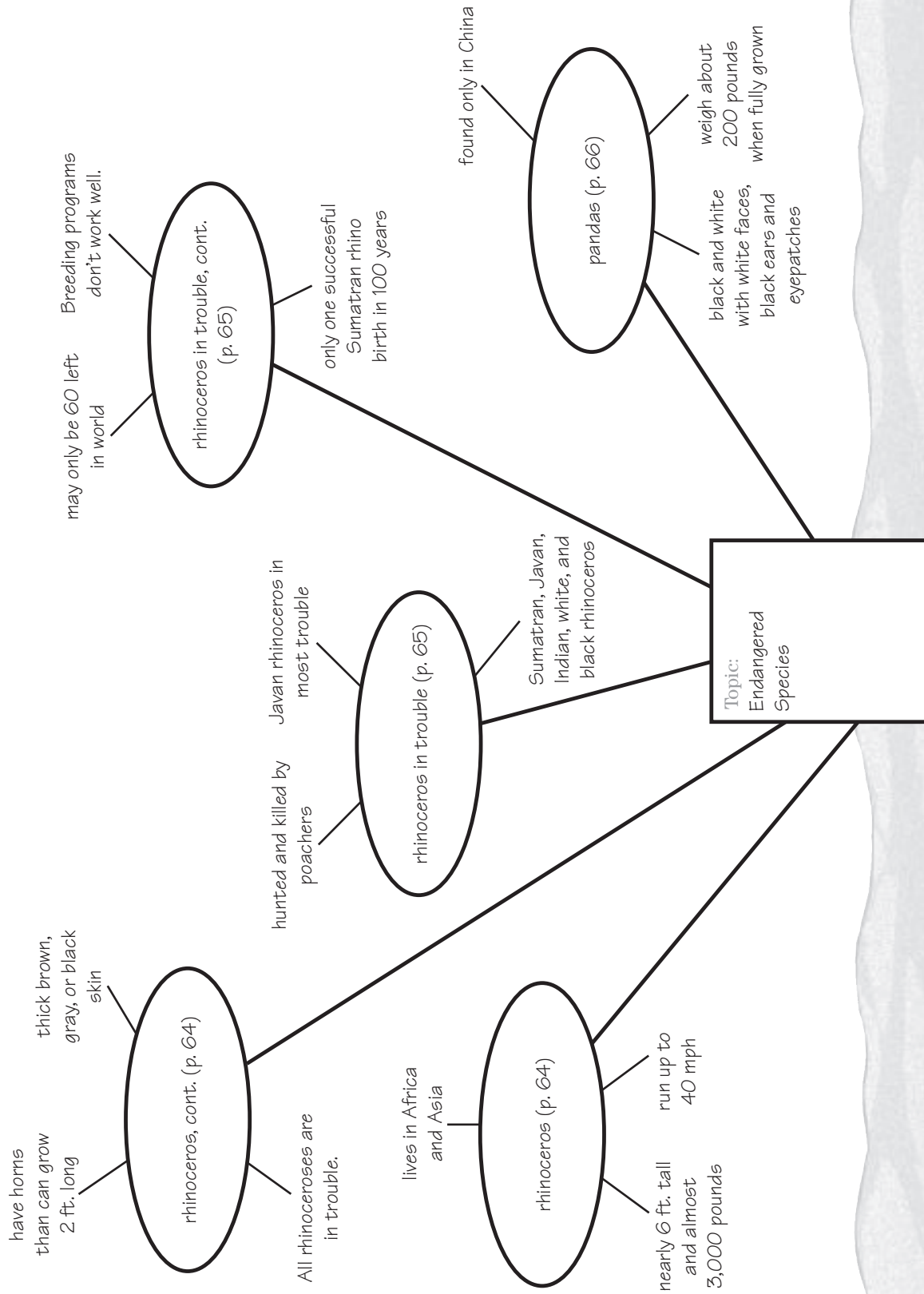
Idea Tree





Title: Animals in Trouble: Endangered Species and How to Help Them, cycle 2, cont.

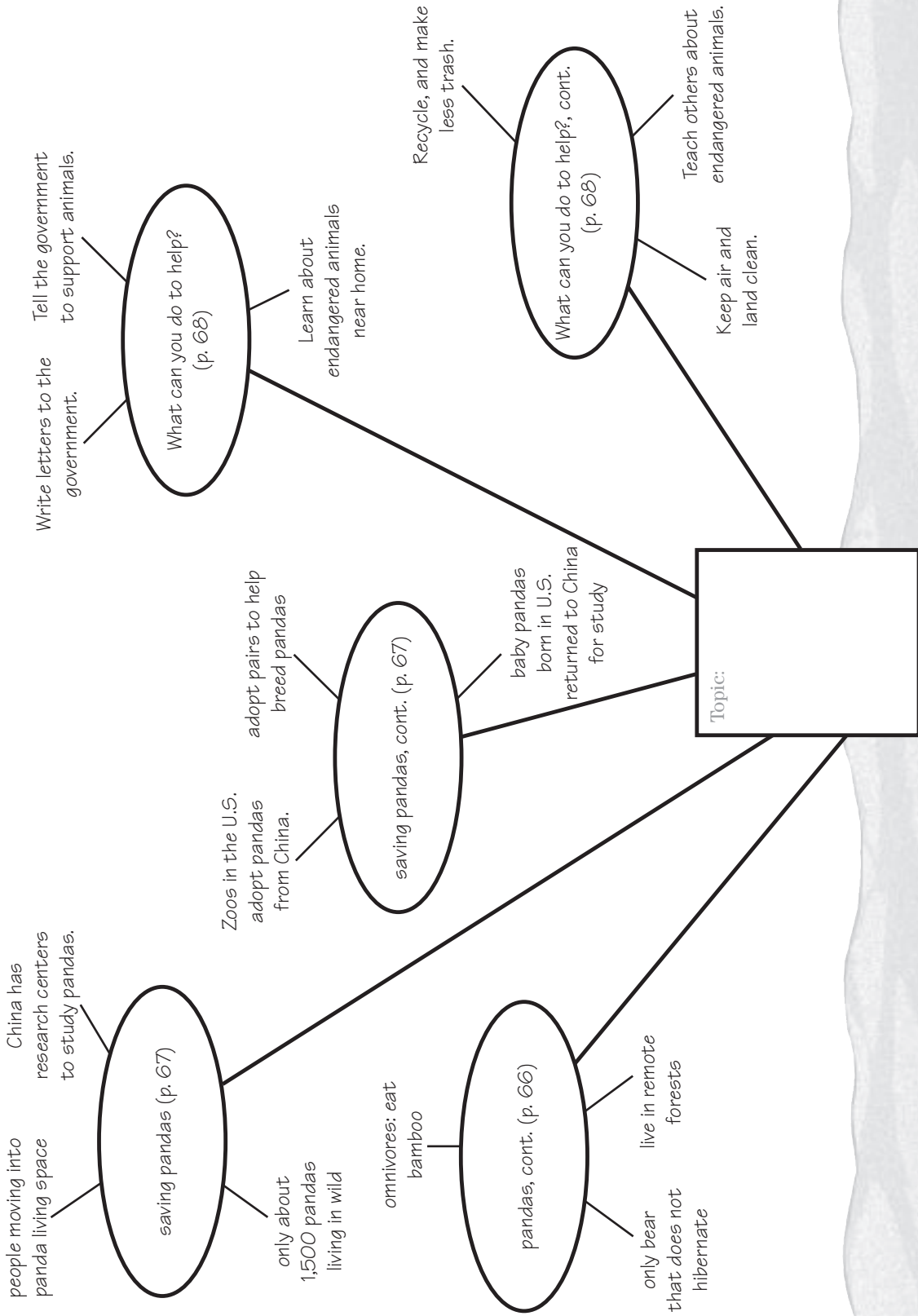
Idea Tree





Animals in Trouble: Endangered Species and How to Help Them, cycle 2, cont.

Idea Tree



Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Animals in Trouble: Endangered Species and How to Help Them*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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The Savvy Reader—Clarifying Level 3

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Clarifying Sticky Situations

DAY 1

Strategy Spies' Challenge

Hi boys and girls,

I used to hate getting stuck on a word. But now that I've learned how to clarify words, I can get myself unstuck! I'll bet you're learning how to clarify too.

I want you to work in teams to clarify how to say the underlined words in sentences 1 and 2. Then see if your team can figure out the meaning of the underlined words in sentences 3 and 4. Don't forget to use your strategy cards!

Your friend,
Sticky

How do you say the underlined words?

1. The migrating geese flew south, where it was warmer.
2. The nightingale lives deep in the forest and sings only at night.

What do the underlined words mean?

3. The robin plucked a worm from the grass and ate it.
4. The nimble cat jumped on the robin before it could fly away.

DAY 2

Strategy Spies' Challenge

Hi boys and girls,

I've been looking over Jack's shoulder as he reads the book about dinosaurs. It's a good book! There are some icky, sticky words in it, but I'll bet you and your partner can figure them out. Take turns reading the sentences in the paragraph below. Stop when you come to a word you don't know. Help each other with strategies to figure out how to say the word or what it means. Use the Clarifying Strategy Card to help you. Remember to reread the sentence to see if you figured out the word. If you and your partner are stuck, put a sticky note on the sticky word.

Your friend,
Sticky

There were two kinds of dinosaurs. Some dinosaurs were plant-eaters or herbivores. The rest were meat-eaters or carnivores. Meat-eating dinosaurs came in many sizes, but their bodies all had a similar shape. All meat-eaters walked and ran on their two hind legs. They had two short arms with claws at the end of their fingers, and a long tail. They looked like very big, scary lizards! The first meat-eating dinosaur was the Eoraptor. It lived 225 million years ago. Most meat-eating dinosaurs were predators that hunted and killed other animals for food. Some were scavengers that ate the predator's leftovers. Plant-eating dinosaurs ate grass or leaves.

DAY 3

Strategy Spies' Challenge

Hi boys and girls,

My, you're getting to be such good clarifiers! Would you be my teammates and help me figure out the underlined words in my book *All About Birds*? Please clarify how to say them and what they mean. I know you can do it if you use your Clarifying Strategy Cards and work with your partners!

Your friend,
Sticky

A large, brown pelican greedily devoured twenty fish. His belly was so full that he couldn't fly!

A peculiar bird is the pelican; its beak can hold more than its belly can!

The heron is a large bird that lives near water. Its wingspan is so wide that it has to perch at the very top of a tree.

Tryouts

Word	Identification Strategy	Definition	Sentence
knack	blend	special talent	After scoring a basket on her first day of basketball practice, Sally knew she had a <i>knack</i> for the game.
replied	base word + ending	answered, responded	Vladimir <i>replied</i> when the teacher asked him a question.
pitch	blend	throw	The catcher waited for his teammate to <i>pitch</i> the ball to him.
exclaimed	chunk	said loudly, shouted	I <i>exclaimed</i> , “What a surprise!” when I received a puppy for my birthday.
nervous	chunk	worried, uneasy	Montel is <i>nervous</i> about the difficult test tomorrow.
extended	chunk	stretched	The little boy <i>extended</i> his arm as far as he could to try to reach the cookies on the counter.
chores	blend	tasks, things that need to be done	Mowing the lawn and sweeping the sidewalk are two of my weekly <i>chores</i> .
approach	chunk	come near	I grew more and more excited to see my grandmother as I watched the plane <i>approach</i> the airport.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 10 (paragraphs 1–5)	Page 10 (paragraphs 1–5) or 12	Page 10 (paragraphs 1–5), 12, or 14 (paragraphs 1–3)

DAY 1

Team Talk

1. What happens because Hector and Mary are best friends? Give examples.
2. Why is Mary excited about the tryouts? Why is Hector excited?
3. What do all the kids in the park have in common?
4. Which answer best matches the meaning of the word *several* on page 7?
 - a. rare
 - b. seldom
 - c. many
 - d. often

Explain why you think so.

DAY 2

Team Talk

1. What is the **first** thing Mary tries to do at tryouts?
 - a. hit the ball
 - b. catch the ball
 - c. throw the ball
 - d. toss the ball
2. Which word below best matches the meaning of the word *soared* on page 9?
 - a. left
 - b. rolled
 - c. landed
 - d. flew

Explain why you think so.

3. Does Mary do well at her baseball tryout? Support your answer.
4. Describe how Hector acts in this section of the story. What does this tell you about him?

DAY 3

Team Talk

1. Why doesn't Hector know why he feels nervous before his tryout?
2. How is Hector's first try at hitting the ball similar to Mary's first try?
3. Which word below best matches the meaning of the word *traded* on page 11?
 - a. sold
 - b. switched
 - c. bought
 - d. moved

Explain why you think so.

4. How is Hector's overall tryout different from Mary's?

DAY 4

Team Talk

1. How is Sunday morning at Hector's house the same as Saturday morning at Mary's house?
2. Describe how Hector's feelings have changed since leaving tryouts on Saturday.
3. Which word below best matches the meaning of the word *rooting* on page 16?
 - a. throwing
 - b. running
 - c. cheering
 - d. listening

Explain why you think so. (Write-On)

4. Write a short summary of what happens in this section.

DAY 6

Writing Prompt

Hector and Mary are good friends. They do everything together. Hector encourages Mary to play baseball, and she helps him practice to make the team. Think about your friends. Write a paragraph that describes what you think makes a good friend. Begin your paragraph with an opening sentence that tells the main idea and three traits you think are important for being a good friend. In the body of your paragraph, provide two details to support each trait that you say is important for being a good friend. Write a closing sentence that restates the main idea of your paragraph. At the end of the lesson, we will collect these paragraphs for a class book called *What Good Friends Are Like*.

Scoring Guide

You wrote a literary response about what makes a good friend.	20 points
You wrote an opening sentence that tells the main idea and three traits you think are important for being a good friend.	10 points
The body of your paragraph provides two details for each trait that you think is important for being a good friend.	10 points each (60 points maximum)
You wrote a closing sentence that restates the main idea of the paragraph.	10 points

Walter's Week

Word	Identification Strategy	Definition	Sentence
shift	blend	time one is at work	My dad works an eight-hour <i>shift</i> at his office.
fortunately	chunk	luckily	Even though I hadn't practiced, <i>fortunately</i> I did well at the track meet.
rotate	chunk	spin, turn	When the wheels <i>rotate</i> , the car goes forward.
trudged	base word + ending	walked slowly and sadly	Jack <i>trudged</i> to the principal's office, knowing he was in trouble.
boarded	base word + ending	climbed on, as a bus or a plane	Martina <i>boarded</i> the plane ten minutes before it took off.
ignore	chunk	pay no attention to	Juan tried to <i>ignore</i> his little brother so he'd go away.
battling	base word + ending	fighting	The squirrels were <i>battling</i> over the last acorn under the tree.
mentioned	base word + ending	spoke about, referred to	The movie star <i>mentioned</i> her parents in her speech.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 25 (paragraphs 1 and 2)	Page 25 (paragraphs 1 and 2) or 27 (paragraphs 1 and 2)	Page 25 (paragraphs 1 and 2), 27 (paragraphs 1 and 2), or 30 (paragraphs 1 and 2)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What does Walter's brother mean when he says things are going "smashingly" on page 21? Support your answer. (Write-On) 2. What kind of mood is Walter in during breakfast? 3. What happens right after breakfast? <ol style="list-style-type: none"> a. Walter misses his bus. b. Walter has more orange juice. c. Walter eats more eggs. d. Walter talks about baseball. 4. Which word or phrase best describes how things go for Walter throughout the day? <ol style="list-style-type: none"> a. happily b. very well c. poorly d. very slowly <p>How can you tell?</p>
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Why is Walter's neck sore? 2. What does the following sentence from page 26 mean: "The sooner I started my day, the sooner it would be over"? Support your answer. (Write-On) 3. How does Walter feel about having to sit next to Tommy "Doogie" Dorsey? How can you tell? 4. Walter misses his favorite program because— <ol style="list-style-type: none"> a. another show is on instead. b. his parents won't let him watch it. c. it's on past his bedtime. d. he has too much homework to do.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.</p> <p>1. glancing 2. refusing 3. sharing 4. striking</p>
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Building Meaning	shift	fortunately	rotate	trudged
	boarded	ignore	battling	mentioned
<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Draw a picture to show your understanding of the word <i>boarded</i>. 				

DAY 3

Team Talk	<ol style="list-style-type: none"> Walter always lines up near the end of the line in class because of— <ol style="list-style-type: none"> his age. his height. his first name. his last name. Explain why Walter cannot see the tigers. What does Walter mean when he thinks to himself, “It’s Monday and Tuesday all over again,” on page 29? Support your answer. What does the following phrase from page 29 mean: “I try to look on the bright side of things”? Support your answer. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.</p> <ol style="list-style-type: none"> tangled blindly voting exploding
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Building Meaning	shift	fortunately	rotate	trudged
	boarded	ignore	battling	mentioned
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. My dog got filthy after he <u>trudged</u> through the deep mud. <i>Trudged</i> means— <ol style="list-style-type: none"> hopped quietly. skipped slowly. moved quickly. walked slowly. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Does Walter enjoy his breakfast on Thursday? Support your answer. What does the following phrase from page 30 mean: “a dirty look that made him change his tune right quick”? Support your answer. (Write-On) Why does Walter compare himself with Dr. Prime? What does Walter do just before dinner on Thursday? <ol style="list-style-type: none"> He watches the Super Rangers. He writes about his terrible week. He spends time with his dad. He works on his report about koalas.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.</p> <p>1. hired 2. slowly 3. improving 4. sloping</p>
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Building Meaning	shift	fortunately	rotate	trudged
	boarded	ignore	battling	mentioned
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>The blades of the fan _____ when the fan is turned on.</p>			

DAY 6

Writing Prompt	<p>Walter has a terrible Monday, Tuesday, Wednesday, and Thursday. Nothing seems to go right for him! Pick one of these terrible days, and rewrite the story so Walter has a wonderful day instead. Since Walter will have a wonderful day, give him a new problem to solve. Choose at least three events from his day, and change them so his day goes well instead of badly. Think about how one of these new events might solve Walter's problem. The setting and characters in your rewritten day should not be different from the original story, but different things may happen. Remember to write your ideas in complete sentences.</p>
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Scoring Guide	You rewrite a day from <i>Walter's Week</i> to be wonderful instead of terrible.	15 points
	You give Walter a new problem to solve.	15 points
	You change at least three events in the story to make his day wonderful.	20 points each (60 points maximum)
	Your story is written in complete sentences.	10 points

Eyesight: You've Got to See This!

Word	Identification Strategy	Definition	Sentence
explore	chunk	study	Nino's mother is a scientist who likes to <i>explore</i> different areas of Earth science.
sheer	blend	see-through	The thin curtains were <i>sheer</i> , so they still let a lot of light into the room.
appear	chunk	seem	These streets <i>appear</i> strange to me even though I know I've been here before.
transmits	chunk	sends	When you make a phone call, the telephone wire <i>transmits</i> your voice from one phone to the other.
mismatched	base word + ending	not in agreement	Carley was embarrassed when she realized that she wore a pair of <i>mismatched</i> shoes to school.
recent	c = /s/ chunk	of late	In <i>recent</i> days, there has been a lot of rain, but usually it is very dry here.
progresses	base word + ending	goes forward	As the basketball team <i>progresses</i> through the season, they will get better and better.
protect	chunk	guard	Fred wore thick gloves to <i>protect</i> his hands while he trimmed the thorny bush.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 46 (paragraphs 1 and 2)	Page 46 (paragraphs 1 and 2) or 43	Page 46 (paragraphs 1 and 2), 43, or 48 (paragraph 1)

DAY 1

Team Talk

1. How do we know things exist even when our eyes are closed?
2. How does the text feature on page 42 help you understand the main idea of the text?
3. What conclusion could you draw if objects appear blurry to you?
 - a. The object is too far away to see clearly.
 - b. The object is actually very fuzzy.
 - c. The lens in your eye isn't working correctly.
 - d. The eye can't see through smog.
4. Pages 43 and 44 (paragraph 1) are mainly about—
 - a. how the parts of the eye work.
 - b. how to pronounce the word *sclera*.
 - c. why we see upside down.
 - d. why signals are sent to the brain.

What clues led you to this main idea? (Write-On)

DAY 2

Team Talk

1. How is being color blind different from being blind?
2. What did people do **before** eyeglasses were invented?
 - a. They had their vision corrected with surgery.
 - b. They wore contact lenses.
 - c. They just dealt with their poor vision.
 - d. They kept their eyes shut.
3. Page 48 is mainly about—
 - a. picking out perfect sunglasses.
 - b. avoiding playing rough sports.
 - c. the amount of television you watch.
 - d. protecting your eyes and vision.

What clues led you to this main idea? (Write-On)

4. Look at the top picture on page 48. How does it show someone protecting his or her eyes?

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. I wanted some _____ and quiet while I fished, so I took my _____ and fishing pole to the other side of the pond.
 - a. piece, bate
 - b. peace, bait
 - c. piece, bait
 - d. peace, bate
2. Salome wanted to _____ a dress for her _____.
 - a. so, ant
 - b. sew, aunt
 - c. sew, ant
 - d. so, aunt

explore

sheer

appear

transmits

mismatched

recent

progresses

protect

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Choose the word that best fits in the blank.
 Vinny was so tired in the morning that he didn't realize his socks were _____ until his mother told him at breakfast.

DAY 3

1. Why do you think the cornea has to be a sheer covering on the eye? Support your answer.
2. How does the picture on page 43 help you understand what happens to images when they reach the retina?
3. What happens to the iris when too much light hits it?
 - a. It tightens and makes your pupil appear smaller.
 - b. It forces your eye to close for protection.
 - c. It changes color and becomes light blue.
 - d. It loosens and makes your pupil appear larger.
4. Pages 43 and 44 are mainly about how the eye works. Which of the following is a detail that tells more about this main idea?
 - a. Your pupils turn objects upside down.
 - b. The retina receives images that are upside down.
 - c. Light bounces off the iris back onto the object.
 - d. The lens helps turn images right side up.

Tell two more details that support this main idea. (Write-On)

Skill Practice	<p>Read each sentence below. Choose the pair of words that makes the sentence correct.</p> <p>1. My favorite _____ to hear at bedtime is the story about the slow tortoise and fast _____.</p> <p>a. tail, hair b. tail, hare c. tale, hair d. tale, hare</p> <p>2. Bruce knew he wasn't _____ in his dad's office, but he couldn't help _____ into it when his dad wasn't home.</p> <p>a. allowed, peeking b. aloud, peeking c. allowed, peaking d. aloud, peaking</p>
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Building Meaning	explore	sheer	appear	transmits
	mismatched	recent	progresses	protect
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>“As the year _____, we will move on from adding and subtracting to multiplying and dividing,” Mr. Farmer said.</p>			

DAY 4

Team Talk	<p>1. What could be an effect of being color blind?</p> <p>a. You might need to use a service animal to help you see. b. You might wear a mismatched outfit to school. c. You might not be able to see more than light or shadows. d. You might need laser surgery to correct it.</p> <p>2. How do people's opinions about using laser surgery to correct vision problems differ?</p> <p>3. Page 48 is mainly about protecting your eyes and vision. Which of the following is a detail that tells more about this main idea?</p> <p>a. You only need to wear glasses when you want to. b. Playing video games gives your eyes a good workout. c. You should shade your eyes with sunglasses or a hat. d. There is not a lot you can do to protect your eyes.</p> <p>Tell two more details that support this main idea. (Write-On)</p> <p>4. Summarize what you learned in <i>Eyesight: You've Got to See This!</i> Use your idea tree to help you identify main ideas and supporting details.</p>
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Skill Practice	<p>Read each sentence below. Choose the pair of words that makes the sentence correct.</p> <p>1. Be careful not to _____ the toy, or the bell will no longer _____ inside it.</p> <p>a. brake, ring b. break, wring c. break, ring d. brake, wring</p> <p>2. You should always fold your _____ neatly instead of _____ them up in a ball.</p> <p>a. close, role b. clothes, role c. close, roll d. clothes, roll</p>
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Building Meaning	explore	sheer	appear	transmits
	mismatched	recent	progresses	protect
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>T. K. wanted to _____ the old barn to see what he could find in it, but his dad said it wasn't safe.</p>			

DAY 6

Writing Prompt	<p>The text this cycle is about eyesight, one of the five senses. Write a descriptive paragraph about one of the other four senses—hearing, smell, taste, or touch. Begin your paragraph with an opening sentence that tells what sense you are describing and why it is important. Write three details about this sense and what it allows you to do or three details about what you could not do without this sense. Tell what your favorite thing to hear, smell, taste, or touch is. You should include a closing sentence that restates the main idea. At the end of the lesson, the class will find out which sense is the class's favorite.</p>
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Scoring Guide	You wrote a descriptive paragraph about the sense of hearing, smell, taste, or touch.	20 points
	Your paragraph begins with an opening sentence that tells what sense you are describing and why it is important.	10 points
	You write three details about what this sense allows you to do or what you could not do without this sense.	15 points each (45 points maximum)
	You tell what your favorite thing to hear, smell, taste, or touch is.	15 points
	Your paragraph ends with a closing sentence that restates the main idea.	10 points

Animals in Trouble: Endangered Species and How to Help Them

Word	Identification Strategy	Definition	Sentence
spurts	base word + ending	short bursts	The water came out in short <i>spurts</i> as Joe turned the faucet on and off quickly.
perish	chunk	die, vanish	Tanya knew the pigeons in the park would <i>perish</i> if the trees were cut down.
mature	chunk	fully grown, adult	The puppy weighed less than a pound when it was born, but now that it's <i>mature</i> , it weighs sixty pounds.
flock	blend	group, usually of birds	The <i>flock</i> of penguins sat on the iceberg, waiting to dive into the water together.
scan	blend	search	The teacher asked me to <i>scan</i> my paper for mistakes before I handed it in.
grave	blend	serious	Cindy knew her team was in <i>grave</i> danger of not going to the championship if they could not raise enough money to play.
project	chunk	plan	The company started working on the <i>project</i> to build a new dam across the river.
release	chunk	let go	The animal officers will <i>release</i> the bear by opening its cage in a new part of the forest.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 57 (paragraphs 2 and 3)	Page 57 (paragraphs 2 and 3) or 54 (paragraphs 1 and 2)	Page 57 (paragraphs 2 and 3), 54 (paragraphs 1 and 2), or 59 (paragraphs 2 and 3)

DAY 1

Team Talk

1. What is the main idea of page 52? What clues let you know this?
2. What has Florida done to help the panthers?
3. The word *scavenger* describes birds that—
 - a. eat only fresh plants.
 - b. eat other dead animals.
 - c. hunt other live animals.
 - d. hide among green plants.

How did you figure this out? (Write-On)

4. Condors most likely live in deserts because—
 - a. they don't like living in busy cities or suburbs.
 - b. desert weather is comfortable.
 - c. they don't need a lot of water.
 - d. many animals die in the hot, dry environment.

DAY 2

Team Talk

1. What is the main idea of page 57? What clues let you know this?
2. Which of the following means the same as the word *captured* on page 58?
 - a. chased
 - b. let go
 - c. caught
 - d. ran from

How did you figure this out? (Write-On)

3. Is the statement “The bald eagle is a beautiful bird,” a fact or an opinion? Support your answer.
4. What do eagles, hawks, falcons, and owls all have in common?
 - a. They all eat fish from rivers.
 - b. They all have bald heads.
 - c. They are all birds of prey.
 - d. They are all national symbols.

Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. smock
2. blocky
3. rocket
4. hammock

Building Meaning	spurts	perish	mature	flock
	scan	grave	project	release
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Choose the word that best fits in the blank.</p> <p>My class is raising a caterpillar, and we plan to _____ it outside when it becomes a butterfly.</p>				

DAY 3

Team Talk	<p>1. What are two details that support the main idea of Florida panthers on page 52?</p> <p>2. Which of the following means the same as the word <i>range</i> on page 52?</p> <p>a. sight line</p> <p>b. distance</p> <p>c. average</p> <p>d. living area</p> <p>How did you figure that out? (Write-On)</p>
	<p>3. How does the text box on page 54 help you better understand condors and their lifestyle?</p> <p>4. Which of the following is a reason condors were dying?</p> <p>a. They were being poisoned by lead.</p> <p>b. They ate rotting food and got sick.</p> <p>c. People captured them to keep as pets.</p> <p>d. People started living in their trees.</p>

Skill Practice	<p>Write the words in your journal. Then draw a fish above the word families, and read each word.</p>
	<p>1. span 2. stocking 3. locket 4. plan</p>

Building Meaning	spurts	perish	mature	flock
	scan	grave	project	release
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>Unlike other plants, a cactus won't _____ if it doesn't get much water.</p>				

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Provide two details that support the main idea of hunting wolves. 2. What has happened to wolves because of the wolf project? <ol style="list-style-type: none"> a. They have been hunted again. b. Their numbers have increased. c. They have taken over the country. d. They have been returned to Canada. 3. Which of the following means the same as the word <i>diet</i> on page 59? <ol style="list-style-type: none"> a. what something eats b. how something flies c. where something lives d. when something sleeps <p>How did you figure this out? (Write-On)</p> 4. Summarize the text using your graphic organizer.
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Skill Practice	<p>Write the words in your journal. Then draw a fish above the word families, and read each word.</p> <p>1. frock 2. tan 3. chock 4. fanned</p>
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Building Meaning	spurts	perish	mature	flock
	scan	grave	project	release
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. Our family _____ was to clean out and organize the messy garage. 			

DAY 6

Writing Prompt	<p>Create an encyclopedia entry for an animal not mentioned in <i>Animals in Trouble: Endangered Species and How to Help Them</i>. Begin your entry with a heading that tells the name of the animal. Then write the body of your entry, providing five facts about the animal. For example, consider providing information about what the animal looks like, where it lives, what it eats, how it moves, or what enemies it has. You can include other facts you may know about the animal. Remember to write your ideas in complete sentences. If you have time, draw a picture of your animal to go with your entry. At the end of the lesson, the class can create its own encyclopedia of animals.</p>
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Scoring Guide	You created an encyclopedia entry for an animal you know about.	25 points
	Your entry begins with a heading.	10 points
	The body of your entry contains five facts about the animal.	12 points each (60 points maximum)
	The encyclopedia entry is written in complete sentences.	5 points

Animals in Trouble: Endangered Species and How to Help Them

Word	Identification Strategy	Definition	Sentence
banned	base word + ending	made illegal	Jack's mom <i>banned</i> pets from the house, so he couldn't have a dog.
preserved	base word + ending	protected	I <i>preserved</i> my good grades by making sure I studied hard.
power	chunk	give energy to	Eating an apple will help <i>power</i> you through your day.
awful	chunk	terrible	The flood caused <i>awful</i> problems for people because it ruined their crops.
coasts	base word + ending	areas of land bordering oceans	With oceans on both sides, the United States has east and west <i>coasts</i> .
major	chunk	very important	Exercise is a <i>major</i> part of staying in good health.
experts	base word + ending	people with special knowledge about something	Millie's parents studied for years to become <i>experts</i> in plant science.
pairs	base word + ending	groups of two	I have three <i>pairs</i> of shoes, and they're all black.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 65 (paragraphs 2 and 3)	Page 65 (paragraphs 2 and 3) or 63 (paragraphs 3–5)	Page 65 (paragraphs 2 and 3), 63 (paragraphs 3–5), or 68 (paragraphs 1–3)

DAY 1

Team Talk

1. What effect has banning DDT had on people in the United States?
 - a. They killed more eagles than ever before.
 - b. They became hungrier since bugs destroy crops.
 - c. They stopped protecting forests for eagle families.
 - d. They created different ways to kill bugs.
2. On page 61, the author writes, “The bald eagle is rebounding.” What does that mean? How did you figure that out? (Write-On)
3. What is the main idea of page 62? What clues help you figure this out?
4. Which of the following has helped both eagles and whales?
 - a. banning DDT
 - b. oil spills
 - c. passing laws
 - d. protecting nests

DAY 2

Team Talk

1. How is the Javan rhinoceros different from the other types of rhinoceroses?
 - a. It is the only one with a horn.
 - b. It has thinner skin than the others.
 - c. It is in the biggest trouble.
 - d. It breeds the best in captivity.
2. On page 65, the author says that hopefully experts will soon “figure something out.” What does that mean? How can you tell? (Write-On)
3. Why is it difficult to find pandas in the wild?
 - a. They live in thick forests in the mountains.
 - b. They are very well camouflaged and hide.
 - c. They are shy and stay away from people.
 - d. They are very small and difficult to see.
4. What is the main idea of page 67? What clues help you figure this out?

Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

1. except 2. appear 3. indeed 4. enter

Building Meaning	banned	preserved	power	awful
	coasts	major	experts	pairs
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Choose the word that best fits in the blank.</p> <p>Hattie _____ her stash of chocolate by hiding it in a place her sister could not reach.</p>			

DAY 3

Team Talk	<p>1. How do you think people find out if there are eagles living in the forest that they want to cut down? Support your answer.</p> <p>2. The purpose of the text box on page 61 is to—</p> <ol style="list-style-type: none"> inform. entertain. convince. question. <p>3. Which of the following is a detail that supports the main idea of humpback whales on page 62?</p> <ol style="list-style-type: none"> Whales need to breathe air to live. Humpback whales sing beautiful songs. Whales breaking the surface to breathe are a sight. People enjoy hearing humpback songs. <p>4. On page 63, the author writes, “Things are looking up for the whales.” What does that mean? How did you figure that out? (Write-On)</p>
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Skill Practice	<p>Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.</p> <p>1. oppose 2. although 3. escape 4. invite</p>
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Building Meaning	banned	preserved	power	awful
	coasts	major	experts	pairs
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>Wilfred’s mom always buys him several _____ of gloves at the beginning of winter because she knows he will lose them.</p>			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Why do zoos want to have pairs of pandas? <ol style="list-style-type: none"> a. They don't want the pandas to get lonely. b. They want the pandas to breed and have babies. c. Pandas always live in pairs in the wild. d. It is easier to count the pandas if there are two. 2. Who are Tai Shan and Mei Lan? How do you know? 3. On page 68, the author says, "There are many things you can do to lend a hand." What does this mean? How did you figure it out? (Write-On) 4. Summarize the text using your graphic organizer.
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Skill Practice	<p>Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.</p> <ol style="list-style-type: none"> 1. extra 2. carrot 3. merchant 4. apply
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Building Meaning	banned	preserved	power	awful
	coasts	major	experts	pairs
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. A _____ part of learning to play baseball is always keeping your eye on the ball. 			

DAY 6

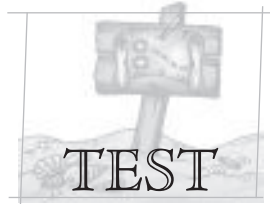
Writing Prompt	<p>Choose one of the animals you learned about in <i>Animals in Trouble: Endangered Species and How to Help Them</i> and write a letter to a friend or family member about this animal. You want to persuade your friend or family member that it is important to protect this animal. Tell your friend or family member what animal you are interested in protecting. Provide three reasons you think this animal should be protected. Remember to include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).</p>
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Scoring Guide	You wrote a letter to a friend or family member about one of the animals in the text.	25 points
	You tell your friend or family member what animal you are interested in protecting.	10 points
	You provide three reasons you think it is important to protect this animal.	15 points each (45 points maximum)
	You include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).	20 points

Table of Contents

The Savvy Reader—Clarifying Level 3

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Comprehension Questions

Read *Grizzly Bears*, and answer the following questions.

Grizzly Bears

Grizzly bears live in the northwestern United States and Alaska. These huge creatures can grow to more than 1,000 pounds! They are usually a shade of brown in color. They have a big hump of muscle on their shoulders. The hump gives them strength in their paws to do things like dig dens. Grizzlies use dens to hibernate in and raise their cubs. Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose. Grizzlies often live for more than twenty years.

Grizzlies are threatened in the northwestern United States. This means they could be endangered one day. In some parts of Alaska, grizzlies are already endangered. The biggest threat to grizzlies is poaching, when people kill bears illegally. Many organizations work to save the bears and stop illegal hunting.

1. While reading, you should use a sticky note—
 - a. to mark something you don't understand.
 - b. to mark a repeated word.
 - c. when your teacher tells you to.
 - d. to mark an exciting part.
2. When you chunk a word to pronounce it, you—
 - a. skip over the word.
 - b. ask your partner to pronounce it.
 - c. break the word into parts and pronounce each part.
 - d. put a check on the sticky note.
3. If a clarifying strategy does not work, you should—
 - a. tell the teacher.
 - b. ask your partner.
 - c. try another strategy.
 - d. skip the word.

4. “Grizzlies use dens to hibernate in and raise their cubs.” The word *hibernate* means—
- a. play.
 - b. sleep.
 - c. hunt.
 - d. swim.

Circle the strategies you used to figure out the meaning of *hibernate*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

5. “Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose.” The word *omnivores* means—
- a. eating some.
 - b. eating one.
 - c. eating none.
 - d. eating both.

Circle the strategies you used to figure out the meaning of *omnivores*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

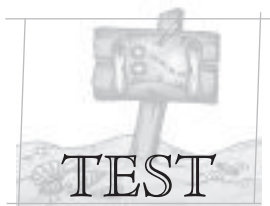
6. “Grizzlies are threatened in the northwestern United States.” The word *threatened* means—
- a. safe.
 - b. in danger.
 - c. protected.
 - d. harmless.

Circle the strategies you used to figure out the meaning of *threatened*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

7. Why is it important to stop reading when you don’t understand something?

8. How can rereading a confusing part help you understand it?



Comprehension Questions

Read pages 17 and 18 of *Tryouts*, and answer the following questions.

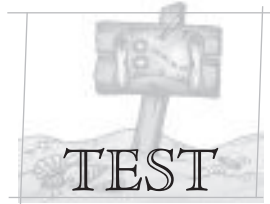
- Which of the following is not something that happens because Hector and Mary are best friends?
 - They spend time together.
 - They play basketball together.
 - They walk to school together.
 - They try out for baseball together.
- Compare and contrast Mary's tryout and Hector's first tryout. How are they the same? How are they different?

3. Which word below best matches the meaning of the word *striking* on page 17?

- leaving
- throwing
- quitting
- hitting

Explain why you think so.

- Does Hector's practice help him in the end? Support your answer.
- What do you think Hector means when he says, "I already have a great coach," at the end of the story? Support your answer.



Comprehension Questions

Read pages 33–35 of *Walter's Week*, and answer the following questions.

1. Tell why Walter misses the tigers at the zoo.
 2. What does Walter mean when he says he gives Doogie a “dirty look that made him change his tune right quick”? Support your answer.
 3. How are the first two paragraphs on page 33 the same as the first two paragraphs on page 21? How are they different?
 4. What happens at the end of *Walter's Week*? How does Walter feel about it? Explain your answer.
5. What does the following phrase from page 35 mean: “Go figure”? Support your answer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

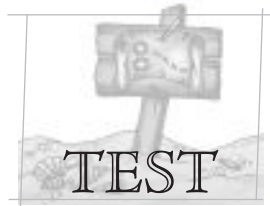
Write each word. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. changed
2. grading
3. melted
4. trading

Building Meaning

shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

5. Write a meaningful sentence for the word *trudged*.
6. Jesse had to work the late _____ at work for three days in a row.
7. Fortunately, I did not get a flat tire when I ran over the broken glass. *Fortunately* means—
 - a. likely.
 - b. luckily.
 - c. quietly.
 - d. rudely.
8. Nina thought the wheels on her scooter would rotate better if she oiled them. *Rotate* means—
 - a. turn.
 - b. skip.
 - c. stop.
 - d. chew.
9. In the movie, the humans were _____ the aliens to stop them from taking over the earth.
10. Oscar had to run to catch his flight and _____ the plane just in time for takeoff.
11. Jenna had to ignore the sound of the traffic outside so she could enjoy reading her book. *Ignore* means—
 - a. pay much attention to.
 - b. pay some money to.
 - c. pay no attention to.
 - d. pay on another day.
12. Ms. Wallace _____ growing up in the country when she told us about her life.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Taste this!

Our sense of taste lets us enjoy the sweetness of a cupcake or the tartness of lemonade. We taste things because our tongues are covered with more than 10,000 taste buds. When we eat, our taste buds receive information from the food. They tell us whether the food is sweet, sour, salty, or bitter.

Our sense of taste can go bad. When you burn your tongue with hot liquids, you hurt the taste buds. Foods might not taste good until the taste buds heal. As we grow older, the cells that make up taste buds aren't replaced as quickly. Foods might not taste as good as they did when we were younger.

Source: Eric H. Chudler, Ph.D., University of Washington (faculty.washington.edu/chudler/tasty.html)

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to persuade the reader to eat salty foods
 - b. to inform the reader about the sense of taste
 - c. to explain how taste affects our health
 - d. to compare our senses of taste and hearing

How do you know?

- | |
|------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 3. What details support the idea that our sense of taste can go bad? |
|------------------------------------------------------------------------------------------------------------------------|

4. Summarize the text using information from your graphic organizer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

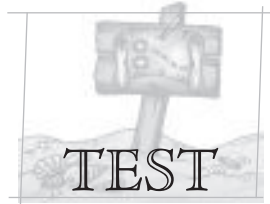
Read each sentence below. Choose the pair of words that makes the sentence correct.

1. It wasn't nice of Carter to _____ Sam for wearing a shirt that Sam thought was _____ but was really pink.
 - a. tees, read
 - b. tees, red
 - c. tease, read
 - d. tease, red
2. "Who would like to come to the _____ in front of the classroom and _____ everyone's ideas neatly with chalk?" Ms. Jones asked.
 - a. bored, right
 - b. board, right
 - c. board, write
 - d. bored, write
3. Elian _____ his snowball at the first tree that he walked _____ instead of at his little sister.
 - a. threw, by
 - b. threw, buy
 - c. through, buy
 - d. through, by
4. Isaac's dad was proud that his _____ would never need a _____ to help him clean because Isaac was so neat.
 - a. sun, maid
 - b. son, made
 - c. son, maid
 - d. sun, made

Building Meaning

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

5. Write a meaningful sentence for the word *sheer*.
6. The _____ weather has been perfect for spending the day at the beach, but I still check the forecast every day to make sure.
7. The scientist created a machine that transmits a person's dreams onto a television screen. *Transmits* means—
- creates.
 - sends.
 - jumbles.
 - replies.
8. Randi thought her _____ purple and yellow shoes made her look unique and fun.
9. A forest ranger's job is to protect wild animals and plants from harm. *Protect* means—
- attack.
 - stitch.
 - guard.
 - plow.
10. "I know you feel bad now, but as your cold _____, you'll start to feel better and back to normal," Dr. Bender explained.
11. Gregorio's dream job would be to explore other planets for signs of life. *Explore* means—
- study.
 - explode.
 - ignore.
 - mold.
12. "These cookies _____ to be normal, but I can't trust my sister not to trick us," Jeremiah said.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Black-footed ferrets are in trouble. These ferrets lived in grasslands in the west. They mainly ate prairie dogs. When settlers moved there, they changed the ferrets' home. Farmers killed prairie dogs with poison. Ferrets died from eating sick prairie dogs.

Scientists thought all the black-footed ferrets were gone. They were surprised when a dog brought a ferret home. Scientists found the ferret's colony. They took the last eighteen ferrets out of it. They began raising ferrets in zoos. Scientists want the ferrets to live in their real home. They have started ferret colonies. Now there are more than 1,000 black-footed ferrets living in the wild.

Source: www.blackfootedferret.org

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to entertain me with stories about prairie dogs
 - b. to persuade me to release ferrets into the wild
 - c. to show me how cute ferrets are in real life
 - d. to inform me about why ferrets are in trouble

How do you know?

- | |
|--------------------------------------------------------------------------------------------|
| 3. What is the meaning of the word <i>colony</i> in the text? How did you figure that out? |
|--------------------------------------------------------------------------------------------|

4. Summarize the text using information from your graphic organizer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

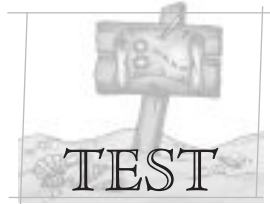
Write the words. Then draw a fish above the word families.

1. woman
2. flocking
3. dustpan
4. headlock

Building Meaning

spurts	perish	mature	flock
scan	grave	project	release

5. Write a meaningful sentence for the word *perish*.
6. Hector and his brother decided that summer was the perfect time to finish their go-cart project.
Project means—
 - a. plan.
 - b. mistake.
 - c. award.
 - d. chart.
7. Lela realized she made a _____ mistake when she blamed her best friend for stealing her toy without any proof.
8. Carlos knew fall was coming when he saw the large flock of birds flying south. *Flock* means—
 - a. beat.
 - b. flight.
 - c. group.
 - d. color.
9. Tina decided to end her walk early when short _____ of rain soaked her to the bone.
10. I always keep my dog on a leash until we get to the dog park where it is safe to release him in the fenced-in space. *Release* means—
 - a. listen to.
 - b. run to.
 - c. take in.
 - d. let go.
11. A tomato isn't fully _____ until it is bright red and is easy to pull off the vine.
12. Theresa likes to scan the beach to see if she can find new shells for her collection. *Scan* means—
 - a. miss.
 - b. search.
 - c. hear.
 - d. steal.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

The Endangered Species List

People living in the United States wanted to help animals. They got the government to pass a law. This helped scientists make a list of animals in trouble. These animals get special help. People cannot hunt these animals. They cannot hurt the homes of the animals. There are more than 500 animals from the United States on the list.

Scientists make programs to help these animals live. They make sure the animals have good food. They make sure their homes are safe. Animals can get off the list. When this happens, it means they are in good shape. They are safe from disappearing. Then we can help the next animal on the list.

Source: www.fws.gov/

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to persuade me to get on the endangered species list
 - b. to explain how animals get on the endangered species list
 - c. to inform me about the endangered species list
 - d. to entertain me with stories about endangered species

How do you know?

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 3. The passage says that when an animal is removed from the list, it means it is in “good shape.” What does this mean? How did you figure this out? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Summarize the text using information from your graphic organizer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write the words. Then chunk each word by drawing a paddle between the word parts.

1. tender 2. object 3. ostrich 4. upset

Building Meaning

banned	preserved	power	awful
coasts	major	experts	pairs

5. Write a meaningful sentence for the word *coasts*.
6. Alexi was _____ from bringing animals to show and tell after he brought in his pet snake and scared all the girls.
7. Cornelia felt awful after she knocked over the city her brother made with building blocks. *Awful* means—
- terrible.
 - wonderful.
 - amazing.
 - content.
8. Vickie knew that eating a pasta dinner and salad would _____ her legs for the race the next day.
9. Listening to your voice and correcting notes is a major part of singing well. *Major* means—
- minor.
 - least important.
 - very important.
 - little.
10. Lamont owns three _____ of shoes, but the blue ones are his favorite, and he wears them every day.
11. Jodie preserved his crop of tomatoes by putting netting around the plants so the deer couldn't eat them. *Preserved* means—
- exposed.
 - protected.
 - lost.
 - sold.
12. Leading dental _____ believe that people should brush their teeth twice a day.