Predicting

Level 3

Teacher Edition, Student Edition, and Student Test

Reading Wings 4th Edition

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.

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The Savvy Reader—Predicting

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LITERATURE (5 DAY)

Predicting with the Whales

The Savvy Reader—Predicting, A Collection of Readings, pages 1–22
Success for All Foundation, 2011

Summary

A new student has arrived at Bayside Elementary. Nick's family moved to Bayside from a big city, and Nick is still adjusting to life in the small fishing town on the Chesapeake Bay. He's had some adjustments to make at school too. Nick knows how to clarify unfamiliar words in a story, but, unlike the Bayside students, he hasn't learned how to make predictions.

Nick's teacher arranges for him to get help from his classmates on the Whales team: Josh, Molly, Tara, and Sam. Working with the Whales might be just what Nick needs to make new friends and learn the predicting strategy. Besides, one of the main characters in the story they're reading is a dolphin, and the Whales know a lot about animals that live in the bay. Of course, Nick has background knowledge too. In fact, Nick and the Whales will find out that by sharing what they know, they all learn more from a story.

Your students will enjoy learning how to predict along with Nick. They'll have fun discovering how predicting can improve their understanding of a story.

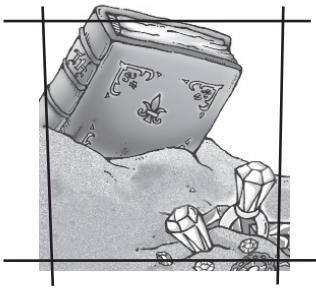
Instructional Objectives

	Reading
CYCLE 1	**Predicting (PR)**
	Students will learn that predicting—using their background knowledge and clues in the text to develop ideas about what's ahead—can improve their understanding of literature.

Teacher's Note: Predicting with the Whales is a five-day cycle that introduces students to the predicting strategy. It does not follow the standard structure of a Targeted Treasure Hunt.

Preparation

- You will need the Savvy Reader media DVD (print customers only), *The Savvy Reader—Predicting, A Collection of Readings*, a Predicting Strategy Card for each partnership, and journals for writing activities.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Success Review and Keeping Score TP

Teacher's Note: This cycle does not contain Fluency in Five, Word Power, meaningful-sentence challenge scores, or Adventures in Writing. Ask students to set goals in other areas.

- 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 that the questions on the Student Test relate to predicting.

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 reading objective.

  This cycle you will learn learn what a prediction is and how to use information in the text features to predict what a story is about.

- 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.

- Use the items below to build or activate background knowledge about the story.

  - Use **Team Huddle** to have students discuss a time when they tried to guess something about the future. What did you try to guess? Why were you trying to guess it? Did you guess correctly? Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to ask students whether they can think of any jobs that people have where they have to guess or make predictions about what will happen in the future. Use **Random Reporter** to select students to share.

  - Use **Think-Pair-Share** to have students discuss what they think it takes to make a good guess or prediction about an upcoming event. Do they think they are good at predicting what happens next? Randomly select a few students to share.

Using the Targeted Skill (Introduction and Definition)

- Introduce predicting. Use **Think-Pair-Share** to have students make predictions. Randomly select a few students to share.

  We're going to learn a strategy called predicting. Predicting can help us understand literature. Literature is stories. Predictions are guesses about what might happen in a story—like what will happen to the characters, how the story problem will be resolved, or how the story will end.

  I'll bet you already know how to predict. We predict all the time in our everyday lives. For example, if you went to the library and saw a book that was written by your favorite author, you might predict you'd enjoy reading the book.

  When we make predictions, we use clues. A clue is a piece of information. Seeing your favorite author's name on the book was a clue that you'd enjoy reading the book.

  Let's make a prediction right now. Let's pretend that you have a dog named Spike.

  Spike is a very friendly dog. The only time you have ever heard Spike bark is when he sees the garbage truck. Every time he sees the garbage truck, Spike barks. On your way home today, you see a garbage truck coming down the street. What do you predict will happen? Think about it. Now talk about your prediction with your partner. Listen to students' predictions. Example: Spike will bark. **What clue helped you make that prediction?** *Seeing the garbage truck coming down the street.* **What do you know about Spike that made you predict he would bark?** *Spike always barks at the garbage truck.* **Right! You predicted what would happen by combining a clue—seeing the garbage truck—with something you know about Spike. How would you know if your prediction came true?** *If you heard Spike bark at the truck.* **If something that you predicted would happen, did happen, you'd know your prediction came true.**

  Good readers make predictions too. They think about what they're reading. They ask themselves what might happen next. They look for

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clues. Sometimes, they find a clue in the title. Sometimes they find a clue in something a character said or did. Then they read on to find out whether their predictions come true. Predicting is fun! When we predict, we think more about what we're reading. And thinking about a story can help us understand it better. I'll bet predicting will make us even better readers.

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-1

Team Talk

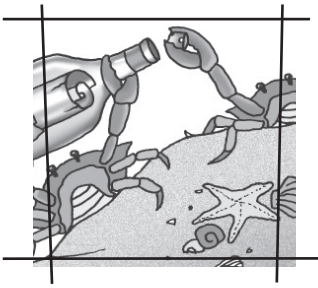
1. According to Nick what is a prediction?
2. How do Nick and the Whales predict what *Sillie to the Rescue* will be about?
3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?
4. What is your prediction about the story? Explain your clues. (Write-On)

- Randomly assign team leaders.
- Introduce the video.

The DVD we're about to watch will introduce us to a boy named Nick. He and his family have just moved to a new town. Nick had to change schools when he moved. Have any of you had to change schools because your family moved? Was it hard to come to a new school? *Accept responses.* **Do you predict it will be hard for Nick?** *Accept responses.* **I think it will be hard for him too. Nick doesn't know anyone at his new school, and the students there have already learned how to make predictions about stories. Nick doesn't know anything about predicting, so the students on the Whales team are going to help him out. Luckily for us, we can learn more about predicting along with Nick.**

A Collection of Readings, page 9

- **Play** "Part 1: What's a prediction?" (6½ minutes). Ask students to look at the cover of the story, *Sillie to the Rescue*, for clues to what the story is about.
- Stop the video as indicated, and model completing the activities, or have students complete them.



TEAMWORK

Timing Goal: 35 minutes

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. According to Nick what is a prediction?

   100 points = *According to Nick a prediction is a guess about something that will happen in the future, such as what the weather will be tomorrow.* **90 points =** *According to Nick a prediction is a guess about something that will happen in the future.* **80 points =** *It's a guess about something that will happen in the future.*

2. How do Nick and the Whales predict what *Sillie to the Rescue* will be about?

   100 points = *Nick and the Whales use clues to predict what* Sillie to the Rescue *will be about. They use information in the title, the illustrations, and the summary to give them ideas about the story. Then they use that information to make predictions.* **90 points =** *Nick and the Whales use clues to predict what* Sillie to the Rescue *will be about. They use information in the title, the illustrations, and the summary.* **80 points =** *They use clues in the title, the illustrations, and the summary to give them ideas.*

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Team Talk continued

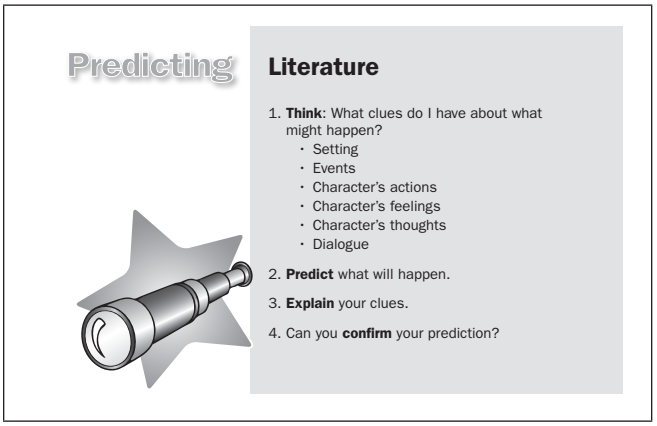
3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?

   100 points = *Molly uses the picture and the title on the cover as clues. The cover has a picture of a little dolphin, and the title has the word* rescue *in it. She also knows that sometimes baby animals get lost and have to be rescued. She combines the clues and her own knowledge to make a prediction.* **90 points =** *Molly uses the word* rescue *in the title and the picture of a little dolphin on the cover as clues. She knows baby animals need to be rescued sometimes.* **80 points =** *She uses the word* rescue *and the picture of the little dolphin on the cover.*

4. What is your prediction about the story? Explain your clues. (Write-On)

   (Answers will vary.) **100 points =** *I predict that* Sillie to the Rescue *will be about a dolphin being rescued. On the front cover, there is a picture of a lot of dolphins swimming together. On the back cover, there is a picture of a boy on a beach and a dolphin jumping out of the water. I think the boy will rescue a dolphin.* **90 points =** *I predict that* Sillie to the Rescue *will be about a dolphin being rescued. There is a picture of a lot of dolphins on the front cover.* **80 points =** *It will be about a dolphin being rescued.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Hand out the Predicting Strategy Cards. Review the clues for literature.



- Introduce the Whales' Challenge. Use this activity to reinforce the concept of using information in text features as clues to predict what a story is about before reading it.

  The Whales team wants to help us learn how to predict, so they've sent us a predicting challenge. Let's show them what we've learned about predicting so far. Turn to the Whales' Challenge, and read it with me.

- Read the Whales' Challenge aloud.

Student Edition, page S-1

Hi boys and girls,

We think making predictions is fun. We've sent you another story so you can have fun predicting too. See if you can predict what the story is about before you read it.

- Look at the front and back covers. Ask yourself: what do I think the story is about? Make a prediction.
- Ask yourself: why did I predict that? Explain your clues.
- Share predictions and clues with your partners.
- Write your predictions and clues down on paper so you can discuss them with your team.

Have fun!

Your friends,
The Whales

- Monitor the discussion for understanding. Check to see that students are using information in the text features as clues, making predictions, sharing predictions and clues with their partners, and writing their predictions and clues. Guide students to make logical predictions based on the clues.
- Award team celebration points.

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.
- Introduce the strategy-use discussion by telling students that they will talk about the Whales' Challenge.

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.

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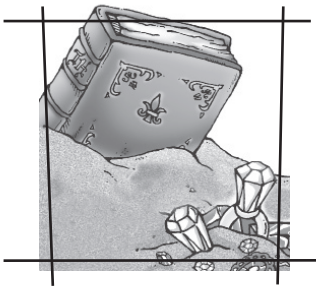
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Do you think making predictions about a story before reading it will help you better understand the story? Why or why not? Have you ever tried to predict what a story will be about before? What story was it? When you read the story, was your prediction right?
	– 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.

- Summarize the lesson for students.

  Isn't it great the way Josh, Molly, Tara, and Sam are helping Nick learn how to make predictions? And we're learning along with him! Let's think about what we've learned so far. Who can tell me what a prediction is? *A logical guess about what will happen in a story.* **What clues can we use to predict what a story is about before we read it?** *Information in the text features, such as the title, cover illustrations, and summary.* **Why do we use clues?** *We use clues so our predictions aren't just wild guesses.* **Nick and the Whales used clues to predict what the story, *Sillie to the Rescue,* would be about. We did too! How will we find out whether our predictions come true?** *We'll read the story and look for information that tells us whether our predictions have come true.* **Right! And that's what we'll do the next time we visit with Nick and the Whales.**

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: 55 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 reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Strategy (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have students discuss how they know whether their predictions come true. Randomly select a few students to share.

  You used clues like the title, illustrations, and summary to help you predict what *Sillie to the Rescue* is about. But how will you know if your predictions come true? Think about it. Talk it over with your partners. *Accept responses.* Guide students to understand that they'll look for information in the story that tells them whether their predictions have come true. **Do you think it's OK if a prediction doesn't come true? Why? Think about it. Talk about it with your partners.** *Accept responses.* Guide students to understand that sometimes things happen in a story that you didn't expect, so predictions don't always come true. That's OK as long as your predictions are based on clues. **In fact, we might even change our predictions as the author gives us more information.**

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #6, 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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Student Edition, page S-1

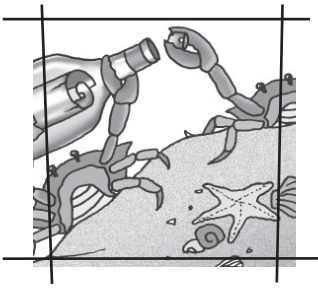
Team Talk

1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?
2. Josh predicts that Sillie will find out that the creature is a boy not a dolphin. What clues does he use?
3. Is there information in the story that proves Josh's prediction correct? What information?
4. What does Molly do when Nick forgets to explain his clues?
5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read?
6. Did you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)

- Introduce the video.

  Today Nick and the Whales are going to read chapter 1 of *Sillie to the Rescue*. We're going to read it too. We'll have fun finding out whether our predictions about the story are coming true. As we read, we'll also think about what will happen next in the story and make new predictions. I wonder what clues we'll find. Who can tell me where to find a list of clues to help us make predictions as we read? *There are clues on the strategy card.* **Right! Let's review the clues. Review the literary clues. Thinking about these clues can help us to predict what will happen next.**

- **Play** "Part 2: Predict Chapter 1 of *Sillie to the Rescue*" (5½ minutes). Nick will ask students to:
  - read page 2 of the story with their partners and to look for information that confirms or disproves Nick's and the Whales' predictions;
  - predict what students think will happen next, share predictions with their partners, and explain their clues;
  - read page 3 and look for information that tells them whether their predictions have come true, predict what they think will happen next, and discuss predictions and clues with their partners and teams.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

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. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?

   100 points = *Molly makes her prediction because she read that the creature wasn't paying attention to Sillie. That made Molly think Sillie would surprise it. Her clue was the character's actions.* **90 points =** *Molly makes her prediction because she read that the creature wasn't paying attention to Sillie. She thinks Sillie would surprise it.* **80 points =** *The creature wasn't paying attention to Sillie, so Sillie would surprise it when she got nearer.*

2. Josh predicts that Sillie will find out that the creature is a boy and not a dolphin. What clues does he use?

   100 points = *Josh uses Nick's information that the creature could be an animal or a human and the picture on the back of the book as clues. There is a picture of a boy and a dolphin. Josh knows Sillie is a dolphin, so the creature could be the boy in the picture.* **90 points =** *Josh uses Nick's information that the creature could be an animal or a human and the picture of the boy and the dolphin on the back of the book as clues.* **80 points =** *Nick says the creature could be an animal or a human. There is a picture of a boy and dolphin on the back cover.*

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Team Talk continued

3. Is there information in the story that proves Josh's prediction correct? What information?

   100 points = *Yes. There is information in the story that proves Josh's prediction correct. On page 2, the creature says that he is a boy. There is also a picture of Sillie and a boy on page 3.* **90 points =** *Yes. There is information in the story that proves Josh's prediction correct. The creature says that he is a boy. There is a picture of Sillie and a boy.* **80 points =** *Yes. He says he's a boy. There is a picture of Sillie and a boy.*

4. What does Molly do when Nick forgets to explain his clues?

   100 points = *When Nick forgets to explain his clues, Molly asks him what clues he used to make his prediction. Good partners remind each other to explain their clues.* **90 points =** *When Nick forgets to explain his clues, Molly asks him what clues he used to make his prediction.* **80 points =** *She asks him what clues he used.*

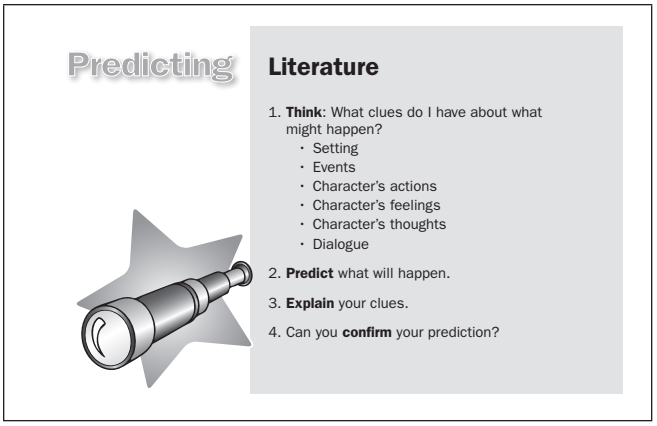
5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read that changes her prediction?

   100 points = *Molly changes her prediction when she reads that Sillie is the baby dolphin. She did not know Sillie was the dolphin when she made her prediction before reading. I think she thought the boy was named Sillie.* **90 points =** *Molly changes her prediction when she reads that Sillie is the baby dolphin.* **80 points =** *Sillie is the baby dolphin.*

6. Have you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)

   (Answers will vary.) **100 points =** *Yes. I have read information that changes my prediction. I read that Sillie becomes friends with Henry, a young boy. I read that Henry is lucky to have a dolphin friend. The story says he doesn't know how lucky he is to have a dolphin friend. I think that means Henry will need help. I think Sillie will rescue him.* **90 points =** *Yes. I have read information that changes my prediction. I read that Sillie becomes friends with Henry. Henry thinks this is lucky. I think Sillie will rescue him.* **80 points =** *Yes. Sillie becomes friends with Henry, and Henry is lucky for this. Sillie will save him.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the literature side of the predicting strategy card.
- Introduce the Whales' Challenge. Use this activity to have students practice using clues to make predictions as they read and looking for information that confirms, disproves, or changes a prediction.

The Whales team has sent us another challenge! Read it with me.

- Read the Whales' Challenge aloud.

Student Edition, page S-2

Hi boys and girls,

Nick is doing a great job making predictions. Predicting has helped him get into the story. He might even learn something about the animals that live in the bay! You're also reading about an animal that lives in the bay. We can't wait to find out what you learn about Mateo the manatee!

- Take turns with your partners reading page 1 of *Mateo the Manatee*.
- Ask yourself: Do I have ideas about what will happen next? If you do, make a prediction. Share your predictions and clues with your partners.
- Take turns reading page 2. Did your predictions come true? How do you know?
- Are there clues on page 2 that give you ideas about what will happen next? If so, make a prediction. Share your predictions and clues with your partners.
- Write your predictions and clues so you can discuss them with your team.

Have fun!

Your friends,
The Whales

- Monitor the discussion for understanding. Prompt students to think about the story and make predictions; explain their clues; and look for information that confirms, disproves, or changes a prediction.
- Have students discuss their predictions and clues with their teammates. Monitor the discussions.

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- Use **Random Reporter** to review the teams' discussion. Ask students if they've read anything that changes the predictions they made before reading the story. If they have, ask what it was they read and how it changes their predictions.
- Award team celebration points.

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.
- Introduce the strategy-use discussion by telling students they will talk about the Whales' Challenge.

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	Some of the Whales have changed their predictions as they've learned new information. Do you think it's good to change your prediction when the first one doesn't work? Why or why not? Sometimes unexpected things happen in stories. Would you rather have stories that are easy to predict or ones that are a little harder to predict? Why?
	– 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.	

- Summarize the lesson for students.

  The Whales are doing a great job showing Nick how to predict. As they read page 1 of the story, they had ideas about what would happen next. So they made predictions and explained their clues. When they read page 2, they found information that told them that Josh and Molly's predictions had come true. Nick's prediction didn't come true. But that's OK; sometimes predictions don't work out. Nick said he thinks making predictions is fun. Do you agree? Why is it fun to predict? *Accept responses.* **Do you think predicting will make us better readers? Why?** *Accept responses.* Guide students to understand that predicting makes us think about what will happen next in the story, what the characters will do, and how the story will end. Thinking about the story helps us understand it. And if we understand it, we'll enjoy it more.

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?**

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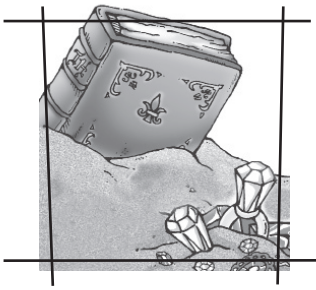

DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 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 reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners discuss why it's important to explain the clues they use to make predictions. Randomly select a few students to share.

  When Nick was first learning how to predict, he would sometimes forget to explain the clues that he had used. What would Molly and Josh do when that happened? Think about it. Talk about it with your partner. *They would remind Nick to explain his clues.* **That's what good partners do; they remind each other to explain their clues. We do that too. Why do you think it's a good idea to explain your clues to your partner? Think about it. Talk it over with your partner.** *Accept responses.* Guide students to understand that when you explain your clues, it shows that you're really thinking about your prediction—not just making a wild guess. Sometimes your partner might find a clue that you missed, or he or she might think about the clues in a different way. Talking about the clues helps everyone learn more.

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-2

Team Talk

1. Do you think Nick has learned that it's important to explain the clues he uses to make predictions? Why do you think that?
2. Do you think it's a good idea to discuss clues with your partner? Why?
3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)
4. Did the prediction you made before you read the story work out? How do you know?

- Introduce the video.

  Today, Nick and his friends on the Whales team are going to predict how the story about Sillie and Henry ends. Let's see if they help one another out, the way good partners and teammates do. Will they explain their clues? Will they remind their partners to explain their clues? Let's find out!

- **Play** "Part 3: Predict Chapter 2 of *Sillie to the Rescue*" (6 minutes). Nick will ask students to:
  - read page 4 of *Sillie to the Rescue* with their partners; look for information that confirms, disproves, or changes their predictions; predict what's ahead; and discuss predictions and clues with their partners;
  - read page 5; look for information that confirms, disproves, or changes predictions; predict what's ahead; and discuss predictions and clues with their partners;
  - read page 6; look for information that confirms, disproves, or changes predictions; predict what's ahead; and discuss predictions and clues with partners;
  - read page 7; look for information that confirms, disproves, or changes predictions; and discuss predictions and clues with their teammates.
- Award team celebration points.

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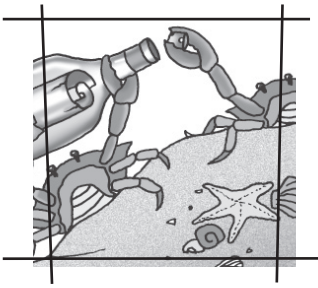


TEAMWORK

Timing Goal: 35 minutes

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. Do you think Nick has learned that it's important to explain the clues he uses to make predictions? Why do you think that?

   100 points = *Yes. I think Nick has learned that it's important to explain the clues he uses to make predictions. He remembers to explain his clues without being reminded now. Molly used to remind him to explain them. He also reminds Tara to explain her clues.* **90 points =** *Yes. I think Nick has learned that it's important to explain the clues he uses to make predictions. He remembers to explain his clues and reminds Tara to explain hers.*
   80 points = *Yes. He remembers to explain his clues.*

2. Do you think it's a good idea to discuss clues with your partner? Why?

   (Answers will vary.) **100 points =** *Yes. I think it's a good idea to discuss clues with your partner. You and your partner might see different clues in the story. You might have made different predictions based on those clues. You might be able to make a better prediction if you share clues with your partner.* **90 points =** *Yes. I think it's a good idea to discuss clues with your partner. You and your partner might see different clues in the story.*
   80 points = *Yes. You and your partner might see different clues.*

Team Talk continued

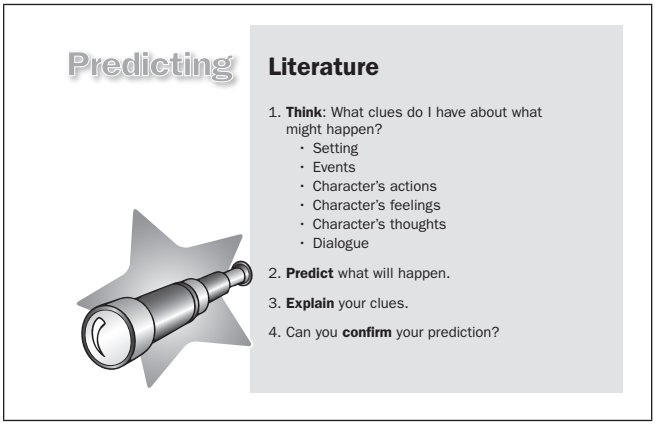
3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)

   100 points = *Nick predicted that* Sillie to the Rescue *would be about Sillie and Henry rescuing something together. He changed his prediction because he read that Henry swam far from the beach and was calling for help. Now he thinks Sillie will rescue Henry.* **90 points =** *Nick predicted that* Sillie to the Rescue *would be about Sillie and Henry rescuing something together. Then he read that Henry swam far from the beach and was calling for help. He thinks Sillie will rescue Henry.* **80 points =** *He predicted they would rescue something together. Then he read that Henry swam far from the beach and called for help, so he thinks Sillie will rescue Henry.*

4. Did the prediction you made before you read the story work out? How do you know?

   (Answers will vary.) **100 points =** *No. The prediction I made before I read the story did not work out. I know it didn't work out because I read clues in the story that made me change my prediction. I learned new information that did not support my first prediction.* **90 points =** *No. The prediction I made before I read the story did not work out. I know it didn't work out because I read clues in the story that made me change my prediction.* **80 points =** *No. It didn't work out because I read clues that made me change my prediction.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the literature side of the Predicting Strategy Card as necessary.
- Introduce the Whales' Challenge. Use this activity to give students practice predicting what will happen next in a story, using clues in the text and their background knowledge.

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The Whales have given you one more chance to practice your predicting skills. Let's show them how good you've become at using clues along with your background knowledge to predict what will happen in a story. Turn to the Whales' Challenge on page S-3 of your student edition, and read it with me.

- Read the Whales' Challenge aloud.

Student Edition, page S-3

Hi boys and girls,

Reading *Sillie to the Rescue* taught Nick some things about dolphins. You're learning about dolphins and manatees! Can you find clues that help you predict the rest of the story about Mateo? Of course you can!

- Take turns with your partners reading page 3 of *Mateo the Manatee*.
- Did the prediction you made after reading page 2 come true? What information tells you that?
- Do you have ideas about how the story will end? If so, make a prediction.
- Discuss your prediction and clues with your partners. Remind your partner if he or she forgets to explain the clues.
- Write your predictions and clues so you can discuss them with your team.
- Take turns reading page 4. Did your prediction come true? What information tells you that?

Have fun!

Your friends,
The Whales

- Monitor the discussions for understanding, prompting students to make logical predictions based on clues in the text; to look for evidence that confirms, disproves, or changes a prediction; and to prompt and support their partners.
- Award team celebration points.

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.
- Introduce the strategy-use discussion by telling students they will talk about the Whales' Challenge.

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	Do you think Henry will need Sillie and her friends to rescue him again? Why or why not? What do you think Henry and Sillie will do tomorrow when they play? Why do you think that? Make a prediction.
	– 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.

- Summarize the lesson for students.

  Thanks to the Whales, Nick learned how to predict as he reads a story. You've learned to predict too! Predicting is something all good readers do. Good partners talk about their predictions and clues so everyone learns more. Nick said he thinks predicting helped him understand the story. How has predicting helped you understand the story? *Accept responses.*

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?**

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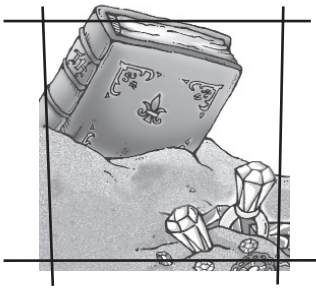


DAY 4

ACTIVE INSTRUCTION

Timing Goal: 45 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 reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Remind students that they have been learning to make good predictions by using clues from the text by watching the kids on the video.

  When good readers read, they remember to find clues about what's ahead in a story or text. Once they find clues, they make predictions using the clues and their background knowledge. Good readers remember to explain their clues to tell why their predictions make sense.

- Refer students to the Predicting Strategy Card, and review what to do when predicting during the reading.
- Remind students to use their Predicting Strategy Cards while they partner read today. Tell them to talk to their partners about the clues they use to make predictions.

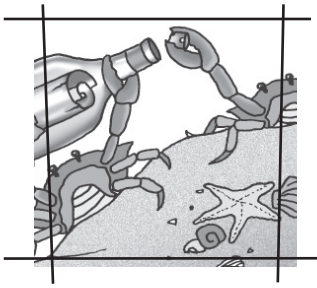
Preview Team Talk

- 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-3

Team Talk

1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On) |PR|
2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|
3. How was Stu different at the end of the story? |CC|
4. The word *anxiously* means— |CL|
   a. nervously.
   b. indifferently.
   c. uncaringly.
   d. casually.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Use the first three paragraphs of the reading, *The Winding Path*, to model predicting with a student. Model the details that support and confirm your prediction.

  Before reading, I predicted that this story would be about someone getting lost on a trail or path. I made this prediction because of the title of the story. After reading the first three paragraphs, I don't think my prediction is correct. Stu isn't lost. He needs someone to walk with him, and his grandpa walks too slow.

A Collection of Readings, page 19

The Winding Path

Stu was a lively little squirrel. He loved to play and run and have a good time. So when Stu heard about a party at the end of the winding path, Stu couldn't wait to attend.

Just as Stu was about to dash out the door, his mother called out, "Stu! You can't go alone. Please wait for Grandpa to walk with you!"

Stu stopped in his tracks. "Oh no. Not Grandpa," thought Stu. He loved Grandpa dearly, but Grandpa was a slow, unhurried walker. Even if they left right away, the party would surely be over by the time they reached the end of the winding path.

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- Tell students that it is important to think about clues that will help them make predictions and to use their Predicting Strategy Cards while reading.

  Before you read, it's important to look for clues that will help you make a prediction about what you're going to read or what will happen in a story. Your Predicting Strategy Card gives you examples of literary and informational clues to look for that will help you make predictions.

  When reading literature, you should look at the setting, the events, the actions, the characters' feelings, the characters' thoughts, and dialogue before making a prediction. You can remember all these elements by looking at your Predicting Strategy Card.

- Have students read:

  ***The Winding Path* aloud with partners.**
- Tell students to write their predictions and the clues that helped them make those predictions in their journals.
- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.
- 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 did you predict before you read the story? What clues helped you make this prediction? (Write-On) |PR|

   100 points = *Before reading the story, I predicted that this story would be about a long, twisting path. The title of the story is the clue that helped me make this prediction. The title is* The Winding Path. *A path that winds twists.* **90 points =** *Before reading the story, I predicted that it would be about a long, twisting path. A clue that helped me make this prediction is the title of the story.* **80 points =** *It's about a long, twisting path. The title helped me.*

Team Talk continued

2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|

   100 points = *No. My prediction was not confirmed. I said the story would be about a long, twisting path. The characters in the story only walk along the path. The story is not about the path itself.* **90 points =** *No. My prediction was not confirmed. The characters in the story only walk along the path.* **80 points =** *No. The characters just walk on the path.*

3. How was Stu different at the end of the story? |CC|

   100 points = *Stu was different at the end of the story because he was more interested in Grandpa and his stories than going to the party. At the beginning of the story he really wanted to go to the party and was in a hurry to get there. He didn't want to walk with Grandpa because he walked too slowly.* **90 points =** *Stu was different at the end of the story because he was more interested in Grandpa and his stories than going to the party. At the beginning of the story, he was in a hurry to go to the party.* **80 points =** *He was more interested in Grandpa and his stories than getting to the party quickly.*

4. The word *anxiously* means— |CL|

   a. nervously.

   b. indifferently.

   c. uncaringly.

   d. casually.

- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. To encourage further discussion, ask questions such as: What clues did you find before reading? What prediction did these clues help you make? Did other clues help you confirm your prediction? How?
- Award team celebration points for good discussions that demonstrate effective teamwork and 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.

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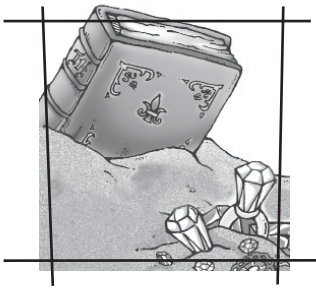
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What does it mean if a prediction is confirmed? What does it mean if a prediction is not confirmed? Does it mean your prediction was wrong? 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.

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: 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

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

  Today we will read *Frank Flies South for the Winter*. We will read to find clues to help us make predictions. Then we will think about whether our predictions were confirmed and give details to support our predictions.

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #2, and #4 ask about predicting.
- Ask students to underline key words or phrases in question #2.
- 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.

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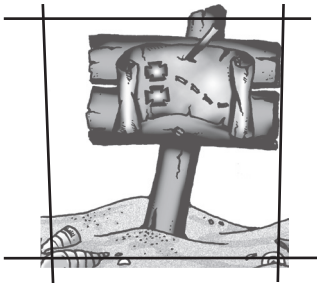
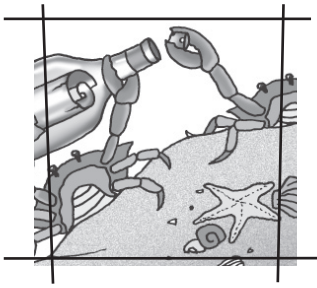


TEST

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

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

- 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 that they made to the targeted skill question.
- Award team celebration points.

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.
- 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.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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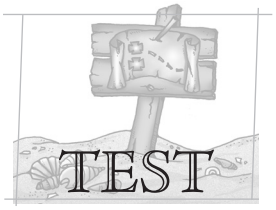

Comprehension Questions

Read *Frank Flies South for the Winter*, and answer the following questions. The total score for comprehension questions equals 100 points.

Frank Flies South for the Winter

Frank frolicked in the park. He flew high, and then he flew low. He twirled and spun and truly enjoyed the beautiful day. It was so warm and sunny that Frank was surprised to see a flock of birds beginning a V formation. Frank knew that this meant the birds were flying south for the winter.

"What's the rush?" Frank asked the leader of the flock. "The weather is great!"

"Don't be fooled by the weather, Frank. It might be a nice day today, but cold weather is coming. It's coming soon. You might want to join a flock and get going," the bird cautioned.

"No way. I'm having too much fun," Frank laughed and continued swooping and whirling through the air. He couldn't imagine that the weather would turn cold quickly. All day long he watched as flocks of birds gathered together and prepared to fly south. By the end of the day, Frank was the only bird left in the park.

"This is really strange," Frank thought. "Every last bird is gone." As nighttime moved in, Frank hunkered down in a tree branch. The wind turned colder, so Frank raised his wings to cover his head. He yearned for the warmth he had felt earlier in the day. Cold, fat raindrops began to fall. Frank could see people walking through the park with hats, gloves, and scarves. It was as if winter had settled in overnight.

By morning, Frank felt like he was nearly frozen stiff. He unwrapped his cold wings and tried to warm up by scouting for worms, but the hard ground made it almost impossible. Before long, Frank was cold, hungry, and very tired. He thought of all the birds that had left the previous day. He wondered how far south they had traveled. Surely they had stopped to rest. Then Frank had a great idea. Maybe if he flew as fast as he possibly could, he could catch up.

Frank took flight and headed south. He was already starting to feel warmer and happier with every flap of his wings.

20 points

1. What do you predict about this reading? Explain the clues you used to make a prediction. |PR|

   20 points = *I predict that this story will be about a bird named Frank. I used the title of the story to make this prediction. The title is* Frank Flies South for the Winter. *I know many birds fly south in winter.* **15 points =** *I predict that this story is about a bird named Frank. I used the title to make this prediction.* **10 points =** *It is about a bird named Frank.*

20 points

2. Was your prediction confirmed? Give two details from the story to support your answer. |PR|

   20 points = *My prediction was confirmed. The story is about a bird named Frank who lives in a large flock with other birds. When it gets cold in his park, Frank decides to fly south for the winter.* **15 points =** *My prediction was confirmed. Frank is a bird who lives in a large flock. When it gets cold, he flies south for the winter.* **10 points =** *It was confirmed. Frank is a bird. He flies south when it gets cold.*

20 points

3. Why does Frank think the other birds are foolish? |CE|

   20 points = *Frank thinks the other birds are foolish because they begin to fly south while the weather is warm and nice. Frank thinks he has plenty of time to enjoy the warm weather before it gets cold in the park.* **15 points =** *Frank thinks the other birds are foolish because they begin to fly south while the weather is warm and nice.* **10 points =** *The other birds begin flying south while the weather is still warm.*

10 points

4. Which of the following clues helped you make a prediction about this reading? |PR|

   a. title
   b. events
   c. characters' feelings
   d. all the above

30 points

5. What is the setting of the story? |ST|

   a. a mountain
   b. a street
   c. a park
   d. a building

   What clue(s) helped you answer the question?

   20 points = *The first sentence is a clue that helped me answer the question. It says "Frank frolicked in the park." Other clues that help me answer it are that Frank has trees to perch in, people walk through the park, and he is outside in the cold, wet weather. These are details that describe a park.* **15 points =** *A clue that helped me answer that question is the first sentence in the story. It says "Frank frolicked in the park."* **10 points =** *The first sentence says he frolicked in the park.*

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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 / *Predicting with the Whales*
English Language Arts Standards: *Reading: Literature*
Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LITERATURE (6 DAY)

The Razorbacks

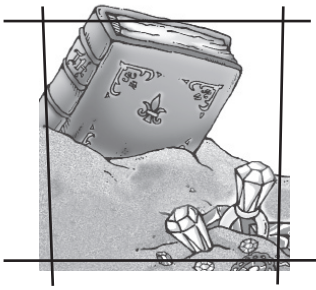
Written by Sam R. McColl
Illustrated by James Bravo
The Savvy Reader—Predicting, A Collection of Readings, pages 23–45
Success For All Foundation, 2011

Summary

Tommy and his friends Maria and Frank come across a wild animal near the creek where they fish. The animal frightens them at first, but they soon learn a lesson about appreciating wildlife.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Base word and ending**	**Write a personal narrative.**
	Students will use the text and background knowledge to make predictions throughout the story.	Students will break words into base words and endings and use the endings *-ed*, *-ing*, and *-ly* to help read difficult words.	Students will write a personal narrative about a time when they were scared by something.



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 story, author, and reading objective.

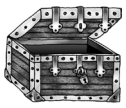
  This cycle we will read *The Razorbacks* by Sam R. McColl. As we read, we'll make predictions about the story. Good readers use information they have read in the story and think about what might happen next.

- 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.
- Use the items below to build or activate background knowledge about the story.
  - Explain to students that the characters in this story are frightened by a wild animal. Use **Team Huddle** to have students discuss what might be frightening about a wild animal or what animals frighten them. Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students discuss a time they went to the zoo or a wildlife refuge or park. Tell students to think about the animals they may have seen in these locations and how they were kept or treated. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss animals they know are endangered and need protection. Randomly select a few students to share.

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-5

Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
hissed page 28	base word + ending: hiss + ed	whispered angrily	"Stop bothering me," I *hissed* at Juan, low enough that the teacher wouldn't hear me.
slung page 28	blend	thrown	The soldier's backpack was *slung* over her shoulder.

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Word and Page Number	Identification Strategy	Definition	Sentence
deafening page 29	base word + endings: deaf + en + ing	very loud	The sound of the big boulder crashing down was so *deafening* it made Monica's ears ring.
anxious page 33	-xious = /shus/ chunk: an-xious	nervous, uneasy, tense	I was *anxious* before the big test, and I didn't know how well I would do.
entire page 33	chunk: en-tire	whole	Bill told the *entire* story and didn't leave anything out.
investigate page 34	chunk: in-ves-ti-gate	look into, check out	The police wanted to *investigate* the scene of the crime to look for clues.
chuckle page 41	chunk: chuck-le	laugh softly	Willie heard his father *chuckle* under his breath during the funny movie.
politely page 42	base word + ending: polite + ly	with good manners	At the fancy restaurant, Zakia *politely* asked the waiter for another glass of water.

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students make predictions about everyday events. Randomly select a few students to share. Example questions are provided below.

  Let's make a few predictions. Imagine that your alarm clock broke in the middle of the night. What would you predict might happen the next morning? Share your thoughts with your partners. After partners share, randomly select a few students to share with the class.

  Suppose that this afternoon, on your way home from school, you are caught in a rainstorm. What would you predict might happen to your clothes? After partners share, randomly select a few students to share with the class.

- Explain that predictions are guesses we have about the future that are based on information we already know. Point out that our previous experiences tell us that some things will happen. As an example, point out that our previous experiences with alarm clocks tell us that when they break, we usually oversleep. As another example, point out that our previous experiences with rainstorms tell us that when we're caught in them, we usually get wet.

- Explain that the things we predict will often happen, but sometimes they don't. To illustrate this, continue with the above examples.

  The things that we predict sometimes happen. But sometimes they don't. In the alarm clock example, you might oversleep or someone in your family might wake you up in time. In the rainstorm example, your clothes might get wet or you might find shelter where you could stay dry and wait out the rainstorm. The predictions we made, however, were strong guesses because we've had a lot of experiences that support what we thought would happen. We know that broken alarm clocks often lead to oversleeping, and we know that rainstorms often make us wet.

- Explain that good readers make predictions as they read. Explain that they do this by thinking about what they've read, asking themselves if they have ideas about what's ahead, thinking about the clues that help them make these predictions, and then reading on to see what actually happens next.

  Good readers make predictions as they read. They think about what is happening in the story. Then they ask themselves if they have ideas about what might happen next, and what these ideas might be. Then they think about the clues in the story, or the reasons they make these predictions. After that, good readers read on to see what actually does happen next.

- Remind students that the things good readers predict don't always happen.
- Display the following sentence, and read it aloud. Do not reveal the other sentences on the blackline master at this time.

Blackline master provided.

> Maria's teacher saw Maria raise her hand for help with the difficult math problem.

- Use **Think-Pair-Share** to have students tell what they predict, or what they think will happen next. Randomly select a few students to share. Have students tell why they think so. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction *[Maria's teacher will help her.]*, and ask how many students think the same thing.
- Display the next sentence, and read it aloud.

Blackline master provided.

> Maria's teacher walked over and helped Maria with the problem.

- Use **Think-Pair-Share** to have students tell whether what they predicted actually happened. Randomly select a few students to share. Point out that what students predicted actually happened. *Maria's teacher helped Maria.*
- Display the next sentence, and read it aloud.

Blackline master provided.

> At seven o'clock, James turned on the television so he could watch his favorite show.

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- Again use **Think-Pair-Share** to have students make predictions about what they think will happen next. Randomly select a few students to share. Have students tell why they think so. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction *[James will watch his favorite show.]*, and ask how many students think the same thing.
- Display the following sentence, and read it aloud.

Blackline master provided.

> A woman on television said that James' program would not be shown that night.

- Use **Think-Pair-Share** to have students tell whether what they predicted actually happened. Randomly select a few students to share.
- Point out that what students predicted didn't actually happen. Point out that students used clues to make their prediction, so it's surprising that James' favorite program wasn't shown that night.
- Explain that making predictions, and reading on to see what happens, makes stories interesting. Point out that readers often feel satisfied when their predictions are confirmed and surprised when they are not.
- Tell students that they will make predictions as they read *The Razorbacks* this cycle. Pass out the Predicting Strategy Cards and review the steps of prediction on the front of the cards. Point out that these steps will remind students to make predictions and read on to see what really happens.

Listening Comprehension

- Explain that previewing a story and thinking about what might happen in it is one kind of prediction.
- Preview the text with students. Point out that there isn't enough information to make a prediction about what the story might be about.
- Tell students that you are about to read pages 25–27 aloud. Explain that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and if you can, then you will make a prediction. Explain that at the end of the passage, you will make a final prediction and write it down.

- Read pages 25–27 to students, using a **Think Aloud** after each page to model your thoughts, as shown in the examples that follow.

A Collection of Readings, pages 25–27

> **When I was a boy, I lived in Hope, Arkansas. (That's pronounced "Ar-kan-saw," if you don't know.) I was a happy kid. Maria Suarez, Frank Chen, and I were best friends. We played in the hills and in the swamps all day long. You couldn't have asked for a better place to be a kid. The weather was nice and hot in the summer. It wasn't too cold in the winter either. But the best was the spring.**
>
> *(continued on next page)*

Spring was beautiful. Mockingbirds sang in the apple blossom bushes. The tall saw grass swayed in the hills. You could smell the magnolia trees in the backyards. It seemed like everyone had a magnolia tree. We used to pick the large, white flowers. Maria would wear them in her hair and pretend she was dancing at a luau. Of course, back then I didn't know what a luau was. I thought it was something Maria had made up. Sometimes Frank and I would ask Momma to pin magnolia flowers to our shirts. We'd pretend we were all dressed up, going to meet President Carter in the Rose Garden. It was a fine time. That's for sure.

Often when we were up in the hills we'd see little squirrels running to and fro. They chattered as they dashed about. Or we'd watch a possum family burrowing in the saw grass. Most of the animals we saw were timid. They avoided us whenever we were near. Maria would make a clucking sound, "chk-chk-chk," calling to the squirrels. Sometimes they would stand up. They'd stick their noses in the air. But then they would catch our scent and run away.

I remember one afternoon. Frank, Maria and I had gone swimming in Sycamore Creek. Later we stopped to rest in the tall grass. The spring sun was shining. It was a beautiful afternoon. Frank was quietly whistling a song. Maria leaned against a magnolia tree, and I lay on the ground watching the clouds. All of a sudden Maria whispered, "Hey, look over there! Across the creek!" She held a finger to her lips and pointed to the far bank. Frank and I sat up.

At the opposite bank, a female deer and her fawn were drinking from the creek. The young fawn stood close to its mother. It watched as she lapped up the cool water. Now and then, the mother deer looked up and sniffed the wind. Then she drank again. The young fawn followed her lead.

It was such a peaceful scene! I could have watched for hours. But Frank—that's another story. He just couldn't sit still. As he shifted his weight, the grass around us rustled. Startled, the two deer looked up.

Read page 25 aloud. **Even though I've read this page, there isn't much information that helps me predict what will happen next. There isn't always enough information to make a prediction.**

Finish reading pages 26 and 27 aloud. **The kids saw the deer on the other side of the creek. The kids are trying to be quiet, but Frank isn't very quiet. I predict that the kids will scare the deer away.** Write and display this prediction on chart paper, and write "page 27" next to it.

- Point out that you used a clue from the story, that Frank isn't very quiet, to make your prediction.

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.

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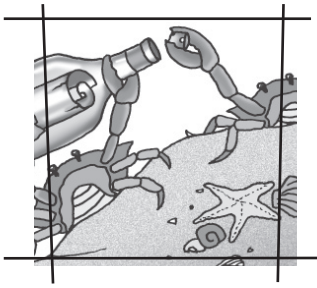
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-6

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Which of the following describes the setting in this part of the story? |ST|
   a. late summer
   b. a cool cloudy day
   c. a warm spring day
   d. early autumn
3. Tell why the kids' fishing spot is a good place to fish. |CE|
4. Why does Frank bring raw bacon on the fishing trip? |CE|

- 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

  page 28 aloud with partners.

  page 29 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. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that a huge animal will run out of the bushes and chase the kids. I used events and descriptions in the story to make this prediction. The text describes how loud the noises are that come from the bushes and grass. Whatever makes the noises makes rumbling roars. The thing is coming closer to the kids. Earlier, the narrator mentioned The Beast. I think this describes an animal.* **90 points =** *I predict that a huge animal will run out of the bushes and chase the kids. I used events and descriptions in the story to make this prediction. The text describes how loud the noises are that come from the bushes and grass. I think this describes an animal.* **80 points =** *A huge animal will chase the kids. The thing makes loud noises and moves closer to them.*

2. Which of the following describes the setting in this part of the story? |ST|

   a. late summer

   b. a cool cloudy day

   c. a warm spring day

   d. early autumn

3. Tell why the kids' fishing spot is a good place to fish. |CE|

   100 points = *The kids' fishing spot is a good place to fish because the kids can hide behind a rock and the fish can't see them. The fish gather downstream of the rock.* **90 points =** *The kids' fishing spot is a good place to fish because the kids can hide behind a rock and the fish can't see them.* **80 points =** *They can hide behind a rock where the fish can't see them.*

4. Why does Frank bring raw bacon on the fishing trip? |CE|

   100 points = *Frank brings raw bacon on the fishing trip to put on the hooks. The raw bacon will attract the fish. They'll try to eat the bacon and get caught on the hooks.* **90 points =** *Frank brings raw bacon on the fishing trip to put on the hooks. The raw bacon will attract the fish.* **80 points =** *They will bait their hooks with it.*

- 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.

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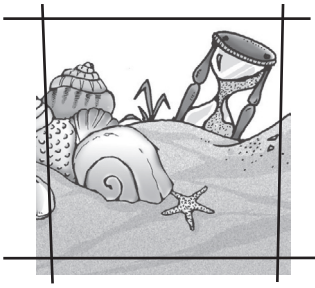
Class Discussion TP

- 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	The narrator, Maria, and Frank like to spend time together. They especially like fishing. What do you like to do with your friends? Why? The narrator's dad says, "It's called fishin', not catchin'." What do you think this means? How can you tell?
	– 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 28 (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?**

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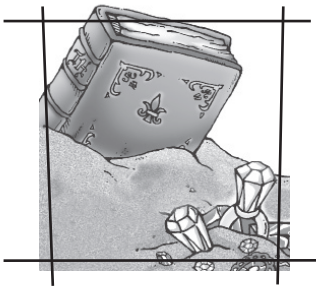


DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

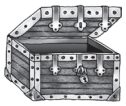
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

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 makes where the kids settle down a good fishing spot?

Listening Comprehension

- Tell students that you are about to read pages 30–32 aloud. Remind students that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Remind students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the chapter you will make a final prediction and write it down.

A Collection of Readings, pages 30–32

- Read pages 30–32 to students, using **Think Alouds** to model your thoughts, as shown in the examples below.

> The crashing, rumbling, smashing sounds were coming straight toward us. Twigs crackled and snapped under the weight of whatever was making that terrible noise.
>
> "We've got to get out of here!" I shouted. I started reeling in my fishing line. But the sound was getting closer by the second. It looked like we wouldn't reel in our lines in time. The sound, or whatever was causing it, was going to get us! I was almost petrified with fear. Then, through the panic, I had an idea. "Forget the lines!" I yelled. "We've got to move now!" I pointed at a nearby magnolia tree. "Run!"
>
> "Let's climb that tree!" I shouted. "We've got to get away from that noise!" I wasn't sure if the others could hear me above the rumbling roar. But I saw Maria nod her head. We bolted toward the tree. Luckily for us, there was a low branch that we could all grab on to. We reached the tree. Hand over hand, we grabbed the lowest branch and pulled ourselves up. We clambered up the tree as fast as our arms and legs would take us. But the noise only got worse. When at last we stopped to catch our breath, Frank had tears on his cheeks.
>
> "It's okay," I said, trying to calm him. "Whatever it is probably can't get us from here." But I wasn't so sure. From our perch, we looked back at the bend in Sycamore Creek. That's when we saw The Beast.
>
> How can I describe it? It had dark red skin, almost black. A thick ridge of black hair ran down its spine. It moved on four strong, cloven hooves. It had a long snout that seemed to breathe smoke and fire. It stood about three feet off the ground and was at least five feet long. Worse than that, it had tusks! Two razor-sharp, gleaming tusks protruded from its lower jaw.
>
> *(continued on next page)*

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> Maria whispered, "What is *that*?" I could hear the fear in her voice.
>
> "I don't know," I whispered back, "but it sure looks mean.
>
> From our place in the tree, we watched The Beast rummaging through the saw grass. It found the raw bacon that Frank had dropped in his hurry to flee. Grunting and growling, the Beast devoured it in seconds flat. Then it rooted around for more food. We feared we'd be its next meal. But somehow it never noticed us in the tree. After what seemed like forever, it wandered off.
>
> All was quiet. The coast was clear. For now. But what would happen when we left the safety of the tree? It was anyone's guess.

Read pages 30 and 31 aloud, stopping after "That's when we saw The Beast." **The kids have just heard a horrible sound, like some terrible thing is coming to get them. Maybe it's a bear. I predict that the kids will see a bear from their safe place in the tree.**

Finish reading pages 31 and 32 aloud. **The Beast certainly isn't a bear. I still don't know what it is, but it looks like it's gone for now. The narrator says that the coast is clear. So I predict that the kids will run safely home. I hope that's true too!** Write and display this prediction on chart paper, and write "page 32" next to it.

- Point out that you used a clue from the story, that the narrator says the coast is clear, to make your last prediction.

Preview Team Talk

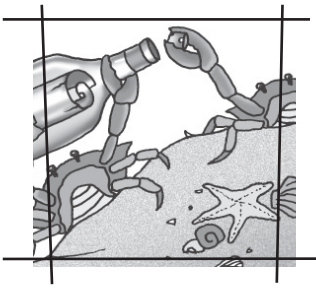
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-6

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. What does the word *shinnied* mean on page 33? |CL|
   a. fell
   b. flew
   c. climbed
   d. chopped
3. How do the kids feel when they get to Tommy's house? How can you tell? |DC|
4. Does Tommy's dad believe the kids' story? How can you tell? |DC|



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 33 aloud with partners.

  page 34 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.

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Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Tommy's dad and Mr. Chen will try to catch The Beast. A clue I used to make this prediction is that Tommy's dad brings his rifle with him when he leaves to check out the creek. I think he knows The Beast is dangerous, and he wants to make sure it doesn't hurt anyone.* **90 points =** *I predict that Tommy's dad and Mr. Chen will try to catch The Beast. A clue I used to make this prediction is that Tommy's dad brings his rifle with him when he leaves.* **80 points =** *Tommy's dad and Mr. Chen will try to catch The Beast. Tommy's dad brings his rifle.*

2. What does the word *shinnied* mean on page 33? |CL|

   a. fell

   b. flew

   c. climbed

   d. chopped

3. How do the kids feel when they get to Tommy's house? How can you tell? |DC|

   100 points = *When the kids get to Tommy's house, they still feel very scared. Tommy's dad can see the fear in all of their eyes. Frank is still shaking from fear. Maria wipes her forehead with a handkerchief.* **90 points =** *When the kids get to Tommy's house, they still feel very scared. They all have scared looks in their eyes.* **80 points =** *They are still scared and have scared looks in their eyes.*

4. Does Tommy's dad believe the kids' story? How can you tell? |DC|

   100 points = *Yes. Tommy's dad believes the kids' story. He thinks he knows what they saw by the creek. He is going to get Frank's dad and check out the area by the creek. He takes his rifle with him for protection.* **90 points =** *Yes. Tommy's dad believes the kids' story. He thinks he knows what they saw by the creek. He is going to get Frank's dad and check it out.* **80 points =** *Yes. He thinks he knows what they saw.*

- 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	– 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	Look at your prediction from day 1. Did what you predicted actually happen? Explain how you know. Put a check mark next to your prediction if it was confirmed. What do you think the kids might have seen? What makes you think this? Tommy's dad takes his rifle with him. Do you think this is a smart thing to do based on Tommy's description of The Beast? 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.	

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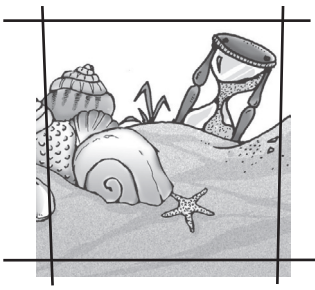


FLUENCY IN FIVE TP

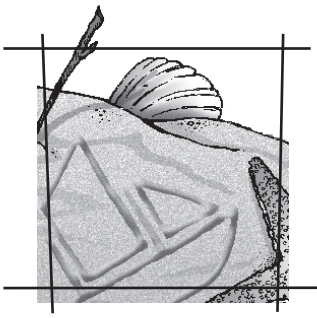
Timing Goal: 5 minutes

- 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-5

Page 33 (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.

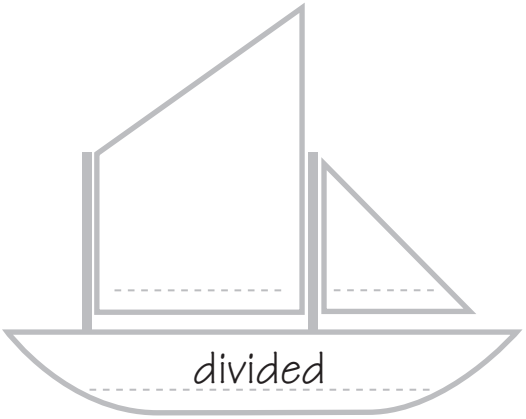


WORD POWER TP

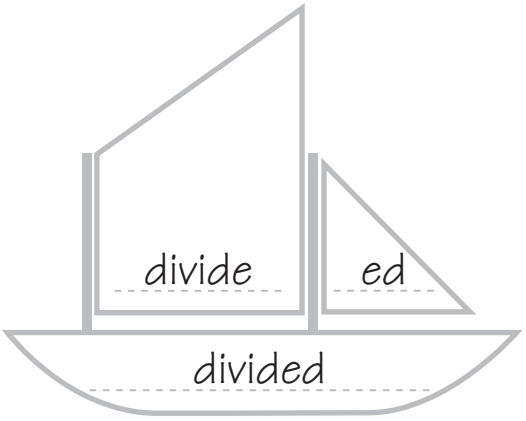
Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill—reading base words with endings. 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. Write "divided" 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 tell if they can figure out what the clues mean, how the sails can help them read the word, and what word parts should go on the sails. Randomly select a few students to share. Write the word parts on the sails as students respond. *The word* divide *goes on the big sail; the ending* -ed *goes on the little sail.*



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- Use **Think-Pair-Share** to have students read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same.
- Point out that there is an extra *e* on the sails when you have two word parts showing. Explain that Captain Read More uses a scrubber to remove the extra *e* from many words when an ending is added. Draw a line through the final *e* in *divide* to show students how it is scrubbed from the word.
- Explain that the *-ed* on the end of *divided* tells us this action occurred in the past. Tell students that when *-ed* appears on the end of a word, it usually means that the action described by the word occurred in the past.
- Tell students that you will also discuss the endings *-ing* and *-ly* in this lesson. If necessary, explain the meanings of these endings:
  -ing means an action is happening in the present or right now
  -ly means in a particular way, or having certain qualities
- 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

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Tell students to watch for words from this cycle's vocabulary list that have base words with endings added to them.
- 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-6

Skill Practice

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. graded *grad~~e~~ + ed; given a grade in the past*
2. announcing *announc~~e~~ + ing; saying right now*

Building Meaning			
hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

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. Which of the following is something that is likely to make you anxious?
   a. reading a book before going to bed
   b. watching a funny movie
   c. swinging on a swing set
   d. giving a speech in front of the school

- 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.	– **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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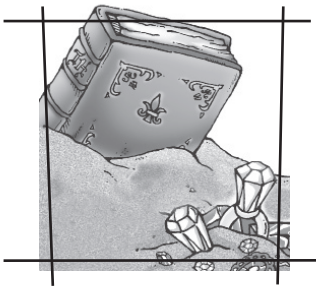

DAY 3

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.

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 does Tommy's dad respond to the kids' story about The Beast?

Listening Comprehension

- Tell students you are about to read pages 35 and 36 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the passage you will make and write down a final prediction.

A Collection of Readings, pages 35 and 36

- Read pages 35 and 36 to students, using **Think Alouds** after each page to model your thoughts, as shown in the examples below.

> We waited and waited for my dad to return. We tried to take our minds off what had happened by having some lemonade and cookies, but it was no use. We couldn't help talking about what we had seen.
>
> "I bet it was a dragon," Frank said. "I've been reading a book about dragons."
>
> "Don't be silly," Maria scoffed. "Dragons aren't black and red. They're green and scaly, with forked tongues."
>
> "There's no such thing as dragons," I said. "Maybe it was a rabid dog." I had recently finished reading *Old Yeller* by Fred Gipson. In that book, a young boy's dog gets rabies and becomes really sick. I'd never seen a rabid dog in real life, but I thought maybe they looked mean and nasty like The Beast.
>
> "It was no dog," said Maria. "Maybe it was an alien!"
>
> About the only thing we agreed on was this: We certainly didn't want to see it again. Ever.
>
> After an hour or so, my father and Frank's dad came driving up the dusty lane in the old pickup. They got out of the truck and walked toward the house. I ran out to meet them.
>
> "Did you see it?" I asked. I desperately wanted to know if they had seen The Beast.
>
> "Let's go back into the house and talk about it," Dad said.
>
> In the kitchen, he poured himself a tall glass of lemonade and one for Frank's father. They sat down at the kitchen table, and we crowded around. Only then did Dad start talking.
>
> "What you kids saw was a wild razorback hog," he said. "We found a family of them near the bend in Sycamore Creek."
>
> *(continued on next page)*

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Frank's father said, "I haven't seen a wild razorback in years." He explained that when he was growing up, he used to see them all around Arkansas. But as people had begun to build more and more houses, and bigger and bigger neighborhoods, most of the wild razorbacks had been hunted down or rounded up and sent to zoos.

"They're beautiful creatures, the razorbacks," Dad said. "But they're really dangerous. With those tusks, they can hurt a stray cow in minutes." He looked sternly at us. "Listen closely. I don't want you kids playing near Sycamore Creek until Mr. Chen and I figure out what should be done."

He didn't have to worry. We had no desire to come face to face with The Beast again.

Frank's father said to Dad, "Bill, I think you'd better call the Fish and Game Department and sort this out."

"That's just what I'm going to do," Dad said.

Read page 35 aloud. **The narrator's dad went with Frank's father to check out the kids' story. They've just returned and told everyone to go inside so they can talk about it. So I predict that the two dads will tell the kids what they found.**

Read page 36 aloud. **Frank's dad has suggested that the Fish and Game Department should be told about the razorbacks. The narrator's dad agrees. So I predict that the dads will ask the Fish and Game Department to take care of the razorbacks.** Write and display this prediction on chart paper, and write "page 36" next to it.

- Point out that you used a clue from the story, that the two dads agree that the Fish and Game Department should be called, to make your last prediction.

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.

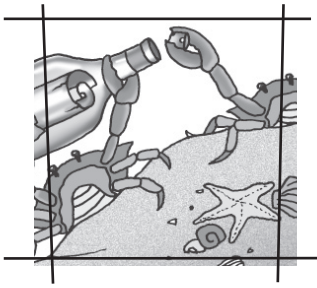
Student Edition, page S-7

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. What does the Fish and Game Department want to do with the wild razorbacks? Why? |CE|

Team Talk continued

3. Which of the following best describes why Tommy's eyes well up with tears for a second time? |DC|
   a. He is still afraid the razorback will chase him.
   b. He has to go trap the razorbacks himself.
   c. He doesn't like making important phone calls.
   d. He feels guilty for bothering the razorbacks.
4. Why does Tommy change his mind about the razorbacks? |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 37 aloud with partners.

  page 38 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.

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Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Tommy will talk to his dad's friend at Fish and Game. The clue I used to make this prediction is that Tommy's dad says he will give his friend a call, but Tommy asks to make the call himself. I think he wants to ask his dad's friend about saving the razorbacks.* **90 points =** *I predict that Tommy will talk to his dad's friend at Fish and Game. The clue I used to make this prediction is that Tommy's dad says he will give his friend a call, but Tommy wants to make the call.* **80 points =** *Tommy will talk to his dad's friend at Fish and Game. He wants to make the call himself.*

2. What does the Fish and Game Department want to do with the wild razorbacks? Why? |CE|

   100 points = *The Fish and Game Department wants to kill the wild razorbacks. The razorbacks can be very dangerous, and there are too many people living in the area. Too many children play near Sycamore Creek and could be hurt by them.* **90 points =** *The Fish and Game Department wants to kill the wild razorbacks. The razorbacks can be very dangerous, and there are too many people living in the area.* **80 points =** *They want to kill them. They're too dangerous to live near people.*

3. Which of the following best describes why Tommy's eyes well up with tears for a second time? |DC|

   a. He is still afraid the razorback will chase him.

   b. He has to go trap the razorbacks himself.

   c. He doesn't like making important phone calls.

   d. He feels guilty for bothering the razorbacks.

4. Why does Tommy change his mind about the razorbacks? |CC|

   100 points = *At first, Tommy hates the razorbacks and is very frightened of them. He never wants to see them again. But after he hears there is a family of razorbacks and that the mother was just protecting her baby, he doesn't think it's fair to kill them. He wants to protect the razorbacks.* **90 points =** *At first, Tommy hates the razorbacks and is very frightened of them. But after he hears there is a family of razorbacks and that the mother was just protecting her baby, he doesn't think it's fair to kill them.* **80 points =** *He was scared and wanted them gone at first, but doesn't think it's fair to kill them now.*

- 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	– 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	Look at your predictions from days 1 and 2. Did anything else that you predicted actually happen? Explain how you know. Put check marks next to your predictions if they were confirmed. Tommy feels guilty for bringing attention to the family of wild razorbacks. Do you think he should feel guilty? Why or why not? What do you think should happen to the wild razorbacks? Why?
	– 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.	

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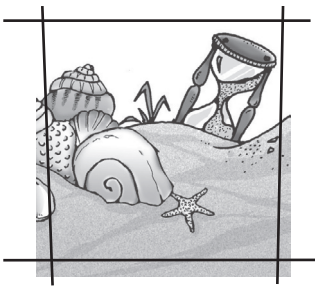


FLUENCY IN FIVE TP

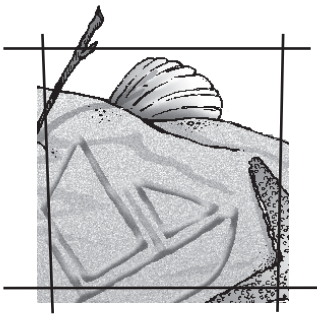
Timing Goal: 5 minutes

- 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.

Student Edition, page S-5

Page 33 (paragraphs 1 and 2) or 37 (paragraphs 1–4)

- 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 review the Word Power skill (base word and ending). Use the message to remind students of the endings they are working on (*-ed*, *-ing*, *-ly*).

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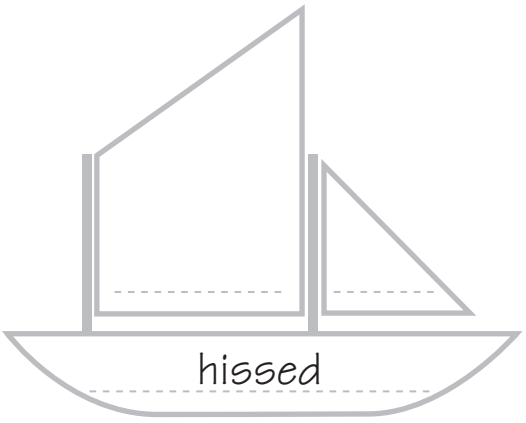
- Use **Think-Pair-Share** to have students tell what the endings *-ed*, *-ing*, *-ly* at the end of words tells them about the words' meanings. Randomly select a few students to share. *The ending* -ed *means the action happened in the past; the ending* -ing *means the action is happening right now; the ending* -ly *means something is happening in a particular way.*
- Point out that there are words from this cycle's vocabulary list that contain base words and endings. Draw or display another blank sail boat. Write the word "hissed" on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word should go on the big sail and what should be written on the smaller sail. Randomly select a few students to share. *The word* hiss *goes on the big sail; the ending* -ed *goes on the small sail.*
- Repeat this activity with the words *deafening* and *politely*.
- Use **Think-Pair-Share** to have students discuss the meanings of the base words and endings. Randomly select a few students to share. Hissed = *made a hissing noise in the past;* deafening = *making a loud sound right now;* politely = *in a well-behaved or polite way.*
- 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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Student Edition, page S-7

Skill Practice

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. storming *storm + ing; raining hard right now*

2. thickly *thick + ly; in a heavy or thick way*

Building Meaning

hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

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

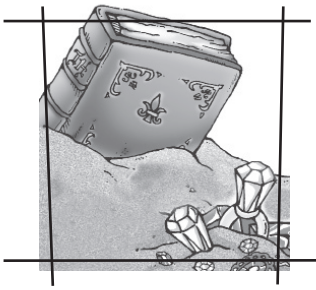
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

4. Which of the following is not something that is likely to make you anxious?
   a. walking near the edge of a steep cliff
   b. flying for the first time
   c. playing with your best friend
   d. meeting someone for the first time

- 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.	– **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.

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.

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- 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 may happen to the wild razorbacks?

Listening Comprehension

- Tell students that you are about to read pages 39 and 40 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the chapter you will make a final prediction and write it down.

- Read pages 39 and 40 aloud, using a **Think Aloud** to model your thoughts, as shown in the examples below.

A Collection of Readings, pages 39 and 40

> Dad looked at me. He didn't seem to understand. "Listen," I said, "I know I told you that the razorback was a terrible beast. And I know I said that it scared the dickens out of Frank, Maria, and me. But I didn't know that the sow was just protecting her baby. It doesn't seem fair that they should kill the razorbacks just because we were bothering them."
>
> Dad scratched his thick beard and looked off into the distance. After a while, he spoke. "Okay, son. You've convinced me. Let's see if we can protect that razorback family somehow."
>
> I tried to smile, but my mind was going a mile a minute.
> I was confused. Just a few hours ago, I had wanted someone to get rid of The Beast. But now here I was trying to protect the razorback and her family. It was very strange.
>
> Dad reached for a piece of paper and wrote down a telephone number. "This is how to reach Joe Louis at the Fish and Game Department," he said. "Give him a call. Tell him you're my son. Tell him everything that you just told me, and see what he has to say. But, I must warn you. Joe will listen to you, but he will also be concerned about the safety of the people in town. He may say that we can't have wild razorbacks running around and causing trouble."
>
> "They're not causing trouble!" I protested. "They're just keeping to themselves by Sycamore Creek!"
>
> "I know, I know," said Dad. "But you've got to learn that people see things differently sometimes. Joe has to keep the safety of the townspeople in mind. I just don't want you to get disappointed, okay?"
>
> "Okay, Dad," I said, "I understand. But I still have to see what I can do."
>
> All of a sudden I was nervous. I had never called an official government agency before.
>
> *(continued on next page)*

> And now here I was trying to convince the Fish and Game Department not to kill the razorbacks. I certainly didn't know what would happen. Would they listen to me, a little kid? I walked into the other room and picked up the phone. I at least had to try.
>
> I dialed the number Dad had given me. It rang a few times. Then someone picked up the line. "Joe Louis, Fish and Game," the voice said.
>
> I cleared my throat. "Mr. Louis? My name is Tommy Miller. I'm Bill Miller's son," I said.

Read page 39 aloud, stopping after "It was very strange." **After reading this page, I don't have enough information to make a prediction. I just don't know what will happen next. So at this point I can't make a prediction.**

Finish reading pages 39 and 40 aloud. **I know that the narrator is going to call the Fish and Game Department. I wonder if he'll be able to convince them to save the razorbacks. He's just a little kid, so I don't think he'll be able to. I predict that he'll be unable to convince the Fish and Game Department to save the razorbacks. I hope I'm wrong, but that's what I predict.** Write and display this prediction on chart paper, and write "page 40" next to it.

- Point out that you used a clue from the story, that the narrator is just a little kid, to make your last prediction.

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-7

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. How does Tommy feel when he's on the phone with Mr. Louis? How does he act? |CH|

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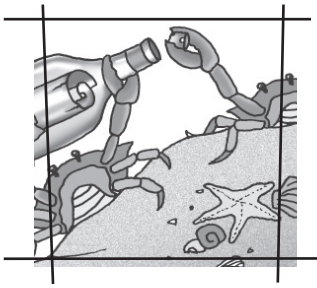
Team Talk continued

3. Which of the following best describes the problem Tommy faces? |PS|
   a. He wants everyone to move so the razorbacks have more room.
   b. He wants to save the razorbacks, but Fish and Game wants to protect the people.
   c. He wants to remove the razorbacks, but Fish and Game wants to protect them.
   d. He wants the razorbacks to go to a zoo, but no zoo wants them.
4. What does Mr. Louis think about Tommy's argument? How can you tell? |DC|



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 41 aloud with partners.

  page 42 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. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Mr. Louis will discuss the razorbacks with the rest of Fish and Game and call Tommy back with their answer. A clue I used to make this prediction is that Tommy is very interested in Fish and Game's decision about the razorbacks. I think Mr. Louis knows this. He will want to let Tommy know if his argument convinced everyone else to protect the razorbacks.* **90 points =** *I predict that Mr. Louis will discuss the razorbacks with the rest of Fish and Game and call Tommy back with their answer. A clue I used to make this prediction is that Mr. Louis knows Tommy is interested in the answer.* **80 points =** *Mr. Louis will discuss the razorbacks with the rest of Fish and Game and call Tommy back. He knows Tommy wants to know the answer.*

2. How does Tommy feel when he's on the phone with Mr. Louis? How does he act? |CH|

   100 points = *Tommy feels nervous when he's on the phone with Mr. Louis. He clears his throat a lot. Someone who is nervous does that. But he tries to act brave. He knows he needs to act quickly to convince Mr. Louis not to kill the razorbacks.* **90 points =** *Tommy feels nervous when he's on the phone with Mr. Louis. He clears his throat a lot. But he tries to act brave.* **80 points =** *He feels nervous, but acts brave.*

3. Which of the following best describes the problem Tommy faces? |PS|

   a. He wants everyone to move so the razorbacks have more room.

   b. He wants to save the razorbacks, but Fish and Game wants to protect the people.

   c. He wants to remove the razorbacks, but Fish and Game wants to protect them.

   d. He wants the razorbacks to go to a zoo, but no zoo wants them.

4. What does Mr. Louis think about Tommy's argument? How can you tell? |DC|

   100 points = *Mr. Louis thinks Tommy's argument is a good one. I can tell because he listens to what Tommy has to say. He's quiet for a little on the phone because he is thinking about what Tommy says. He tells Tommy he will discuss things with the rest of Fish and Game to see what they can do.* **90 points =** *Mr. Louis thinks Tommy's argument is a good one. I can tell because he listens to what Tommy has to say. He says he'll discuss it with the rest of Fish and Game.* **80 points =** *He thinks it's a good argument. He listens to what he has to say.*

- 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.

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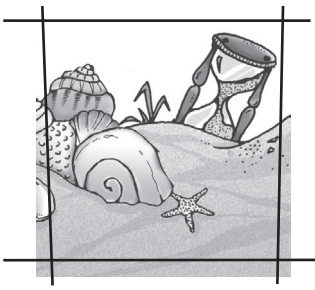
Class Discussion TP

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	Look at your predictions from days 1–3. Did anything else you predicted actually happen? Explain how you know. Put check marks next to your predictions if they were confirmed. What are some possible solutions to Tommy's problem? Do you think Mr. Louis from Fish and Game is being fair to Tommy? 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-5

Page 33 (paragraphs 1 and 2), 37 (paragraphs 1–4), or 41 (paragraphs 3 and 4)

- 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.

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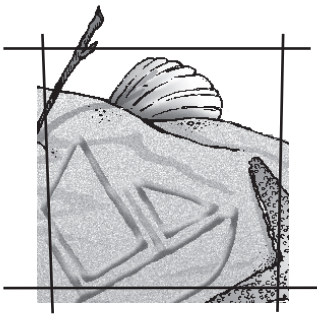

WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and the Word Treasure clues Captain Read More uses for this skill (big sail and little sail).

tps

- Use **Think-Pair-Share** to have students explain how endings affect the meanings of base words. Randomly select a few students to share. *Endings change the meanings of base words. For example, the* -ed *ending makes an action take place in the past.*

Preparation: Display the Word Power Challenge.

- 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. Bo <u>hammered</u> the nail into the wall so he could hang the picture.
2. Penelope smelled the <u>freshly</u> baked cookies and licked her lips.

- Use **Random Reporter** to select students to read the sentences aloud, identify the base words and endings, and define the words. Hammered = hammer + ed: *pounded in the past;* freshly = fresh + ly; *in a fresh or new way.*
- 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-8

Skill Practice

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. modernly *modern + ly; in a modern or new way*
2. erased *erase + ed; rubbed away in the past*

Building Meaning			
hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

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.

   I want to *investigate* my brother's room to see if he took my missing baseball card.

- 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.	– **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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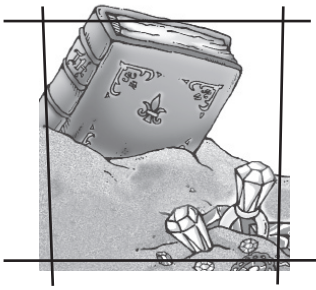


DAY 5

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 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 that students will read for their test. Tell what it is about, but do not give additional information or details.

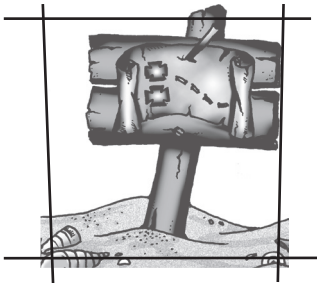
  In yesterday's reading, Tommy tried to persuade Mr. Louis at Fish and Game to find another way to deal with the razorbacks. Today we will find out Fish and Game's solution.

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

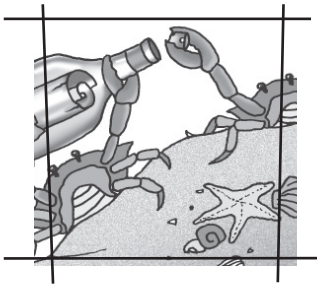
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about predicting.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that 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

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

- 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.

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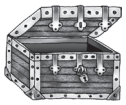
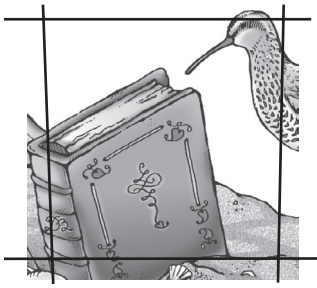
Class Discussion TP

- 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.

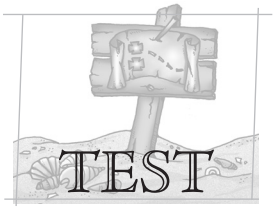


BOOK CLUB

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.	– **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 43 and 44 of *The Razorbacks*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What was one of your predictions from days 1–4? Did anything else you predicted actually happen? Explain how you know. |PR|

   20 points = *One of my predictions was that Tommy's dad and Mr. Chen would catch The Beast because it was dangerous. My prediction did not happen. I know because Tommy's dad and Mr. Chen went to check out the area by the creek, and they saw a family of razorbacks there. They came home, and Tommy's dad called someone at the Fish and Game Department to tell them that there were wild razorbacks in the area.* **15 points =** *One of my predictions was that Tommy's dad and Mr. Chen would catch The Beast because it was dangerous. My prediction did not happen. I know because Tommy's dad and Mr. Chen found the razorback family and called the Fish and Game Department.* **10 points =** *I said Tommy's dad and Mr. Chen would catch The Beast. They don't, and call the Fish and Game Department to do it.*

10 points

2. Tommy's opinion about the razorbacks changes **after**— |CC • SQ|

   a. he sees the baby razorback playing.

   b. he learns they might be killed.

   c. he is chased up a tree by the sow.

   d. he calls the Fish and Game Department.

20 points

3. Why do you think Tommy wants to go check on the razorbacks when he doesn't hear back from Mr. Louis? |DC|

   20 points = *I think Tommy wants to go check on the razorbacks when he doesn't hear back from Mr. Louis because he is afraid the Fish and Game Department has decided to kill the razorbacks. I think he wants to see if they are still there or if they are gone. Then he will know what happened to them.* **15 points =** *I think Tommy wants to go check on the razorbacks when he doesn't hear back from Mr. Louis because he is afraid the Fish and Game Department has decided to kill the razorbacks.* **10 points =** *He wants to see if the Fish and Game Department killed them.*

20 points

4. Does Tommy successfully convince the Fish and Game Department to save the razorbacks? How can you tell? |DC|

   20 points = *Yes. Tommy successfully convinces the Fish and Game Department to save the razorbacks. I can tell because there is now a fence around the area near the bend in the creek. Instead of killing the razorbacks, the Fish and Game Department built a fence to keep people from bothering the razorbacks and to keep the razorbacks from hurting people.* **15 points =** *Yes.*

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Tommy successfully convinces the Fish and Game Department to save the razorbacks. There is now a fence around the area near the bend in the creek.
10 points = *Yes. There is a fence around where the razorbacks live.*

10 points

5. Why does Tommy still go to the place by the creek? |CE|
   a. *to remember the lessons he learned long ago*
   b. to see the new razorback family living there
   c. to repair the fence Fish and Game put up
   d. to repaint the sign hanging on the magnolia tree

20 points

6. Read this story. Make a prediction about what will happen next. Explain the clues you used to make your prediction. |PR|

   Montel made sure his pencils were sharp before he sat down at his desk. He opened his notebook and read his notes carefully. When the bell rang, he closed his notebook. His teacher walked into the classroom with a stack of papers.

   20 points = *I predict that Montel will take a test. One clue I used to make this prediction is that he makes sure his pencils are all sharp. I think he wants to be ready to take the test without having to sharpen his pencils. He also reads his notes. People usually read their notes before a test to help them remember what they learned. He closes his notes when the bell rings. He probably can't have notes on his desk while he takes his test. The stack of papers his teacher has are probably tests.*
   15 points = *I predict that Montel will take a test. One clue I used to make this prediction is that he makes sure his pencils are all sharp. I think he wants to be ready to take the test without having to sharpen his pencils.*
   10 points = *Montel will take a test. He makes sure his pencils are sharp and ready.*

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 on your paper. Then write down and define each base word and ending. Draw a sailboat if you need help.

5 points 1. twisted *twist + ed; wound around in the past*

5 points 2. paddling *paddle + ing; rowing with paddles right now*

5 points 3. ideally *ideal + ly; in the best or perfect way*

5 points 4. spreading *spread + ing; growing larger right now*

Building Meaning

hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

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

10 points = *Horace was so hungry that he ate the entire plate of cookies and didn't leave any to share with his party guests.* **5 points =** *Horace was so hungry that he ate the entire plate of cookies and didn't leave any to share.* **1 point =** *Horace ate the entire plate of cookies.*

10 points 6. The rescuers *slung* rocks away from the hole until they could reach the person trapped inside.

10 points 7. You might chuckle if someone tells you an old familiar joke. *Chuckle* means—

a. laugh loudly.
b. frown.
c. cry.
d. laugh softly.

10 points 8. The sound of the low-flying airplane was *deafening* and drowned out the concert music.

10 points 9. Eva was anxious as she waited for her turn to see the dentist. *Anxious* means—

a. happy.
b. nervous.
c. eager.
d. comfortable.

10 points 10. The grumpy cat *hissed* loudly whenever he saw feet moving past the car he was hiding under.

10 points 11. Luke decided to investigate what was making a scratching noise outside his window. *Investigate* means—

a. look into.
b. ignore.
c. avoid.
d. read about.

10 points 12. When you want something at the dinner table, it's important to ask for it *politely* rather than grab it.

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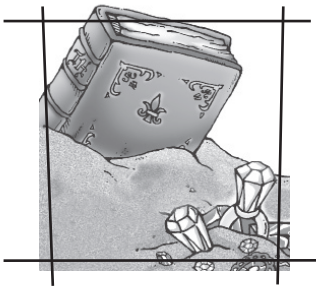

DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write a personal narrative to tell about your own scary experience. Tommy and his friends are frightened half to death by the razorback hog. The noises she makes and her sudden appearance are very scary for them! Think about a time when you were scared by something. Maybe you were scared by an animal or something else unfamiliar. You will share your story about being scared 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 a personal narrative.

  Have you ever heard of an autobiography? It is a story that a person tells about himself or herself. It is a personal narrative. You and your friends probably share a lot of personal narratives when you tell one another about your weekends, vacations, or other experiences. Personal narratives help us relate to one another because we can see what similar experiences we have had. For example, today you will relate to Tommy and his friends by telling about a scary experience that you had.

- Display the following personal narrative. Read the story aloud to students.

Blackline master provided.

I once got really angry at my little sister for breaking something that I'd worked very hard to make. I love cars, and I like building model cars. I buy kits where I have to put the cars together and paint them all by myself. It is a lot of work, but very fun! I had recently completed my model of a Porsche 911 and had it on a display stand in my bedroom. While I was out with friends, my sister went into my room and tried to take the car off the stand. She dropped it, and it broke. I was so angry when I discovered the mess! It had taken me a month to build my model, and she broke it in seconds! I wanted my parents to put a lock on my door to keep her out of my room when I wasn't home. I wanted to break one of her toys to show her how it felt! After I calmed down, I realized I was not being fair to my sister. She should not have tried to play with my model, but she did not mean to break it. I let her help me repair it, and she learned that she should not touch things without asking.

- Use **Think-Pair-Share** to have students identify what the author of this personal narrative is sharing. Randomly select a few students to share. *The author is sharing a story about being angry at his or her little sister.*
- Ask students if they can think of a time when they might have felt angry for similar reasons.

- Point out to students that the author of this narrative provides a lot of details to help us understand why he or she was angry. Use **Team Huddle** to have students discuss the story. Use **Random Reporter** to select students to share.

  The author's details about the incident are what help make this a personal narrative. The author could have simply said, "Once my little sister broke a model car I had worked on for a month, and that made me angry," but that would not have told much of a story or personal experience. The author gives us details about why he or she was angry about his sister breaking the model. What are some of those details? *The author tells us that this is a favorite hobby. The author says that he or she had just finished the model. The author mentions that it is a lot of work and takes about a month to build a model.* **Good. The model and the hobby are important to the author, and those are causes for his or her anger. The author also tells us about his or her reactions and feelings toward his or her sister. What are some of those feelings?** *The author was angry. The author wanted to keep his or her sister locked out of the bedroom. The author wanted to break one of the sister's toys to show her what it felt like.* **Yes. The author also tells us how he or she solved the problem. How does the author do this?** *The author cools down and realizes his or her sister did not mean to break it. The author says he or she had the sister help repair the model and taught her why she should not touch things without asking.* **Right. These details help make this a personal narrative about a particular experience.**

- Tell students that they will write personal narratives about a scary experience.

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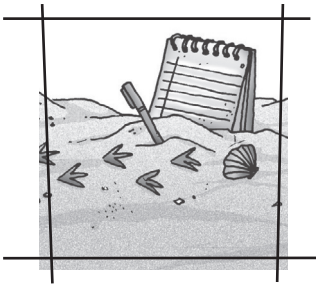

ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write a personal narrative about a scary experience to share with your classmates.

tps

- 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-8

Writing Prompt
Tommy and his friends have a terrifying experience by Sycamore Creek. Have you ever had a scary experience? Write a personal narrative to tell about your scary experience. Begin your narrative by explaining what happened that was scary. Provide at least three details that describe how the experience made you feel and why you felt that way. For example, what did you hear, feel, or see that scared you? Explain what you did to escape from the scary experience or how it ended. Tell whether you are still afraid of the thing that scared you. Remember to provide good details to help your classmates understand why the experience scared you.

Scoring Guide	
You wrote a personal narrative about a scary experience that you had.	**25 points**
Your narrative begins by explaining what happened that was scary.	**15 points**
Your narrative includes at least three details that describe how the experience made you feel and why.	**10 points each (30 points maximum)**
Your narrative explains what you did to escape from the scary experience or how it ended.	**15 points**
You tell whether you are still afraid of the thing that scared you.	**15 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 personal narratives.

- 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.

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Sample Graphic Organizer

Story Map

Title: _____

Characters:
me

Setting:
Where: outside, near my house

When:

Problem:
There were strange, scary sounds coming from a drain pipe.

Event: I walked past a pipe and heard growling, yowling, and scratching sounds.

Event: I was scared, but curious, about what was in the pipe. I picked up a stick and tapped the pipe.

Event: A squirrel ran out of the pipe and up a tree. I screamed.

Event:

Event:

Solution:
I laughed after a moment because it was funny to be afraid of a squirrel. Also, the squirrel seemed more scared than me.

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.

- As students begin writing their drafts, explain that they are writing their stories from a particular point of view.

  Have you ever heard of a story having a point of view? All stories do. A story is told from a particular point of view. The two most common points of view in storytelling are the first-person point of view and third-person point of view.

- Display the following definitions for students.

Blackline master provided.

> **first-person point of view:** The narrator is a character in his or her story. The narrator refers to himself or herself as *I* and to other characters as *you* and *we*.
>
> **third-person point of view:** The narrator is not a character in the story and refers to all other characters using words such as *he*, *she*, *it*, and *they*.

- Have students turn to page 25 in their texts and read the first page of *The Razorbacks*. Use **Think-Pair-Share** to have students identify the point of view used in the story. Randomly select a few students to share. *The story is written in the first-person point of view. The narrator refers to himself as* I.
- Explain that *The Razorbacks* is like a personal narrative. Point out that the narrator, Tommy Miller, is telling a story about himself and his friends.
- Tell students that their personal narratives should be written in the first person throughout their stories.
- 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 parts of their stories where they may not have written in the first person.

  Remember that your personal narratives should be in the first-person point of view. You can help your partners by identifying places where they may have made a mistake and wrote from a different point of view.

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

Blackline master provided.

> I was once really scared when I heard terrible sounds coming from a drain pipe near my house. I was walking past the pipe when I heard a lot of angry growling and yowling coming from the pipe. It sounded like a mad beast was hiding in it somewhere. I also heard scratching from the creature's claws and a lot of scurrying. My heart was racing and I was afraid the creature would run out of the pipe and attack me, but I was still curious. He found a long stick and tapped the pipe with it a few times. Suddenly, a squirrel ran out of the pipe and straight up a tree. He screamed in surprise at first, but then he laughed, because the squirrel seemed a lot more terrified than him! He thought it was funny that a squirrel had scared him so much.

- Use **Team Huddle** to have students identify the mistakes in the story. Use **Random Reporter** to select students to share. *Halfway through the story, the narrator switches to the third-person point of view. The narrator starts calling himself* he *and* him *instead of using* I *and* my.
- Tell students to check their stories for similar mistakes in point of view.
- 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.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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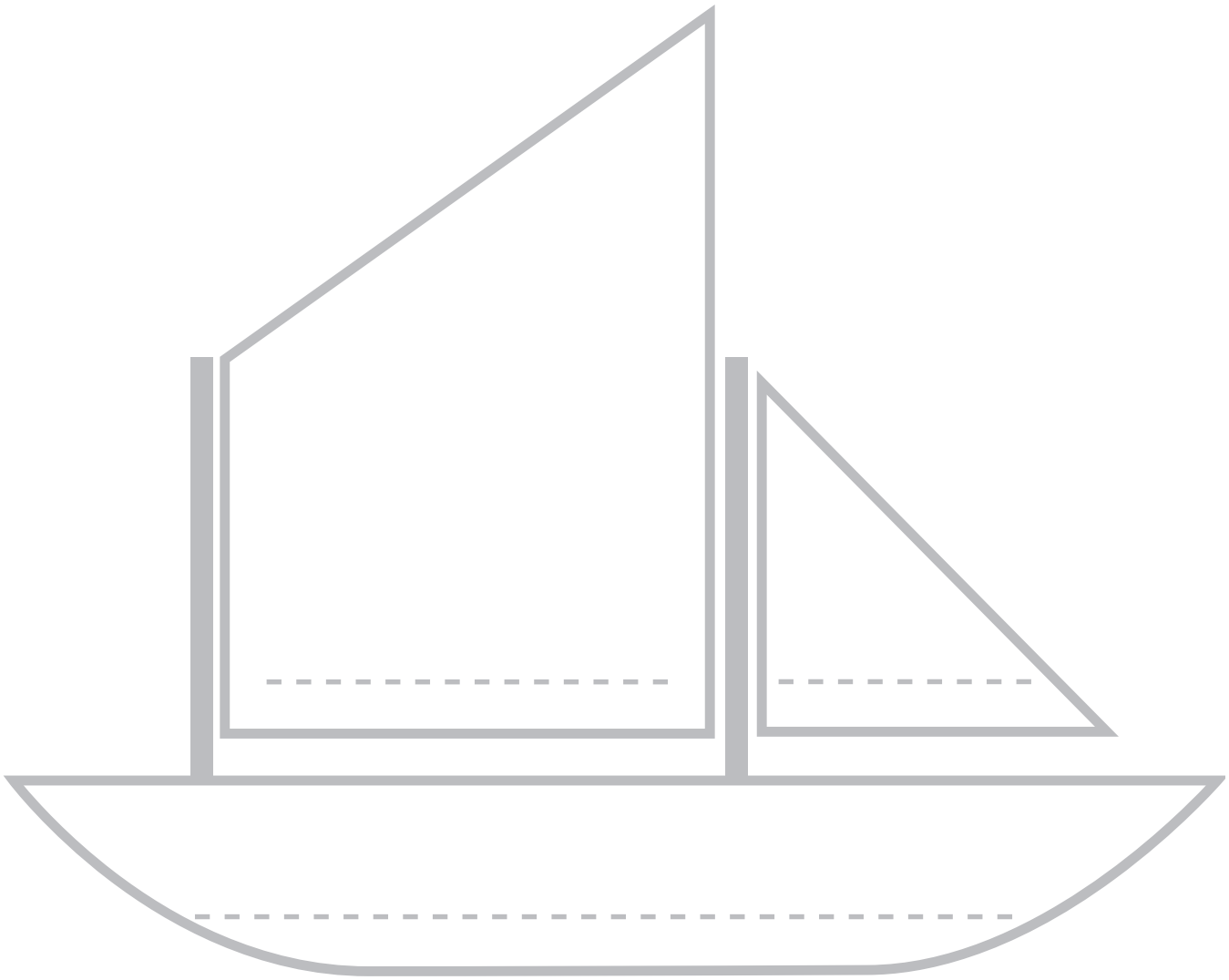
Maria's teacher saw Maria raise her hand for help with the difficult math problem.

Maria's teacher walked over and helped Maria with the problem.

At seven o'clock, James turned on the television so he could watch his favorite show.

A woman on television said that James' program would not be shown that night.



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I once got really angry at my little sister for breaking something that I'd worked very hard to make. I love cars, and I like building model cars. I buy kits where I have to put the cars together and paint them all by myself. It is a lot of work, but very fun! I had recently completed my model of a Porsche 911 and had it on a display stand in my bedroom. While I was out with friends, my sister went into my room and tried to take the car off the stand. She dropped it, and it broke. I was so angry when I discovered the mess! It had taken me a month to build my model, and she broke it in seconds! I wanted my parents to put a lock on my door to keep her out of my room when I wasn't home. I wanted to break one of her toys to show her how it felt! After I calmed down, I realized I was not being fair to my sister. She should not have tried to play with my model, but she did not mean to break it. I let her help me repair it, and she learned that she should not touch things without asking.

first-person point of view: The narrator is a character in his or her story. The narrator refers to himself or herself as *I* and to other characters as *you* and *we*.

third-person point of view: The narrator is not a character in the story and refers to all other characters using words such as *he*, *she*, *it*, and *they*.

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I was once really scared when I heard terrible sounds coming from a drain pipe near my house. I was walking past the pipe when I heard a lot of angry growling and yowling coming from the pipe. It sounded like a mad beast was hiding in it somewhere. I also heard scratching from the creature's claws and a lot of scurrying. My heart was racing and I was afraid the creature would run out of the pipe and attack me, but I was still curious. He found a long stick and tapped the pipe with it a few times. Suddenly, a squirrel ran out of the pipe and straight up a tree. He screamed in surprise at first, but then he laughed, because the squirrel seemed a lot more terrified than him! He thought it was funny that a squirrel had scared him so much.

Story Map

Title: *The Razorbacks*

Characters:

narrator/Tommy Miller

Maria Suarez

Frank Chen

Dad

Momma

Mr. Chen

Joe Louis

Setting:

Where: Hope, Arkansas; Sycamore Creek

When: long ago in spring
present day

Problem:

The kids hear a terrible noise while they are fishing. They are scared and climb up a tree. They see The Beast.

Event: The kids watch The Beast from the tree. They run home as soon as they think it is safe.

Event: Tommy tells Dad about The Beast. Dad and Mr. Chen go to Sycamore Creek to check things out.

Event: Dad tells the kids that they saw a wild razorback hog and that there is a whole family of hogs living by the creek.

Event: Dad reports the hogs to the Fish and Game Department. He tells Tommy that the mother hog was probably just protecting her family.

Event: Tommy wants to save the hogs. He calls Joe Louis and explains what happened.

Solution:

The Fish and Game Department builds a fence around the area where the hogs live. The people and the razorback hogs are now safe from each other.

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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 / *The Razorbacks*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

English Language Arts Standards: *Writing*

Text Types and Purposes

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INFORMATIONAL (6 DAY)

Sights and Sounds of the Orchestra

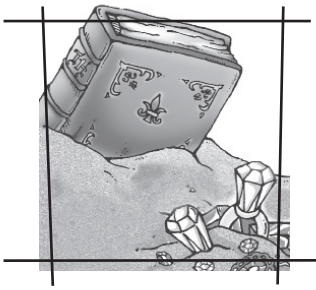
Written by Andy Wolinsky
The Savvy Reader—Predicting, A Collection of Readings, pages 47–65
Success for All Foundation, 2011

Summary

Strings, woodwinds, brass, and percussion: these are the four main sections of a typical orchestra. But what instruments are in these sections, and what role does each instrument play? Come learn about violins, clarinets, trombones, timpani, and other instruments that make up an orchestra.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Diphthongs**	**Write a glossary.**
	Students will use their background knowledge and clues from the text to predict what they will learn from the text.	Students will identify the diphthong *oi* to help them read words.	Students will write entries for a glossary for the text *Sights and Sounds of the Orchestra.*



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 read *Sights and Sounds of the Orchestra* by Andy Wolinsky. Before we read parts of the text, we will predict what we think we will read about and learn. Good readers make predictions to help them have a purpose for reading and to understand the subject of the text.

- 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 that 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.

  When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title: *Sights and Sounds of the Orchestra*. It sounds like the book will be about music that orchestras play. I know an orchestra is like a really large band with many different kinds of instruments in it. I can also look at the front cover and flip through the pages of the book to see if I can find any more clues about the topic. Page through the book. **I see a lot of pictures of musical instruments. I see a diagram that shows me where certain kinds of instruments are placed in an orchestra. I think the topic of the book is instruments in an orchestra.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Team Huddle** to have students discuss what kind of music they think an orchestra plays. Tell students to think about how the music played by an orchestra might be different from the music they listen to regularly. Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students discuss the kinds of instruments they think they would see or hear when listening to an orchestra. Tell students to think about whether they would like to play in an orchestra. Use **Random Reporter** to select students to share.
  - Share a few interesting or important facts about orchestras. For example, the first orchestras were informal groups of musicians who gathered to play whatever instruments they had. Organized orchestras with music written for each instrument did not become popular until the sixteenth century. Today, orchestras play a variety of classical music and other instrumental pieces. Orchestras are often used to record music for movie soundtracks.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

  Now that we know the topic of this book, we can move on to the second step of TIGRRS. This step tells us that we need to find the author's intent. That means we should figure out why the author wrote the book

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or what she wants us to learn from reading the book. When I looked through the pages of *Sights and Sounds of the Orchestra*, I saw a lot of different musical instruments. I think the author's intent is to tell me about the instruments in an orchestra. When we read, we should look for information that tells us about the different instruments in an orchestra.

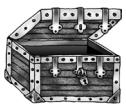
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

  When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is to identify which organizer we will use as we read. Let me take a look at the text. I don't see any words telling me to compare or contrast. It doesn't seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. **This is an idea tree. I will use an idea tree as I read to write down the most-important information in the book. I know that the section of the idea tree that says "Topic" is where I will write the topic of the text. The information that we will write in the circles on the idea tree are the main ideas of the text. Along the small lines that are attached to the circles I will write the supporting details of the main ideas. When we are finished reading the book, we will be able to look back at our idea trees and see the most-important information that we learned from the text.**

- 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-9

Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
vibrate page 50	chunk: vi-brate	quickly shake	The rattlesnake can *vibrate* its tail to make a noise that warns enemies it's nearby.
alter page 51	chunk: al-ter	change	You can *alter* the color of your clothes with dye and bleach.
hollowing page 56	base word + ending: hollow + ing	emptying out, making a hole	Some American Indians made boats by *hollowing* out tree trunks.
broad page 57	blend	wide	The river was too *broad* and deep to cross on foot, so the settlers made a simple raft.
composed page 59	base word + ending: compos(e) + ed	made up	Our class is big and is *composed* of kids from every part of the city.
coiled page 60	base word + ending: coil + ed	wrapped around	The snake was *coiled* around the tree limb, waiting to spot some food.
role page 62	blend	part, responsibility	Every member of our team has an important *role* to play.
striking page 62	base word + ending: strik(e) + ing	hitting	You can ring the bell by *striking* it with a small hammer.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

  Making predictions about readings from informational texts differs from making predictions about literature. When we read literature, we use what we have read so far about events, places, and characters to help us predict future events. When we read informational texts, we have to look for clues, such as titles, headings, pictures, boldface text, captions, and other text features, to predict what we will read or learn. Making predictions about informational text is a lot like what we do when we use the TIGRRS process to find the topic.

- Use **Think-Pair-Share** to have students predict everyday events. Example questions are provided on the next page. Randomly select a few students to share.

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Let's make a prediction. Imagine that you are in art class, and you see your art teacher carrying paint and paintbrushes. What do you predict will happen next? Share your thoughts with your partner. After partners share, randomly select a few students to share.

Let's make another prediction. Suppose that you walk into the classroom, and you see plates of food on the desks. What do you predict will happen next? Share your thoughts with your partner. After partners share, randomly select a few students to share.

- Explain that predictions are guesses we have about the future based on information we already have. Point out that our previous experiences tell us that a certain event will happen. As an example, point out that our previous experiences with art class tell us that we might be about to paint in class if we see our teacher carrying paint and brushes.
- Explain that when we predict things, these things either happen or do not happen. Use the above examples to illustrate the different possibilities.

When we make predictions, the things we predict either happen or not. In the art class example, we might paint in class, or we might learn that the supplies are for another class and that we will use clay instead. In the food example, we might have a party in class, or we might learn about the food groups. So the things we predicted would happen, might happen or they might not. The predictions we made, however, were strong guesses because we've had experiences that support what we thought would happen. Often when we see our art teacher carrying paint, we'll paint in class. And when a teacher brings food to class, we usually have a party.

- Explain that good readers make predictions when they read. Point out that readers do this by thinking about what they have read or what they know, and by asking themselves if they have clues that tell them what is ahead. Explain that once readers make predictions about what will happen or about what they will learn, they read on to see whether their predictions match what they read.
- Tell students that readers' predictions are not always confirmed. Explain that what they predict does not always happen or is not always proven true.
- Display the following passage, and explain that it is a headline and the first part of an article from an old newspaper.

Blackline master provided.

Governor Jackson to Visit Smithsburg

(July 4, 1999)—The Mayor and the City Council are preparing for a visit from Governor Theresa Jackson. Governor Jackson will arrive in Smithsburg on July 5. She will be in town for three days.

"We are really looking forward to Governor Jackson's visit," Mayor Purcells said yesterday, "and we hope she has a good time when she visits Smithsburg. We're sure she will, because everyone has a good time in Smithsburg…."

- Model making a prediction about the article by using the headline and your background knowledge about newspapers. Write your prediction on chart paper.

  Remember that we should look for clues that will help us predict what we might read or learn about in informational texts. Let me begin reading this article to see if I can make any predictions about what I will learn from it. Read the headline aloud. **This article has a headline. That's a type of text feature. I know that headlines are usually good clues to what I will read about in the article. This headline says "Governor Jackson to Visit Smithsburg." I know governors are important people. It can be big news if the governor visits your town. I think this article is going to be about a governor visiting a town.** Write this prediction on chart paper.

- Reread the headline and the rest of the article aloud. Model reviewing your prediction to see if your prediction is the same as what you learned.

  Now I need to see if my prediction is accurate. I used the headline as a clue to guess that the article would be about a governor visiting a town. My prediction matched what I learned from the article. I read that Governor Theresa Jackson will visit Smithsburg for three days. The city's mayor and council are getting ready for her visit. My prediction matched the text this time, but it's important to remember that sometimes our predictions might not match what is in the text.

- Display the following passage.

Blackline master provided.

Elephant Seal

Elephant seals are the largest seals in the world. There are two species of elephant seals, the northern elephant seal and the southern elephant seal. Elephant seals get their names from their huge noses and the bellowing sounds they make. Elephant seals spend much of their time in the water.

- Read the heading aloud, and then use a **Think Aloud** to model predicting what you will learn in the passage.

  The heading of this passage is "Elephant Seal." Hmm, I know what an elephant is, and I know what a seal is, but not necessarily an elephant seal. I predict that this passage will tell me what an elephant seal is.

- Reread the heading and passage aloud, and model reviewing your prediction to see if your prediction is the same as what you learned from the text.

  This time, I made a good prediction based on the clues I had. I said the text would tell me what an elephant seal is. The passage does talk about elephant seals. I learned that elephant seals are the largest seals in the world. There are northern and southern elephant seals. They got their name because of their large noses and the noises they make.

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- Explain that making predictions and rereading to see what the text is about makes texts interesting. Point out that readers often feel satisfied when their predictions match the text and surprised when they do not.
- Pass out the Predicting Strategy Cards, and review the steps for prediction on the informational side of the card. Point out that these steps will remind students to make predictions, explain their clues, and confirm their predictions.
- Tell students that they will predict 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.
- Preview page 49 by reading the heading and text box aloud. Use a **Think Aloud** to model making a prediction about this page, using these clues, and write your prediction on chart paper.

  Let me make a prediction about what I will learn on this page. The heading says "Introduction: Many Instruments Working Together." I know the text is called *Sights and Sounds of the Orchestra*, and that has something to do with instruments. There is also a text box on the page. Read the text box aloud. **This defines the word *orchestra*. It says it's a group of musicians who perform instrumental music. I think I will get an introduction to how the many instruments of the orchestra play together to make music.**

- Read page 49 aloud, stopping to ask questions, make points, or focus students' attention as needed. Point out other clues that you read that helped you make your prediction.

A Collection of Readings, page 49

Introduction
Many Instruments Working Together

You sit up in your seat as the lights dim slightly. The conductor clears his throat and raises his baton into the air. There is brief silence. Then, the conductor swoops his baton through the air.

The rumble of the timpani, or kettledrums, echoes through the symphony hall. Next, you hear the majestic blast of the trumpets, followed by the strings and woodwinds. There is nothing like a well-rehearsed orchestra. So many pieces work together to make wonderful music. You can hear each instrument separately, but you can also hear the sounds they make together.

What instruments make up an orchestra? An orchestra has four basic sections. One section is the strings. Another is the woodwinds. Remember the brass instruments, and don't forget the percussion! Let's explore each one and the most popular instruments in those sections.

orchestra (n): A group of musicians who perform instrumental music.

- Explain to students that you will confirm your prediction when you reread the page on day 3 to identify more details about the text.
- Summarize the main ideas, and add them to the idea tree.
- Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

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-10

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. How is the harp played differently from other stringed instruments in an orchestra? |CC|
3. How does blowing into a mouthpiece with a wooden reed affect the instrument? |CE|
   a. Blowing into the mouthpiece vibrates strings within the instrument.
   b. The wood vibrates and helps make sounds.
   c. Blowing into it keeps the mouthpiece clean from dust.
   d. The wood makes a whistling noise.
4. Why do you think the oboe's broad range of tones makes it useful in an orchestra? |DC|

- Randomly assign team leaders.

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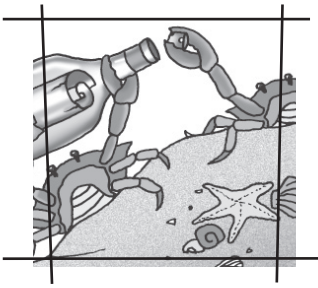

TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

Teacher's Note: The Partner Reading routine is different for the predicting lessons.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR

  pages 50–57 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 prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predicted that page 52 will be about the violin, viola, and cello. The clues I used to make this prediction were the headings above each paragraph. They tell me the names of the instruments. I also see pictures of three different stringed instruments on the page.* **90 points =** *I predicted that page 52 will be about the violin, viola, and cello. The clues I used to make this prediction were the headings above each paragraph.* **80 points =** *Page 52 will be about violins, violas, and cellos. The headings are clues.*

Team Talk continued

2. How is the harp played differently from other stringed instruments in an orchestra? |CC|

   100 points = *The harp is played differently from other stringed instruments in an orchestra because the harpist does not use a bow to play it. The harpist strums or plucks the strings with his or her fingers. The other stringed instruments are played by running a bow over the strings.* **90 points =** *The harp is played differently from other stringed instruments in an orchestra because the harpist does not use a bow to play it. The harpist strums or plucks the strings with his or her fingers.* **80 points =** *Harpists pluck or strum the strings with their fingers.*

3. How does blowing into a mouthpiece with a wooden reed affect the instrument? |CE|

   a. Blowing into the mouthpiece vibrates strings within the instrument.

   b. The wood vibrates and helps make sounds.

   c. Blowing into it keeps the mouthpiece clean from dust.

   d. The wood makes a whistling noise.

4. Why do you think the oboe's broad range of tones makes it useful in an orchestra? |DC|

   100 points = *I think the oboe's broad range of tones makes it useful in an orchestra because this allows the oboe to play a lot of notes. It can play high notes and low notes. It can make a lot of different sounds to make the orchestra sound better.* **90 points =** *I think the oboe's broad range of tones makes the oboe useful in an orchestra because this allows the oboe to play high and low notes.* **80 points =** *It can play high and low notes.*

- 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.

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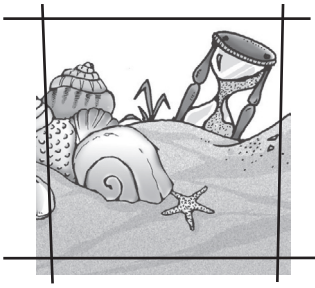
Class Discussion TP

- 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	Can you think of any other stringed instruments that aren't mentioned in the text? Are they played similarly or differently from the instruments mentioned in the text? How? Much of the music written for orchestras does not have lyrics, or words. Do you like music without lyrics? 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 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.

Pages 50 (paragraph 3) and 51

- 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?**

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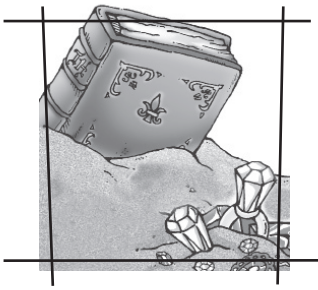

DAY 2

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 do you play a harp differently from a violin?

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 instruments in an orchestra. We learned about stringed instruments. We also learned about woodwinds.

- Tell students that you will continue to record important ideas on the graphic organizer.

- Preview page 58 of the text. Use a **Think Aloud** to point out clues, such as the heading and text box. Model making a prediction about this page, using these clues, and write your prediction on chart paper.

Let's see what predictions I can make about this section of the text using the clues on the page. I see that the heading is "Part III: Brass." I think this page might be about instruments made from metal. I know brass is a type of metal. We already read about woodwinds, which are often made from wood. The text box on the page tells me about how brass instruments are played. I used clues on the page to make a prediction.

- Read page 58 aloud, stopping to ask questions, make points, or focus students' attention as needed.

A Collection of Readings, page 58

> **PART III**
> **Brass**
>
> The brass section is usually the loudest section in the orchestra. Like the woodwinds and the strings, the brass section sometimes plays the melody for the orchestra. Brass instruments have other roles too, such as helping to maintain the tempo, or speed, of the song.
>
> Brass instruments are actually made of brass. Trumpets, trombones, tubas, and French horns are all brass instruments. One long brass tube is coiled around and around in brass instruments. Each of these instruments is also a wind instrument. That means the musicians make sounds by blowing into them, just like the woodwinds. But a typical brass instrument is much, much louder than a woodwind instrument.
>
> *Did you know?*
> *Most of the brass instruments have keys that change how the instruments sound.*

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- Explain to students that you will confirm your prediction when you reread the page on day 4 to identify more details about the text.
- Summarize the main ideas, and add them to the idea tree.
- Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

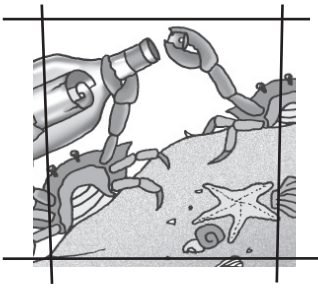
Preview Team Talk

- 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-10

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. What do all the brass instruments have in common? |CC|
   a. They are all played with valves.
   b. They are all coiled the same way.
   c. They are all coiled brass tubes.
   d. They are all played with slides.
3. What happens when a timpani player uses the pedal on his or her drum? |CE|
4. What might happen if an orchestra had no conductor? Support your response. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

Teacher's Note: The Partner Reading routine is different for the predicting lessons.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR

  pages 59–65 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 prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predicted that page 62 will introduce me to percussion instruments. I used the heading as a clue. The heading says "Part IV: Percussion." There is also a text box on the page. This text defines the word* percussion *and tells me how a percussion instrument is played.* **90 points =** *I predicted that page 62 will introduce me to percussion instruments. I used the heading as a clue. The heading says "Part IV: Percussion."* **80 points =** *Page 62 will be about percussion instruments. The heading is a clue.*

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Team Talk continued

2. What do all the brass instruments have in common? |CC|
   a. They are all played with valves.
   b. They are all coiled the same way.
   c. They are all coiled brass tubes.
   d. They are all played with slides.

3. What happens when a timpani player uses the pedal on his or her drum? |CE|

   100 points = *When a timpani player uses the pedal on his or her drum, he or she makes the drum sound higher or lower. The player changes the sound of the drum.* **90 points =** *When a timpani player uses the pedal on his or her drum, he or she makes the drum sound different.* **80 points =** *He or she makes the drum sound different.*

4. What might happen if an orchestra had no conductor? Support your response. |DC|

   100 points = *Without a conductor the orchestra might not sound as good. The conductor leads the musicians. He or she waves a baton to show the beat of the song to everyone in the orchestra. I think musicians might not play together as well without the conductor showing them the beat. Some might play too slowly, and others might play too quickly.*
   90 points = *Without a conductor in front of an orchestra, I think the orchestra might not sound as good. The conductor waves a baton to show the beat of the song to everyone in the orchestra. Some musicians might play too slowly, and others might play too quickly without the conductor.*
   80 points = *The orchestra wouldn't sound as good. The conductor helps them keep beat with one another.*

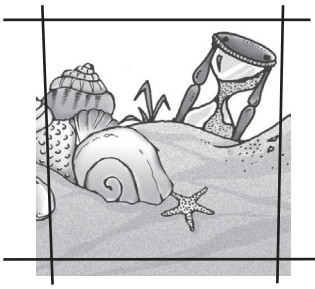
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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 percussion instruments were some of the first musical instruments used by humans? Some musical instruments, such as trumpets and flutes, play melodies. Other instruments, such as tubas and drums, keep the beat. Which role do you think you would prefer in an orchestra? Why?
	– 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-9

Page 59 (paragraph 1)

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

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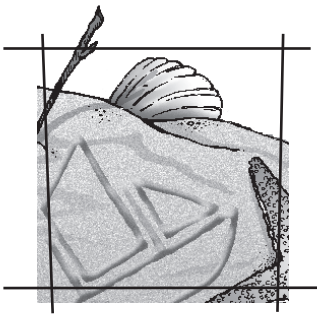
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners 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

Blackline master provided.

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for diphthongs. Display a buoy, and write "rejoice" below it.

- Point out that the clue is a buoy.
- Explain that buoys are big floats often used at sea to mark tricky areas, underwater rocks, or sandbars that could be dangerous for a boat. Captain Read More uses the buoy to mark when there is a diphthong in a word. Diphthongs are tricky vowel combinations where the vowel sound changes as you say it.

tps

- Point to the buoy above the *oi* in *rejoice* and explain that the buoy marks the *oi* because in this word the *oi* makes the /oy/ sound like in *boy*. Explain that the /oy/ sound is tricky because it changes as you say it. Use **Think-Pair-Share** to have students read *rejoice*. Randomly select a few students to share.
- Write "embroider" on the board.
- Use **Think-Pair-Share** to have students identify the diphthong in the word. Randomly select a few students to share.
- Draw a buoy (triangle) above the *oi* in the word. Tell students that Captain Read More wants them to draw buoys or triangles above the diphthongs in words to mark when they've found them and to help students remember the sounds when they appear in other words.

- Model reading the *oi* in each word and then the whole word.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

Diphthongs can be tricky because the vowel sound changes as you say it.

If you're having trouble reading a word with a diphthong, first read the diphthong, and then read the whole word.

- Tell students to be on the lookout for a word from this cycle's vocabulary list that has a diphthong 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, page S-10

Skill Practice

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. joint *joint*
2. spoiled *spoil*
3. appoint *appoint*
4. hoist *hoist*

Building Meaning

vibrate	alter	hollowing	broad
composed	coiled	role	striking

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.

   We may need to *alter* our picnic plans since the weather may be rainy.

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

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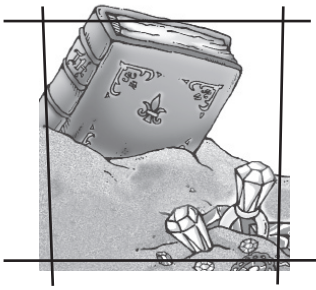
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** 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.	– **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.

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- 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 brass instruments similar to one another?

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 learned about more instruments in the orchestra. We learned about brass instruments and the percussion section. We also learned about the conductor, the person who leads the orchestra.

- 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.
- Remind students that you made a prediction about page 49 when you read it on day 1.

When I first read this section, I used the clues on the page to make a prediction about it. I said the section would be an introduction to how the musical instruments in an orchestra work together to make music. I used the heading and text box on the page to make that prediction.

- Reread page 49 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 49

> **Introduction**
> **Many Instruments Working Together**
>
> You sit up in your seat as the lights dim slightly. The conductor clears his throat and raises his baton into the air. There is brief silence. Then, the conductor swoops his baton through the air.
>
> The rumble of the timpani, or kettledrums, echoes through the symphony hall. Next, you hear the majestic blast of the trumpets, followed by the strings and woodwinds. There is nothing like a well-rehearsed orchestra. So many pieces work together to make wonderful music. You can hear each instrument separately, but you can also hear the sounds they make together.
>
> What instruments make up an orchestra? An orchestra has four basic sections. One section is the strings. Another is the woodwinds. Remember the brass instruments, and don't forget the percussion! Let's explore each one and the most popular instruments in those sections.
>
> *orchestra (n): A group of musicians who perform instrumental music.*

When we reread during the TIGRRS process, we're supposed to look for more details to help us better understand the text. Looking for more details can help us to see whether our predictions were good ones. Let's see if my prediction matches what I learned. I read a lot of details that describe what an orchestra sounds like. You can hear a lot of instruments playing at once. You can tell which instruments are playing, but you can also hear how they blend together to make music. I think my prediction does match what I learned. I was introduced to how the different sections and types of instruments play together to make music.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Tell students that they will discuss whether their predictions match what they learned from the text.

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-11

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your prediction if it was confirmed. (Write-On) |PR|
2. What happens as the size of the stringed instrument increases? |CE|
3. What information does the text box on page 56 tell you? |TF|
   a. how flutes were one of the earliest instruments
   b. how to make your own flute from a tree branch
   c. why early humans enjoyed making their own flutes
   d. why pieces of wood were better than bone for flutes
4. How is the contra bassoon different from the bassoon? |CC • DC|

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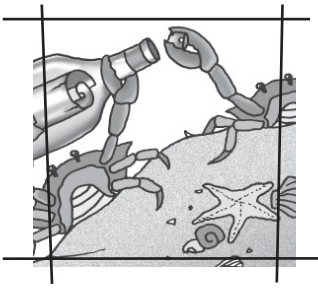

TEAMWORK

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 50–57 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 prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your prediction if it was confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 1, I predicted that I would learn about violins, violas, and cellos on page 52. What I learned matches what I predicted. There are three sections on the page. Each section gives details about violins, violas, or cellos. Violins carry the melody. Violas are larger than violins and play deeper notes. Cellos are much larger and play even deeper notes.* **90 points =** *On day 1, I predicted that I would learn about violins, violas, and cellos on page 52. What I learned matches what I predicted. There are three sections on the page. Each section gives details about violins, violas, or cellos.* **80 points =** *I predicted that I would learn about violins, violas, and cellos. I learned about each and how they are different.*

Team Talk continued

2. What happens as the size of the stringed instrument increases? |CE|

   100 points = *As the size of the stringed instrument increases, the notes the instrument plays get deeper. Violas are bigger than violins and play deeper notes. Cellos are bigger than violas and play deeper notes than violas. Basses are the biggest stringed instruments, and they play the deepest notes. Musicians also have to hold the cello and bass differently from the violin and viola since they are larger.* **90 points =** *As the size of the stringed instrument increases, the notes the instrument plays get deeper. Basses are the biggest and play the deepest notes.* **80 points =** *The notes they play get deeper.*

3. What information does the text box on page 56 tell you? |TF|

   a. *how flutes were one of the earliest instruments*

   b. how to make your own flute from a tree branch

   c. why early humans enjoyed making their own flutes

   d. why pieces of wood were better than bone for flutes

4. How is the contra bassoon different from the bassoon? |CC • DC|

   100 points = *The contra bassoon is different from the bassoon because it is even bigger than a bassoon. A bassoon has eight feet of tubing. A contra bassoon is twice as long, so it must have sixteen feet of tubing. The contra bassoon plays deeper notes since it is larger.* **90 points =** *The contra bassoon is different from the bassoon because it is twice as big as a bassoon. The contra bassoon plays deeper notes since it is larger.* **80 points =** *It is twice as big and plays deeper notes.*

- 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.

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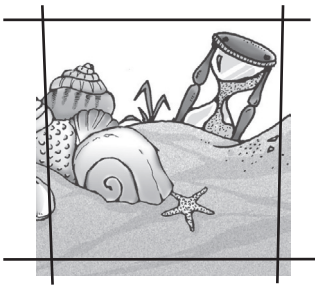
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Do you think it might be harder to learn to play a stringed instrument than a woodwind? Why or why not? A bassoon is still tall, even though its tubing is folded to make it smaller. A contra bassoon must be even taller. Do you think you would like to play such a big instrument? 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

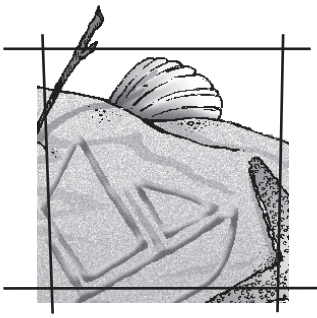
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-9

Page 59 (paragraph 1) or 55 (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

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill. Use the message to remind students of the skill they are working on (diphthongs).
- Point out that there is a word from this cycle's vocabulary list that has a diphthong. Write the word "coiled" on the board.

tps

- Use **Think-Pair-Share** to have students figure out how to read the word.
- Use **Think-Pair-Share** to have students identify the diphthong, and draw, or place, a buoy (triangle) above the *oi* after they respond.

- 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-11

Skill Practice

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. voice *voice*
2. moist *moist*
3. loiter *loiter*
4. noisily *noisily*

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Building Meaning			
vibrate	alter	hollowing	broad
composed	coiled	role	striking

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

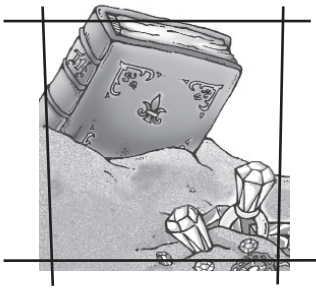
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

6. Draw a picture to show your understanding of the word *striking*.

   (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.	– **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.

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- 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 did you learn from the text box about flutes?

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 read more details about some instruments in an orchestra. We read about the stringed instruments. They sit in the front of an orchestra. You play most stringed instruments by rubbing a bow across the strings. There are more violins than any other stringed instrument. They play the melody in songs. Violas are similar to violins, but they are larger and play deeper notes. Cellos are much larger and play even deeper notes. Bass are the largest and play the deepest notes. Harps are ancient instruments. They are played by plucking or strumming the strings instead of with a bow. The woodwinds sit behind the strings. Most woodwinds have mouthpieces with reeds. Flutes are different because you blow across a hole instead of into a mouthpiece. You also play a flute to the side. They play high-pitched notes and melodies. Clarinets are similar, but a clarinet is played by holding it in front. Oboes are double-reed woodwinds. They play a wide range of notes. Bassoons and contra bassoons are the largest woodwinds. They are also double-reed instruments. They play the deepest notes.

- 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.
- Remind students that you made a prediction about page 58 when you read it on day 2.

  When I first read this section, I made a prediction about it using clues on the page. I said the text would introduce me to instruments made from brass. I used the heading and text box on the page to make that prediction.

- Reread page 58 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 58

PART III
Brass

The brass section is usually the loudest section in the orchestra. Like the woodwinds and the strings, the brass section sometimes plays the melody for the orchestra. Brass instruments have other roles too, such as helping to maintain the tempo, or speed, of the song.

Brass instruments are actually made of brass. Trumpets, trombones, tubas, and French horns are all brass instruments. One long brass tube is coiled around and around in brass instruments. Each of these instruments is also a wind instrument. That means the musicians make sounds by blowing into them, just like the woodwinds. But a typical brass instrument is much, much louder than a woodwind instrument.

Did you know?
Most of the brass instruments have keys that change how the instruments sound.

When we reread during the TIGRRS process, we're supposed to look for more details to help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I read that brass instruments sometimes play the melodies in orchestras, but also help keep the tempo of the music. These instruments are made from brass metal. They are all coiled metal tubes. The most popular brass instruments in orchestras are trumpets, trombones, French horns, and tubas. I think my prediction does match what I learned. I was introduced to brass instruments.

- Summarize the supporting details for the main ideas, and record them on the idea tree.
- Tell students that they will discuss whether their predictions match what they learned from the text.

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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

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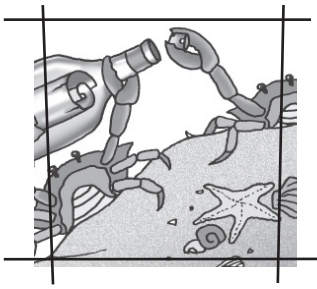
Student Edition, page S-11

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your prediction if it was confirmed. (Write-On) |PR|
2. How does the size of the mouthpiece affect the notes a brass instrument makes? |CE|
3. Tubas are similar to percussion instruments because— |CC|
   a. you play it by tapping it with a stick.
   b. they help to keep the beat of the music.
   c. it makes crashing and rumbling noises.
   d. it changes notes with a pedal on its base.
4. Use information from your idea tree to write a summary about *Sights and Sounds of the Orchestra*. |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 59–65 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 prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your prediction if it was confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 2, I predicted that I would be introduced to percussion instruments on page 62. What I learned matches what I predicted. I learned how percussion instruments are played by hitting one part of the instrument against another part. Percussion instruments mostly help to keep the beat of a piece of music. Most orchestras have snare drums, bass drums, timpani, and cymbals. Some have xylophones and triangles.* **90 points =** *On day 2, I predicted that I would be introduced to percussion instruments on page 62. What I learned matches what I predicted. I learned how percussion instruments are played by hitting one part of the instrument against another part.* **80 points =** *I predicted that I would be introduced to percussion instruments. I learned how percussion instruments are played.*

2. How does the size of the mouthpiece affect the notes a brass instrument makes? |CE|

   100 points = *The size of the mouthpiece affects the notes a brass instrument makes because different brass instruments have different-sized mouthpieces. Small mouthpieces help players make high-pitched notes. Larger mouthpieces help players make low notes. Brass players buzz their lips into the mouthpieces. The size of the mouthpiece affects how quickly or slowly they buzz their lips.* **90 points =** *The size of the mouthpiece affects the notes a brass instrument makes because different brass instruments have different-sized mouthpieces. Players buzz their lips into the mouthpieces. The size of the mouthpiece affects how quickly or slowly they buzz their lips.* **80 points =** *It affects how quickly or slowly they buzz their lips.*

3. Tubas are similar to percussion instruments because— |CC|

   a. you play it by tapping it with a stick.

   b. they help to keep the beat of the music.

   c. it makes crashing and rumbling noises.

   d. it changes notes with a pedal on its base.

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Team Talk continued

4. Use information from your idea tree to write a summary about *Sights and Sounds of the Orchestra*. |SU|

   100 points = *Orchestras are large groups of people who play stringed, woodwind, brass, and percussion instruments. Orchestras can be any size and have many different kinds of instruments, but most have the same kinds. The strings section is made up of violins, violas, cellos, bass, and harps. The woodwinds section is made up of flutes, clarinets, oboes, and bassoons. The brass section has trumpets, French horns, trombones, and tubas. The percussion section has snare drums, bass drums, timpani, and cymbals. Orchestras are led by conductors who help all the musicians play together.* **90 points =** *Orchestras are large groups of people who play stringed, woodwind, brass, and percussion instruments. Orchestras can be any size and have many different kinds of instruments, but most have the same kinds. Orchestras are led by conductors who help all the musicians play together.* **80 points =** *Orchestras are large groups of people who play different instruments. Most orchestras have the same instruments. Orchestras are led by conductors.*

- 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	Now that you have read about all the instruments in an orchestra, which do you think you'd like to play? Do you think it takes a lot of work for an orchestra to sound good? Why or why not? What do you think orchestras do to sound good?
	– 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.

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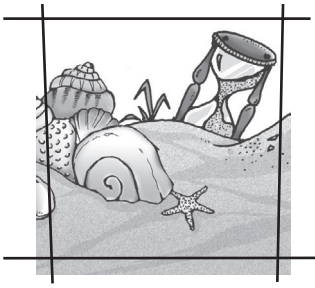


FLUENCY IN FIVE TP

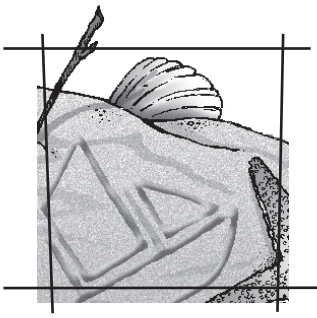
Timing Goal: 5 minutes

- 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.

Student Edition, page S-9

Page 59 (paragraph 1), 55 (paragraph 1), or 64 (paragraph 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 (diphthongs) and the Word Treasure clue Captain Read More uses for diphthongs (buoys).

Preparation: Display the Word Power Challenge.

- 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. Violet always <u>avoided</u> walking past the house with the scary dog.
2. Ballet dancers wear <u>pointy</u> shoes to help them stand on their toes.

- Use **Random Reporter** to select students to read the sentences aloud and identify where the buoy should be placed.
  avoided; pointy
- 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-12

Skill Practice

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. recoil *recoil*
2. coined *coined*
3. soiled *soiled*
4. void *void*

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Building Meaning			
vibrate	alter	hollowing	broad
composed	coiled	role	striking

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

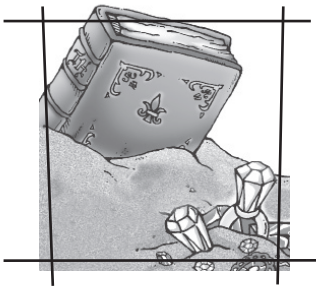
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

   Raindrops were *striking* the tin roof, making a pleasant rattling noise.

- 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.	– **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 written music. Sheet music lets musicians know what notes to play, how long to play them, and when to stop.

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 #1 and #3 ask about predicting.
- Ask students to underline key words or phrases in question #3.
- Tell students they will make a prediction about the test passage before reading or filling out their graphic organizers.
- 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.

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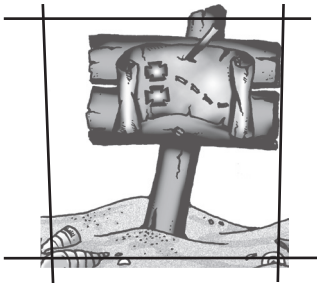
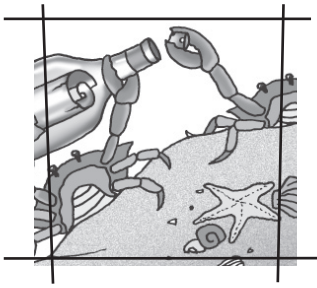


TEST

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

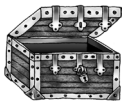
Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

- 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.	– **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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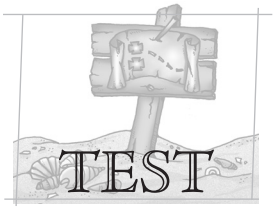


Test Passage

Preview the test passage, and answer the following question.

20 points

1. What prediction can you make about the passage before reading? What clues helped you make this prediction? |PR|

   20 points = *I predict that this passage will be about how to write music. I used the heading as a clue. The heading says "Writing Music." People read music so they know what to play. Musicians have to know how to write music if they want others to play their songs. I think the passage will tell me how to write music.* **15 points =** *I predict that this passage will be about how to write music. I used the heading as a clue. It says "Writing Music." Musicians have to know how to write music if they want others to play their songs.*
   10 points = *It will be about how to write music. The heading tells me.*

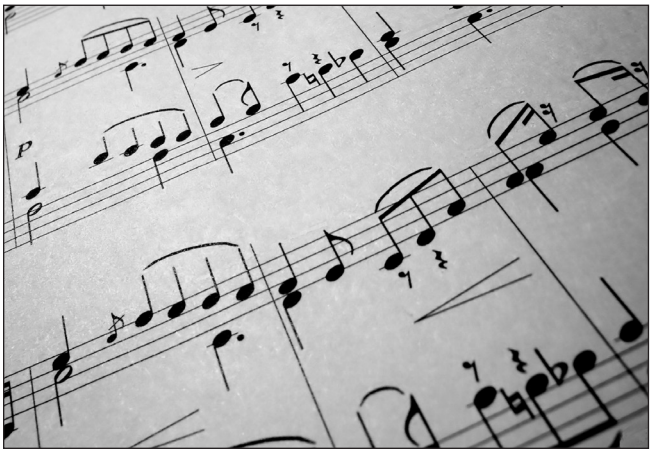
Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Writing Music

Today if you want to play music, you learn to read music. But written music hasn't always been around. Long ago, people learned to play songs by listening to other players. Songs sounded different depending on who was playing them because people would either forget what they had heard or change it.

The first written music named notes with Greek letters. Symbols above the letters told people how to play them. This was hard to read. The Romans named notes after the first fifteen letters of their alphabet. This was shortened to the first eight letters (A–G). A monk named Guido d'Arezzo created the four-line musical staff. He wrote the notes under, on, or above the lines. This showed how each note should sound. We still read music this way.

Source: library.thinkquest.org/trio/TTQ03029/history.htm



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.

30 points

2. What is the author's intent? |AP|
   a. to teach the reader how to write their own songs on a staff
   b. to explain how notes sound different as you play musical scales
   c. to teach the reader how to play a song on the piano
   d. to tell how the way we learn to play and read music has changed

   How do you know?

   20 points = *I know this is the author's intent because I read information about how learning to play music has changed. People learned to play songs differently in the past. Some people came up with easier ways to write music so others could learn to play songs.* **15 points =** *I know this is the author's intent because I read information about how learning to play music has changed. People learned to play songs differently in the past.* **10 points =** *I read information about how learning to play music has changed.*

20 points

3. Does what you learned from the passage match your prediction? Support your answer. |PR|

   20 points = *No. What I learned from the passage does not match my prediction. I said the passage would be about learning to write music. I learned about how music was not written down at first. People learned it by listening. Then different ways of writing music were created. They were confusing at first, but people found ways to make reading music easier.* **15 points =** *No. What I learned from the passage does not match my prediction. I said the passage would be about learning to write music. I learned about how music was not written down at first and how ways of writing it changed.* **10 points =** *It does not match my prediction. I read about how music was written down at first and how it changed.*

20 points

4. Summarize the text using information from your graphic organizer. |SU|

   20 points = *Before there was music to read, people learned to play songs by listening to other people play them. Songs changed from player to player. The first written music used Greek letters and symbols and was confusing. The Romans changed the letters to match their alphabet. A monk named Guido d'Arezzo created the musical staff for notes that we still use today.* **15 points =** *Before there was music to read, people learned to play songs by listening to other people play them. The first written music used Greek letters and symbols. The Romans changed the letters to match their alphabet. A monk created the musical staff for notes that we still use today.* **10 points =** *Before there was music to read, people learned to play songs by listening to other people play them. The Greeks and Romans used letters to show notes. A monk created the musical staff.*

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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 draw a triangle above the diphthong in each word.

5 points 1. poise *poise*

5 points 2. foiled *foiled*

5 points 3. poinsettia *poinsettia*

5 points 4. oily *oily*

Building Meaning

vibrate	alter	hollowing	broad
composed	coiled	role	striking

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

10 points = *The park bench was broad enough for all five of my friends to sit together on it for a group picture.* **5 points =** *The park bench was broad enough for all five of my friends to sit together.* **1 point =** *The park bench was broad.*

10 points 6. The dog's snoring was so loud, it made the dog's whole body *vibrate* every time she breathed.

10 points 7. Willa's role in the school play was small but very important to the story. *Role* means—

a. part.
b. line.
c. costume.
d. direction.

10 points 8. The vine *coiled* its stem around the tree's trunk as it climbed higher into the branches.

10 points 9. A banana split is composed of a few scoops of ice cream, a banana, whipped cream, chocolate sauce, and a cherry. *Composed* means—

a. taken down.
b. lost.
c. missing.
d. made up.

10 points

10. Sometimes a nut is hard to open, so you have to crack it by *striking* it with a little hammer.

10 points

11. My sister's old dress was a little big for me, so my mom had to alter it before I could wear it to the party. *Alter* means—

    a. purchase.
    b. remake.
    c. change.
    d. organize.

10 points

12. We began *hollowing* the log to make a canoe.

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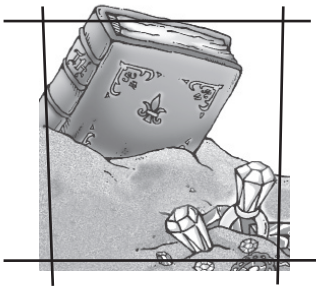

DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will create a glossary for *Sights and Sounds of the Orchestra*. You may have come across some difficult or important words in the text that were not defined in your lesson. You can help your classmates by defining some words you thought were difficult or important.

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, creating a glossary.

  Where do you look when you want to learn what a new word means? You look in a dictionary of course. Dictionaries are useful books because they tell us what a lot of different words mean. Sometimes the book you are reading will have another resource for you. A book, especially an informational text, might have a glossary in the back. A glossary is like a dictionary. It defines words, but usually it will only define words that are specific to the text and its main idea. It will also only give you the definition of the word as it is used in the text.

- Display the following glossary.

Blackline master provided.

bark: The outer covering on tree trunks and branches. This coating may be smooth, rough and bumpy, or thin and papery depending on the tree. The tree's *bark* skinned my knees and hurt my hands as I tried to climb it.

conifer: Evergreen trees that produce cones of seeds, such as pine, fir, or spruce trees.
The forest of *conifers* remained a deep green color despite the cold temperatures.

deforestation: Clearing a forest of trees by cutting them down. *Deforestation* has caused many animals to lose their homes and hiding places.

- Use **Team Huddle** to have students identify what the main idea of the text this glossary appears in might be. Use **Random Reporter** to select students to share. *The text is about trees. The words all relate to trees.*
- Explain how this glossary is different from a dictionary.

  You are correct that this glossary would appear in a text about trees. All the words relate to trees. They are words that the author of the text decided needed to be defined at the end of the text. They are important to understanding trees. If this were a dictionary, there would be a lot more words between each of these entries. Also, let's look at the word *bark*. Do you think this is the only meaning of the word *bark*? Wait for students' responses. **Right. There are other definitions for *bark*. One that I can think of is the sound a dog makes. But those definitions do not appear in this glossary. That is because the word *bark* is only used in the context of trees in the text. The author wants you to know what bark is on a tree specifically. This is an important way that glossaries are different from dictionaries.**

- Discuss with students the proper format for a glossary.

  A glossary should be written in the proper format. The words should be in alphabetical order. The words should be lowercase, unless they are capitalized in the text. For example, a glossary word might contain a proper name, and that should be capitalized. The glossary word should be followed by a colon. The definition should be a complete sentence with the initial word capitalized and a period at the end. Under the definition, you should provide a meaningful sentence, where the glossary word is italicized.

- Tell students that they will create glossaries of difficult or important words from *Sights and Sounds of the Orchestra*.

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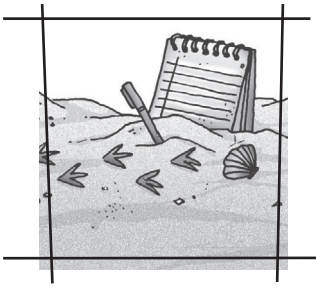

ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will create a glossary for *Sights and Sounds of the Orchestra* by choosing difficult or important words from the text.

tps

- 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-12

Writing Prompt
You have finished reading *Sights and Sounds of the Orchestra* and think the text could use a glossary. Choose four words from the text that you believe are difficult or important. Your glossary words should not be vocabulary words from earlier in the cycle. They should also not be words defined in text boxes in the text. Your definitions should match the word as it was used in the text. Each entry should include a meaningful sentence for the word. Remember to write your glossary entries in the correct format.

Scoring Guide	
You chose four words from *Sights and Sounds of the Orchestra* for a glossary.	**15 points each (60 points maximum)**
Your definitions match the words as they were used in the text.	**15 points**
Each entry includes a meaningful sentence.	**15 points**
The glossary is in the correct format.	**10 points**

- Display the following formatting instructions for a glossary.

Blackline master provided.

Glossary Format

Words are lowercase unless they are capitalized in the text.

Words are followed by a colon.

Definitions are written in complete sentences with punctuation.

The glossary word in the meaningful sentence is italicized if typed or underlined if handwritten.

Entries are in alphabetical order.

Sample

bark: The outer covering on tree trunks and branches. This coating may be smooth, rough and bumpy, or thin and papery depending on the tree. The tree's *bark* skinned my knees and hurt my hands as I tried to climb it.

- 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 glossaries.

- 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.

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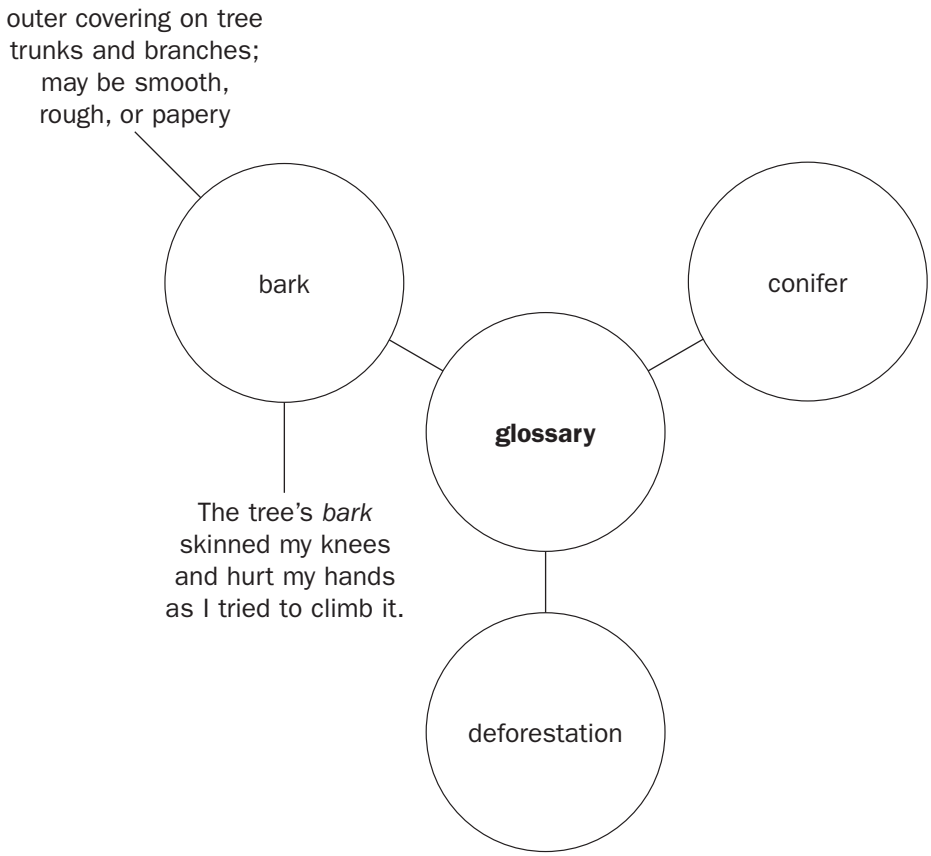
Sample Graphic Organizer



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
- Tell students to check their partner's definition to make sure they match how the word is used in the text.

  Remember, a glossary is like a small dictionary specifically for the text. Your definitions should match the word as it is used in the text. This will help readers better understand difficult or important words. If you use the wrong definition, readers might get confused!

- Display the following entry from a glossary. Read the entry aloud to students.

Blackline master provided.

> bow: Bending the knee or body to show respect.
> The violin player moved the *bow* across the strings slowly to make beautiful music.

- Tell students to turn to page 50 in their texts. Use **Team Huddle** to have students identify what might be wrong with the definition of *bow* in the glossary entry. Use **Random Reporter** to select students to share. *The word is not defined correctly. The definition does not match how the word is used in the text. A bow has silk or horsehair on it and is slid across the strings on an instrument.*
- Use **Think-Pair-Share** to have students identify whether the meaningful sentence uses the word *bow* correctly. Randomly select a few students to share. *Yes. The meaningful sentence shows that it is a tool you use to play an instrument.*
- Tell students that it is important to make sure they use the correct definitions when writing their glossary entries.
- 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.

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- 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.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

Governor Jackson to Visit Smithsburg

(July 4, 1999)—The Mayor and the City Council are preparing for a visit from Governor Theresa Jackson. Governor Jackson will arrive in Smithsburg on July 5. She will be in town for three days.

"We are really looking forward to Governor Jackson's visit," Mayor Purcells said yesterday, "and we hope she has a good time when she visits Smithsburg. We're sure she will, because everyone has a good time in Smithsburg…."

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Elephant Seal

Elephant seals are the largest seals in the world. There are two species of elephant seals, the northern elephant seal and the southern elephant seal. Elephant seals get their names from their huge noses and the bellowing sounds they make. Elephant seals spend much of their time in the water.

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bark: The outer covering on tree trunks and branches. This coating may be smooth, rough and bumpy, or thin and papery depending on the tree.
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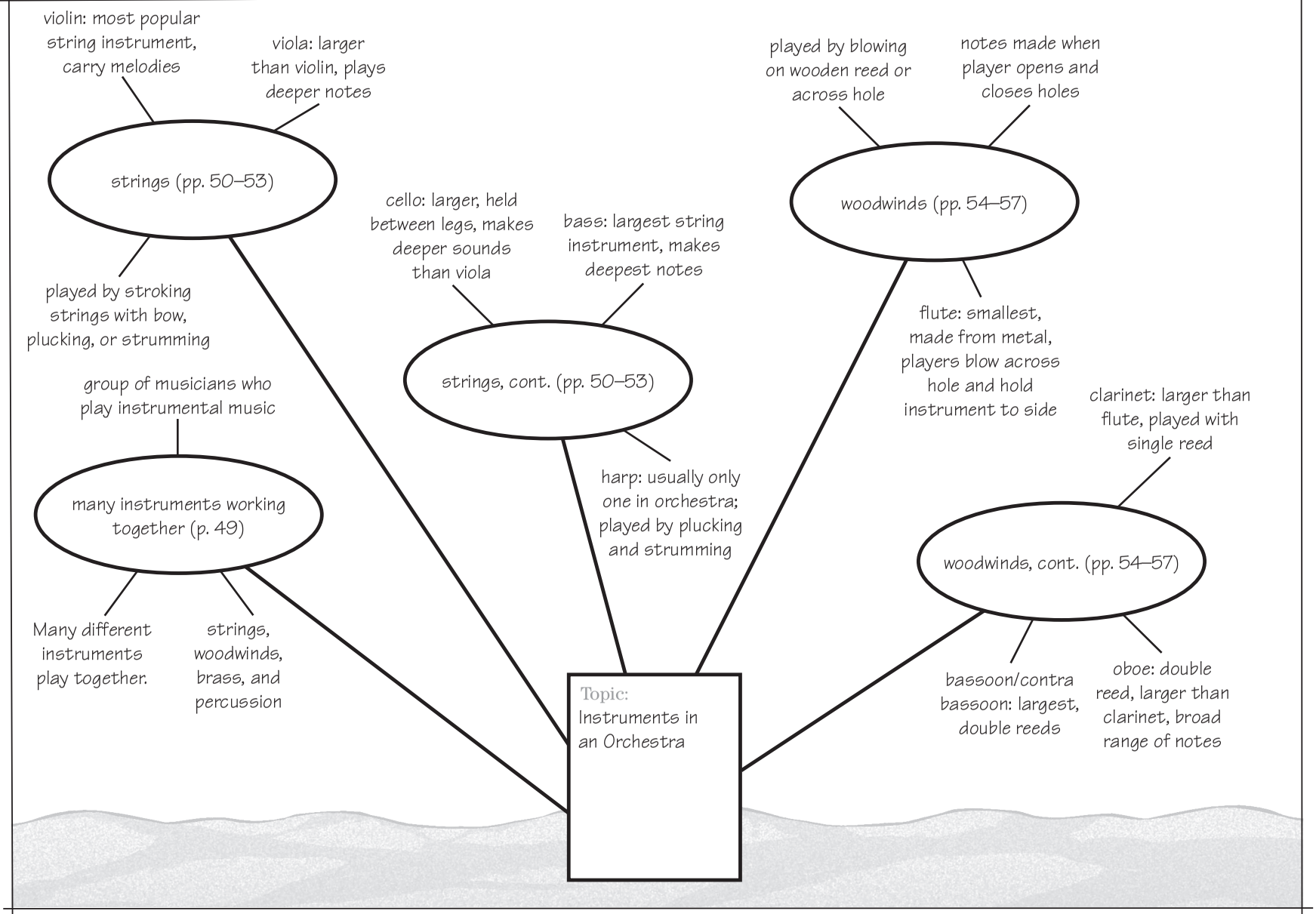
bow: Bending the knee or body to show respect.

The violin player moved the *bow* across the strings slowly to make beautiful music.

Idea Tree

Title: Sights and Sounds of the Orchestra



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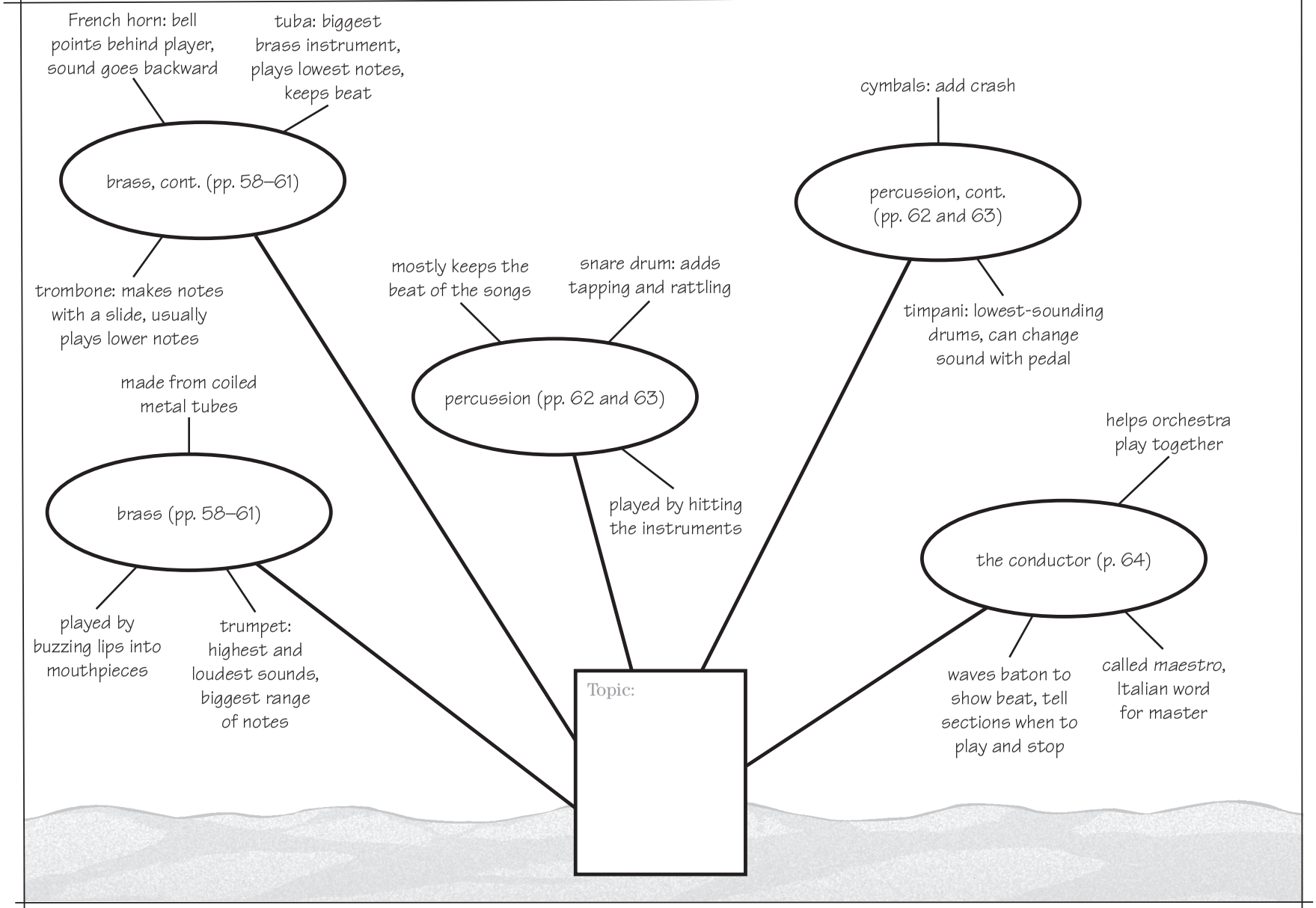
Idea Tree

Title: Sights and Sounds of the Orchestra, 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 / *Sights and Sounds of the Orchestra*
English Language Arts Standards: *Reading: Informational*
Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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: *Writing*
Text Types and Purposes W.3.2b Develop the topic with facts, definitions, and details.

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Table of Contents

The Savvy Reader—Predicting Level 3

Student Edition

Predicting with the Whales S-1
The Razorbacks S-5
Sights and Sounds of the Orchestra S-9

Predicting with the Whales

DAY 1

Team Talk

1. According to Nick what is a prediction?
2. How do Nick and the Whales predict what *Sillie to the Rescue* will be about?
3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?
4. What is your prediction about the story? Explain your clues. (Write-On)

The Whales' Challenge

Hi boys and girls,

We think making predictions is fun. We've sent you another story so you can have fun predicting too. See if you can predict what the story is about before you read it.

- Look at the front and back covers. Ask yourself: what do I think the story is about? Make a prediction.
- Ask yourself: why did I predict that? Explain your clues.
- Share predictions and clues with your partners.
- Write your predictions and clues down on paper so you can discuss them with your team.

Have fun!

Your friends,
The Whales

DAY 2

Team Talk

1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?
2. Josh predicts that Sillie will find out that the creature is a boy not a dolphin. What clues does he use?
3. Is there information in the story that proves Josh's prediction correct? What information?
4. What does Molly do when Nick forgets to explain his clues?
5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read?
6. Did you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)

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The Whales' Challenge

Hi boys and girls,

Nick is doing a great job making predictions. Predicting has helped him get into the story. He might even learn something about the animals that live in the bay! You're also reading about an animal that lives in the bay. We can't wait to find out what you learn about Mateo the manatee!

Take turns with your partners reading page 1 of *Mateo the Manatee*.

Ask yourself: Do I have ideas about what will happen next? If you do, make a prediction. Share your predictions and clues with your partners.

Take turns reading page 2. Did your predictions come true? How do you know?

Are there clues on page 2 that give you ideas about what will happen next? If so, make a prediction. Share your predictions and clues with your partners.

Write your predictions and clues so you can discuss them with your team.

Have fun!

Your friends,
The Whales

DAY 3

Team Talk

1. Do you think Nick has learned that it's important to explain the clues he uses to make predictions? Why do you think that?
2. Do you think it's a good idea to discuss clues with your partner? Why?
3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)
4. Did the prediction you made before you read the story work out? How do you know?

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The Whales' Challenge

Hi boys and girls,

Reading *Sillie to the Rescue* taught Nick some things about dolphins. You're learning about dolphins and manatees! Can you find clues that help you predict the rest of the story about Mateo? Of course you can!

- Take turns with your partners reading page 3 of *Mateo the Manatee*.
- Did the prediction you made after reading page 2 come true? What information tells you that?
- Do you have ideas about how the story will end? If so, make a prediction.
- Discuss your prediction and clues with your partners. Remind your partner if he or she forgets to explain the clues.
- Write your predictions and clues so you can discuss them with your team.
- Take turns reading page 4. Did your prediction come true? What information tells you that?

Have fun!

Your friends,
The Whales

DAY 4

Team Talk

1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On)
2. Was your prediction confirmed? Give two details from the story that support your answer.
3. How was Stu different at the end of the story?
4. The word *anxiously* means—
    a. nervously.
    b. indifferently.
    c. uncaringly.
    d. casually.

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The Razorbacks

Word	Identification Strategy	Definition	Sentence
hissed	base word + ending	whispered angrily	"Stop bothering me," I *hissed* at Juan, low enough that the teacher wouldn't hear me.
slung	blend	thrown	The soldier's backpack was *slung* over her shoulder.
deafening	base word + endings	very loud	The sound of the big boulder crashing down was so *deafening* it made Monica's ears ring.
anxious	-xious = /shus/ chunk	nervous, uneasy, tense	I was *anxious* before the big test, and I didn't know how well I would do.
entire	chunk	whole	Bill told the *entire* story and didn't leave anything out.
investigate	chunk	look into, check out	The police wanted to *investigate* the scene of the crime to look for clues.
chuckle	chunk	laugh softly	Willie heard his father *chuckle* under his breath during the funny movie.
politely	base word + ending	with good manners	At the fancy restaurant, Zakia *politely* asked the waiter for another glass of water.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 33 (paragraphs 1 and 2)	**Page 33 (paragraphs 1 and 2) or 37 (paragraphs 1–4)**	**Page 33 (paragraphs 1 and 2), 37 (paragraphs 1–4), or 41 (paragraphs 3 and 4)**

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DAY 1

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)
2. Which of the following describes the setting in this part of the story?
   a. late summer
   b. a cool cloudy day
   c. a warm spring day
   d. early autumn
3. Tell why the kids' fishing spot is a good place to fish.
4. Why does Frank bring raw bacon on the fishing trip?

DAY 2

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What does the word *shinnied* mean on page 33?
   a. fell
   b. flew
   c. climbed
   d. chopped
3. How do the kids feel when they get to Tommy's house? How can you tell?
4. Does Tommy's dad believe the kids' story? How can you tell?

Skill Practice

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. graded
2. announcing

Building Meaning

hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Which of the following is something that is likely to make you <u>anxious</u>?
   a. reading a book before going to bed
   b. watching a funny movie
   c. swinging on a swing set
   d. giving a speech in front of the school

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DAY 3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What does the Fish and Game Department want to do with the wild razorbacks? Why?
3. Which of the following best describes why Tommy's eyes well up with tears for a second time?
    a. He is still afraid the razorback will chase him.
    b. He has to go trap the razorbacks himself.
    c. He doesn't like making important phone calls.
    d. He feels guilty for bothering the razorbacks.
4. Why does Tommy change his mind about the razorbacks?

Skill Practice

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. storming
2. thickly

Building Meaning

hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. Which of the following is not something that is likely to make you <u>anxious</u>?
    a. walking near the edge of a steep cliff
    b. flying for the first time
    c. playing with your best friend
    d. meeting someone for the first time

DAY 4

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. How does Tommy feel when he's on the phone with Mr. Louis? How does he act?
3. Which of the following best describes the problem Tommy faces?
    a. He wants everyone to move so the razorbacks have more room.
    b. He wants to save the razorbacks, but Fish and Game wants to protect the people.
    c. He wants to remove the razorbacks, but Fish and Game wants to protect them.
    d. He wants the razorbacks to go to a zoo, but no zoo wants them.
4. What does Mr. Louis think about Tommy's argument? How can you tell?

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Skill Practice

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. modernly
2. erased

Building Meaning

hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. Choose the word that best fits in the blank.

   I want to _____ my brother's room to see if he took my missing baseball card.

DAY 6

Writing Prompt

Tommy and his friends have a terrifying experience by Sycamore Creek. Have you ever had a scary experience? Write a personal narrative to tell about your scary experience. Begin your narrative by explaining what happened that was scary. Provide at least three details that describe how the experience made you feel and why you felt that way. For example, what did you hear, feel, or see that scared you? Explain what you did to escape from the scary experience or how it ended. Tell whether you are still afraid of the thing that scared you. Remember to provide good details to help your classmates understand why the experience scared you.

Scoring Guide

You wrote a personal narrative about a scary experience that you had.	**25 points**
Your narrative begins by explaining what happened that was scary.	**15 points**
Your narrative includes at least three details that describe how the experience made you feel and why.	**10 points each (30 points maximum)**
Your narrative explains what you did to escape from the scary experience or how it ended.	**15 points**
You tell whether you are still afraid of the thing that scared you.	**15 points**

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Sights and Sounds of the Orchestra

Word	Identification Strategy	Definition	Sentence
vibrate	chunk	quickly shake	The rattlesnake can *vibrate* its tail to make a noise that warns enemies it's nearby.
alter	chunk	change	You can *alter* the color of your clothes with dye and bleach.
hollowing	base word + ending	emptying out, making a hole	Some American Indians made boats by *hollowing* out tree trunks.
broad	blend	wide	The river was too *broad* and deep to cross on foot, so the settlers made a simple raft.
composed	base word + ending	made up	Our class is big and is *composed* of kids from every part of the city.
coiled	base word + ending	wrapped around	The snake was *coiled* around the tree limb, waiting to spot some food.
role	blend	part, responsibility	Every member of our team has an important *role* to play.
striking	base word + ending	hitting	You can ring the bell by *striking* it with a small hammer.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 59 (paragraph 1)	**Page 59 (paragraph 1) or 55 (paragraph 1)**	**Page 59 (paragraph 1), 55 (paragraph 1), or 64 (paragraph 2)**

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DAY 1

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. How is the harp played differently from other stringed instruments in an orchestra?
3. How does blowing into a mouthpiece with a wooden reed affect the instrument?
    a. Blowing into the mouthpiece vibrates strings within the instrument.
    b. The wood vibrates and helps make sounds.
    c. Blowing into it keeps the mouthpiece clean from dust.
    d. The wood makes a whistling noise.
4. Why do you think the oboe's broad range of tones makes it useful in an orchestra?

DAY 2

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What do all the brass instruments have in common?
    a. They are all played with valves.
    b. They are all coiled the same way.
    c. They are all coiled brass tubes.
    d. They are all played with slides.
3. What happens when a timpani player uses the pedal on his or her drum?
4. What might happen if an orchestra had no conductor? Support your response.

Skill Practice

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. joint
2. spoiled
3. appoint
4. hoist

Building Meaning

vibrate	alter	hollowing	broad
composed	coiled	role	striking

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Choose the word that best fits in the blank.

   We may need to _____ our picnic plans since the weather may be rainy.

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DAY 3

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your prediction if it was confirmed. (Write-On)
2. What happens as the size of the stringed instrument increases?
3. What information does the text box on page 56 tell you?
    a. how flutes were one of the earliest instruments
    b. how to make your own flute from a tree branch
    c. why early humans enjoyed making their own flutes
    d. why pieces of wood were better than bone for flutes
4. How is the contra bassoon different from the bassoon?

Skill Practice

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. voice
2. moist
3. loiter
4. noisily

Building Meaning

vibrate	alter	hollowing	broad
composed	coiled	role	striking

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Draw a picture to show your understanding of the word *striking*.

DAY 4

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your prediction if it was confirmed. (Write-On)
2. How does the size of the mouthpiece affect the notes a brass instrument makes?
3. Tubas are similar to percussion instruments because—
    a. you play it by tapping it with a stick.
    b. they help to keep the beat of the music.
    c. it makes crashing and rumbling noises.
    d. it changes notes with a pedal on its base.
4. Use information from your idea tree to write a summary about *Sights and Sounds of the Orchestra*.

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Skill Practice

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. recoil
2. coined
3. soiled
4. void

Building Meaning

vibrate	alter	hollowing	broad
composed	coiled	role	striking

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.

   Raindrops were _____ the tin roof, making a pleasant rattling noise.

DAY 6

Writing Prompt

You have finished reading *Sights and Sounds of the Orchestra* and think the text could use a glossary. Choose four words from the text that you believe are difficult or important. Your glossary words should not be vocabulary words from earlier in the cycle. They should also not be words defined in text boxes in the text. Your definitions should match the word as it was used in the text. Each entry should include a meaningful sentence for the word. Remember to write your glossary entries in the correct format.

Scoring Guide

You chose four words from *Sights and Sounds of the Orchestra* for a glossary.	**15 points each (60 points maximum)**
Your definitions match the words as they were used in the text.	**15 points**
Each entry includes a meaningful sentence.	**15 points**
The glossary is in the correct format.	**10 points**

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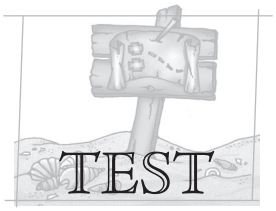

Comprehension Questions

Read *Frank Flies South for the Winter,* and answer the following questions.

Frank Flies South for the Winter

Frank frolicked in the park. He flew high, and then he flew low. He twirled and spun and truly enjoyed the beautiful day. It was so warm and sunny that Frank was surprised to see a flock of birds beginning a V formation. Frank knew that this meant the birds were flying south for the winter.

"What's the rush?" Frank asked the leader of the flock. "The weather is great!"

"Don't be fooled by the weather, Frank. It might be a nice day today, but cold weather is coming. It's coming soon. You might want to join a flock and get going," the bird cautioned.

"No way. I'm having too much fun," Frank laughed and continued swooping and whirling through the air. He couldn't imagine that the weather would turn cold quickly. All day long he watched as flocks of birds gathered together and prepared to fly south. By the end of the day, Frank was the only bird left in the park.

"This is really strange," Frank thought. "Every last bird is gone." As nighttime moved in, Frank hunkered down in a tree branch. The wind turned colder, so Frank raised his wings to cover his head. He yearned for the warmth he had felt earlier in the day. Cold, fat raindrops began to fall. Frank could see people walking through the park with hats, gloves, and scarves. It was as if winter had settled in overnight.

By morning, Frank felt like he was nearly frozen stiff. He unwrapped his cold wings and tried to warm up by scouting for worms, but the hard ground made it almost impossible. Before long, Frank was cold, hungry, and very tired. He thought of all the birds that had left the previous day. He wondered how far south they had traveled. Surely they had stopped to rest. Then Frank had a great idea. Maybe if he flew as fast as he possibly could, he could catch up.

Frank took flight and headed south. He was already starting to feel warmer and happier with every flap of his wings.

1. What do you predict about this reading? Explain the clues you used to make a prediction.

2. Was your prediction confirmed? Give two details from the story to support your answer.

3. Why does Frank think the other birds are foolish?

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4. Which of the following clues helped you make a prediction about this reading?
    a. title
    b. events
    c. characters' feelings
    d. all the above
5. What is the setting of the story?
    a. a mountain
    b. a street
    c. a park
    d. a building

    What clue(s) helped you answer the question?

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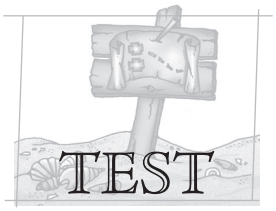

Comprehension Questions

Read pages 43 and 44 of *The Razorbacks*, and answer the following questions.

1. What was one of your predictions from days 1–4? Did anything else you predicted actually happen? Explain how you know.
2. Tommy's opinion about the razorbacks changes **after**—
   a. he sees the baby razorback playing.
   b. he learns they might be killed.
   c. he is chased up a tree by the sow.
   d. he calls the Fish and Game Department.
3. Why do you think Tommy wants to go check on the razorbacks when he doesn't hear back from Mr. Louis?
4. Does Tommy successfully convince the Fish and Game Department to save the razorbacks? How can you tell?
5. Why does Tommy still go to the place by the creek?
   a. to remember the lessons he learned long ago
   b. to see the new razorback family living there
   c. to repair the fence Fish and Game put up
   d. to repaint the sign hanging on the magnolia tree

6. Read this story. Make a prediction about what will happen next. Explain the clues you used to make your prediction.

   Montel made sure his pencils were sharp before he sat down at his desk. He opened his notebook and read his notes carefully. When the bell rang, he closed his notebook. His teacher walked into the classroom with a stack of papers.

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 on your paper. Then write down and define each base word and ending. Draw a sailboat if you need help.

1. twisted
2. paddling
3. ideally
4. spreading

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Building Meaning

hissed	slung	deafening	anxious
entire	investigate	chuckle	politely

5. Write a meaningful sentence for the word *entire*.

6. The rescuers _____ rocks away from the hole until they could reach the person trapped inside.

7. You might chuckle if someone tells you an old familiar joke. *Chuckle* means—
   a. laugh loudly.
   b. frown.
   c. cry.
   d. laugh softly.

8. The sound of the low-flying airplane was _____ and drowned out the concert music.

9. Eva was anxious as she waited for her turn to see the dentist. *Anxious* means—
   a. happy.
   b. nervous.
   c. eager.
   d. comfortable.

10. The grumpy cat _____ loudly whenever he saw feet moving past the car he was hiding under.

11. Luke decided to investigate what was making a scratching noise outside his window. *Investigate* means—
   a. look into.
   b. ignore.
   c. avoid.
   d. read about.

12. When you want something at the dinner table, it's important to ask for it _____ rather than grab it.

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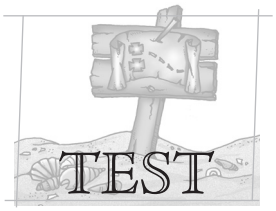


Test Passage

Preview the test passage, and answer the following question.

1. What prediction can you make about the passage before reading? What clues helped you make this prediction?

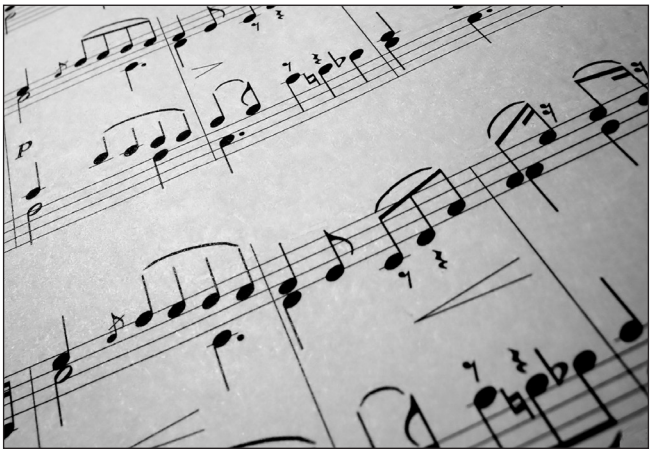
Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Writing Music

Today if you want to play music, you learn to read music. But written music hasn't always been around. Long ago, people learned to play songs by listening to other players. Songs sounded different depending on who was playing them because people would either forget what they had heard or change it.

The first written music named notes with Greek letters. Symbols above the letters told people how to play them. This was hard to read. The Romans named notes after the first fifteen letters of their alphabet. This was shortened to the first eight letters (A–G). A monk named Guido d'Arezzo created the four-line musical staff. He wrote the notes under, on, or above the lines. This showed how each note should sound. We still read music this way.

Source: library.thinkquest.org/trio/TTQ03029/history.htm



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Comprehension Questions

Use your graphic organizer to answer the following questions.

2. What is the author's intent?
   a. to teach the reader how to write their own songs on a staff
   b. to explain how notes sound different as you play musical scales
   c. to teach the reader how to play a song on the piano
   d. to tell how the way we learn to play and read music has changed

   How do you know?

3. Does what you learned from the passage match your prediction? Support your answer.

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 each word. Then draw a triangle above the diphthong in each word.

1. poise
2. foiled
3. poinsettia
4. oily

Building Meaning

vibrate	alter	hollowing	broad
composed	coiled	role	striking

5. Write a meaningful sentence for the word *broad*.
6. The dog's snoring was so loud, it made the dog's whole body _____ every time she breathed.
7. Willa's role in the school play was small but very important to the story. *Role* means—
   a. part.
   b. line.
   c. costume.
   d. direction.
8. The vine _____ its stem around the tree's trunk as it climbed higher into the branches.

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9. A banana split is composed of a few scoops of ice cream, a banana, whipped cream, chocolate sauce, and a cherry. *Composed* means—
    a. taken down.
    b. lost.
    c. missing.
    d. made up.

10. Sometimes a nut is hard to open, so you have to crack it by _____ it with a little hammer.

11. My sister's old dress was a little big for me, so my mom had to alter it before I could wear it to the party. *Alter* means—
    a. purchase.
    b. remake.
    c. change.
    d. organize.

12. We began _____ the log to make a canoe.

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