



Clarifying

Level 4

Teacher Edition, Student Edition, and Student Test

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

The Savvy Reader

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

The Savvy Reader—Clarifying

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Clarifying Sticky Situations with the Strategy Spies

Summary

The Chocolate Underground team has something the Techno-Geeks team needs: clarifying strategies. The Techno-Geeks devise a high-tech solution. They send their teammates Kate and Fred to spy on the Chocolate Underground and take notes about the way they clarify words, sentences, and passages. Will the Techno-Geeks' plan work? Can Kate and Fred successfully learn how to clarify? Your students will have fun finding out and practicing clarifying too!

Instructional Objectives

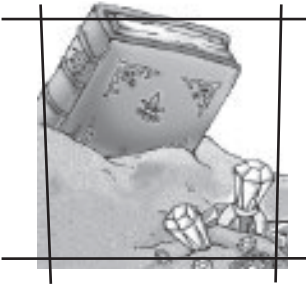
Reading	
CYCLE 1	Clarifying (CL)
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

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

Preparation

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

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



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Creating Teams



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

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

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



- Tell them that they will watch a video about working in partnerships and teams. Ask them to look for the Team Celebration Points poster during the video and to notice how teams earn team celebration points.
- **Play the video.**
- Use **Think-Pair-Share** to have students tell what they learned about working in teams.

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

- Use **Think-Pair-Share** to have students tell why it's important for all teammates to be prepared for discussion.

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



- Use **Team Huddle** to have teams describe how good teamwork is rewarded. Use **Random Reporter** to select students to share.

How is good teamwork rewarded? Talk about it in your teams. Allow teams time to talk. **Make sure everyone in your team is ready to answer.** Randomly select a student, or use the spinner to choose a student. **Number Xs, let's hear your responses.** Allow students time to respond. **That's right! Good teamwork is rewarded with team celebration points.**

- Model showing students how the Random Reporter earned team celebration points for his or her team by marking the points on the Team Celebration Points poster.
- Tell students that they will learn more ways to earn team celebration points throughout the cycle. Tell them you will keep track of their points on the Team Celebration Points poster.
- Tell students that questions on the Student Test relate to clarifying.

Set the Stage

- Introduce the lesson and reading objective.

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

Using the Targeted Strategy (Introduction and Definition)

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

We're going to watch a video about some students who are reading a book about spies and the high-tech equipment that they use. The students will come across some tricky words that they can't pronounce. What do you think would happen if they just skipped over these words and kept reading? Think about it. Give students a minute to think. **Now tell your partner what you think would happen.** Give students a minute to pair. **OK. Now I'll choose a few students to answer.** Randomly select a number, or use the spinner to select a number. **Number Xs, get ready to tell me what you and your partners shared.** *They won't understand what they're reading.*

- Use **Think-Pair-Share** to have students tell what they do when they can't pronounce a word. Randomly select a few students to share.

What do you do when you are reading and you come to a word you can't pronounce? Think about it. Give students a minute to think. **Now tell your partner.** Give students a minute to pair. *We stop and try to figure it out. But what do you do if you can't figure out the word on your own? Think about that question.* Give students a minute to think. **Now tell your partner.** Give students a minute to pair. *I should put a sticky note on the word and ask my partner for help with strategies.*

- Introduce the video.

Today we're going to meet the Chocolate Underground team and two members of the Techno-Geeks team, Kate and Fred. They're all going to come across some words they can't pronounce in the book they're reading, *Spy Cameras*. I wonder if they'll use the Clarifying Strategy Card to find strategies that they can use to figure out the words. Will they ask their partners for help? Let's find out!

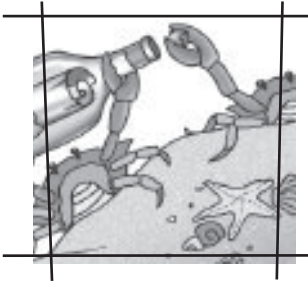
- Ask students to take out their Clarifying Strategy Card from their team folders.
- **Play** "Part 1: Word Pronunciation Strategies" (12 minutes). During the last segment of part 1, students will be asked to help Kate and Fred clarify two words.



- Model clarifying the first word with student help and telling which strategy you used if necessary.

Kate's having trouble saying a word. Let me see how I would clarify this word. Begin reading the sentence. Use base word plus ending to say *concealed*. **The spy camera was con- kea- led. This is a tough word. Let's look at our Clarifying Strategy Card. The card gives me a couple strategies to use when I can't say a word. It doesn't look like a word I can blend. As my partners, help me pick one strategy that I can use to figure out this word.** Allow students to name strategies. **I heard "find a base word." I do think I see a base word and an ending, or suffix, in this word. Conceal plus -ed. Concealed. Concealed! Let me reread the sentence to see if I'm right. "The spy camera was concealed inside an umbrella." That makes sense. I figured out the word by finding a base word plus ending. Now let's watch to see which strategy Kate uses.**


- Push play, if necessary, to continue watching the video.
- Ask students to clarify the remaining word in teams. Tell them to use their Clarifying Strategy Card as they discuss the word. Prompt them in their discussions as necessary.
- Use **Think-Pair-Share** to have students clarify the word and tell which strategies they used. Randomly select a few students to share.
- Model clarifying any unresolved words.
- After students clarify the word, play the video to see which strategies Kate and Fred used to clarify the word.
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss what the Chocolate Underground team did when they came across a word they couldn't pronounce. Use **Random Reporter** to select students to share. *They stopped reading and used their clarifying strategy cards to find strategies to figure out the word. They reread the sentence to check their thinking. If a teammate couldn't figure out the word, he or she put a sticky note on it and asked his or her partner or teammates for help.*
- Use **Team Huddle** to have teams discuss which strategies the Chocolate Underground used to help them pronounce a word. Use **Random Reporter** to select students to share. *Sound blending, chunking, looking for a familiar base word, rereading, and using a dictionary.*
- Use **Team Huddle** to have teams discuss why the Chocolate Underground used different strategies. Use **Random Reporter** to select students to share. *They tried different strategies because the same strategy doesn't always work with every word. Sometimes you may need to use more than one strategy.*
- Remind students that they should put a sticky note on a word when they still can't figure it out.
- Award team celebration points.
- Randomly assign team leaders.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion



Clarifying

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

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

Kate and Fred want to see if you are good strategy spies, too, so they have a challenge for you. Read it along with me.

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-1

Hi!

Can you and your partner help us figure out how to say the underlined words in the sentences below? You're lucky you have strategy cards to help you. Wish we did! Don't forget to reread the sentences to check your thinking.

The Techno-Geeks,
Kate and Fred

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

Student Edition, page S-1

How do you say the underlined words?

- Another word for spying is espionage.
- The spies used an ingenious method of hiding their camera. They painted it green and hid it in a plant!
- Some spy cameras are as small as a shirt button. Their size makes them inconspicuous.

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

Class Discussion **TP**

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

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

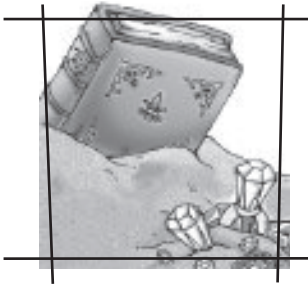


- Use **Random Reporter** to review sentences 2 and 3. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.

- Mark team celebration points on the poster.
- Summarize the lesson for students.

Kate and Fred are learning a lot of great clarifying strategies by spying on the Chocolate Underground team. Of course if they paid attention in class and remembered their strategy cards, they wouldn't have to spy at all! You helped Kate and Fred clarify words that are very hard to pronounce. You're doing a great job using word-pronunciation strategies!

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

Remember that we're practicing clarifying during this cycle. Today we're going to stop when we don't know the meaning of a word and use clarifying strategies to figure it out.

Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to have students think about what they do when they don't know the meaning of a word.

The Chocolate Underground did a good job figuring out how to pronounce the tricky words that they had read in the book *Spy Cameras*. Good thing they paid attention in reading class! Too bad the Techno-Geeks didn't! What should both teams do if they figure out how to pronounce a word, but they don't know what it means? What do you do when that happens? Think about it. Allow students time to think. **Now pair with your partner and tell what you do.** Allow students time to talk to their partner. Randomly select students to share their answers. *They should stop and clarify the meaning of the word; use the strategies on the back of the Clarifying Strategy Card; look it up in a dictionary; or reread to check their thinking.*

- Introduce the video.

Yesterday we met the Chocolate Underground. Let's find out today if they know to stop when they don't know what a word means and use the strategies on their Clarifying Strategy Card to figure it out. If they don't, I'm afraid they'll have a hard time learning about spy cameras!



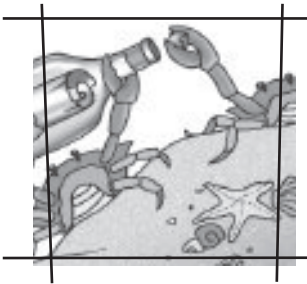
- **Play** “Part 2: Word Meaning Strategies” (6 minutes). During the last segment of part 2, students will be asked to help Fred and Kate figure out the meaning of two words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

I wonder what *develop* means. Can you help me figure it out? What strategies do you think I can use to clarify this word? Allow your student partner time to answer. Prompt him or her to name different strategies that you could use. **You're right. I think I can use context clues to figure out this word. The sentence says that spies could develop pictures in full daylight using a special box. I remember that if you take pictures with a camera that uses film, the film can't be in light after you take the pictures or the pictures will get ruined. Photographers make their film into pictures in special rooms with a blacklight. So, the spies must make their pictures in a special box when they are in the daylight. *Develop* means make. What do you think?** Allow your student partner time to answer. **Let's watch to see if Fred and Kate figure out the word and what strategies they use.**

- Push play, as necessary, to continue watching the video.
- Use **Think-Pair-Share** to have students clarify the remaining word with their partners. Tell them to use the Clarifying Strategy Card as they discuss the word. Prompt them in their discussions as necessary. Randomly select a few students to share.
- Ask students to share the word they clarified, which strategies they used, and how their partners helped them.



- Play the video after students clarify the next word to see which strategies Kate and Fred used to clarify the word.
- Use **Team Huddle** to have students discuss when a dictionary gives more than one definition for a word, how they know which definition is right. Use **Random Reporter** to select students to share. *If there are multiple definitions, I pick the definition that makes sense in the sentence and check my thinking by substituting the definition in the sentence for the word that I'm stuck on.*
- Use **Team Huddle** to have students discuss how the Chocolate Underground figured out the meaning of *light meter*. Use **Random Reporter** to select students to share. *The team read on and found information that helped them to define the phrase light meter.*
- Use **Team Huddle** to have students discuss what the word *magnify* means in the following sentence: The telescopic lens could magnify people or things from as far as 500 feet away so the spies could study the details. Use **Random Reporter** to select students to share. *Responses will vary.*
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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

Kate and Fred have another challenge for you. Read it with me.

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-2

Hi!

We're really getting into the spy game. We found some very cool information about spies in another book, but we're stuck on the meaning of a few words. Could you and your partner help us out? Take turns reading the sentences below. What do the underlined words mean? What strategies did you use to figure them out?

Thanks!

Kate and Fred

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

Student Edition, page S-2

Years ago, before there were computers and other high-tech equipment, spies sent messages in invisible ink. That way, their messages went undetected. Using a toothpick as a pen and lemon juice as ink, a spy could include a secret message in a regular letter. The spy's message was invisible until the letter was subjected to heat. The heat turned the lemon juice brown and revealed the clandestine message. Try it yourself!

It seems that spying has been going on for a very long time. More than 2,000 years ago, the Roman Emperor Julius Caesar invented a code for transmitting secret messages. Caesar's code shifted the alphabet three places to create a new alphabet for covert messages. Using Caesar's alphabet, see if you can decipher the message:

Message:

VLR XOB X DLLA PMV! *You are a good spy!*

Standard alphabet:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Caesar's alphabet:

X Y Z A B C D E F G H I J K L M N O P Q R S T U V W

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

Class Discussion

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

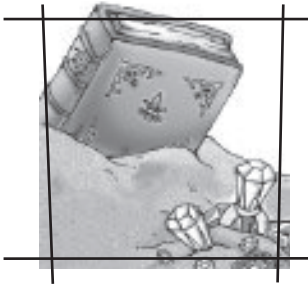
OK, Number X. Tell me how your team clarified a word in the Strategy Spies' Challenge. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Tyson. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word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



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

Looks like the Chocolate Underground team does know that they should clarify the meaning of words that have them stuck. They looked at the back of their strategy cards for strategies they could use to figure out the words. If they hadn't, they would have missed a lot of information. Thanks to those spies, Kate and Fred, the Techno-Geeks will know how to clarify word meanings too. But wouldn't it have been a lot easier if they'd had the strategy cards? You did a great job clarifying the meanings of some tricky words. Some of you used the same strategies as Kate and Fred, and some of you used different strategies. Some of you may have used more than one strategy. But what should you do if you can't figure out the word on your own? Wait for students' responses. Right! Ask your partner or teammates for help.

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

Remember that we're clarifying during this cycle. Today you're going to learn how to stop when you don't understand sentences and use clarifying strategies to figure them out.

Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to have students think about how to figure out the meaning of a sentence or paragraph.

Sometimes when I read, I come across a sentence or two—or even a whole paragraph—that I don’t understand. I just don’t get the author’s meaning. Has that happened to you too? Wait for students’ responses. What strategies should or could we use to try to figure out what the sentence or paragraph means? Think. Now pair with your partner and share your ideas. Allow students time to talk. Randomly select a student to share with the class. *We should clarify any unfamiliar words first, and then we should reread the sentences we don’t understand. We could read on or look for context clues, make a mind movie, and use background knowledge to clarify sentences, and we should always reread to check our thinking.*

- Introduce the video.

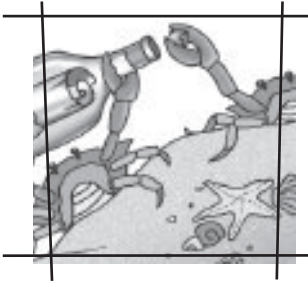
The Chocolate Underground is going to have the same problem we’ve had. They’re going to get stuck on the meaning of a whole sentence—even though they think they know all the words. Let’s see how they get themselves unstuck.



- **Play** “Part 3: Sentence/Paragraph Clarifying Strategies” (4 ½ minutes). During the last segment, students will be asked to help Kate and Fred clarify a sentence.
- Have students work with partners to clarify the sentence.
- Have several partners share which strategies they tried and if they were successful.
- Play the video to find out which strategies Kate and Fred used.



- Use **Team Huddle** to have students discuss what the Chocolate Underground figured out about the strategies for clarifying the meaning of a sentence or paragraph. Use **Random Reporter** to select students to share. *That the strategies are the same ones used to clarify word meaning.*
- Use **Team Huddle** to have students discuss how the Chocolate Underground figured out what it means to bug the president’s office. Use **Random Reporter** to select students to share. *The team reread and found another meaning for bug, substituted it in the sentence, and reread the sentence to check their thinking.*
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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

Kate and Fred have one last challenge for us. Let's show them how well you can clarify sticky sentences and paragraphs. Read the challenge with me.

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-3

Hi!

Looks like we all have the word, sentence, and paragraph clarifying strategies now. What a relief—no more skipping over words or sentences in reading class or whenever we read. So cool! Why don't you and your partner put your clarifying skills to the test. Take turns reading the sentences below. Then retell them in your own words, or explain what the sentences mean to show that you understand them. You might have to clarify some of the words so you can figure out the sentences.

Good luck!

Kate and Fred

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

Student Edition, page S-3

1. The U-2 spy plane can fly up to thirteen miles above the earth and requires a high-resolution camera to photograph images.
2. Years ago, spies used invisible ink to send secret messages. Now they can imbed those messages in e-mails or other data transmitted over the Internet. Of course, they still need to use a code.
3. The spy took a photograph of a train in a tunnel, but the image was dark and hard to see.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.

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

Class Discussion

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

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

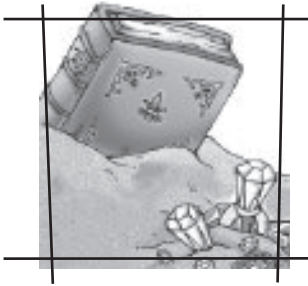


- Use **Random Reporter** to have students share more words they clarified as a team and to tell what each sentence means. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual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

- Summarize the lesson for students.

The Chocolate Underground figured out that they could use the same strategies for figuring out the meanings of sentences and paragraphs that they used for figuring out the meanings of words. And the strategies are right on the strategy card! So now we know the strategies to use for clarifying word pronunciation, word meaning, and sentence or paragraph meaning. Even the Techno-Geeks have the strategies. They just had to work a lot harder to get them! Do you think the Techno-Geeks will pay better attention in reading class from now on? I hope so!

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

Today we are going to read a passage called *Scotland*. As we read, we are going to stop when we don't understand a word or sentence. We're also going to use clarifying strategies to fix the problem.

Using the Targeted Strategy (Introduction and Definition)

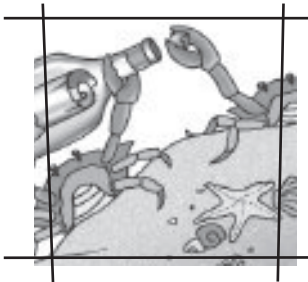
- Remind students that they have been using strategies to pronounce words and figure out their meanings.

Good readers notice when something doesn't make sense to them. They know when they are in a sticky situation—when they do not understand what they have read—and they use strategies to fix the problem.

Clarifying strategies help you check your understanding and figure out unfamiliar words or confusing parts in what you are reading.



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



TEAMWORK

Timing Goal: 35 minutes

Partner Reading

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

A Collection of Readings,
page 1

Scotland

Scotland lies in northwestern Europe and is one-third of Great Britain. Scotland is a mountainous and rocky land that consists of almost 800 islands and many freshwater bodies. The country's flower is the thistle. People of Scotland speak English, Gaelic, or Scots, depending on where they live in the country.

Scotland is known for many things. Perhaps you have seen bagpipes. They are a wind instrument that men wearing traditional Scottish kilts often play. Scotland is also known for golf, which began in Edinburgh, the capital of Scotland. Scottish people also enjoy rugby and football.

Many famous people have come from Scotland. One of those people is Alexander Graham Bell, the creator of the telephone. A famous actor named Sean Connery also hails from that country. Scotland was also home to such famous writers as Arthur Conan Doyle, who wrote *Sherlock Holmes*, and Robert Louis Stevenson, who wrote *Treasure Island*.

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

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

- Model reading and clarifying the first paragraph of *Scotland* with a student partner.
- Read aloud the first paragraph of *Scotland* stopping to clarify and asking your partner for help.

Stop after “People of Scotland speak English, Gaelic, or Scots, depending on where they live in the country.” **Depending?** Hmm, I don’t know this word. I seem to be stuck on it. I’ll mark it with a sticky note. I’ll check to see if one of the strategies on my card will help me. Let me try chunking. I’ll break it into pieces and say each part. Chunk the word by saying de-pen-ding. Ah, *depending*. Now I recognize this word, but I’m still not sure I understand it. I’ll ask my partner for help. Kelly, can you help me? Allow the student time to respond. Oh, I see. *Depending* means based on: “People of Scotland speak English, Gaelic, or Scots depending on” (based on) “where they live in the country.” That makes sense. So I can put a check on my sticky note now.

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

Team Discussion

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

Class Discussion **TP**

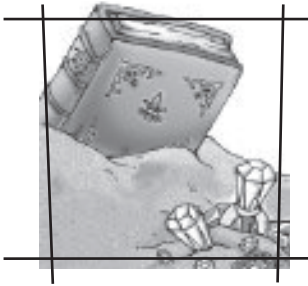
- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration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

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



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

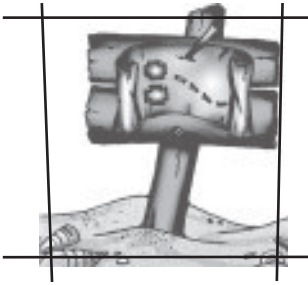
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details.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

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

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

Prepare Students for the Test

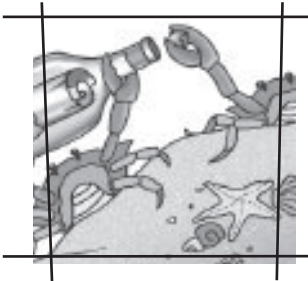
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 40 minutes

Team Discussion

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

Class Discussion

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



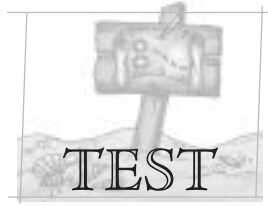


- **Play** the video.
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

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

Cycle Follow-up

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



Comprehension Questions

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

Loch Ness

In northern Scotland lies the famed Loch Ness. A loch is like a lake. Loch Ness is famous for the Loch Ness Monster, or Nessie. Some sightings of Nessie date back centuries. Thousands of people have claimed to see Nessie. They usually describe her as a large, dark object with a tail, which emerges from the surface of the water and leaves a wake behind it.

There are many websites dedicated to the sightings and studies of Nessie. Some of these websites include photos of the sightings. Often people find that these photographs are hoaxes. However, that doesn't keep people from studying Loch Ness and the possibility of there being a monster in it. There are studies and school trips to the loch. There are also boat cruises that take tourists across the loch hoping for a sighting. These cruises leave it up to the visitors to believe or not believe in the famed Loch Ness Monster.

10 points

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

10 points

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

10 points

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

10 points

4. “In Northern Scotland lies the famed Loch Ness.” The word *famed* means—
- well known.*
 - unknown.
 - mysterious.
 - unfamiliar.

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

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

10 points

5. “They usually describe her as a large, dark object with a tail, which emerges from the surface of the water and leaves a wake behind it.” The word *emerges* means—
- departs.
 - floats.
 - appears.*
 - disappears.

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

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

10 points

6. “There are many websites dedicated to the sightings and studies of Nessie.” The word *dedicated* means—
- claiming.
 - partial.
 - uninterested.
 - devoted.*

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

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

20 points

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

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

20 points

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

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

Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 4 / *Clarifying Sticky Situations with the Strategy Spies*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

LITERATURE (6 DAY)

Mack MacLean, Kid Detective

Written by Terrence Parker

Illustration by Bill Petersen

The Savvy Reader—Clarifying, A Collection of Readings, pages 3–45

Success for All Foundation, 2011

Summary

If you need a puzzle figured out, or a mystery solved, call Mack MacLean, kid detective. Along with his assistants, Vic and Lucky Susie, Mack MacLean can solve just about anything. But when a strange vision lights up the night sky and nobody seems to know what's going on, will Mack be able to figure it out?

Instructional Objectives

	Reading	Writing
CYCLE 1	Clarifying (CL)	Write a journal entry.
	Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.	Students will pretend that they are Mack MacLean and will write a journal entry about the information he has collected about the mysterious lights so far. They will also make a prediction about the lights.

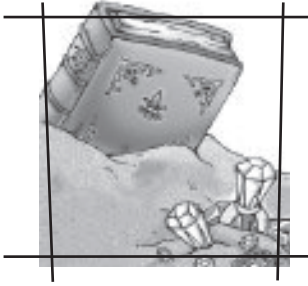
(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Clarifying (CL)	Synonyms	Write a newspaper article.
	Students will learn and practice how to clarify more than just words by using fix-it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will expand their use of the teamwork process to figure out unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will use synonyms to improve their understanding of words.	Students will write newspaper articles about recent events that happened to them or in their school, neighborhood, or town.

CYCLE 1

Instructional Objectives

	Reading	Writing
	Clarifying (CL)	Write a journal entry.
CYCLE 1	Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.	Students will pretend that they are Mack MacLean and will write a journal entry about the information he has collected about the mysterious lights so far. They will also make a prediction about the lights.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score 

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



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

Team Cooperation Goal

- Point out that this lesson’s team cooperation goal is **practice active listening**, or choose one based on your class’s needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.

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

Set the Stage

- Introduce the story, author, and reading objective.

For the next two cycles, we will read *Mack MacLean, Kid Detective* by Terrence Parker. As we read, we’ll practice figuring out words that we don’t understand. We call this clarifying. Good readers try to fix what they don’t understand so they can keep reading. That’s why we clarify.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss any famous detectives they know about. Tell students to think about stories that involve the detectives or how the detectives look. Use **Random Reporter** to select students to share.
 - Ask students if they have ever had to solve a mystery of their own. Use **Team Huddle** to have students discuss their personal mysteries. Use **Random Reporter** to select students to share.
 - Tell students that the story they will read is part of a genre called mystery. Use **Team Huddle** to have students think about the characteristics of a mystery. Use **Random Reporter** to share responses.



Vocabulary

- 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 by reading each word, having students repeat each word, and explaining how to use the identification strategies. Explain word meaning, using the example sentences if necessary.
- Ask teams to have teammates make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.

- Use a student partner to introduce the student routine for partner study of the vocabulary words. Ask the student to be the reader while you coach him or her.

Student Routines

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

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

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

Student Routines

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

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

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

Student Edition, page S-5
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
partially page 8	base word + ending: partial + ly	incomplete	I ran out of time, so I left the math problem only <i>partially</i> completed.
misplaced page 9	prefix + base word + ending: mis + plac(e) + ed	lost	It took Juan quite a while to find his <i>misplaced</i> socks.
perusing page 13	chunk: pe-rus-ing	reading over, scanning	While <i>perusing</i> the cans of soup at the market, a bright blue can caught my eye.
local page 13	-cal = /kul/ chunk: lo-cal	from the area, not foreign	Our town is excited about Jim Tucker, our <i>local</i> professional football player.
faintest page 18	base word + ending: faint + est	lightest, hardest to make out	The baby chick's cheeps were the <i>faintest</i> sounds of all the noises in the barnyard.
deeds page 19	blend	actions, feats	The hero was rewarded for all of his past good <i>deeds</i> .
compliment page 23	chunk: com-pli-ment	nice thing to say, word of praise	Tanya's mother thanked Tanya for the <i>compliment</i> after Tanya said, "That's a nice dress, Mom."
darted page 24	base word + ending: dart + ed	moved quickly back and forth	The quick hummingbird <i>darted</i> around the leaves of the honeysuckle bush.

Using the Targeted Skill (Introduction and Definition)

- Display the following sentences to demonstrate clarifying.

Blackline master provided.

Sentence 1

Vikings sailed in jompers across the sea.

Sentence 2

The Vikings braved icy Arctic waters to discover America.



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

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

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

Here's a sentence with a real word that you may not know. Point to *Arctic*. Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? *Cold, north, polar.* How did you figure that out? What other words in the sentence helped you figure out the meaning?

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

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

Listening Comprehension

- Create interest in the text by asking students to think about what it would be like to be a detective.

***Mack MacLean, Kid Detective*, the book we will read this cycle, is about a kid who's a detective, or someone who solves mysteries and other difficult puzzles. What do you think it would be like to be a detective? What skills would it take?** Celebrate students' responses.

- Read chapter 1 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of
Readings, pages 5-7

Chapter 1

My name is Mack MacLean. You may have heard of me, and if you have, good for you. If you haven't, well, you're about to. I'm a detective—a kid detective. In fact, I'm the greatest kid detective ever. If you don't believe me, check the record books. I've solved more cases than any other kid detective.

For a long time, solving cases was easy. Someone lost a kitten. I found it in the cupboard. A family couldn't figure out where their newspapers were every morning. I found a stash of them in a hawk's nest up in a pine tree. The cases were always very easy.

Of course, I've always had help too. I've got a great team. First, there's Vic, my right-hand man. He's got a nose for details. Or is it an eye? Anyhow, he's always been a good helper. There's also Susie, my other assistant. She always seems to stumble across lucky clues. That's why we call her "Lucky Susie." Vic and Lucky Susie—they're my team. They're also my best friends. That makes my work much easier. It's always easier to work when you're working with friends.

About a week or so ago, Lucky Susie, Vic, and I were hanging out in my office. My dad calls my office his garage. Anyway, we were playing darts. I'm almost as good at playing darts as I am at solving cases. You could even call me the "darting detective." Anyhow, there we were in the office. We had the door open, and up walks Mrs. Wilson. She seemed upset about something.

"What's the matter, Mrs. W.?" Vic asked her. Mrs. Wilson was wringing her hands and wiping her brow with her handkerchief.

"I seem to have lost my Little Muffin," she said, her voice quivering.

"What kind of little muffin? Blueberry? Bran?" Lucky Susie asked.

Mrs. Wilson responded. "No, she's my precious darling, my pride and joy. She's my puppy dog." It looked as though Mrs. Wilson was about to cry at any moment.

"Now, calm down, Mrs. Wilson." I said, trying to reassure her. "When and where did you last see your Little Muffin?"

Mrs. Wilson explained that she had last seen her puppy while pulling weeds from her petunia garden. "I was weeding, and Little Muffin was playing in the yard. Next thing I knew, she was gone!" Mrs. Wilson cried.

I told Vic to take down everything Mrs. Wilson said. So Vic started jotting notes in his spiral notebook. I explained to Mrs. Wilson that we would be glad to help her find her Little Muffin. The fee would be a half-dozen of Mrs. Wilson's Famous Fudge Delight Spectacular Brownies. Mrs. Wilson agreed, so we drew up a contract.

Then we were on the case.

Vic suggested we go over to where Mrs. Wilson last saw Little Muffin. So we got on our bikes and rode over to Mrs. Wilson's backyard. Well, actually, we packed snacks and water first. You never know how long you'll be on a case or where the case may take you. So we grabbed our backpacks and off we went.

(continued on next page)

When we arrived at Mrs. Wilson's backyard, Little Muffin was nowhere to be found. The only things in the backyard were Mrs. Wilson's gardening tools. Well, and also some trees and shrubs too. We started combing the backyard.

"Here, Little Muffin!" Vic called as he looked through the petunia plants.

"Come here, Little Muffin!" Lucky Susie called as she lifted up the gardening tools. Apparently, Lucky Susie thought Little Muffin might be really, really little.

"Here, Little Muffin!" I called as I walked around the pine tree. But no luck. No Little Muffin.

Then Lucky Susie stopped. "Do you smell that?" she asked Vic and me.

"All I smell is petunias," Vic grumbled.

"No, that bakery smell," Lucky Susie responded. Indeed, there was a faint smell of cakes and pies in the air. "I wonder where that smell is coming from," she said.

It seemed as though Lucky Susie had luckily stumbled onto another clue.

Then I remembered that Mr. Boccelli had recently opened a bakery somewhere in town. "Let's follow that smell," I said.

So we climbed on our bikes and followed the smell. As we turned from Elm Street onto Sycamore Avenue, the smell grew strong. When we turned onto Pinehurst Road, the aroma was even stronger. Down at the end of the block we saw a sign that read Boccelli's Baked Goods. We raced down to the bakery.

Sure enough, there was a little dog right in front of the bakery door. Its nose was in the air, savoring the delicious aromas. Its little tail was rapidly wagging back and forth.

"Little Muffin?" I called. "Is that you?" When the dog heard its name, it jumped up and down and started barking. Lucky Susie climbed off her bike and called the dog over to her. When the dog ran over, Lucky Susie scooped it up and placed it in her bicycle basket.

We rode back to Mrs. Wilson's house and knocked on the door. She was delighted to see her Little Muffin safe and sound. "Thank you so much!" she cried. And, as promised, she gave us a half-dozen of her delicious brownies. When we got back to the garage (I mean, to the office), we enjoyed the brownies with milk.

So finding some lady's lost dog was no big deal. That was an easy one. Most cases are easy, like I said before. But not every case, and that's for sure. Let me tell you about the one that almost had me stumped, flummoxed, bamboozled, and at a loss. I call it the Case of the Eerie Nighttime Lights. You might not believe it, but I'll write it all down so you can read about it. My pen's full of ink, so here goes.

Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-6

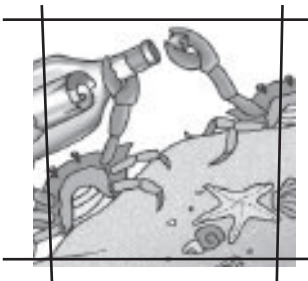
Team Talk

1. Explain how Mack becomes a kid detective. |CE|
2. Why does Mack hire Vic? |CE|
3. Which definition best fits the meaning of the word *profits* on page 10? |CL|
 - a. losses
 - b. money
 - c. rewards
 - d. problems

Explain why.

4. Mack's character could best be described as— |CH|
 - a. greedy.
 - b. fair.
 - c. stingy.
 - d. lazy.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Introduce partner reading. Tell students that they will clarify as they read.
- Tell students you will model clarifying while partner reading with a student partner. Randomly choose a partner.

- Display the following passage. Model partner clarifying using the words *fastened*, *ignition*, and *gaze*.

Blackline master provided.

Amanda securely fastened her seat belt. She wanted to be prepared for the jolt that would happen after ignition. She was so excited about her trip to outer space! She couldn't wait to eat astronaut food, float in zero gravity, and gaze at the earth. She had dreamed about this moment for many years, and now finally it was a reality.

- Model putting a sticky note in the margin when you can't clarify a word or idea. Model what to do when your student partner can't help you.
- Read the first sentence. Deliberately mispronounce *fastened* (as fast-en-end), and ask for clarification of how to say that word. An example follows.

Teacher (T): “Amanda securely fast-en-end...” I don't think I'm saying this word right, and I'm having trouble sounding it out, so I'm going to mark it with a sticky note. Consuela, can you help me with it?

Student (S): *It's fastened.*

T: How did you know that?

S2: *I just did. It can mean buckled or attached. She's putting on her seat belt, so that makes sense.*

T: Good for you! Some words you'll already know, and you can help your partner with those words. Since my partner helped me clarify this word, I'm going to put a check on my sticky note.

- Continue to read through the word *ignition*. Read as if you are having difficulty sounding out this word. Ask the student to help you identify the word. An example follows.

T: “Ig-igni-ig...I'm going to put a sticky note next to it since I don't know it. Consuela, what is this word?”

S: *Hmm. The Clarifying Strategy Card says to look for a base word. I don't see a base word I know.*

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

- Read through the rest of the paragraph. Ask the student if she can help you with the meaning of the word *gaze*. An example follows.

T: “She couldn’t wait to eat astronaut food, float in zero gravity, and gaze at the earth.” I know that this word is *gaze*, but I don’t know what it means, so I’ll mark it with a sticky note.

S: *I kind of know, but I’m not sure. I thought it was something that cows do, but that doesn’t make sense here. No, I don’t think my background knowledge can help me with this word.*

T: Since you’re not sure, we’ll leave it for Team Discussion.



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

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

- Pass out three sticky notes to each student (use your judgement to distribute fewer or more sticky notes than suggested), and have partners begin reading.
- Tell students that they have 15 minutes for this activity. Have students read and restate: **SR**

page 8 aloud with partners.

pages 9 and 10 silently.
- Prompt and reinforce discussions as partners read and clarify.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

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

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

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

T: Here's a word with an unchecked sticky note (*ignition*). My partner and I didn't know how to say the word.

S1: *I don't know that word.*

S2: *I do. It's ignition.*

T: Do you know what *ignition* means?

S3: *Ignition means when an engine starts. My mom talks about ignition when she starts her car.*

T: Okay, now we all know the word and its meaning, and we can say that Luis already knew the meaning. I can also put a check on my sticky note.

T: I have an unchecked sticky note beside the word *gaze*. I know how to say it, but I'm not sure what it is. I need to clarify this word.

S1: *I have heard of the word, and I know how to say it, but I'm not sure how it is used.*

T: Can we figure out what it means?

S2: *The sentence says that Amanda was going to gaze at the earth.*

S1: *That's right! Now I remember. Gaze means to stare at. Amanda was going to stare down at the earth from outer space.*

S3: *Now we know how to say it, what it means, and how we know the meaning.*

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

- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to Team Talk questions to earn team celebration points during Class Discussion.

Team Talk

1. Explain how Mack becomes a kid detective. |CE|

100 points = Mack becomes a kid detective after he helps his dad find a missing rake. Then he starts solving problems all over the place by finding lost objects. Then he starts solving puzzles for other people.

90 points = Mack becomes a kid detective after he helps his dad find a missing rake. **80 points** = He finds a missing rake.

2. Why does Mack hire Vic? |CE|

100 points = Mack hires Vic because he has more more complex and difficult cases to solve. He needs someone to help him work on cases. Sometimes Mack is too busy to solve a case. **90 points** = Mack hires Vic because he has more more complex and difficult cases to solve.

80 points = He has more complex cases to solve.

3. Which definition best fits the meaning of the word *profits* on page 10? |CL|

- a. losses
- b. money
- c. rewards
- d. problems

Explain why.

100 points = I think profits means rewards because the kids all share the profits. They split up the things they get for solving cases, such as brownies. When you receive something for doing a good job, you receive a reward.

They must be sharing their rewards. **90 points** = I think this because the kids all share the profits. They split up the things they get for solving cases. When you receive something for doing a good job, you receive a reward.

80 points = They receive rewards and share them.

4. Mack’s character could best be described as— |CH|

- a. greedy.
- b. fair.
- c. stingy.
- d. lazy.

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

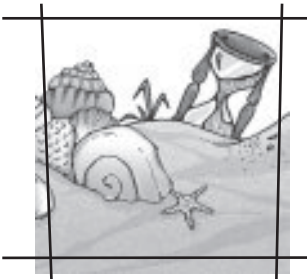
Class Discussion

- Tell students that they will watch a video about strategy-use discussion. Tell them to look for student usage of the strategy cards and challenge-score rubrics during the team discussions in the video.
- **Play** the video.
- Use **Think-Pair-Share** to have students identify what tools students in the video used to clarify. *The students used the Clarifying Strategy Card and the clarifying rubric.*
- Use **Think-Pair-Share** to have students tell how the teams in the video showed that they were prepared for Class Discussion. *Each student on a team was ready for Random Reporter; each student could tell what word was clarified in his or her team, what it means, and what strategy the team used.*
- Randomly select a few students to tell how the teams were rewarded for good strategy-use discussions. *They were rewarded with team celebration points.*
- Begin the strategy-use discussion.

Strategy-Use Discussion

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

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


FLUENCY IN FIVE TP
Timing Goal: 5 minutes

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

Page 8 (paragraphs 1 and 2)

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills. Prompt your student partner to use the rubric to give you feedback after each reading and to tell what score they might give you and why.
- Introduce the concept of rate. Explain that when we read with smoothness, accuracy, and expressiveness, we read at an appropriate rate.
- Tell students that we can measure rate by finding out how many words we read correctly per minute. Explain your target-rate range.
- Tell students that we want to meet our target-rate range, but we must remember that fluent reading is not a race. Tell students that we must remember to demonstrate the other criteria in the rubric to be fluent readers.
- Display and introduce the word errors to students.

Word Errors

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

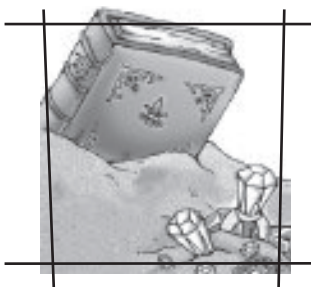


- Tell students that you want them to listen carefully as you read aloud and count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric but missing one or two words. Mark where you stop reading. Count the total number of words in the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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

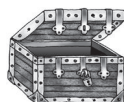
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

- Ask teams to 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.
- Review the student routine for vocabulary review. Explain to students that today partners will switch words. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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 Mack become a kid detective?

Listening Comprehension

- Read the first paragraph on page 11 of the story aloud.

A Collection of Readings,
page 11

Chapter 3

It was a dark and stormy night. I know, I know. A lot of mystery stories start that way, but it really was a dark and stormy night. My family had invited Vic and Lucky Susie over for dinner, and after dinner the detectives and I were going over some paperwork regarding a recent case. We had just figured out why Farmer Buck's sheep kept disappearing from his farm (it turns out there was a loose board in his fence). Farmer Buck had paid us with four gift certificates for hayrides at his farm. Vic, Susie, and I were trying to figure out who should get the extra certificate, since there were only three of us.



- Read the first sentence of paragraph 2 on page 11. Model how to clarify the word *charity* on page 11, using a **Think Aloud**; misread the word as *charty* (omitting the *i*) until you clarify it.

A Collection of Readings,
page 11

We decided to donate the extra ticket to charity because that seemed like the right thing to do.

“We had decided to donate the extra ticket to charty...”

***Charty?* I've never heard that word before, so I have no idea what it means. I'm going to look at that word again, and this time I'll try to sound it out: cha-char-chari-chari. *Charity*. Now that's a word I know. It means an organization that helps people who need it. Let me read that sentence again to see if the word *charity* makes sense.**

“We decided to donate the extra ticket to charity because that seemed like the right thing to do.”

Okay. That makes sense. The kids gave the extra ticket to a group that could use it. Now that I've clarified that word, I can continue reading.

- Read the rest of chapter 3, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of
Readings, pages 11-13

I said, “Well, that's settled then,” as we waited for Vic and Lucky Susie's parents to pick them up and take them to their homes. We had the office door open, and we were looking out at the rain.

“I love thunderstorms, don't you?” Lucky Susie asked.

Vic teased her, “Well, I know ducks like to get wet, and thunderstorms make you wet. I guess that means you're a duck, Lucky Susie.”

“Knock it off, Vic,” Lucky Susie said, although she was smiling. She loved Vic's jokes. Vic was quite the comedian at times.

Vic continued on. “Yeah, instead of Lucky Susie, we're going to start calling you Lucky Ducky. Lucky Ducky, Kid Detective. How's that sound, Mack?”

(continued on next page)

I was about to respond when something caught my eye. Outside, across the street and over the tops of the trees, a strange light was circling in the sky. It swooped back and forth, back and forth. Sometimes it would disappear for a second and then reappear.

“Whoa! Look at that!” I said, pointing at the strange light in the sky. “What do you think that is?”

Vic looked where I was pointing. “Gee, I don’t know. Maybe some kind of spotlight?”

Lucky Susie said, “It doesn’t look like a spotlight to me,” as she gazed up at the light. We watched as the light darted back and forth, flitting in and out of the clouds. The dense, pouring rain made it difficult to tell just exactly what the light was. It was eerie, and, to be honest, the three of us were a little freaked out. And a good detective is always honest. Well, usually honest anyway.

Vic was the first person to say what we all might have been thinking. “You don’t think it’s, you know, a UFO, do you?” he asked.

Lucky Susie didn’t like the sound of that. “It couldn’t be. Could it, Mack? I mean, there are no such things as UFOs, right?” She looked at me as though she wanted me to tell her what she wanted to hear.

I, of course, don’t believe in UFOs, Unidentified Flying Objects. Of course, technically, this was a UFO: it was an object, it was flying, and we couldn’t identify it. But that didn’t mean some strange little green men from Neptune or Pluto were flying it.

“There’s no such thing as UFOs,” I told both of them. I reminded Vic and Lucky Susie that they needed to look for clues before they started jumping to conclusions. I reminded them that good detectives don’t just jump to conclusions. “C’mon folks. Think. Let’s list all the possible things it could be. It’s not a UFO.”

We all started racking our brains, like good detectives do.

“Maybe it’s a military spy plane,” Vic suggested.

“Or a spotlight for a new dance club across town,” said Lucky Susie.

“Or the reflection of the moon off Lake Ponderosa,” I said.

“Or a commercial jet trying to land at Heathcliffe Airport,” said Lucky Susie.

We went through a number of other possibilities, but each one didn’t seem to make much sense. This case seemed like it was going to be a tough one. We decided to sit down and polish off the last of Mrs. Wilson’s Famous Fudge Delight Spectacular Brownies and think about the eerie lights for a while. The three of us ate in silence. We all realized we were too tired to think about the lights that night.

“How about we call it a night and meet again tomorrow morning after breakfast?” I suggested, as Vic and Lucky Susie’s parents both pulled into the driveway at the same time. The others thought that would be a good idea. We all said goodnight to each other.

I went inside and went to bed. As I lay in bed, I thought about the lights. What could they possibly be? My thoughts kept me awake for much of the night.

Preview Team Talk

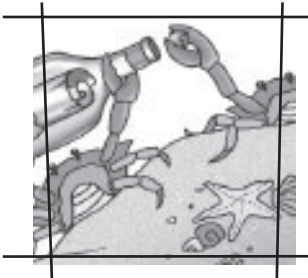
- Preview the Team Talk questions with the class.

Student Edition,
page S-6

Team Talk

- In one or two sentences, tell how Mack learns about the strange lights in the sky. |SU|
- How does the reporter know that many people in town have seen the lights? |DC|
- Which of the following definitions best fits the meaning of the word *glimpse* on page 14? |CL|
 - sight
 - sound
 - smell
 - taste

Explain why.
- Tell how Mack's dad offers to help Mack. |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 13 (chapter 4) and 14 aloud with partners.
page 15 silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. In one or two sentences, tell how Mack learns about the strange lights in the sky. |SU|

100 points = *Mack learns about the lights in the sky because he sees them when they appear. He also reads an article about the lights in the newspaper the next morning.* **90 points** = *Mack learns about the lights in the sky by seeing them and reading about them.* **80 points** = *He sees them and reads about them.*

2. How does the reporter know that many people in town have seen the lights? |DC|

100 points = *The reporter knows that many people have seen the lights because the chief of police tells the reporter that many people in town called the police station to report the lights.* **90 points** = *The reporter knows that many people have seen the lights because the chief of police tells the reporter that many people in town called.* **80 points** = *The chief of police tells her.*

Team Talk *continued*

3. Which of the following definitions best fits the meaning of the word *glimpse* on page 14? |CL|

- a. *sight*
- b. sound
- c. smell
- d. taste

Explain why.

100 points = *I think sight is the meaning of glimpse because people will probably turn their eyes to the sky to catch a glimpse of the lights, so to catch a glimpse must mean to catch sight of something. We use our eyes to see things.* **90 points** = *I think this because people will probably turn their eyes to the sky to catch a glimpse of the lights, so they must want to see them.* **80 points** = *People will look at the sky to see the lights.*

4. Tell how Mack's dad offers to help Mack. |CE|

100 points = *Mack's dad offers to help Mack by asking questions when he goes to the police station. His dad will find out what other police officers heard.* **90 points** = *Mack's dad offers to help Mack by asking questions when he goes to the police station.* **80 points** = *He'll ask questions at the police station.*

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

Class Discussion

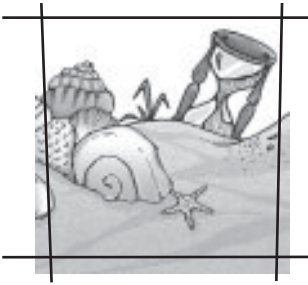
- Remind students to think about the clarifying strategy card and rubric during Class Discussion.
- Begin the strategy-use discussion.



Strategy-Use Discussion

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

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



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

Student Edition, page S-5

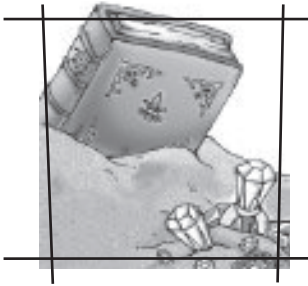
Page 14 (paragraphs 2 and 3)

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

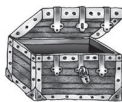
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

- Ask teams to 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 does Mack learn from reading the newspaper?

Listening Comprehension

- Read the first two paragraphs on page 16 aloud.

A Collection of Readings,
page 16

Chapter 5

Vic, Lucky Susie, and I all met after breakfast in the garage—I mean, the office. I had told them both to bring their complete detection kits. A complete kit is a backpack that contains the following:

a flashlight

a canteen of water

trail mix (peanuts and raisins)

a chocolate bar

a notepad

three pens

You never know how long you're going to be on a case, so you have to be prepared. That's where the flashlight, water, trail mix, and chocolate come in. (Vic often munches on his trail mix. I try to remind him that the trail mix is for emergencies only, but he has a mind of his own.) And every good detective needs to take good notes, so that's why you need pens and a notepad.



- Read the third paragraph on page 16. Model how to clarify an unknown word. Deliberately struggle to sound out *brainstormed*, and demonstrate how to clarify that word with a **Think Aloud**.

A Collection of Readings,
page 16

Anyhow, we met in the office. I asked both Vic and Susie if they had read the newspaper article about the strange lights. They both had. Though neither one had any ideas about what the next step should be. So we brainstormed for a while. Brainstorming is a good way to come up with ideas. When you brainstorm, you basically write down any idea that pops into your head. Some ideas might come as a result of other ideas. Brainstorming, especially when you don't have any clues, is a crucial part of detective work. If you can't brainstorm well, you won't be a detective for long.

“So, we bran-brin, branstormed.”

You know, I don't know any words that start with the sound /bran/. Maybe I should try sounding that out again. Instead of putting a short /a/ sound there, I'll try a long one. Brain-brainstormed. Brainstormed. Now, that's a word I know. I'll reread that part again to make sure the word *brainstormed* makes sense.

“So, we brainstormed for a while.”

Yes, that makes sense. Brainstorming is thinking up ideas. When something didn't make sense to me, I went back and tried sounding it out again as a way of clarifying. Now I can continue reading.

- Read the rest of chapter 5, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
pages 16 and 17

So anyway, after a fruitful brainstorming session (in which we only took a break for lemonade), we came up with a few good ideas. We realized that we needed more information about these strange lights.

We realized that we needed to figure out how to get more information. Vic suggested that we try the authorities. I thought that was a good idea. Lucky Susie thought that perhaps we should speak with a professor who studies the weather, a meteorologist. Luckily (of course), Lucky Susie's mother knew someone who taught meteorology at the local university.

I decided I'd pay a visit to Mr. Boccelli down at the bakery, whom I'd read about in the paper this morning. I also decided that, if I had time, I'd also go and see Farmer Brown over at his farm, since he was also an eyewitness.

Before we all left, I double-checked Lucky Susie and Vic's detection kits to make sure that they were both complete. Lucky Susie's kit was completely in order. She had everything she needed.

"Do you know how to get to the university, Lucky Susie?" I asked.

"Sure do, boss," she replied, buckling the strap on her bicycle helmet. "I just bike up Franklin Avenue and turn left into the university. I'll go and have a chat with the professor." I told Lucky Susie to give me a full report when she returned. She agreed, climbed onto her shiny blue bicycle, and pedaled off down the road.

I checked Vic's detection kit, and sure enough, he didn't have nearly enough trail mix. "Vic, where's your trail mix?" I asked, sternly.

"Had some on my way over here today," he replied, a bit sheepishly.

I sighed. "You'll never learn, will you?" I said. "Wait here and I'll go get some from our kitchen.

Vic waited in the office, while I went inside to the kitchen to forage for some trail mix. I found a bag in the cupboard and brought it out to Vic. "Here you go, Vic. Now, are you going to go talk to the police today?" I asked.

"Sure. I'll find out what they know about these strange lights. They ought to know something, don't you think?"

"I do," I responded. "Sounds like a plan. Give me a full report when you get back."

"Sure thing," Vic said. He put on his helmet and skated away on his skateboard.

We have a computer in my house. I logged on to look up the address of Jim Brown, the farmer. I jotted down the address in my notepad, saving it for later. As I said earlier, I planned to go to the bakery first to see what Mr. Boccelli had to say about the lights that he'd seen. I predicted that it was going to be an interesting day.

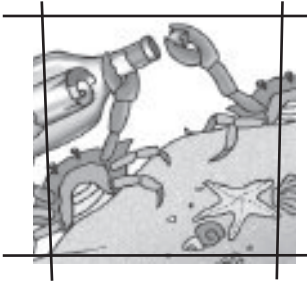
Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-6

Team Talk

1. Which definition best fits the word *affairs* on page 18? |CL|
 - a. devices
 - b. staff
 - c. food
 - d. details
 Explain why.
2. Why does Mack stop to help the little boy? |CE|
3. How does Mack know where to find Max? |CE|
4. How does Johnny feel about Mack? 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 18 aloud with partners.
page 19 silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

- Direct students to the role cards in their team folders. Ask team leaders to distribute a role card to each teammate. Tell team leaders to hand out both “Third” cards if there are five students on their teams.

- Tell students that using the role cards will help them to prepare each team member for Think-and-Connect discussion during Class Discussion. Using the role cards, model a a discussion of the Team Talk questions with a student team. Make sure that students follow the steps on their role cards. Use the “First” card as your role card.

T: OK, we all have our role cards. Mine says “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you guys. Everyone look at me so I know you’re listening. Here it is: “Which definition best fits the word *affairs* on page 18? Explain why.” Did everyone hear the question? OK. Now, who has the card that says “Second”? You go next. What does your role card tell you to do?

S1: *My card says to answer the question. First, I have to restate the question in my own words. The question asks me which word matches the word *affairs* and why I think this. My answer is that the word *details* matches the meaning because Mack makes sure he has everything he needs. Did everyone hear my answer?*

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

S2: *I’ll go first. This card tells me to agree or disagree. His answer was the word *details* matches the word *affairs* because Mack makes sure he has everything he needs. I think I agree. Mack says he checks to make sure his detection kit is complete. That means he makes sure everything is there before he leaves to investigate the lights. So my answer is that Mack makes sure he has everything he needs. He makes sure his detection kit is complete before he leaves to investigate. Did everyone hear my answer?*

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

S3: *I agree with her answer, but I just looked at the Think-and-Connect rubric, and it says to include the question in the answer. So, I would just add that we should say “The word *affairs* means *details* because Mack makes sure he has everything he needs. He makes sure his detection kit is complete before he leaves to investigate.” Did everyone hear that?*

T: Great job adding information! OK, now let’s move to the “Finally” card. You’re up!

S4: *OK, I get to summarize. Our answer is that affairs means details because Mack makes sure he has everything in his detective kit before he leaves. Does everyone understand that answer? Can everyone remember it for Random Reporter in Class Discussion?*

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

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

Team Talk

1. Which definition best fits the word *affairs* on page 18? |CL|
 - a. devices
 - b. staff
 - c. food
 - d. *details*

Explain why.

100 points = *I think this because before Mack leaves, he makes sure his affairs are in order and that he has everything he needs. Mack makes sure his detection kits are complete. He goes over all the details before he goes out to investigate the lights. 90 points* = *I think this because before Mack leaves he makes sure his affairs are in order and that he has everything he needs. 80 points* = *He goes over all the details before leaving.*

2. Why does Mack stop to help the little boy? |CE|

100 points = *Mack stops to help the little boy because he believes that kid detectives aren't just detectives. They are public servants, or people who should help others when they need it. He thinks it is his job to help other people. 90 points* = *Mack stops to help the little boy because he believes that kid detectives aren't just detectives. They are public servants, or people who should help others when they need it. 80 points* = *He is a public servant and should help others.*

Team Talk *continued*

3. How does Mack know where to find Max? |CE|

100 points = Mack knows where to find Max because he remembers the last dog that went missing. He, Vic, and Lucky Susie found the dog at the bakery. He knows he is near the bakery again, so Max may have run there like the other dog. **90 points** = Mack knows where to find Max because he remembers the last dog that went missing. He, Vic, and Lucky Susie found the dog at the bakery. **80 points** = He remembers that the other missing dog went to the bakery.

4. How does Johnny feel about Mack? How can you tell? |DC|

100 points = Johnny thinks Mack is great. He says he can't thank Mack enough for helping him find Max. He also asks if he can be a kid detective like Mack. **90 points** = Johnny thinks Mack is great. He says he can't thank Mack enough for helping him find Max. **80 points** = He thinks Mack is great.

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

Class Discussion **TP**

Strategy-Use Discussion

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



- Tell students that they will watch a video about the Think-and-Connect discussion. Tell them to look for student usage of role cards and challenge-score rubrics during the team discussions in the video.
- **Play** the video.
- Use **Think-Pair-Share** to have students discuss why it's important to use the Think-and-Connect rubric during Class Discussion. Randomly select a few students to share. *It's important to use the rubric during Class Discussion to make sure that we include all the important parts in our answers.*
- Use **Think-Pair-Share** to have students discuss how the team showed they were prepared for Class Discussion. Randomly select a few students to share. *Each student on the team was ready for Random Reporter; each student could say a complete, correct answer that contained the question stem and provided evidence or background knowledge.*
- Randomly select a few students to tell how the teams were rewarded for good Think-and-Connect discussions. *They were rewarded with 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.

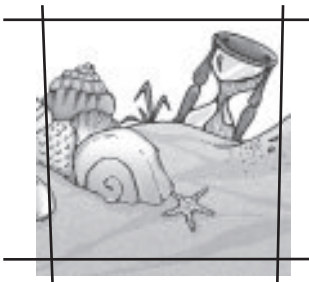
Team Talk Extenders

Do you think Mack is a good person? Why or why not?

Mack tells Johnny to do well in school and respect his parents so he can be a detective like him. Why do you think Mack gives Johnny this advice?

- Award team celebration points.

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

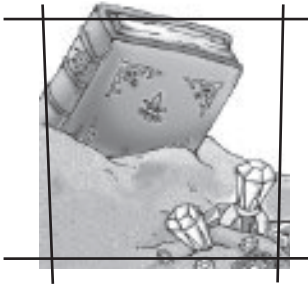
Student Edition, page S-5

Page 14 (paragraphs 2 and 3) or 19 (paragraphs 3–5)

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

- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

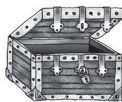
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- 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 Mack know where to find Johnny’s dog, Max?

Listening Comprehension

- Read the first paragraph on page 20.

A Collection of Readings,
page 20

Chapter 7

The interior of the bakery was almost as brightly lit as the outside. Everything was covered in bright colors. The tablecloths were a bright red and white. The counter was a bright blue and white tile. But the most exciting part about the bakery wasn't the color. It was the aroma. The smell of freshly baked cookies, pies, cupcakes, and tarts was almost overwhelming. I could hardly stand it. My mouth started watering almost immediately after I walked through the door. I could imagine spending a lot of time here, sampling the different baked goods, fresh out of the oven. It was delightful.



- Deliberately struggle with the meaning of the word *overwhelming*. Model how to clarify it with a **Think Aloud**.

“The smell of freshly baked cookies, pies, cupcakes, and tarts was almost overwhelming.”

I've never heard of the word *overwhelming* before. I know the prefix *over-*, as in *overdone* or *overcharge*, but I'm not familiar with *overwhelming*. I'm going to read on to figure it out.

“I could hardly stand it.”

Now let me get my thoughts together here. When Mack walked into the bakery, he was amazed by the delicious smells of the bakery. It was so amazing that he could hardly stand it. So *overwhelming* must mean amazing or powerful. I figured it out.

- Read the rest of chapter 7 of the story, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
pages 20 and 21

But I knew I had work to do. There would be other times for enjoying the fruits of Mr. Boccelli's labors. There was a man leaning against the counter, his apron the same red and white pattern as the tablecloths throughout the bakery. He was reading a section of the daily newspaper. I figured he must be Mr. Boccelli. I cleared my throat. “Mr. Boccelli?” I asked. The man raised his head, and looked at me through thick glasses with the kindest eyes I'd ever seen. “Oh, hello, young man,” he said with a smile. “Did you come for your puppy?” he asked. “Excuse me?” I said. I wasn't following what he was saying. He continued, “There was a lovely little puppy sitting just outside the door a minute ago.” Mr. Boccelli looked out through the open door. “But he seems to be gone now. I figured he was somebody's lost dog. I usually don't let dogs into the bakery. They can cause trouble. But he was a cute one. Funny thing, there was another lost dog here just the other day.”

(continued on next page)

I realized Mr. Boccelli must have been talking about Max. Also, the dog from just the other day must have been Mrs. Wilson's Little Muffin. So I said, "No, the dog that was just here belonged to a friend of mine. I helped my friend find him. They just left."

Before I could say more, Mr. Boccelli said, "Well, that was a good deed. Good deeds deserve rewards. How about a cupcake?" Mr. Boccelli motioned to a glass cabinet filled with the most beautiful cupcakes you could imagine. Chocolate-frosted cupcakes. Cupcakes with candy-colored sprinkles. Red-and-white checkered cupcakes, just like Mr. Boccelli's apron. I knew I had work to do; I wanted to discuss the night lights with Mr. Boccelli. But I couldn't resist the offer. Everything just smelled too good!

I said, "Well, sure, Mr. Boccelli! I'd love a cupcake. How about a red-and-white one?" I pointed to the second shelf in the cabinet.

He said, "Aah, one of my specialties. Coming right up." He opened the cabinet and fished out the biggest of the red-and-white cupcakes. He continued talking. "You can't have one of my cupcakes without something to wash it down. Let's see," he said, scratching his chin. "Oh, I know, how about some lemonade?"

A cupcake and lemonade sounded pretty good to me. "That'd be great!" I said. Mr. Boccelli presented me with the cupcake on the plate and a glass of cold, refreshing lemonade.

Before I ate, he said, "You know, I think I'll have one myself." He grabbed a cupcake and poured himself a cup of coffee from a coffee pot behind him. "Coffee's not good for kids your age," he said with a wink. "It'll stunt your growth. You want to grow up big and strong, don't you?" he asked. I agreed.

Mr. Boccelli raised his coffee cup and said, "To finding lost dogs!" I clinked my lemonade glass against his coffee cup. For a moment, we sat in silence, enjoying our cupcakes and beverages. I'd almost forgotten why I had come to see him.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that students will individually write the answer to the Write-On question, #1, after they discuss it in their teams.
- Model underlining key words or phrases in the Write-On question. Tell students that this helps you determine what the question means. State the question in your own words.

OK. The Write-On question says, "Which definition best fits the word *swig* on page 23? Explain why." I'm going to underline *definition*, "best fits," and *explain*. These words help me know that the question means to tell which answer choice means almost the same as *swig*, and then I need to explain why that's the correct choice.

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

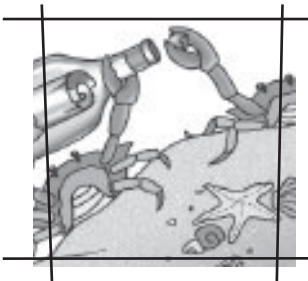
Student Edition, page S-7

Team Talk

1. Which definition best fits the word *swig* on page 23? |CL|
 - a. bite
 - b. gulp
 - c. toss
 - d. trip

Explain why. (Write-On)

2. Why does Mr. Boccelli enjoy having Mack in the bakery? What does it remind him of? |CE|
3. Why did Mr. Boccelli forget his sign out in the rain? |CE|
4. Does Mr. Boccelli have any idea what the lights might be? 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**
pages 22 and 23 aloud with partners.
page 24 silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Tell them that today they will begin writing the answer to one of the Team Talk questions individually. Remind them that it is the question where they underlined key words and phrases.

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

Team Talk

1. Which definition best fits the word *swig* on page 23? |CL|
 - a. bite
 - b. *gulp*
 - c. toss
 - d. trip

Explain why. (Write-On)

100 points = *I think this is the best definition because Mr. Boccelli takes a swig of coffee. Coffee is something you drink, so the answer must be gulp.*

I know that when you drink things, you gulp them down and then swallow.

90 points = *I think this because Mr. Boccelli takes a swig of coffee. Coffee is something you drink, so the answer must be gulp.* **80 points** = *You gulp down drinks when you drink them.*

2. Why does Mr. Boccelli enjoy having Mack in the bakery? What does it remind him of? |CE|

100 points = *Mr. Boccelli enjoys having Mack in the bakery because he likes when people stop by to sit, talk, and meet people. It reminds him of his father’s bakery in Italy when he was a little boy.*

90 points = *Mr. Boccelli enjoys having Mack in the bakery because he likes when people stop by. It reminds him of his father’s bakery.*

80 points = *He likes it when people stop by. His father’s bakery.*

3. Why did Mr. Boccelli forget his sign out in the rain? |CE|

100 points = *Mr. Boccelli forgot his sign out in the rain because he was busy dealing with the leak in his roof. He had to empty and replace buckets that were catching the water leaking through his roof.*

90 points = *Mr. Boccelli forgot his sign out in the rain because he was busy dealing with the leak in his roof.* **80 points** = *He was dealing with a leak in his roof.*

Team Talk *continued*

4. Does Mr. Boccelli have any idea what the lights might be? How can you tell? |DC|

100 points = *No. Mr. Boccelli does not have any idea what the lights might be. He says the lights were strange and eerie. If he knew what they were or had an idea of what they might be, he would tell Mack.* **90 points** = *No. Mr. Boccelli does not have any idea what the lights might be. He says the lights were strange and eerie.* **80 points** = *He does not have any ideas because he thinks they're strange.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Do you think Mack will return to the bakery? Why or why not?</p> <p>Mack takes notes while Mr. Boccelli speaks. Why? How will this help him solve the mystery?</p> </td> </tr> </table> <ul style="list-style-type: none"> - Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Do you think Mack will return to the bakery? Why or why not?</p> <p>Mack takes notes while Mr. Boccelli speaks. Why? How will this help him solve the mystery?</p>	

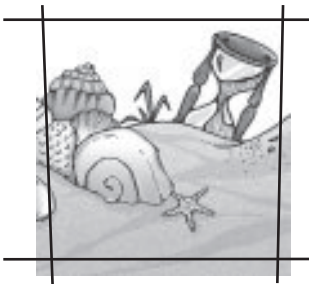
- Tell students that they will watch a video about the Write-On discussion. Tell them to look for student usage of the challenge-scores rubrics during team discussions in the video.
- **Play** the video.
- Use **Think-Pair-Share** to have students discuss why it's important to use the Write-On rubric during Class Discussion. Randomly select a few students to share. *It's important to use the rubric to make sure that we include all the important parts in our written answers.*



- Use **Think-Pair-Share** to have students tell how the team showed they were prepared for Class Discussion. Randomly select a few students to share. *Each student on the team was ready for Random Reporter; each student could read a complete, correct answer containing the question stem and evidence or background knowledge.*
- Use **Think-Pair-Share** to have students tell how the teams were rewarded for good Think-and-Connect discussions. Randomly select a few students to share. *They were rewarded with 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.

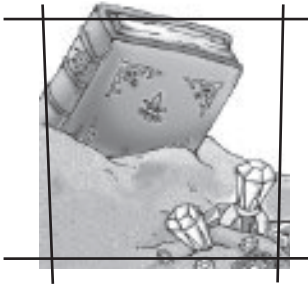
Student Edition, page S-5

Page 14 (paragraphs 2 and 3), 19 (paragraphs 3–5), or 23 (paragraphs 4–7)

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

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



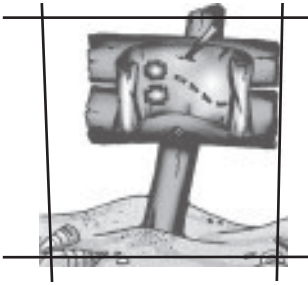
In yesterday's reading, Mack interviewed Mr. Boccelli to get a fuller account of what he saw the night before. Today we will find out what else Mack learns about the strange lights in the sky.

Vocabulary TP

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

Prepare Students for the Test

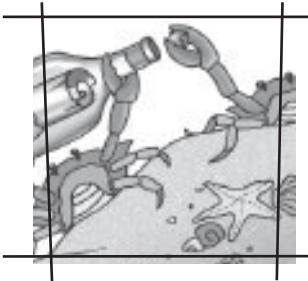
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #5 asks about clarifying.
- Ask students to underline key words or phrases in question #5 like they did in their Write-On questions yesterday.
- Make sure that students understand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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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



Class Discussion **TP**

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



BOOK CLUB

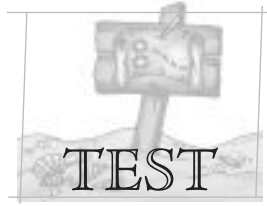
Timing Goal: 20 minutes

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

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

Cycle Follow-up

- Enter team celebration scores, challenge scores, and cycle test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 2. Prepare to help students set goals for the new cycle, using the scores on their team score sheets from the last cycle.



Comprehension Questions

Read pages 25 and 26 of *Mack MacLean, Kid Detective*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. Mack first heard about the strange lights in the sky by— |CE|
 - a. talking to his father.
 - b. seeing them for himself.
 - c. watching the news.
 - d. talking to Mr. Boccelli.

20 points

2. Why is it so easy for Mack to find Johnny's dog, Max? |CE|

20 points = *It is easy for Mack to find Johnny's dog, Max, because Mack already solved a similar case. He remembers that that he and his friends found the other missing dog at the bakery. He realizes Max has probably gone to the bakery, just like Little Muffin did.* **15 points** = *It is easy for Mack to find Johnny's dog, Max, because he already solved a similar case. He remembers that he and his friends found the other missing dog at the bakery.* **10 points** = *He remembers that the last missing dog went to the bakery.*

20 points

3. What is the **last** thing Mr. Boccelli tells Mack? |SQ|

20 points = *The last thing Mr. Boccelli tells Mack is that one of his customers mentioned seeing the lights before. He tells Mack how one customer remembers seeing the same lights many years ago.* **15 points** = *The last thing Mr. Boccelli tells Mack is that one of his customers mentioned seeing the lights before.* **10 points** = *He tells him that a customer saw the same lights many years ago.*

20 points

4. Why does Mack like libraries so much? |CE|

20 points = *Mack likes libraries so much because they are one of the best places to find information, clues, facts, and other things. He uses the library to help him solve cases.* **15 points** = *Mack likes libraries so much because they are one of the best places to find information, clues, facts, and other things.* **10 points** = *He likes them because they are full of information.*

30 points

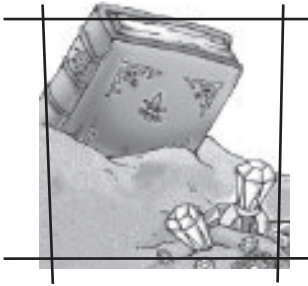
5. Which definition best fits the word *archives* on page 26? |CL|
- a place to find computers
 - a reason to go to the library
 - a place to read books
 - a collection of old articles*

Explain why.

20 points = *I think archives is a collection of old articles because Mack says he likes them because they give you an opportunity to read past articles from any source. I know that if something is from the past, then it must be old. I know Mack wants to learn more about the time the lights appeared many years ago, so he wants to learn about a past event. Mack must be looking through old articles for information.*

15 points = *I think it's a collection of old articles because Mack says he likes them because they give you an opportunity to read past articles from any source. I know that if something is from the past, then it must be old.*

10 points = *He is looking for information from many years ago.*

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are Mack MacLean and will write a journal entry, making a prediction about the strange lights that appeared in the night sky. You will imagine that Mack stops to write in his journal and makes a prediction before he goes to the library to do research.

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 journal entry.

Have you ever written down your thoughts, feelings, or memories? Many people do every day. They write in journals. Journals are a popular way to write thoughts, feelings, and memories. Sometimes it makes people feel better to write in a journal, because they can write about personal things and happy memories. Journals are also a good way to organize your mind. Mack MacLean is a pretty organized kid when it comes to being a detective. He takes notes and writes down evidence in a notepad. You will pretend that this is his journal.

- Ask students if they have ever kept a journal.

- Display the following journal entry. Read the journal entry aloud to students.

Blackline master provided.

June 3, 2011

Dear Journal,

Today I experimented with making syrup for the snowballs I want to sell outside my house. My tasting panel, Derrik, Yu Chi, and Lynda, are very important to me, because they tell me very honestly which flavors are great, and which are bad. I made a huge batch of simple syrup, and bought a lot of flavors to taste.

Everyone likes the raspberry flavor, especially after I made it with more flavoring than suggested. They said it tastes sweet and tart at the same time, like eating a really good raspberry jam. I'll be sure to sell raspberry snowballs.

Only Yu Chi liked the cherry flavor. I personally do not like cherry flavored snowballs, but some people do. I think I will make a smaller batch of the cherry flavor. I don't want to get stuck with loads of it at the end of the day!

Another popular flavor with the tasting panel was pineapple. Everyone loved it and said it made them feel like they were in a tropical paradise. Tomorrow I think I'll experiment and add a little coconut flavoring to the syrup and see if that is popular.

I want to start selling snowballs as soon as possible. Derrik, Yu Chi, and Lynda are going to help me. We hope to be able to buy scooters before the end of summer.

Raul

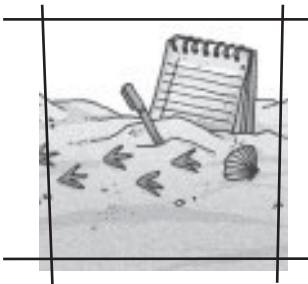


- Use **Think-Pair-Share** to have students tell what Raul writes about in his journal. *He writes about experimenting with flavors for his snowball stand.*
- Use **Random Reporter** to ask students questions about why Raul might use a journal for his snowball stand business.

Raul writes about experimenting for his snowball stand in this journal entry. What kind of information does he write about his experiments? *He writes about which flavors are popular and which ones are not popular. Good. Raul wants to take notes about flavors and what people like and do not like. What does he find out about the raspberry flavor?* *Everyone likes it. He used more flavoring than was suggested, and they liked it more. Great! He makes a note about how he should make the raspberry flavor when he opens his stand. What does he note about the cherry flavor?* *Only Yu Chi likes the cherry flavor. He thinks he will still make the cherry flavor, but make less of it than other flavors. Good. He notes that he wants less of it so he does not have too much left over. What notes does he make about the pineapple flavor?* *Everyone likes the pineapple flavor. He wants to see what happens if he adds coconut to it. Yes! He notes that pineapple is another*

popular one, and he makes a note about how he wants to experiment with the flavor some more. He wants to find out how people like it with coconut flavoring added to it. Raul's journal is coming in handy for his snowball business.

- Use **Random Reporter** to ask students how Raul's journal could come in handy once his snowball business starts. *(Answers may vary.) Raul can keep track of how much money he earns and spends. He can keep track of what to split with Derrik, Yu Chi, and Lynda. He can keep track of the supplies he needs.*
- Point out to students that the format for a journal is similar to a letter. Explain that a journal entry should have a date, a greeting, a body, and a signature. Point out that journal entries do not need a closing.
- Tell students that they will think about the kind of information and predictions Mack MacLean might write in his journal as he works on mysteries.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are Mack and will write a journal entry about the evidence you have gathered about the mysterious lights so far. You will also have Mack make a prediction in his entry.



- 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-7

Writing Prompt

Mack MacLean is a kid detective and very organized about his work. Pretend that you are Mack, and you want to write about the mysterious lights in the sky in your journal. Begin your journal entry with a sentence that explains what you are writing about. Then provide at least three facts you learned from the newspaper and Mr. Boccelli. Finally, make a prediction about what you believe the mysterious lights are. Remember to format your journal entry correctly (a date, a greeting, the body, and a signature).

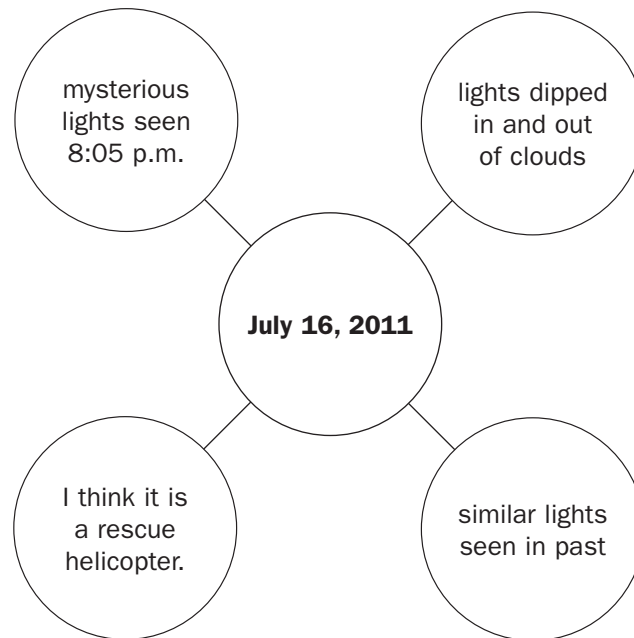
Scoring Guide	
You pretended to be Mack MacLean and wrote a journal entry about the mysterious lights.	20 points
You begin your journal entry with a sentence that explains what you are writing about.	10 points
You provide three facts you learned from the newspaper and Mr. Boccelli.	15 points each (45 points maximum)
You make a prediction about what you believe the mysterious lights are.	15 points
You include all the parts of a journal entry (a date, a greeting, the body, and a signature).	10 points

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

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

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students to think about the date in their journal entries. Use **Random Reporter** to have students identify what time of year this story might take place.



***Mack MacLean, Kid Detective* does not take place during a specific date. We are not told the day, month, or year in the story. We can draw some conclusions about the setting of the story however. Mack, Vic, and Lucky Susie seem to have a lot of time during the day to solve mysteries. They watch a thunderstorm at the end of the day after solving a mystery. When might this story take place and why? The story might take place during the summer. The kids have time because they are out of school for the summer. Thunderstorms happen in the summer. Great! When you date your stories, take this into account. Think about when you are out of school for the summer, and when thunderstorms occur.**

- As students write their drafts, tell them to consider the speaker's voice in their journal entries.

You are pretending to be Mack as you write your journal entries. The text gives us a lot of information about how Mack speaks and thinks, especially as he works on a case. You can make your journal entries more interesting by writing similarly to the way Mack speaks and thinks in the story.

- Use **Random Reporter** to have students characterize Mack MacLean. *Mack is serious. Mack is observant. Mack likes stating the facts. Mack likes details.*
- Use **Random Reporter** to ask students how these characteristics might help them better understand how to write Mack’s journal entry. *Since Mack likes observing things and notices a lot of details, his journal entry would include a lot of details about the case. His journal entry would include a lot of facts.*
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

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

Editing

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

- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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

Sentence 1

Vikings sailed in jompers across the sea.

Sentence 2

The Vikings braved icy Arctic waters to discover America.

Amanda securely fastened her seat belt. She wanted to be prepared for the jolt that would happen after ignition. She was so excited about her trip to outer space! She couldn't wait to eat astronaut food, float in zero gravity, and gaze at the earth. She had dreamed about this moment for many years, and now finally it was a reality.

June 3, 2011

Dear Journal,

Today I experimented with making syrup for the snowballs I want to sell outside my house. My tasting panel, Derrik, Yu Chi, and Lynda, are very important to me, because they tell me very honestly which flavors are great, and which are bad. I made a huge batch of simple syrup, and bought a lot of flavors to taste.

Everyone likes the raspberry flavor, especially after I made it with more flavoring than suggested. They said it tastes sweet and tart at the same time, like eating a really good raspberry jam. I'll be sure to sell raspberry snowballs.

Only Yu Chi liked the cherry flavor. I personally do not like cherry flavored snowballs, but some people do. I think I will make a smaller batch of the cherry flavor. I don't want to get stuck with loads of it at the end of the day!

Another popular flavor with the tasting panel was pineapple. Everyone loved it and said it made them feel like they were in a tropical paradise. Tomorrow I think I'll experiment and add a little coconut flavoring to the syrup and see if that is popular.

I want to start selling snowballs as soon as possible. Derrik, Yu Chi, and Lynda are going to help me. We hope to be able to buy scooters before the end of summer.

Raul

Story Map



Title: Mack MacLean, Kid Detective, cycle 1

Characters:

Mack MacLean
 Vic
 Lucky Susie
 Mrs. Wilson
 Mack's dad
 Mr. Boccelli
 Dr. Johnson

Setting:

Where: Mack's town, house,
 Boccelli's Baked Goods,
 the library

When: at night during a thunderstorm,
 daytime

Problem:

Mack, Vic and Lucky Susie see strange lights in the sky. They take on the Case of the Eerie Nighttime Lights.

Eerie lights appear in the sky one night. Many townspeople see them, and the newspaper runs an article
Event: about the lights.

The kids split up to interview the townspeople. Mack goes to the bakery and asks Mr. Boccelli about
Event: what he saw the night before. He learns that the lights were seen many years ago too.

Mack goes to the library to search the archives for more information about the lights. He learns that
Event: they have appeared every fifteen years.

Event:

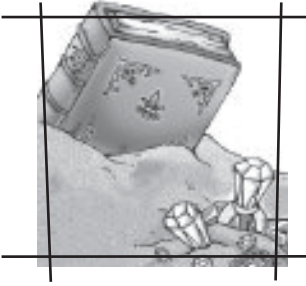
Event:

Solution:

CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Clarifying (CL)	Synonyms	Write a newspaper article.
CYCLE 2	Students will learn and practice how to clarify more than just words by using fix-it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will expand their use of the teamwork process to figure out unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will use synonyms to improve their understanding of words.	Students will write newspaper articles about recent events that happened to them or in their school, neighborhood, or town.

**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.
- Ask them to look at the scores from the last cycle on their team score sheets. Ask teams to use their scores from the previous cycle to set goals for this cycle. Guide them as necessary.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students they will learn more about the challenge scores during this cycle.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we'll continue to read *Mack MacLean, Kid Detective* by Terrence Parker. We'll also learn about clarifying more than just words as we read. Readers may understand words but still be confused about the

ideas in sentences, paragraphs, or larger parts of a story. To clarify, you must figure out what confuses you and then try to fix it.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

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
heartily page 29	chunk: heart-i-ly	loudly, with energy	My dad laughed <i>heartily</i> when he heard the hilarious joke.
precisely page 30	chunk: pre-cise-ly	exactly	The pirate had a great memory; he knew <i>precisely</i> where the treasure was buried, and he didn't have to dig around to look for it.
gigantic page 34	chunk: gi-gan-tic	huge, very large	The <i>gigantic</i> skyscraper was bigger than all the other buildings in the city.
reasonable page 34	chunk: rea-son-able	sensible	I tried to come up with a <i>reasonable</i> answer that my teacher would believe.

Word and Page Number	Identification Strategy	Definition	Sentence
doubting page 37	base word + ending: doubt + ing	questioning, suspicious	We could tell that the judge was <i>doubting</i> Mr. Smith's ridiculous story.
discuss page 38	chunk: dis-cuss	talk about	We couldn't decide what to do, so the teacher decided we should <i>discuss</i> the issue further tomorrow.
scanned page 41	base word + ending: scan + n + ed	searched through	The coach <i>scanned</i> the roster, looking for my name.
makeshift page 41	chunk: make-shift	thrown together	Our shelter was a <i>makeshift</i> tent made of leaves and branches.

Using the Targeted Skill (Introduction and Definition)

- Use the following examples to demonstrate how the ideas in sentences and larger parts of text can confuse readers.
- Display example 1. Ask students to identify what is confusing and why. *Stars don't twinkle in the night sky in the morning.*

Blackline master provided.

Example 1

It was a beautiful morning. The sun began slowly rising in the east, spreading light everywhere. The birds were singing, and the crickets began chirping. The stars were twinkling in the night sky. Delonte knew it was going to be a great day.

Listen as I read this paragraph. Read the paragraph. **Are any of the ideas confusing? Which ones?** Listen to students' responses. **Right! It's morning, but there are stars twinkling in the night sky. That doesn't make sense.**

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

In example 1, you got confused because there was a sentence that didn't belong in the paragraph. That's not usually the reason readers get confused as they read. Sometimes they misread a word in a sentence. Sometimes they skip a word or a line in a story. The biggest reason that readers get confused, though, is that they don't make sure that they understand what's happening as they read. When this happens and they get confused, they need to stop and clarify.



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

Blackline master provided.

Example 2

It had been a long, hard day. Six hours of working on the farm had given him blistered fingers and sore muscles. Still, when Jake looked at his watch, he grinned when he realized that there was only one more hour to go. He could almost feel that cool water. One more hour, he thought. Sixty more minutes.

Finally, Jake was able to call it a day. He stored the pitchfork in the barn and ran to the lake. He jumped in, enjoying the feel of the icy water. After seven hours of hard work, nothing was better than a dip in the swimming hole.

I'm going to read another story to you. Read the first paragraph and then stop. Wait. I'm confused by something, so I need to stop and clarify. What is confusing me? I'm reading about Jake working on a farm, and then he's thinking about cool water. What cool water? That doesn't make sense. Let me read some more to see if I can figure out what's going on with the water. Read the second paragraph of example 2. Oh! Now I understand about the cool water. He was thinking about going swimming after he finished his farm work. That makes sense now.

- Ask students to describe what you did to clarify. *Stopped reading, figured out what was confusing, and continued reading until you found the answer.*
- Tell students that when they read something that doesn't make sense, they should do the same thing: stop reading, decide what's confusing, and use a clarifying strategy to figure it out.
- Explain that as they continue to read *Mack MacLean, Kid Detective*, you want them to notice and try to clarify any words, sentences, paragraphs, or passages that confuse them.

Listening Comprehension

- Create interest in the next section of the text by reviewing what has happened in the story so far. Ask questions, if necessary, to prompt students' thinking.



- Preview chapters 10–18 of *Mack MacLean, Kid Detective* with the class.
- Use **Think-Pair-Share** to have students predict what will happen this cycle in the story. Remind students to give reasons for their predictions. Randomly select a few students to share.
- Read chapter 10 of the story aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
pages 27 and 28

Chapter 10

I'm not even sure where to start. Well, let's see. The first article I found was from fifteen years ago. The headline was "Local Sky Lights Up Bright at Night." Rather than describe what the article said, let me show you an excerpt.

Here it is:

While many wonder what the lights might be, some local townspeople have their own ideas. "I always supposed there was life on other planets," said Professor Higgins Wigglesworth, 53, who teaches astronomy at Benson University. "It is very possible that these lights are alien people trying to contact us. I only hope the lights return, so that we can study them some more."

Now, if you remember the article from today's paper, you can imagine how stunned I was. Here I'd found an article written fifteen years ago about strange lights that a few people had seen over the town's night sky. It seemed as though the same strange lights had appeared over town fifteen years ago. What was weirdest, of course, was what this Professor Higgins Wigglesworth said. His quote in the earlier article and his quote in the later article were *exactly the same!*

Weird. I kept searching. And it got even weirder. I found two more articles—one from thirty years ago, and one from forty-five years ago. Do you know what? They each were about the same thing. Apparently, every fifteen years, strange lights appear over my town's sky. And every single time, people turn to Dr. Wigglesworth for information. And every single time, he says the same thing. Odd, very odd.

I kept searching, and I learned something else. I discovered that there were never any follow-up articles to the ones about the strange lights. I don't know why. Maybe people just wrote it off as an unexplainable event.

Or, maybe it was more than that. Maybe people didn't want to believe what Dr. Wigglesworth seemed to believe. The idea of aliens is probably downright frightening to some people. Maybe most of the townspeople just wanted to forget what they saw and pretend it had never happened.

But a good detective can't do that. A good detective has to have an open mind. A good detective has to be ready and willing to learn things that he or she might not want to believe. Now I, for one, don't believe in UFOs, aliens, or little green men from Mars. I don't follow that mumbo-jumbo. But I knew I was working on a case, and I had to investigate every possibility. I knew I had to speak with this Professor Higgins Wigglesworth. I had to get to the bottom of this case.

Preview Team Talk

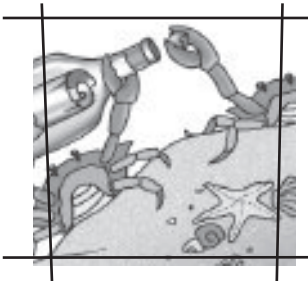
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. On page 29, Mack says that he “logged off.” What does that phrase mean? How did you figure that out? (Write-On) |CL|
2. Does Mack believe in UFOs? Does this get in the way of being a good detective? How can you tell? |DC|
3. What favor does Mack ask Dr. Johnson to do?
4. Mack knows where the Lee Building is because— |CE|
 - a. he asked Dr. Johnson.
 - b. he’s a detective.
 - c. he has a map of the campus.
 - d. he’s been on campus before.

- 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 29 aloud with partners.
 page 30 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. On page 29, Mack says that he “logged off.” What does that phrase mean? How did you figure that out? (Write-On) |CL|

100 points = *The phrase “logged off” means to disconnect from a computer. I know Mack was using a computer because he was reading archives. Right after he logged off, he left the computer. That must mean he finished using it and disconnected from it.* **90 points** = *The phrase “logged off” means to disconnect from a computer. I know Mack was using a computer because he was reading archives. Right after he logged off, he left the computer.* **80 points** = *It means disconnected because he walked away from it.*

2. Does Mack believe in UFOs? Does this get in the way of being a good detective? How can you tell? |DC|

100 points = *No. Mack does not believe in UFOs, but this does not get in the way of being a good detective. I can tell because he doesn’t let his beliefs stop him from facing facts. He agrees that nothing is impossible and that the lights could be a UFO.* **90 points** = *No. Mack does not believe in UFOs, but this does not get in the way of being a good detective. I can tell because he doesn’t let his beliefs stop him from facing facts.* **80 points** = *No. He agrees that nothing is impossible.*

3. What favor does Mack ask Dr. Johnson to do?

100 points = *Mack asks Dr. Johnson to call Professor Wigglesworth for him before Mack goes to visit the professor. He wants to make sure the professor can see him that day.* **90 points** = *Mack asks Dr. Johnson to call Professor Wigglesworth for him before Mack goes to visit the professor.* **80 points** = *He asks him to call the professor.*

4. Mack knows where the Lee Building is because— |CE|

- a. he asked Dr. Johnson.
- b. he’s a detective.
- c. he has a map of the campus.
- d. he’s been on campus before.

- If some teams finish ahead of others, have them work on their story maps.

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

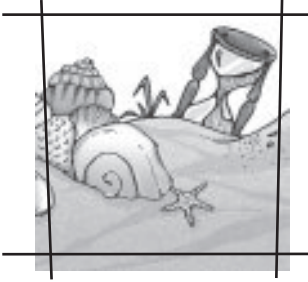
Mack doesn't believe in UFOs. Do you? Why or why not?

Professor Wigglesworth has been interviewed each time the lights appeared in the sky. What do you think Mack wants to learn from him?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

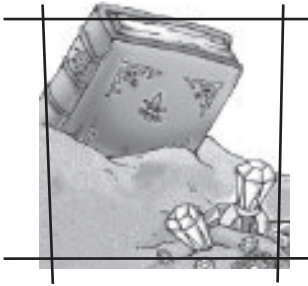
Page 30 (paragraphs 1–3)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

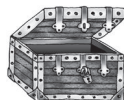
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display the Two-Minute Edit, and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- Have students complete the Two-Minute Edit. **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 does Mack learn from the archives at the library?

Listening Comprehension



- Read the first paragraph on page 31 of the story aloud. Use this paragraph to model clarification by deliberately omitting the second line of the paragraph. Register confusion as you skip the line. Use a **Think Aloud** to clarify the paragraph by rereading.

A Collection of Readings,
page 31

Chapter 12

I realized that I had been gone quite awhile. So I thought it would be a good idea to call home and check in. I found the pay phone in the lobby of the library and put two quarters in. I dialed my house. My mom answered.

“So I thought it would be the library and put.”

Wait a minute. That doesn’t make any sense. Let me stop and reread that paragraph.

“So I thought it would be a good idea to call home and check in. I found the pay phone in the lobby of the library and put two quarters in.”

Okay. Now that makes more sense. I accidentally skipped a line. But, by stopping and then rereading, I was able to figure out my mistake and understand the text.

- Read the rest of chapter 12, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.

A Collection of Readings,
pages 31 and 32

“Hi, Mom. It’s me,” I said. “Have Vic or Lucky Susie come by the office, I mean, the garage?”

Mom said that she hadn’t seen Lucky Susie all day. But she did say that Vic had been by earlier.

“He asked me to tell you that he had some information about the case that you all are working on,” she said. “He asked me to tell you to call him later.”

(continued on next page)

I told my mom that I would call him later. I also told her that I had a few more stops to make, and that she shouldn't keep dinner waiting for me because I'd be home a little late.

She said, "Okay. But don't stay out too late. You may be a famous detective, but you're also my son, and you do have a curfew."

"I know, I know," I said and assured her that I wouldn't be much longer.

I hung up the phone and returned to Dr. Johnson at the front desk. "Can I have my snacks back, Dr. J.?" I asked.

He laughed. "I was just about to eat them myself," he said, handing over my trail mix and chocolate bar. He continued, "Good luck in your meeting with Professor Wigglesworth," he said.

I thanked Dr. Johnson for his help and left the library. I walked out to my bike and got ready to ride over to the university to meet with the professor. As I was strapping on my helmet, Lucky Susie rode up on her bike.

"Hey, boss," she said as she coasted her bicycle to a stop in front of me.

"What's up, Lucky Susie?" I asked.

She reminded me that she had been speaking with the meteorology professor at the university. "I don't really have much to report," she confessed.

I told her that that was okay. I also filled her in on the things I had learned from the newspaper archives, and that I was headed over to the university myself to meet with Professor Wigglesworth in the astronomy department. "Would you like to come?" I asked.

"That's sounds really exciting!" she exclaimed. "I'd love to come." So I told her to follow me, and we pedaled over to the university and stopped in front of the Lee Building.

"You ready?" I asked Lucky Susie as we locked our bikes to a lamppost.

"I sure am," she said, grinning. I could tell that Lucky Susie was very intrigued by what we might learn from Professor Wigglesworth. We walked into the building.

Preview Team Talk

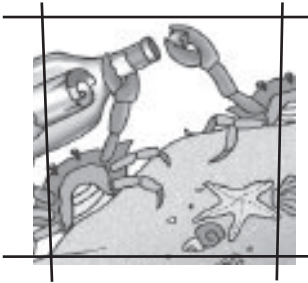
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. On page 33, Mack calls the professor's office "a disaster." What does he mean? Explain how you figured that out. (Write-On) |CL|
2. Which of the following describes the professor? |CH|
 - a. organized
 - b. elderly
 - c. polite
 - d. sloppy
3. Does the professor know why Mack and Lucky Susie are visiting him? How can you tell? |DC|
4. Make a prediction about what the professor is about to say at the end of this passage. Give reasons to support your prediction. |PR|



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.

Team Talk

1. On page 33, Mack calls the professor’s office “a disaster.” What does he mean? Explain how you figured that out. (Write-On) |CL|

100 points = *When Mack calls the professor’s office “a disaster,” he means that the office is a big mess. By reading ahead, I realized that the office is full of unorganized piles of books and papers. The windowsill, desk, floor, and chairs all have books and papers on them.* **90 points** = *When Mack calls the professor’s office “a disaster,” he means that the office is a big mess. By reading ahead, I realized that the office is full of unorganized piles of books and papers.* **80 points** = *He means the office is a mess. I read ahead.*

2. Which of the following describes the professor? |CH|

- a. organized
- b. elderly
- c. polite
- d. sloppy

3. Does the professor know why Mack and Lucky Susie are visiting him? How can you tell? |DC|

100 points = *Yes. The professor knows why Mack and Lucky Susie are visiting him. He states that they have come to talk with him about the strange lights in the sky. He also assumes that Mack and Lucky Susie read his quote in the newspaper that morning.* **90 points** = *Yes. The professor knows why Mack and Lucky Susie are visiting him. He states that they have come to talk with him about the strange lights in the sky.* **80 points** = *Yes. He says they came to discuss the lights.*

4. Make a prediction about what the professor is about to say at the end of this passage. Give reasons to support your prediction. |PR|

100 points = *The professor is about to say that the strange lights are aliens. He says that he believes aliens live in their galaxy and universe. He believes aliens exist.* **90 points** = *The professor is about to say that the strange lights are aliens. He says that he believes aliens live in their galaxy.* **80 points** = *He is going to say they are aliens because he believes in them.*

- 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

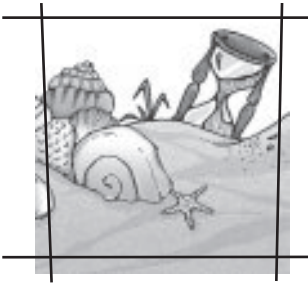
The professor doesn’t seem to be very organized. His office is a mess. Is being organized important? Why or why not?

Mack says he knows what the professor is going to say, but he doesn’t believe it. What does this tell you about Mack’s opinion of the professor? 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**

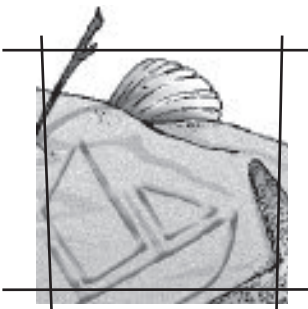
Timing Goal: 5 minutes

- 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 33 (paragraphs 2–4)

- 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

- Introduce Word Power lessons and Captain Read More.

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

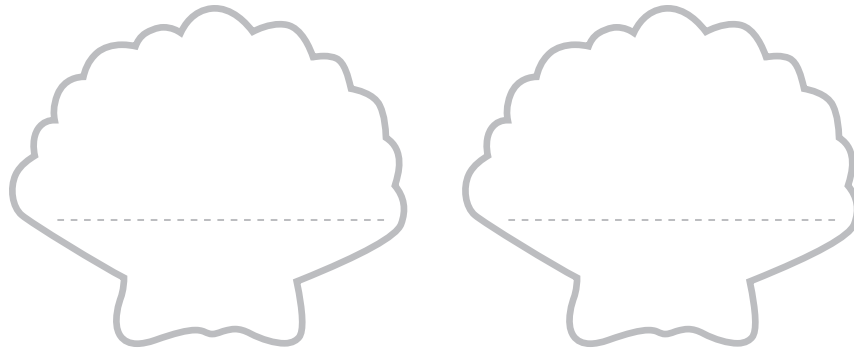
Captain Read More knows how important it is to figure out words to become a good reader. He believes that every skill that helps you read is a Word Treasure, and he sends us clues to help us figure out the treasure. Captain Read More sends his clues in a bottle.

Preparation: Display the following words: *awful, bandit, benefit, and cease.*



- Direct students to the four words that you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word. Randomly select a few students to share, accepting any reasonable answer. *Awful: bad; bandit: robber; benefit: help; cease: stop.*
- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue Captain Read More uses for synonyms. Randomly select a few students to share responses. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review why Captain Read More thinks it is important to know synonyms by explaining that synonyms help us to define words, make connections between words, and become better speakers and writers.
- Review the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.</p> <p>Learning synonyms helps us to define words, make connections between the words that we know, and become better speakers and writers because we can use more advanced words.</p>
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- Tell students to watch for words that have synonyms from this cycle’s vocabulary list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another challenge score and that they can earn team celebration points for writing good meaningful sentences.
- Point out the meaningful sentence rubric on the back of the team folders. Tell students that they will watch a video about meaningful sentences.
- **Play** the video.
- Use **Team Huddle** to have students discuss what makes a sentence meaningful. Use **Random Reporter** to select students to share. *A meaningful sentence uses the word correctly and includes details to help make a mind movie.*



- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Teacher’s Note: Accept reasonable responses for skill practice and test answers; most words have more than two synonyms.

Student Edition, page S-10

Skill Practice

Write a synonym for each of the following words.

1. bewilder *confuse*
2. pleasant *nice*
3. correct *right*
4. brief *short*

Building Meaning

heartily	precisely	gigantic	reasonable
doubting	discuss	scanned	makeshift

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

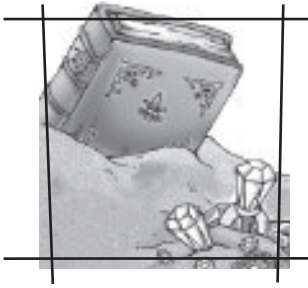
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Draw a picture to show your understanding of the word *gigantic*.
(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

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

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

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

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

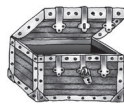
Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary **TP**

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

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 is the professor's office like?

Listening Comprehension

- Read the first two paragraphs on page 35 of the story.

A Collection of Readings,
page 35

Chapter 14

Sorry, I just ran out of ink. Not a good place to stop telling the story, but I have more ink now. So, where was I? Oh, right. The professor was speaking. Here we go. The professor continued. "So," he said, as I held my breath, aware of what he was about to say, "I believe that the lights in the night sky are actual alien beings coming to contact us. I believe it is a very exciting time, and I hope they try to contact us again. Perhaps they will. Maybe even tonight!"

I thought this was a strange thing for the Professor to say. Why did he have any reason to assume that the lights would return tonight? That didn't make any sense to me.



- Read the third paragraph on this page. Use a **Think Aloud** to show your confusion about what "mocked and jeered" means and how you read ahead to clarify.

A Collection of Readings,
page 35

At any rate, the professor kept speaking. "I have studied the possibility of alien life for my entire professional career. I have been laughed at. I have been mocked and jeered by other scientists. I have always tried to ignore what they said. But it has been difficult. And now, now that I am about to retire (for I've been teaching a very long time), I would like one chance to prove that I have been right all along, and that the others have been wrong all along."

"I have been mocked and jeered by other scientists."

Wait a minute. "Mocked and jeered"? What does that mean? I don't understand. Let me read on to see if I can figure it out.

"I have always tried to ignore what they said."

Okay, now I get it. The professor has been ignoring other people, and I know from earlier in the paragraph that they've been laughing at him. So I think being mocked and jeered means being teased and made fun of. And the professor has been trying to ignore that. That makes sense. By reading ahead, I was able to figure this out.

- Read the rest of chapter 14 of the story, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
pages 35 and 36

I thought this was strange. You see, I've always believed that being a scientist was much like being a detective. In both fields, you're not supposed to let your feelings get in the way of your search for facts. It seemed like the professor was doing just that.

I cleared my throat. "Well, Dr. Wigglesworth," I began, "My assistant and I are very pleased to hear your, uh, professional opinion about this matter. We'll take it into consideration. Thanks for your time, and thanks for speaking with us. C'mon, Susie, let's get back to the garage. I mean, the office." I motioned for her to follow me to the door.

The professor said, "It was my pleasure. Let me just say that I, for one, will be outside, again tonight, hoping for more contact from these exciting alien beings."

"Maybe we will too," I said, as Lucky Susie and I walked out the door. "So long, Dr. Wigglesworth!" I called.

When Lucky Susie and I were outside, I asked her what she thought of what the professor had to say.

"Well," she began, "he really seems to think those strange lights were UFOs, doesn't he? I mean, I've never really believed in UFOs, but I guess nothing's impossible."

"You're very right, Lucky Susie," I said, "that's a motto all detectives should live by: Nothing's impossible." I explained to Susie what I thought about the professor's insistence that there must be life on other planets. "It seems odd to me. I think the professor's letting his personal opinions get in the way of his science."

Lucky Susie looked at me as though she didn't understand what I meant. So I said, "I'll explain later. Why don't you go home, have some dinner with your family, and then meet me back at the office, afterwards? I'll call Vic and tell him to do the same thing."

Lucky Susie agreed, and off she rode on her bike. I found the nearest pay phone and plugged two quarters in. I called Vic's house. As soon as he answered, Vic started talking about his trip to the police station to talk to the authorities.

I interrupted him. "Hold on there, Vic." I said. "Let's save it for after dinner." I told him to meet me at my house after dinner.

Vic agreed to do so, and I hung up. I rode home to my house, almost famished from my long day of detective work.

Preview Team Talk

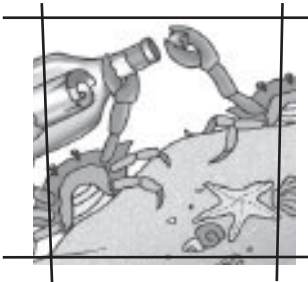
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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-11

Team Talk

1. According to the story, which of the following characters worked with Professor Higgins Wigglesworth?
 - a. Mack's mom
 - b. Mack's dad
 - c. Mr. Boccelli
 - d. Dr. Johnson
2. How does Mack's dad feel about Mack's detective skills? How can you tell? |DC|
3. Why does Mack's mom change the subject at the dinner table? |CE|
4. On page 38 of the story, Mack talks about "focusing on the task at hand." What does that phrase mean? How did you figure that out? (Write-On) |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes 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.

Team Talk

1. According to the story, which of the following characters worked with Professor Higgins Wigglesworth?
 - a. Mack's mom
 - b. Mack's dad
 - c. Mr. Boccelli
 - d. Dr. Johnson
2. How does Mack's dad feel about Mack's detective skills? How can you tell? |DC|

100 points = Mack's dad thinks Mack is doing a good job and has good investigative skills. Mack's dad says that Mack is right to question the professor's motives since the professor is so interested in aliens.

90 points = Mack's dad thinks Mack is doing a good job and has good investigative skills. **80 points** = He says he has good investigative skills.
3. Why does Mack's mom change the subject at the dinner table? |CE|

100 points = Mack's mom changes the subject at the dinner table because she does not think talking about aliens is good dinner conversation.

90 points = Mack's mom changes the subject because she does not think aliens are good dinner conversation. **80 points** = She doesn't think aliens are good dinner conversation.
4. On page 38 of the story, Mack talks about "focusing on the task at hand." What does that phrase mean? How did you figure that out? (Write-On) |CL|

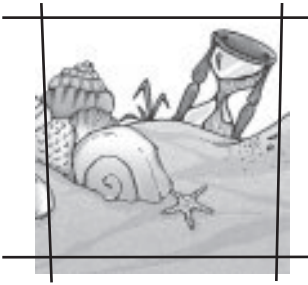
100 points = The phrase "focusing on the task at hand" means paying attention to what you're doing at the moment. I reread the section. Even though Mack really wants to focus on the task at hand, he enjoys taking a break and eating dinner with his parents. He must enjoy taking a break from thinking about the mystery he is solving. **90 points** = The phrase "focusing on the task at hand" means paying attention to what you're doing at the moment. I reread. Even though Mack really wants to focus on the task at hand, he enjoys taking a break and eating dinner with his parents. **80 points** = It means paying attention to what you're doing at the moment. I reread.

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>Mack enjoys taking a break from his detective work because he’s been working hard. How can taking a short break from really hard work help you?</p> <p>Mack’s mom doesn’t like talking about aliens at the dinner table. Why? Support your answer.</p>
Write-On Discussion	<ul style="list-style-type: none"> – 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 33 (paragraphs 2–4) or 37 (paragraphs 1–4)

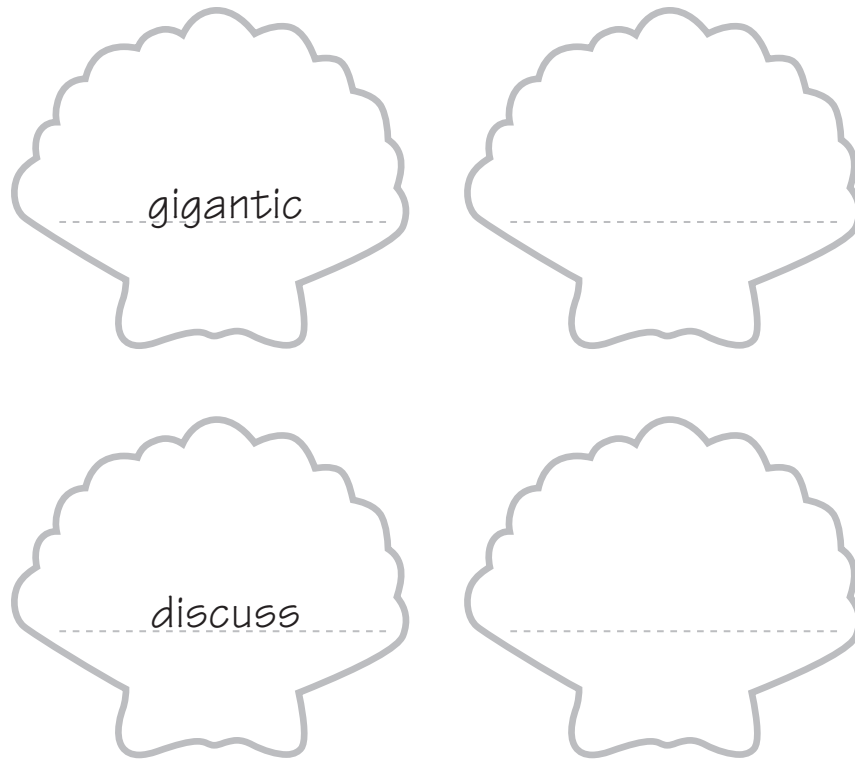
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how 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

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Tell students that Captain Read More has found two words from this cycle's vocabulary words that have synonyms. Display two sets of shells on the board. For each pair of shells, write one of the following words ("gigantic," "discuss") on one shell, leaving the matching shell blank.



- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share, accepting any reasonable answer. Write the synonyms in the matching shell as students share their responses. *Gigantic: big, huge; discuss: talk, converse.*
- 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 a synonym for each of the following words.

1. occur *happen*
2. display *show*
3. recall *remember*
4. ordinary *plain*

Building Meaning			
heartily	precisely	gigantic	reasonable
doubting	discuss	scanned	makeshift

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.*

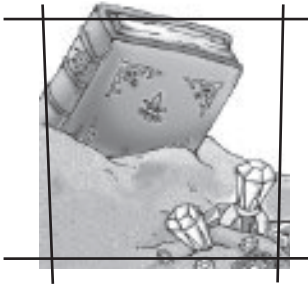
6. Mom scanned the crowd at the carnival looking for us after we finished our ride on the roller coaster. *Scanned* means—

- wondered about.
- searched through.
- motioned wildly.
- pushed through.



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

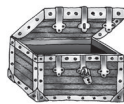
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

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 does Mack think about his discussion with Professor Wigglesworth?

Listening Comprehension

- Read the first line on page 39 of the story. Model how to clarify the phrase “called the meeting to order.”

A Collection of Readings,
page 39

Chapter 16

I called the meeting to order.

“Called the meeting to order”? That idea is confusing to me. What does it mean? I need to clarify this sentence. What are some things that I can do to help me clarify? Listen to students’ responses. **That’s right. I can reread or read on. Let me try reading on.**



A Collection of Readings,
page 39

- Reread the entire paragraph, and then use the following **Think Aloud**.

I called the meeting to order. Since I had already spoken at length with Lucky Susie today, I thought it best to have Vic tell us about what he learned at the police station today.

I think I understand now. “Called the meeting to order” means began the meeting. Mack is holding the meeting, and he wants to begin by hearing what Vic has to say. That must be what “called the meeting to order” means.

- Read the rest of chapter 16, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as necessary.

A Collection of Readings,
pages 39 and 40

Vic started talking. “Well, I saw your dad down there. It’s so cool that your dad’s a cop.”

I interrupted Vic. “Yeah, I know, Vic,” I said, “but it’s getting late. It’s almost dark. So, hurry your story up, okay?”

Vic apologized and continued. “Okay. So, anyway, I spoke to Sergeant Harris. He said that the station had received quite a few calls last night. He also said that the calls reminded him of a night fifteen years ago, when people had called in to report the same sort of lights. I thought that was weird,” Vic said.

(continued on next page)

At that point I explained to Vic what I had read in the archives at the library. Vic listened and then said, “Well that makes sense.” Then he continued. “Well, anyway, the most important thing I learned was this. Sgt. Harris told me that the most unusual call he’d received was from Mrs. Wilson. Remember her? Well, she apparently said that she had seen somebody running around in the woods at the end of Clover Lane last night, right after the lights appeared in the night sky. Sgt. Harris told me that he’d sent a squad car out to investigate, but the car didn’t find anything.”

As soon as Vic said that, I had an idea. “Come with me,” I said to Vic and Susie, and we went to my dad’s study. I asked my dad if it was okay if we checked something on the Internet really quickly.

“Sure, go ahead,” my dad said.

I logged on to the Internet and found a map of our town. It was a map that the County Commissioners had made. It actually had the address of each house in town on it. I zoomed in on Clover Lane. The house at the end of Clover Lane was 1818 Clover Lane. I jotted that number down. Then, I went to the online phone book. I had an idea.

In the online phone book, I looked up the address of Higgins X. Wigglesworth. Can you guess what his address was? Sure enough, it was 1818 Clover Lane. Vic and Lucky Susie saw what I had found. “Well, that’s a coincidence, isn’t it?” Lucky Susie asked.

“I don’t think so, Lucky Susie,” I said. I called for my dad. “Hey, Dad? Do you think you could drive us somewhere?”

“Sure thing,” my dad called back. We all walked into the kitchen and waited while my dad found the car keys.

It was beginning to get dark outside. We all piled into the car, and I asked my dad to drive us to the end of Clover Lane. As he did, I explained to everyone what was going on.

I said, “See, today Professor Wigglesworth was talking about how upset he was that nobody had ever believed in his ideas about UFOs. He also said that he wanted to prove to everyone that there were UFOs before he retired. Now, if you take into account what Mrs. Wilson saw behind Dr. Wigglesworth’s house, I think the Professor is behind these strange lights. He said that he’d be watching for them tonight. So let’s see what happens when we get there.

After I finished speaking, we drove in silence. I could tell that everyone was thinking about what I had just said. Vic had a doubtful look on his face, but maybe that was because he was hoping that the aliens might actually be real.

My dad drove us to the end of Clover Lane, and parked just beyond #1818. Dad turned off the lights, and we sat waiting. The sky grew darker and darker. Soon, it was exactly the same time it had been the night before when the lights showed up. I said, “If anything’s going to happen, it’s going to happen soon.” We all quietly crept out of the car.

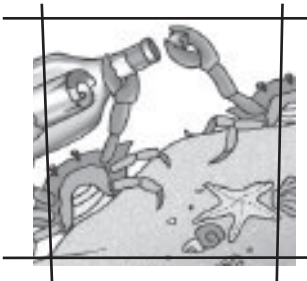
Preview Team Talk

- 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-12

Team Talk

1. On page 41, Mack says that his dad, Vic, and Lucky Susie were in "hot pursuit." What does that phrase mean? Explain how you figured that out. (Write-On) |CL|
2. In one or two sentences, explain the strange night lights. |SU|
3. Why has the professor been tricking the townspeople all these years? How does Mack feel about this? |CE|
4. Explain how Professor Wigglesworth helped Mack become a kid detective. |CE|



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.
pages 42 and 43 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

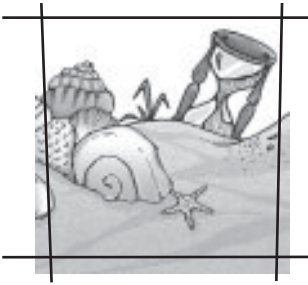
1. On page 41, Mack says that his dad, Vic, and Lucky Susie were in “hot pursuit.” What does that phrase mean? Explain how you figured that out. (Write-On) |CL|
100 points = *The phrase “hot pursuit” means that they were close behind Mack as he ran after Professor Wigglesworth. I reread the section to figure this out. When Mack found the professor and ran after him, the others were close behind.* **90 points** = *The phrase “hot pursuit” means that they were close behind Mack as he ran after Professor Wigglesworth. I reread the section to figure this out.* **80 points** = *It means they were following close behind. I reread.*
2. In one or two sentences, explain the strange night lights. |SU|
100 points = *The strange night lights were made by a remote-control flying saucer. The professor was controlling the flying saucer from the ground.*
90 points = *The strange night lights were made by a remote-control flying saucer.* **80 points** = *They were a remote-controlled flying saucer.*
3. Why has the professor been tricking the townspeople all these years? How does Mack feel about this? |CE|
100 points = *The professor has been tricking the townspeople all these years because he wants other people to believe in aliens like he does. He has been afraid that there might not be UFOs out there. At first Mack feels upset with the professor, but he realizes the professor hasn’t hurt anyone. He doesn’t think it’s a big deal.* **90 points** = *The professor has been tricking the townspeople all these years because he wants other people to believe in aliens like he does. At first Mack feels upset with the professor, but he realizes the professor hasn’t hurt anyone.* **80 points** = *He wants other people to believe in UFOs. He realizes the professor hasn’t hurt anyone.*
4. Explain how Professor Wigglesworth helped Mack become a kid detective. |CE|
100 points = *Professor Wigglesworth helped Mack become a kid detective by inspiring Mack’s dad. When Mack’s dad took Professor Wigglesworth’s class in college, he decided he wanted to do something that made him excited, just like astronomy excited Professor Wigglesworth. He became a detective because of that. Mack’s dad being a detective made Mack want to be one too.* **90 points** = *Professor Wigglesworth helped Mack become a kid detective by inspiring Mack’s dad. Mack’s dad saw how excited the professor was about his job, and wanted to be a detective because it was exciting. Then Mack wanted to be one too.* **80 points** = *His excitement for astronomy made Mack’s dad excited to do what he loved. Mack became a detective like his dad.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>Did the professor do a bad thing? Explain why or why not.</p> <p>Professor Wigglesworth inspired Mack’s dad, which inspired Mack. Who is someone that inspires you? What does he or she inspire you to be or do?</p>
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



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 33 (paragraphs 2–4), 37 (paragraphs 1–4), or 43 (paragraphs 2–4)

- 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



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to prompt students to identify why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us to define words, make connections between words, and become better speakers and writers.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each underlined word. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

1. Kimi went to the store to buy a new dress.
2. His little brother was scared of clowns.



- Use **Random Reporter** to select students to share responses. *Buy: purchase; scared: afraid.*
- 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 a synonym for each of the following words.

1. usual *normal*
2. vanish *disappear*
3. final *last*
4. flesh *skin*

Building Meaning

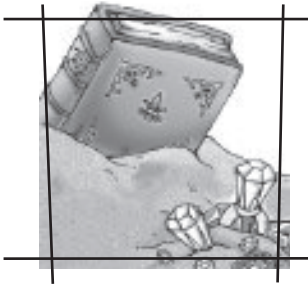
heartily	precisely	gigantic	reasonable
doubting	discuss	scanned	makeshift

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.
 We had a reasonable explanation for why we were late to soccer practice because the van had broken down.

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

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



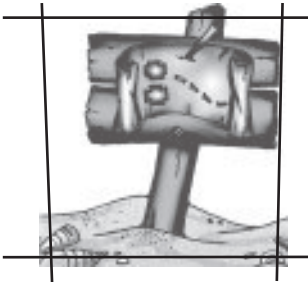
In yesterday's reading, Mack solved the mystery of the strange lights. Today we will find out if the case is really closed.

Vocabulary **TP**

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

Prepare Students for the Test

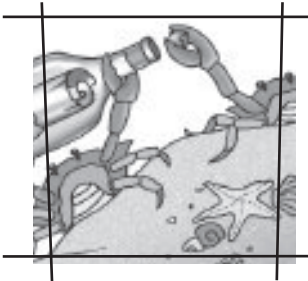
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about clarifying.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

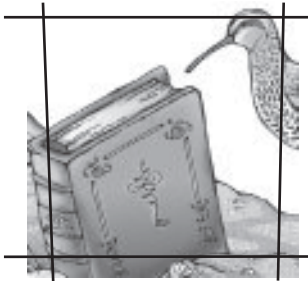
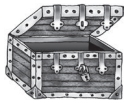
Team Discussion **TP**

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



Class Discussion TP

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

**BOOK CLUB**

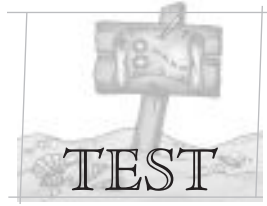
Timing Goal: 20 minutes

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

Team Celebration Points

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

- 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 44 and 45 of *Mack MacLean, Kid Detective*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Explain the professor's actions. |CE|

20 points = *The professor wanted other people to believe in UFOs like he did. He thought that if he flew his remote-control saucer, the people would see its lights and start believing in UFOs too.* **15 points** = *The professor wanted other people to believe in UFOs, just like he did.* **10 points** = *He wanted other people to believe in UFOs.*

20 points

2. How does Mack feel about the professor at the end of the story? |CE|

20 points = *Mack feels okay about the professor at the end of the story. He understands the professor's actions. He also thinks the professor hasn't hurt anyone with his actions.* **15 points** = *Mack feels okay about the professor at the end of the story. He understands the professor's actions.* **10 points** = *He understands the professor.*

20 points

3. In one or two sentences, tell what Mack's dad's letter is about. |SU|

20 points = *Mack's dad's letter is about telling everyone what a great teacher Professor Wigglesworth was in college. Professor Wigglesworth is retiring. Mack's dad wants to make sure that people hear something good about the professor in case they ever hear about the remote-control flying saucer.* **15 points** = *Mack's dad's letter is about telling everyone what a great teacher Professor Wigglesworth was in college. He wants to make sure that people hear something good about the professor.* **10 points** = *It is about Professor Wigglesworth being a good teacher. He wants people to think good things about the professor.*

20 points

4. On page 45, Mack says that he "ran through all the steps" of the case in his mind. What does this mean? Explain how you figured that out. |CL|

20 points = *"Ran through all the steps" means that Mack thought about and remembered everything he did to solve the case. I read ahead to figure this out. I know he didn't actually run through the steps. He just sat quietly and went through them in his mind.* **15 points** = *"Ran through all the steps" means that Mack thought about and remembered everything he did to solve the case. I read ahead to figure this out.* **10 points** = *It means he thought about what he did to solve the case. I read ahead.*

20 points

5. Is the Case of the Eerie Nighttime Lights officially closed? Support your answer. |DC|
20 points = No. The case is not closed. Mack sees more eerie lights in the sky, darting in and out of the clouds. He knows Vic and Lucky Susie will be over soon to talk about the lights. 15 points = No. The case is not closed. Mack sees more eerie lights in the sky, darting in and out of the clouds. 10 points = No. He sees the lights again.

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 a synonym for each of the following words.

5 points

1. choose *pick*

5 points

2. prevent *stop*

5 points

3. silent *quiet*

5 points

4. leap *jump*

Building Meaning

heartily	precisely	gigantic	reasonable
doubting	discuss	scanned	makeshift

10 points

5. Write a meaningful sentence for the word *precisely*.
10 points = Even though Shayla’s room was messy, she knew precisely where her school books were under all of her clothes. 5 points = Shayla knew precisely where her school books were under all of her clothes. 1 point = Shayla knew precisely where her books were.

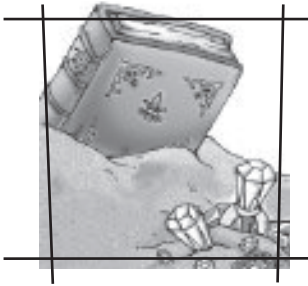
10 points

6. Lance saw a *gigantic* green beetle marching across the backyard toward the bushes.

10 points

7. Before we got a puppy, we sat down to discuss the responsibility of feeding and walking our new pet. *Discuss* means—
- a. talk about.
 - b. sing about.
 - c. think about.
 - d. shout about.

- 10 points** 8. Mr. Wilson was *doubting* Eddie's story that the dog trampled the flowers, but he changed his mind when he saw muddy paw prints.
- 10 points** 9. Dad scanned the sports page of the newspaper looking for the final score to the basketball game. *Scanned* means—
- a. wondered about.
 - b. *searched through*.
 - c. motioned wildly.
 - d. pushed through.
- 10 points** 10. Our makeshift go-cart, constructed with cardboard and bicycle wheels, was held together with string and tape. *Makeshift* means—
- a. sewn together.
 - b. thrown around.
 - c. *thrown together*.
 - d. thrown apart.
- 10 points** 11. It was *reasonable* to expect that gym class would be held indoors since it was raining outside.
- 10 points** 12. Grandpa laughed *heartily* when we came running in the door to greet him.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a newspaper article about something that happened in school, in your neighborhood, or in your town yesterday. Newspaper articles played an important role in *Mack MacLean, Kid Detective*. A newspaper article gives Mack information to use to investigate the mysterious lights. Old newspaper articles give him more information about the lights' past appearances. Newspapers are good sources of information about things that happen locally and across the world. You will share your newspaper article 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 newspaper article.

Newspapers are still one of the best ways to read news and learn about things happening in your community and across the world. Most big cities have a daily newspaper, and many smaller cities have newspapers that come out at least once a week. In addition to reading an actual newspaper, you can read newspaper articles from all over the world on the Internet.

- Ask students if they have ever read a newspaper article.

- Display the following newspaper article. Read the article aloud to students.

Blackline master provided.

January 1, 2011

Veterinary Office Celebrates New Year Puppies

By Minna Choi

The Paws and Claws Veterinary Clinic celebrated the birth of twelve healthy puppies during the first hour of the new year early this morning.

The mother, a golden retriever named Shasta, gave birth to her first puppy at exactly 12:01 New Year's Day. The other eleven puppies were born before 1 a.m.

"We thought it was wonderful," Dr. Freeman, the vet in charge of the birth, said. "People always want to have the first baby of the new year. Well, we may have delivered the first puppies of the new year!"

Rita Coronado and her daughter Rosie brought Shasta to the vet earlier in the evening on New Year's Eve.

"I am thankful that the vets and technicians stayed at the clinic to help Shasta have her puppies!" Rosie said. "We threw our own New Year's party here in the clinic.

Dr. Freeman said she believes the twelve puppies are a sign that it will be a good year. Rosie said she plans to name the twelve puppies after the twelve months of the year.



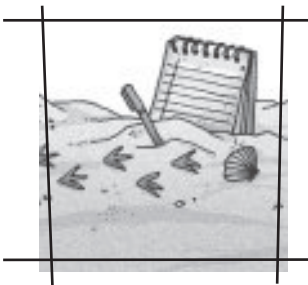
- Use **Think-Pair-Share** to have students identify what this newspaper article is about. *It is about twelve puppies that were born on New Year's Day.*
- Use **Random Reporter** to ask students why this article might appear in the newspaper. *(Answers may vary.) It is an interesting story. People are interested in the first baby born on New Year's Day, so people might like to hear about the first puppies born on New Year's Day. There are twelve puppies, and there are twelve months in the year.*
- Explain to students that a newspaper article should answer the 5 Ws. Use **Random Reporter** to have students identify the 5 Ws in the article.

When people read news, they are looking for the answers to five basic questions. These are the 5 Ws: who, what, when, where, and why. Who is involved in this story? *Shasta, Dr. Freeman, Rita and Rosie Coronado. Good! What happens in the story?* *Shasta gives birth to twelve puppies. Great! When did it happen?* *Between 12:01 and 1 a.m. on New Year's Day. Yes! Where did it happen?* *At the Paws and Claws Veterinary Clinic. Right! Why did it happen?* *Shasta needed to have her puppies.*

- Point out to students that the 5 Ws are answered in the first sentence of the article.

The first sentence or paragraph of a newspaper article is called the lead. The lead should answer as many of the 5 Ws as possible. This lead does answer the 5 Ws, although it does not mention specific names. Newspaper readers want the answers to these questions quickly. After the lead paragraph, reporters can provide more specific information and details about the 5 Ws.

- Point out to students that paragraphs in newspapers are shorter than paragraphs they might normally write. Explain that newspaper paragraphs may be as short as one sentence, and should be no longer than four sentences.
- Point out that all newspaper articles should have a date, a headline, a byline, and a lead paragraph that tells the 5 Ws.
- Tell students that they will use the 5 Ws to write a newspaper article about something that happened locally.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a newspaper article about something that happened locally.



- 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

Pretend that your class is running its own newspaper. Write an article for the class newspaper about something that happened recently in your school, neighborhood, or town. You might report on something that happened to you or someone you know. Your article should answer as many of the 5 Ws (who, what, when, where, and why) in the lead as possible. Give at least two details that tell what happened. Remember that a newspaper article should include a date, a catchy headline, a byline, and a lead paragraph. At the end of the lesson, we will collect the articles to make a newspaper.

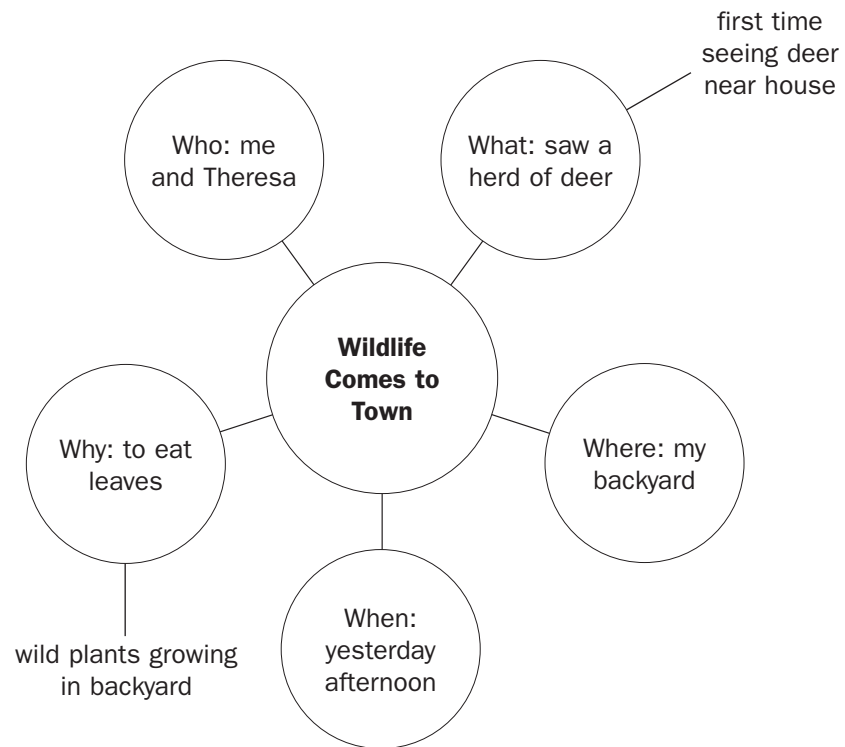
Scoring Guide	
You wrote a newspaper article about something that happened recently.	15 points
Your article answers the 5 Ws (who, what, when, where, and why) in the lead paragraph.	5 points each (25 points maximum)
You provide at least two additional details about the event.	20 points each (40 points maximum)
Your article is written in the proper format and has a date, a catchy headline, a byline, and a lead.	5 points each (20 points maximum)

- 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 newspaper articles.

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

Sample Graphic Organizer



Drafting

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

Have you ever looked at a newspaper page? It is covered in stories! Newspapers draw your eyes to different stories by making the headlines larger and bolder. To get readers to keep reading the stories under the headlines, reporters try to make headlines catchy and interesting. They want you to want to keep reading the story after reading the headline.

- Display the following sample headlines.

Blackline master provided.

Deer Seen in Backyard
 Wildlife Comes to the City
 Deer Travel in Herds
 Doe, a Deer, a Family of Deer
 Deer Ate Leaves in My Backyard



- Use **Random Reporter** to ask students which headline or headlines are the most interesting and why. *The second and fourth headlines are the most interesting. The second headline makes me want to keep reading the story and learn what wildlife came to the city. What did someone see? The fourth headline is funny. It is similar to a song. I want to read and find out why the author would use that song and change the words.*
- Use **Random Reporter** to ask students what is wrong with the other headlines and why. *The other headlines are boring. The first one tells me exactly what happened. Someone saw deer in his or her backyard. The third one just tells me a fact about deer. The fifth one is just a statement about what deer did in someone's backyard.*
- Tell students to think about how they can make catchy and interesting headlines for their news articles.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

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

Editing

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

Rewriting

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

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

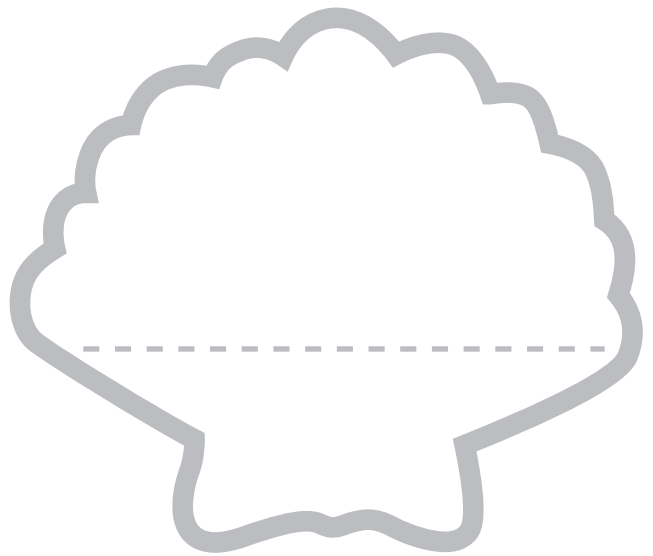
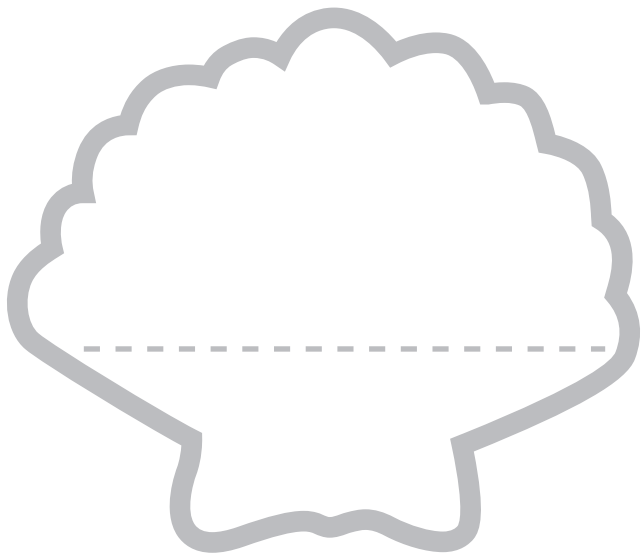
Example 1

It was a beautiful morning. The sun began slowly rising in the east, spreading light everywhere. The birds were singing, and the crickets began chirping. The stars were twinkling in the night sky. Delonte knew it was going to be a great day.

Example 2

It had been a long, hard day. Six hours of working on the farm had given him blistered fingers and sore muscles. Still, when Jake looked at his watch, he grinned when he realized that there was only one more hour to go. He could almost feel that cool water. One more hour, he thought. Sixty more minutes.

Finally, Jake was able to call it a day. He stored the pitchfork in the barn and ran to the lake. He jumped in, enjoying the feel of the icy water. After seven hours of hard work, nothing was better than a dip in the swimming hole.



January 1, 2011

Veterinary Office Celebrates New Year Puppies

By Minna Choi

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The mother, a golden retriever named Shasta, gave birth to her first puppy at exactly 12:01 New Year's Day. The other eleven puppies were born before 1 a.m.

“We thought it was wonderful,” Dr. Freeman, the vet in charge of the birth, said. “People always want to have the first baby of the new year. Well, we may have delivered the first puppies of the new year!”

Rita Coronado and her daughter Rosie brought Shasta to the vet earlier in the evening on New Year's Eve.

“I am thankful that the vets and technicians stayed at the clinic to help Shasta have her puppies!” Rosie said. “We threw our own New Year's party here in the clinic.

Dr. Freeman said she believes the twelve puppies are a sign that it will be a good year. Rosie said she plans to name the twelve puppies after the twelve months of the year.

Deer Seen in Backyard

Wildlife Comes to the City

Deer Travel in Herds

Doe, a Deer, a Family of Deer

Deer Ate Leaves in My Backyard

Story Map



Title: Mack MacLean, Kid Detective, cycle 2

Characters:

Mack MacLean
 Vic
 Lucky Susie
 Mrs. Wilson
 Mack's dad
 Mr. Boccelli
 Dr. Johnson
 Professor Wigglesworth
 Mack's mom

Setting:

Where: Mack's town, house, Boccelli's Baked Goods, the library, Benson University, the woods at the end of Clover Lane

When: at night during a thunderstorm, daytime

Problem:

Mack, Vic and Lucky Susie see strange lights in the sky. They take on the Case of the Eerie Nighttime Lights.

Eerie lights appear in the sky one night. Many townspeople see them, and the newspaper runs an article
Event: about the lights.

The kids split up to interview the townspeople. Mack goes to the bakery and asks Mr. Boccelli about what he saw the night before. He learns that the lights were seen many years ago too.
Event:

Mack goes to the library to search the archives for more information about the lights. He learns that they have appeared every fifteen years.
Event:

Mack and Lucky Susie meet with Professor Wigglesworth. The professor tells them about the lights and how he hopes to make contact with aliens.
Event:

Vic tells the others about his conversation with Sgt. Harris and how someone has been sighted running in the woods at the end of Clover Lane. The kids look at a map and discover that Prof. Wigglesworth lives at the end of Clover Lane.
Event:

Solution:

Mack, his dad, Vic, and Susie catch Prof. Wigglesworth making the lights with a remote-control UFO. The professor admits to making the lights appear every fifteen years. Mack declares the Case of the Eerie Nighttime Lights officially closed.

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 4 / Mack MacLean, Kid Detective

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

English Language Arts Standards: *Writing*

Text Types and Purposes

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INFORMATIONAL (6 DAY)

Capital Monuments: Memories in Stone

Written by Andy Wolinsky

The Savvy Reader—Clarifying, A Collection of Readings, pages 47–61

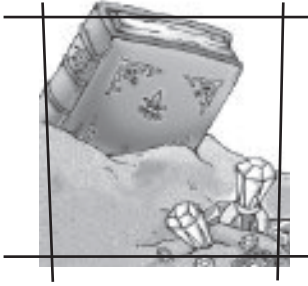
Success for All Foundation, 2011

Summary

Learn all about the different memorials and monuments in Washington, D.C., including the Washington Monument, the Vietnam Veterans Memorial, and many more.

Instructional Objectives

	Reading	Word Power	Writing
	Main idea (MI)	Prefix and base word	Write a descriptive paragraph.
CYCLE 1	Students will find the main ideas and supporting details of different sections of the text.	Students will break words into prefixes and base words and use the prefix <i>un-</i> (meaning not) to increase their understanding of words.	Students will write paragraphs describing people whom they believe deserve monuments in their honor.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Capital Monuments: Memories in Stone* by Andy Wolinsky. As we read, we'll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information.

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

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

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

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

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

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

Blackline master provided.



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

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

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

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

Together Patch and Plank help Captain Read More remember important information.

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



I know that figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I'll figure out the topic by paging through the text before I read it. Page through the text noting different text features. **I see that the title of the book is *Capital Monuments: Memories in Stone*. There are pictures of a statue, a tall building, and names carved into a wall on the cover too. As I look through the text, I also see pictures of statues and buildings that look like temples. All these pictures seem to go with the text to help me understand it. I think they must be monuments, so the topic has to be monuments.**

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss why someone would build a monument of a person or that represents an event in history. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss famous monuments that they may have visited or heard of. Randomly select a few students to share where the monuments are located and what they look like.
 - Share a few important or interesting facts about monuments. For example, the Statue of Liberty was designed and made in France as a gift for the United States. It was shipped to the U.S. in pieces to be put together here. More than 90 percent of Mount Rushmore was carved using dynamite.
- Tell students the next step of TIGRRS is to identify the author's intent. Use a **Think Aloud** to model identifying the author's intent.



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

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

Blackline master provided.

Let me look at the different organizers that I have to use when reading informational texts. They all seem to have different purposes. There is an idea tree where I can write main ideas and supporting details. There is a T-chart to write down causes and effects. The Venn diagram helps when

I need to compare and contrast. And the sequence chain helps me keep steps in order.

When I surveyed the text, it didn't look like it had information to compare and contrast or steps in a process, so I won't use the Venn diagram or the sequence chain. I don't think the T-chart is right either because I didn't see any causes and effects when I paged through the text. I know I can find main ideas and supporting details, so I think I'll use the idea tree as my graphic organizer. This will help me organize and remember the important parts of the text.

Blackline master provided.

- Display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part. Model writing the topic on the trunk of the idea tree, and ask students to write this on their idea trees.

OK. Look at this organizer. It looks like a tree. It has a trunk and branches. If I write the topic in the trunk, it reminds me that ideas important to understanding the text will have to do with the topic. Write the topic on the trunk. **When I find important ideas that are about the topic, I'll write them in the circles. And when I find smaller ideas that are about the main ideas, I'll write them around the circles. I'll show you how when we start reading today.**

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary TP

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



Student Edition, page S-13
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
recognizes page 50	base word + ending: recognize + s	knows already	Tomás thinks he <i>recognizes</i> the new kid in class, but he's not sure where he may have seen him before.

Word and Page Number	Identification Strategy	Definition	Sentence
consisting page 50	base word + ending: consist + ing	made up of	The lasagna, <i>consisting</i> of zucchini, eggplant, carrots, and peppers, is healthier than you would think.
steadfast page 51	-stead = /sted/ chunk: stead-fast	unmoving, steady	The captain's <i>steadfast</i> bravery helped him lead his crew through the storm.
inscribed page 51	base word + ending: inscrib(e) + ed	carved	The coin was <i>inscribed</i> with the date that it was made.
symbolizes page 53	base word + ending: symbolize + s	stands for, represents	The group of stars on the American flag <i>symbolizes</i> the states that make up the United States of America.
untold page 56	prefix + base word: un + told	too many to count	An <i>untold</i> number of people made up the crowd that swarmed through the big arena.
adorn page 57	chunk: a-dorn	decorate	Jeannette, a seamstress, likes to <i>adorn</i> her vest with sparkly gems and colored thread.
committee page 59	chunk: com-mit-tee	group that meets for a certain purpose	The mayor set up a <i>committee</i> to discuss the traffic problems in our town.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

This cycle we will focus on identifying main ideas and supporting details. This is especially important to understand the topic in informational texts. A main idea is the most important idea in a passage or section of text. Main ideas are always about the big topic of the text. Supporting details tell about the main ideas. Knowing main ideas and supporting details helps us to better understand the topic.

- Use **Think-Pair-Share** to have students discuss what they did last weekend.

We're going to talk about what we did over the weekend. That's our topic. Think about what you did. Give students time to think. **Now pair with**

your partner and tell what you did. Randomly select students to share their activities from the weekend.

- Use **Think-Pair-Share** to have students tell details about their activities. Prompt them as necessary.

All right. Now think of some details about what you did over the weekend. Did you go to the store? What did you buy? Did you go to the movies? Which movie did you see? Think. Give students time to think. **Now pair with your partner to share some details about what you did.** Randomly select students to share details of their activities.

- Tell students that what they did over the weekend are main ideas that relate to the topic they talked about. The details of what they did tell more about the main ideas. Use examples as necessary.
- Tell students that there are several things they can do to help them identify main ideas as they read.

Often, a text will contain clues that can lead us to the main idea. Key words are one of these clues. Key words could be several words that are alike or words that are repeated throughout the text. Pictures also help us find the main idea by showing us what the text is explaining. As we read, look for these clues. They will point you toward the main ideas.

- Tell students that they will identify main ideas and supporting details as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that the next part of TIGRRS is reading the text. Tell them that the first time you read the text you will look for main ideas.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Explain to students that the author of a text does not always state the main idea.

Sometimes the author does not state the main ideas of a text, but he or she gives us clues. We can look for text features, such as the pictures and diagrams I saw when I paged through the text, to help us tell the main ideas. I can also ask myself, What is the author mainly writing about?

- Read page 49 of the text aloud. Use a **Think Aloud** to model identifying the main idea of the section and the clues that led you to it. Fill in the idea tree accordingly.

Making Memories

From the earliest times, people have tried to think of ways to remember those who have come before them and those who have passed away. People have wanted to honor the people who have played important roles in their families, their towns, their countries, or in history. Whenever a person creates something to honor the memory of someone else (or a group of people), this is called a memorial. Memorials can come in many forms. They can be songs, operas, symphonies, novels, poems, gravestones, and even buildings.

When a memorial takes the form of a building, tower, or other construction, it is called a monument. Monuments are sometimes carved from stone.

Mount Rushmore in South Dakota is one such monument. This monument has the faces of Presidents Jefferson, Lincoln, Roosevelt, and Washington carved into the face of the mountain. Even the buildings on Ellis Island in New York, where thousands of immigrants entered our country in the 1800s, are considered monuments.

One city in particular, however, has a great number of monuments and memorials—our nation’s capital, Washington, D.C. Almost everybody has heard of the Washington Monument and the Lincoln Memorial. These two monuments were built to honor two of our greatest presidents. Many people have also heard of the Vietnam Veterans Memorial, which was built to honor the thousands of Americans who fought courageously during the Vietnam War. These are but a few of the famous memorials and monuments in our nation’s capital. We will explore some of the most famous memorials and monuments in Washington, D.C., and some of those that aren’t so famous, but that are just as important.

Words To Know

monument: A building or other construction built to honor the memory of an important person or event.

Let’s take a look at the text to see what clues I can identify that will help tell us more about the main idea. I know the main idea is monuments. On this page, there is a heading that says “Making Memories.” I think monuments must help people remember things. There is also a text box that defines the word *monument*. These are clues that tell me that this text will probably talk a lot about monuments and what they help people remember.

- Tell students that they should look for main ideas and clues about the main ideas as they read. Remind them to ask themselves, What is the author mainly writing about?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

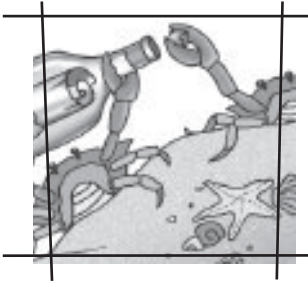
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-14

Team Talk

1. Why do you think the civil war kept the Washington Monument from being built? Support your answer. |DC|
2. Why is the Gettysburg Address inscribed on the wall of the Lincoln Memorial? |CE|
3. How is the Roosevelt Memorial different from the other memorials discussed in these pages? |CC|
 - a. It honors the wife of the president.
 - b. It is free to walk into the memorial.
 - c. It looks like a Greek or Roman temple.
 - d. It has cherry blossom trees nearby.
4. What is the main idea of pages 50–54? |MI|
 - a. monuments made of stone
 - b. the Lincoln Memorial
 - c. presidential monuments
 - d. how to build a monumentWhat clues led you to this main idea? (Write-On)

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 50–54 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. Why do you think the civil war kept the Washington Monument from being built? Support your answer. |DC|

100 points = *I think the civil war kept the Washington Monument from being built because people were too busy fighting the war to build a monument. Ending the war was more important than building a monument at that time.* **90 points** = *I think the civil war kept the Washington Monument from being built because people were too busy fighting the war to build a monument.* **80 points** = *People were too busy fighting a war.*

2. Why is the Gettysburg Address inscribed on the wall of the Lincoln Memorial? |CE|

100 points = *The Gettysburg Address is inscribed on the wall of the Lincoln Memorial because it is one of Lincoln’s most famous and important speeches. He made the speech at the site of one of the civil war’s worst battles, and the speech is one of Lincoln’s best creations.* **90 points** = *The Gettysburg Address is inscribed on the wall of the Lincoln Memorial because it is one of Lincoln’s most famous and important speeches.* **80 points** = *It is one of his most famous speeches.*

Team Talk *continued*

3. How is the Roosevelt Memorial different from the other memorials discussed in these pages? |CC|
- It honors the wife of the president.*
 - It is free to walk into the memorial.
 - It looks like a Greek or Roman temple.
 - It has cherry blossom trees nearby.
4. What is the main idea of pages 50–54? |MI|
- monuments made of stone
 - the Lincoln Memorial
 - presidential monuments*
 - how to build a monument

What clues led you to this main idea? (Write-On)

100 points = *One clue that led me to this main idea is a heading on page 50. It says “Hail to the chief!” I know that this is something people say about the president. Another clue is the other headings on the pages. They tell me the names of presidents that have memorials. The pictures are also clues. They show the presidential memorials and statues of presidents.* **90 points** = *One clue that led me to this main idea is a heading on page 50. It says “Hail to the chief!” I know that this is something people say about the president. Another clue is the other headings on the pages. They tell me the names of presidents that have memorials.* **80 points** = *One heading says “Hail to the chief!” I know this is something people say about the president.*

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

Class Discussion **TP**

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

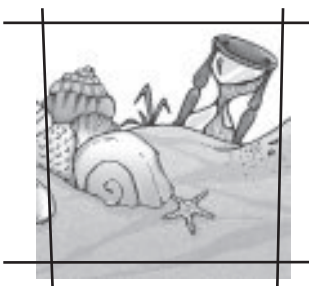


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>You read about four presidential monuments today. Can you think of another president who should have a monument? Why do you think this president deserves one?</p> <p>What do all the presidents who have monuments in Washington, D.C. have in common? Why do you think it is important we remember them?</p>
<ul style="list-style-type: none"> – Award team celebration points. 		

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

Timing Goal: 5 minutes

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

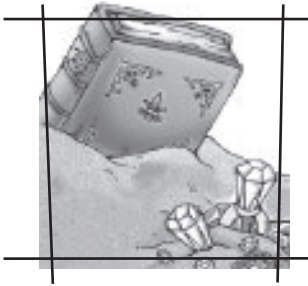
Page 50 (ending at “...different part of the quarry.”)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

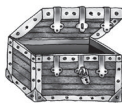
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What is one clue that tells you the main idea of pages 50–54?

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 some of the monuments in Washington, D.C. We read about presidential monuments. There are monuments to George Washington, Thomas Jefferson, Abraham Lincoln, and Franklin Delano Roosevelt and his first lady in our nation’s capital.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.



Remember, as we read, we should ask ourselves, What is this section mainly about? To help, I’ll look for key words or information in pictures and diagrams that can lead me to the main idea.

- Read the first paragraph of page 55 aloud. Use a **Think Aloud** to model identifying the main idea of this paragraph and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

A Collections of Readings,
page 55

Sadness in Stone

The memorials and monuments in Washington, D.C. don’t just honor great American presidents. Some of the memorials play a more somber and serious role. Some of them were built to honor those Americans who served, fought, and died in some of America’s wars. Near the presidential memorials are three military memorials that are particularly important, the Vietnam Veterans Memorial, the National World War II Memorial, and the Korean War Veterans Memorial.

Let’s see if I can identify the main idea of this paragraph from a clue. I think it might help me to identify main ideas in the following pages. The heading above the paragraph says “Sadness in Stone.” I know the text is about monuments, and yesterday I read about monuments that honor the good works of a few presidents. This sounds like I’ll be reading about monuments that honor something different and sad. I may have to read on to find more clues.

- Continue reading pages 55 (paragraph 2) through 56 (Monumental fact! text box) aloud. Use a **Think Aloud** to model identifying the main idea of this paragraph and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

A Collection of Readings,
pages 55 and 56

The Vietnam Veterans Memorial

The Vietnam Veterans Memorial is perhaps one of the most famous war memorials in the world. Standing on the eastern end of the National Mall, the Vietnam Veterans Memorial includes a long, black, granite wall. Each end of the granite wall starts at ground level, and at the center of the wall, it is more than ten feet tall. At one end of the wall are bronze statues of three American soldiers. The granite that makes up the wall was pulled from a granite quarry in Bangalore, India.

This part of the Vietnam Veterans Memorial, known as “The Wall,” was built to honor the Americans who fought and died in the Vietnam War, a war that took place in the 1960s and early 1970s. A tragic time in American history, almost 60,000 American soldiers died in Vietnam and the surrounding countries in Southeast Asia. Here is how The Wall honors those men and women: every single one of their names is carved into the face of the memorial. Imagine that: rows and rows of names, carved into a wall that is nearly 500 feet long. As you stand facing the wall, the names of these soldiers stretch out as far as the eye can see. Many people say that it is very sad and moving, yet breathtaking at the same time.

At either end of the wall is a register. Visitors can look through the register to find the location of a name of a loved one who lost his or her life in Vietnam. Many visitors, after finding the name they are looking for, place a piece of paper over the name. Then they use a pencil to rub over the name. The pencil lead makes the name from The Wall appear on the paper. Thousands of Americans have visited The Wall to trace the names of loved ones. It is but one way to respect and honor the Americans who lost their lives in Vietnam.

Words To Know

quarry: An open mine, usually a giant pit, from which stone is blasted or dug out.

Monumental fact!

The Wall was designed so the names of soldiers could be added to it at later times. Since its dedication, 230 names have been added.

By reading a little more, I found another clue that tells me the main idea of this section. There is a heading that tells me this the section is about the Vietnam Veterans Memorial. I know that there was a war in Vietnam. I know wars are sad things because many soldiers die or are injured. I think this clue tells me that the main idea of the section is war monuments.

- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, “What is the author mainly writing about?”

Preview Team Talk

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

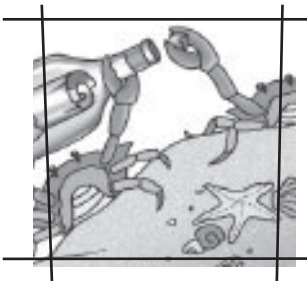
Student Edition, page S-14

Team Talk

1. What does the author provide in the text feature on page 57? Why do you think he provides this? |AP • TF|
2. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about— |MI|
 - a. the uniforms soldiers wore.
 - b. war memorials.
 - c. who helped during World War II.
 - d. where the Korean War was fought.

What clues led you to this main idea? (Write-On)

3. What must happen **before** Congress makes decisions about war memorials? |SQ|
 - a. They have to vote on different locations for the monument in the Capitol.
 - b. They have to find someone to design the monument.
 - c. They have to vote on the name for the new monument.
 - d. They have to work with the American Battle Monuments Commission.
4. Other than the monuments in Washington, D.C., what else does the National Park Service control and maintain?



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 56 (paragraph 2)–61 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 does the author provide in the text feature on page 57? Why do you think he provides this? |AP • TF|

100 points = *The author provides me with a web address that I can visit on the Internet to learn more about the National World War II Memorial. I think the author provides this because he wants me to read more about World War II and the memorial.* **90 points** = *The author provides me with a web address that I can visit on the Internet to learn more about the monument. He wants me to learn more about it.* **80 points** = *He provides the web address for a site about the memorial. He wants me to learn more.*

2. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about— |MII|
 - a. the uniforms soldiers wore.
 - b. war memorials.
 - c. who helped during World War II.
 - d. where the Korean War was fought.

What clues led you to this main idea? (Write-On)

100 points = *One clue that led me to this main idea are the headings on the pages. They both tell me the names of two wars that involved the United States. Another clue appears on page 59, where there is a picture of statues that look like soldiers. There is also a text box that defines the word veterans.* **90 points** = *One clue that led me to this main idea are the headings on the pages. They both tell me the names of two wars that involved the United States.* **80 points** = *The headings tell the names of two wars.*

3. What must happen **before** Congress makes decisions about war memorials? |SQ|
 - a. They have to vote on different locations for the monument in the Capitol.
 - b. They have to find someone to design the monument.
 - c. They have to vote on the name for the new monument.
 - d. They have to work with the American Battle Monuments Commission.

Team Talk *continued*

4. Other than the monuments in Washington, D.C., what else does the National Park Service control and maintain?

100 points = *Other than the monuments in Washington, D.C., the National Park Service controls and maintains the national parks throughout the United States. They maintain other manmade monuments, natural monuments like the Grand Canyon, and the places where important people lived or where important events took place.*

90 points = *Other than the monuments in Washington, D.C., the National Park Service controls and maintains the national parks throughout the United States.*

80 points = *They take care of national parks across the country.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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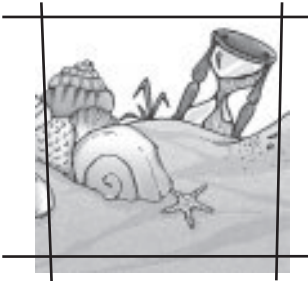
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>You read about monuments that honor soldiers who fought in wars. Do you think it is important to build memorials for this reason? Why or why not?</p> <p>Does it seem like it is easy to get a memorial or monument built? Why or why not?</p>
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- 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**

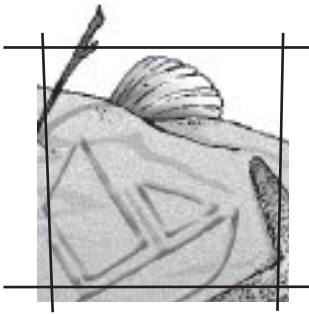
Timing Goal: 5 minutes

- 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-13

Page 57 (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.

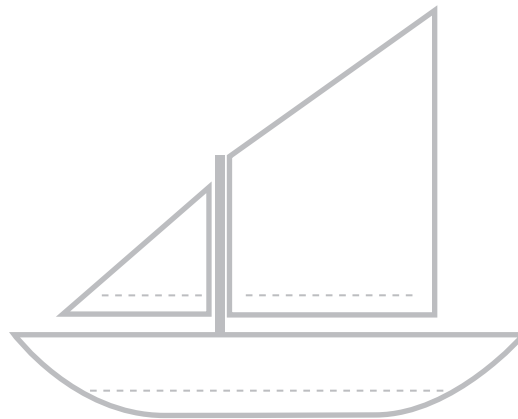


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.

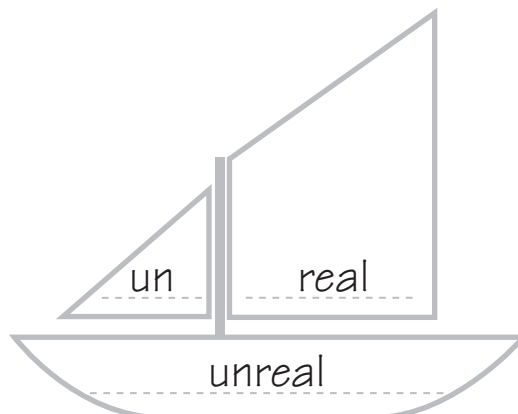


- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings or prefixes.
If you're having trouble reading these words, read the base word first. Read the prefix next, and then read the whole word.

- Write the word “unreal” on the board. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share. Write the prefix and base word on the appropriate sails.





- Use the word parts written on the sails to pronounce the word *unreal*, and then have students say the word with you.
- Explain that prefixes change the meaning of the base words to which they are attached. Tell students that a prefix can help us define the meaning of a word. Explain that *un-* means not.
- Use **Team Huddle** to have students discuss the meaning of *unreal*. Use **Random Reporter** to select students to share responses. *Not real*.
- Tell students that there is a word with the prefix *un-* in their vocabulary list and that they should watch for the word the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-14 and S-15

Skill Practice

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

1. unacceptable *un + acceptable*
2. unfit *un + fit*
3. unpack *un + pack*
4. unscrew *un + screw*

Building Meaning

recognizes	consisting	steadfast	inscribed
symbolizes	untold	adorn	committee

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.
 I joined the recycling *committee* at my school so I could help make sure each classroom does its best to protect the environment.

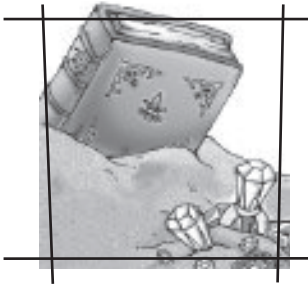
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- 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 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

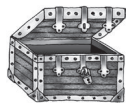
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Who does Congress have to work with to make a war memorial?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about a different kind of memorial in Washington, D.C. We read about war memorials. These are memorials that honor the people who fought in big wars, such as World War II and the Korean War.

- Tell students that today you will begin rereading the text you have already read. Explain that rereading helps you look for details that support the main ideas you found when you read the text the first time.
- Tell students that you will add supporting details to the graphic organizer as you reread. Tell students that you will also add any important information you missed the first time you read.
- Reread page 49 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 1. Add the supporting details to the idea tree accordingly.



A Collection of Readings,
page 49

Making Memories

From the earliest times, people have tried to think of ways to remember those who have come before them and those who have passed away. People have wanted to honor the people who have played important roles in their families, their towns, their countries, or in history. Whenever a person creates something to honor the memory of someone else (or a group of people), this is called a memorial. Memorials can come in many forms. They can be songs, operas, symphonies, novels, poems, gravestones, and even buildings.

When a memorial takes the form of a building, tower, or other construction, it is called a monument. Monuments are sometimes carved from stone. Mount Rushmore in South Dakota is one such monument. This monument has the faces of Presidents Jefferson, Lincoln, Roosevelt, and Washington carved into the face of the mountain. Even the buildings on Ellis Island in New York, where thousands of immigrants entered our country in the 1800s, are considered monuments.

One city in particular, however, has a great number of monuments and memorials—our nation's capital, Washington, D.C. Almost everybody has heard of the Washington Monument and the Lincoln Memorial. These two monuments were built to honor two of our greatest presidents. Many people

(continued on next page)

have also heard of the Vietnam Veterans Memorial, which was built to honor the thousands of Americans who fought courageously during the Vietnam War. These are but a few of the famous memorials and monuments in our nation's capital. We will explore some of the most famous memorials and monuments in Washington, D.C., and some of those that aren't so famous, but that are just as important.

Words To Know

monument: A building or other construction built to honor the memory of an important person or event.

Remember that I said that the main idea was monuments and what they help people remember. As I reread, I can find a lot of details that support this main idea. The text says people want to honor those who have played an important role in their families, towns, countries, or histories. That means they want to remember these people and help others remember them too. The text says a lot of monuments are carved from stone, such as the faces on Mount Rushmore. This will help us remember what important people looked like. The text says that monuments may honor important events, such as the Vietnam War. People want to remember what happened in Vietnam and other places. I can put these details on my idea tree.

Preview Team Talk

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

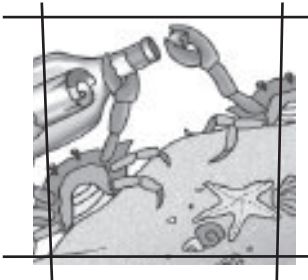
Student Edition, page S-15

Team Talk

1. Why could you say that all fifty states helped to build the Washington Monument? |CE|
 - a. One person from each state helped build the monument.
 - b. The names of all the states are carved into the building.
 - c. There are stones from all fifty states on an inside wall.
 - d. It wasn't made until there were fifty states in the country.
2. How do the statues within the Lincoln Memorial and Jefferson Memorial differ from each other? |CC|
3. Why do you think Congress passed a law limiting the number of times a person could be president to twice? |DC|

Team Talk *continued*

4. Pages 50–54 are mainly about presidential monuments. Which of the following is a detail that tells more about this main idea? |MI|
- The memorials honor four presidents who did important things.
 - The Washington Monument was the second one in the country.
 - Memorials are often used as backdrops for speeches and movies.
 - People can relax and sit quietly on benches around the memorials.
- Tell at least two more details that support this main idea. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 50–54 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why could you say that all fifty states helped to build the Washington Monument? |CE|
- One person from each state helped build the monument.
 - The names of all the states are carved into the building.
 - There are stones from all fifty states on an inside wall.*
 - It wasn't made until there were fifty states in the country.

Team Talk *continued*

2. How do the statues within the Lincoln Memorial and Jefferson Memorial differ from each other? |CC|

100 points = *The statues within the Lincoln Memorial and the Jefferson Memorial differ from each other because the statue of Lincoln is made from stone. The statue of Jefferson is made from bronze metal.* **90 points** = *The statues within the Lincoln Memorial and the Jefferson Memorial are different from each other because the statue of Lincoln is made from stone and not bronze.* **80 points** = *Lincoln is made from stone. Jefferson is made from bronze.*

3. Why do you think Congress passed a law limiting the number of times a person could be president to twice? |DC|

100 points = *I think Congress passed a law limiting the number of times a person could be president to twice because they did not want one person to run the country for too long. FDR was elected president four times. Most other presidents were only elected twice.* **90 points** = *I think Congress passed a law limiting the number of times a person could be president to twice because they did not want one person to run the country for too long.* **80 points** = *They did not want one person in charge for that long.*

4. Pages 50–54 are mainly about presidential monuments. Which of the following is a detail that tells more about this main idea? |MI|
- The memorials honor four presidents who did important things.*
 - The Washington Monument was the second one in the country.*
 - Memorials are often used as backdrops for speeches and movies.*
 - People can relax and sit quietly on benches around the memorials.*

Tell at least two more details that support this main idea. (Write-On)

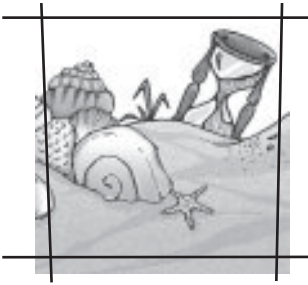
100 points = *One detail that supports this idea is that the Washington Monument honors George Washington, the first president. Another detail that supports the main idea is that Abraham Lincoln was president during the civil war and helped keep the country in one piece. Another detail that supports this main idea is that Thomas Jefferson wrote the Declaration of Independence, and was a philosopher, scientist, educator, and politician. Another detail that supports the main idea is that Franklin Delano Roosevelt was elected four times and helped the country through the Great Depression and World War II.* **90 points** = *One detail that supports this idea is that the Washington Monument honors George Washington, the first president. Another detail that supports the main idea is that Abraham Lincoln was president during the civil war and helped keep the country in one piece.* **80 points** = *George Washington was the first president. Abraham Lincoln was president during the civil war.*

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>How is the Washington Monument different from the other presidential monuments in this section? Why do you think it was designed this way?</p> <p>Other than when they are being repaired, the presidential monuments are free and open to the public all year. Why do you think the National Park Service operates the monuments this way?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

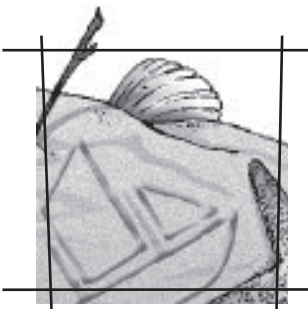
Timing Goal: 5 minutes

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

Student Edition, page S-13

Page 57 (paragraph 1) or 54

- 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.

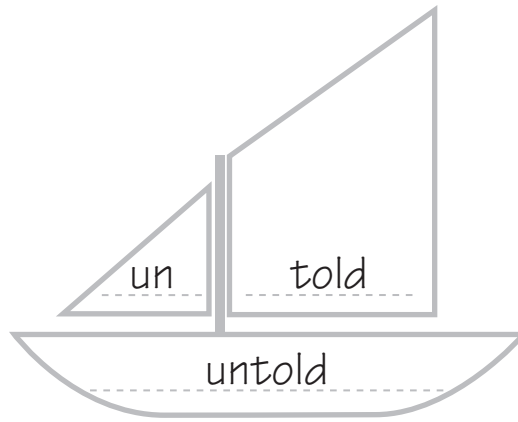


WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue Captain Read More uses (little sail and big sail). Have students identify the prefix they are working on in this cycle (*un-*).
- Display the sail clue, and write the word “untold” on the bottom of the boat. Point out that *untold* is a word from this cycle’s vocabulary list. Use **Team Huddle** to have students identify the base word and prefix. Use **Random Reporter** to select students to share. Write “un” on the little sail and “told” on the big sail.



- Use the word parts to say the word, and then have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Not told, not said.*
- 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-15

Skill Practice

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

1. unhurried *un + hurried*
2. unsurprised *un + surprised*
3. unmatched *un + matched*
4. unbutton *un + button*

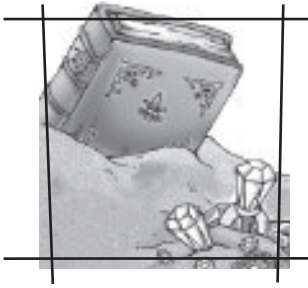
Building Meaning

recognizes	consisting	steadfast	inscribed
symbolizes	untold	adorn	committee

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.
 Every morning, Adori has a healthy breakfast consisting of oatmeal with banana slices, whole wheat toast, and a glass of orange juice.

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

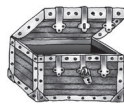
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What is the statue of Jefferson made from that is different from the statue of Lincoln?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday I added some more details about presidential monuments to my idea tree. The presidents who have monuments in Washington, D.C. all did important things. George Washington was the first president. Abraham Lincoln was president during the civil war and kept our country from splitting into two countries. Thomas Jefferson wrote the Declaration of Independence, the document that declared the country independent from England. Franklin Delano Roosevelt was the longest-serving president and was president during the Great Depression and World War II. These are all important ideas that support the main idea of the presidential monuments.

- 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 that you missed the first time you read the text.
- Reread pages 55 and 56 (Monumental fact! text box) aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.



A Collection of Readings,
pages 55 and 56

The Vietnam Veterans Memorial

The Vietnam Veterans Memorial is perhaps one of the most famous war memorials in the world. Standing on the eastern end of the National Mall, the Vietnam Veterans Memorial includes a long, black, granite wall. Each end of the granite wall starts at ground level, and at the center of the wall, it is more than ten feet tall. At one end of the wall are bronze statues of three American soldiers. The granite that makes up the wall was pulled from a granite quarry in Bangalore, India.

(continued on next page)

This part of the Vietnam Veterans Memorial, known as “The Wall,” was built to honor the Americans who fought and died in the Vietnam War, a war that took place in the 1960s and early 1970s. A tragic time in American history, almost 60,000 American soldiers died in Vietnam and the surrounding countries in Southeast Asia. Here is how The Wall honors those men and women: every single one of their names is carved into the face of the memorial. Imagine that: rows and rows of names, carved into a wall that is nearly 500 feet long. As you stand facing the wall, the names of these soldiers stretch out as far as the eye can see. Many people say that it is very sad and moving, yet breathtaking at the same time.

At either end of the wall is a register. Visitors can look through the register to find the location of a name of a loved one who lost his or her life in Vietnam. Many visitors, after finding the name they are looking for, place a piece of paper over the name. Then they use a pencil to rub over the name. The pencil lead makes the name from The Wall appear on the paper. Thousands of Americans have visited The Wall to trace the names of loved ones. It is but one way to respect and honor the Americans who lost their lives in Vietnam.

Words To Know

quarry: An open mine, usually a giant pit, from which stone is blasted or dug out.

Monumental fact!

The Wall was designed so the names of soldiers could be added to it at later times. Since its dedication, 230 names have been added.

I remember that this section of the text mainly talked about war memorials, specifically the Vietnam Veterans Memorial. When I reread, I can identify more details about this memorial. This memorial was built to honor the soldiers who died during the Vietnam War. Their names are carved into a wall that is nearly 500 feet long and made from polished granite. People visit the wall to find the names of family members and friends who died in the war. They can make rubbings of those people’s names. I can add these details to my idea tree.

Preview Team Talk

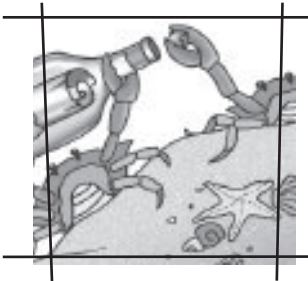
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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.
- Explain that good summaries tell the main ideas and supporting details, but leave out less important details. Provide support for summaries as necessary.

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Team Talk

1. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about war memorials. Which of the following is a detail that tells more about this main idea? |MI|
 - a. The Korean War was a successful fight for the United States.
 - b. The memorials honor soldiers and people who helped fight wars.
 - c. Some soldiers fought in the Pacific during World War II.
 - d. The United Service Organization supplied nurses for soldiers.

Tell at least two more details that support this main idea. (Write-On)
2. Why might one president call for a memorial and a different president dedicate it? |CE|
3. Which of the following statements is a fact? |FO|
 - a. The National World War II Memorial is a grand memorial.
 - b. The National Mall is the best place for memorials.
 - c. The Vietnam Veterans Memorial is breathtaking to see.
 - d. There are national parks in every state except Delaware.
4. Summarize what you learned in *Capital Monuments: Memories in Stone*. Use your idea tree to help you identify main ideas and supporting details. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 56 (paragraph 2)–61 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. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about war memorials. Which of the following is a detail that tells more about this main idea? |MI|

- a. The Korean War was a successful fight for the United States.
- b. *The memorials honor soldiers and people who helped fight wars.*
- c. Some soldiers fought in the Pacific during World War II.
- d. The United Service Organization supplied nurses for soldiers.

Tell at least two more details that support this main idea. (Write-On)

100 points = *One detail that supports this main idea is that the National World War II Memorial honors not only the soldiers who fought in the wars but the people who helped in the war effort too. Thousands of people across the country supported the war from their homes by joining the United Service Organization and gathering materials to send to soldiers. American women went to work during the war. Another detail that supports the main idea is that the Korean War Memorial has statues that show different soldiers in the war. Etchings on a wall show the images of soldiers and the equipment they used to fight in Korea.* **90 points** = *One detail that supports this main idea is that the National World War II Memorial honors not only the soldiers who fought in the wars but the people who helped in the war effort too. Thousands of people across the country supported the war from their homes. The Korean War Memorial has statues that represent the soldiers who fought there.* **80 points** = *The National World War II Memorial honors not only the soldiers who fought in the wars but the people who helped in the war effort too. The Korean War Memorial has statues of soldiers in it.*

2. Why might one president call for a memorial and a different president dedicate it? |CE|

100 points = *One president might call for a memorial and a different president dedicate it because the memorial took so long to build. A person can only be president for two terms. If the memorial is not finished in eight years, then the next president will have to dedicate the finished memorial.* **90 points** = *One president might call for a memorial and a different president dedicate it because the memorial took so long to build. A person can only be president for two terms.* **80 points** = *It may take too long to build the memorial.*

Team Talk *continued*

3. Which of the following statements is a fact? |FO|
- The National World War II Memorial is a grand memorial.
 - The National Mall is the best place for memorials.
 - The Vietnam Veterans Memorial is breathtaking to see.
 - There are national parks in every state except Delaware.*
4. Summarize what you learned in *Capital Monuments: Memories in Stone*. Use your idea tree to help you identify main ideas and supporting details. |SU|

100 points = *In Capital Monuments: Memories in Stone, I learned that people like to honor important people and events with monuments.*

Washington, D.C. has a lot of monuments that people visit every year.

There are monuments honoring presidents Washington, Jefferson, Lincoln, and Roosevelt. There are also war memorials to honor the soldiers that fought and died in some of the wars our country has been in. It takes a lot of work and a lot of people to get a memorial made to honor people and events.

90 points = *In Capital Monuments: Memories in Stone, I learned that people like to honor important people and events with monuments.*

Washington, D.C. has a lot of monuments that people visit every year. There are presidential monuments and war memorials. It takes a lot of work and a lot of people to get a memorial made.

80 points = *Washington, D.C. has a lot of monuments honoring past presidents and soldiers who fought in wars. It takes a lot of work to make a monument.*

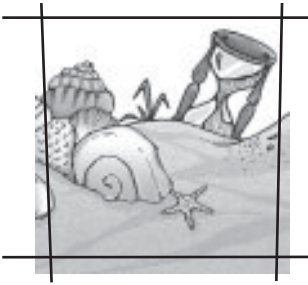
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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.

<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td data-bbox="803 443 943 819"> <p>Team Talk Extenders</p> </td> <td data-bbox="943 443 1464 819"> <p>The National World War II Memorial was built to honor the soldiers and civilians who helped fight the war. Do you know anyone who fought in World II or who helped the war effort? What would you ask someone who was alive during this time?</p> <p>Congress sometimes holds contests to find a design for a memorial. How do you think it would feel to win a contest and see people viewing the memorial you designed? Why?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<p>The National World War II Memorial was built to honor the soldiers and civilians who helped fight the war. Do you know anyone who fought in World II or who helped the war effort? What would you ask someone who was alive during this time?</p> <p>Congress sometimes holds contests to find a design for a memorial. How do you think it would feel to win a contest and see people viewing the memorial you designed? Why?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Allow students time to discuss their summaries. - Use Random Reporter to select students to share their summaries. <hr/> <ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

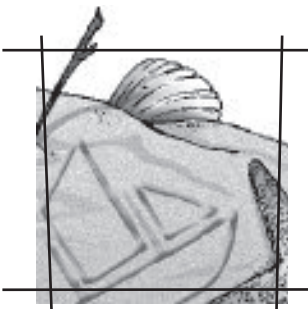
Timing Goal: 5 minutes

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

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Page 57 (paragraph 1), 54, or 58 (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

tps

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to have students identify what the prefix *un-* at the beginning of a word often means. Randomly select a few students to share. *Not.*
- 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. Terrence had to wait for the water fountain to be unoccupied before he could get a drink of water.
2. Lana is unconvinced that Bigfoot exists, since no one has ever caught him or found real proof that he exists.



- Use **Random Reporter** to choose a student to read each underlined word orally. *Un + occupied, un + convinced.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

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

1. unspoiled *un + spoiled*
2. unclean *un + clean*
3. unbeatable *un + beatable*
4. unobserved *un + observed*

Building Meaning

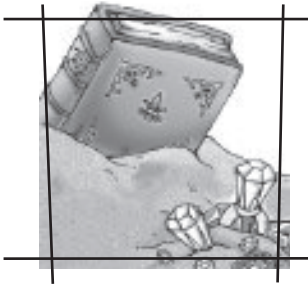
recognizes	consisting	steadfast	inscribed
symbolizes	untold	adorn	committee

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*
6. Choose the word that best fits in the blank.
 The bald eagle symbolizes our country's strength and courage in all things.

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

- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

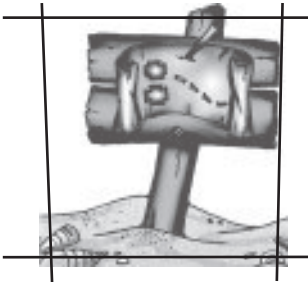
Today you will read about Mount Rushmore. You read about monuments made to honor the presidents in Washington, D.C. this cycle. Now you will read about a presidential monument in South Dakota.

Vocabulary TP

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

Prepare Students for the Test

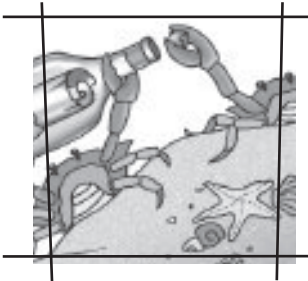
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about main ideas and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

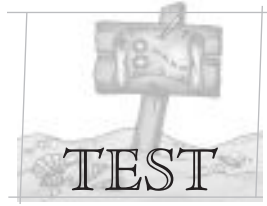


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

Mount Rushmore is one of the most famous monuments in the world. It honors George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. It was carved out of a mountain in South Dakota. It took fourteen years and hundreds of workers to sculpt the faces of four presidents.

People were paid eight dollars a day to carve Mount Rushmore. Workers climbed stairs to the top of the mountain. Then they were lowered on swings to work on the faces. They used dynamite to blow up most of the rock. When they were inches from the carving surface, the workers used drills. They shaped the rock into the faces we see today. Even though it was dangerous, no one fell or died while working on the project. Most were proud to help build a memorial.

Source: www.nps.gov/moru/historyculture/mount-rushmore-national-memorial.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.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *Mount Rushmore is the topic of this text. I know because the text tells me information about this monument. I learned who is on the monument and how it was made. 15 points =* *The topic of the text is Mount Rushmore. I know because the text tells me information about how it was made. 10 points =* *It tells me about Mount Rushmore.*

30 points

2. What is the intent of the author? |AP|
- to show the reader how to use dynamite
 - to entertain the reader with memorial stories
 - to persuade the reader to build a memorial
 - to inform the reader about a memorial

How do you know?

20 points = *I know this is the intent of the author because the text tells me many facts about Mount Rushmore, which is a memorial to presidents Washington, Jefferson, Lincoln, and Roosevelt. I learned where Mount Rushmore is located. I learned how the memorial was built by workers. I learned how long it took to carve Mount Rushmore. 15 points =* *I know*

this is the intent of the author because the text tells me many facts about Mount Rushmore, which is a memorial to presidents Washington, Jefferson, Lincoln, and Roosevelt. I learned where Mount Rushmore is located.

10 points = *I learned where Mount Rushmore is located and who is on it.*

20 points

3. What details support the idea of carving Mount Rushmore? |MII|

20 points = *One detail that supports the idea of carving Mount Rushmore is that hundreds of people were paid eight dollars a day to work on the memorial. Another detail is that workers had to climb stairs to the top of the mountain. Then they were lowered on swings to work on the faces. They used dynamite to blast away rock before using drills to make the faces. No one fell or died while making the memorial. 15 points* = *One detail that supports the idea of carving Mount Rushmore is that hundreds of people were paid eight dollars a day to work on the memorial. Another detail is that workers had to climb stairs to the top of the mountain. Then they were lowered on swings to work on the faces. 10 points* = *Workers were paid eight dollars a day to carve the faces of the presidents.*

20 points

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

20 points = *Mount Rushmore is a famous memorial to presidents Washington, Jefferson, Lincoln, and Roosevelt. It took hundreds of workers fourteen years to carve the memorial out of a mountain. They used dynamite to blast most of the rock away, and then they used drills to form the final faces. No one died while working on this dangerous project. 15 points* = *Mount Rushmore is a famous memorial to four great presidents. It took workers fourteen years to carve the memorial out of a mountain with dynamite and drills. 10 points* = *Mount Rushmore is a famous memorial to four great presidents that took fourteen years to carve. Workers used dynamite and drills to do it.*

Word Power

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

Skill Questions

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

5 points 1. undecided *un + decided*

5 points 2. unknown *un + known*

5 points 3. unnoticed *un + noticed*

5 points 4. unstoppable *un + stoppable*

Building Meaning

recognizes	consisting	steadfast	inscribed
symbolizes	untold	adorn	committee

10 points

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

10 points = *An untold amount of confetti and streamers littered the streets after the Fourth of July parade finished winding through the city.*

5 points = *An untold amount of confetti and streamers littered the streets after the Fourth of July parade finished.* **1 point** = *An untold amount of confetti and streamers littered the streets.*

10 points

6. My dog *recognizes* the sound of my bus as it comes down the street, so he always starts barking happily when it arrives.

10 points

7. Pictures of pumpkins and scarecrows *adorn* the walls of my school every year in the fall. *Adorn* means—
- destroy.
 - hide.
 - walk.
 - decorate.

10 points

8. Helena always thought of her grandma when she read the note *inscribed* on the inside of her special locket.

10 points

9. When they became lost in the woods, Will was thankful that Carl remained *steadfast* in his desire to stay where they were instead of wandering deeper into the forest. *Steadfast* means—
- unmoving.
 - fearful.
 - panicky.
 - adventurous.

10 points

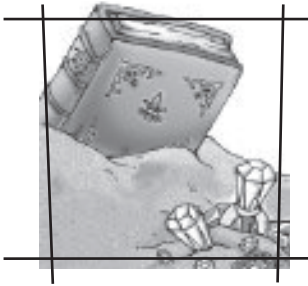
10. Our class formed a *committee* to plan decorations for the end of the school year party.

10 points

11. In most stories, a wolf *symbolizes* evil and trickery, and other characters should fear the wolf. *Symbolizes* means—
- reveals.
 - stands for.
 - takes away.
 - solves.

10 points

12. I play on a soccer team *consisting* of children from my school and kids in other neighborhoods.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a descriptive paragraph that tells about an important or famous person you believe deserves a monument. This cycle, you learned about the monuments in Washington, D.C. Some of the monuments are for specific people, while others honor people involved in important events. You will share your paragraph 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 descriptive paragraph.

Today you will write a descriptive paragraph about someone you think is deserving of a monument. Not everyone may know who this person is or why they deserve a monument, so good details and descriptions about this person and his or her life are important. You want others to understand why you believe this person should have a monument. Your details and descriptions might make readers agree with you!

- Ask students if they have ever been to a monument, including the ones they read about in Washington, D.C. Have volunteers share their experience.
- Display the following sample passages. Cover the second sample with a sheet of paper, and read the first sample aloud.

Blackline master provided.

Sample 1

The discovery of vaccines is one of the most important medical discoveries made by humans. Vaccines save millions of lives every year.

Sample 2

The discovery of vaccines is one of the most important medical discoveries made by humans. Before vaccines, adults and children alike suffered from viruses such as measles, smallpox, mumps, or polio. Many people died from having these viruses. People who did not die were often left with scars or other health problems for the rest of their lives. Now, in countries where vaccines are available, few people ever get sick from these once common viruses. Vaccines save millions of lives every year.



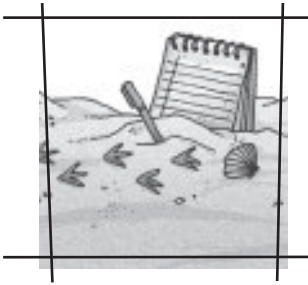
- Use **Think-Pair-Share** to have students identify the main idea of the passage. *Vaccines are important and save lives.*
- Ask students whether they feel they know a lot about vaccines from the passage.
- Display and read the second passage aloud to students.



- Use **Random Reporter** to have students explain how the second passage differs from the first passage. *The second passage has more details. It explains what life was like for people before there were vaccines. It explains how people died or were left with other problems from their sickness. It explains how very few people have problems with many illnesses because of vaccines.*
- Ask students whether they agree that vaccines might be one of the most important medical discoveries made by humans after reading details.
- Point out why details make a difference in how we understand the things we read.

Details can make a big difference in how we understand the things we read. They can also make a difference in our opinion of them. After reading the first sample passage about vaccines, you might ask, “What makes them so important?” It is a good question. In your experience, vaccines are shots you get at the doctor’s office, and most people do not like getting shots. But after reading the second passage, you might understand why they are so important. They have changed our lives, because people do not have to fear getting some illnesses any more. The second passage had the exact same main idea as the first passage, but the details provide us with good information about vaccines. Now you might think it is worth it to deal with the pain of the shot!

- Tell students that they will need to provide details about someone important or famous to tell why that person deserves a monument.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a descriptive paragraph about someone important or famous who you believe deserves a monument.



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

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Writing Prompt

Monuments are built to remember important people. Write a descriptive paragraph that describes someone you believe deserves a monument. This person can be someone important to you or someone who is famous or a celebrity. They can be living or from the past. Begin your paragraph with an opening sentence that introduces the person you think should have a monument. Provide four reasons you believe this person deserves a monument. Provide at least two details about what you think the monument would look like and where it would be located. Your paragraph should end with a closing sentence that restates the main idea.

Scoring Guide

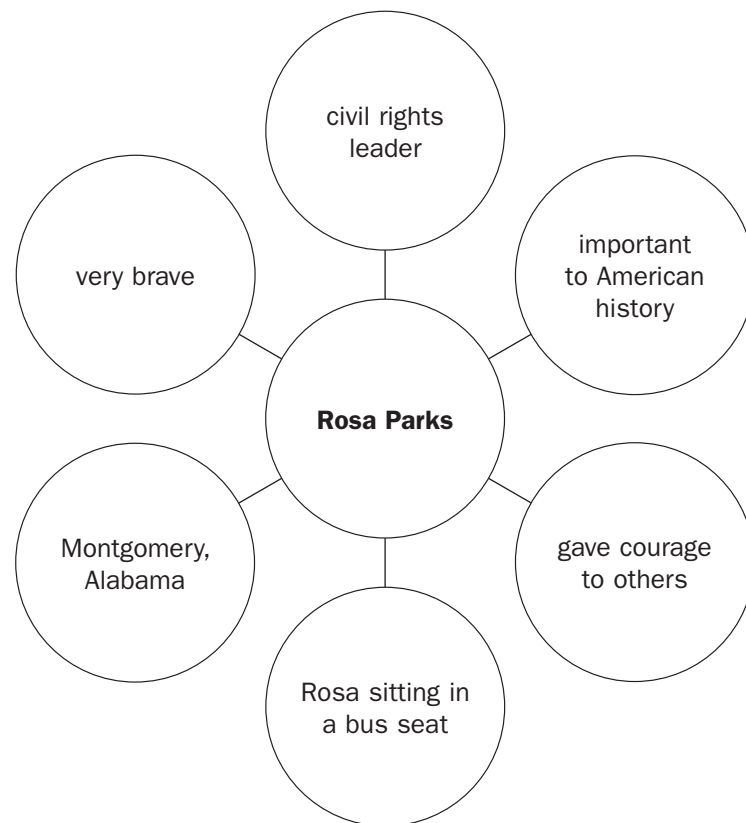
You wrote a descriptive paragraph about a person you believe deserves a monument.	20 points
Your paragraph begins with an opening sentence that introduces the person you think should have a monument.	10 points
You provide at least four details that tell why this person deserves a monument.	10 points each (40 points maximum)
You provide at least two details about what the monument would look like and where it would be located.	10 points each (20 points maximum)
Your paragraph ends with a closing sentence that restates the main idea.	10 points

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

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

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

Sample Graphic Organizer



Drafting

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- 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 determine if information in their descriptive paragraphs is directly related to the topic and purpose.

It is important for you to stay on topic and purpose as you write. If you stray from the topic, it can make your paragraph less clear to readers. Your paragraphs have a main idea, and the information you write in your paragraphs should support that main idea. You can help your partners identify where they may have included information that is not important to the main idea.

- Display the following excerpt. Ask a volunteer to read the excerpt aloud to the class.

Blackline master provided.

I believe Rosa Parks should have a monument dedicated to her. She was a civil rights leader who worked hard to provide equal rights to black people in the South. She was a brave woman who inspired one of the most effective protests in history. Rosa even went to jail for her actions. She stood up to oppression by white people. In many parts of the South, black people had to sit in the back of the bus. If the bus was crowded and a white person needed a seat, a black person was supposed to give his or her seat up to the white person. Sometimes black people had to pay their fare, walk off the bus, and board it from the back. Rosa's bravery led to the Montgomery bus boycott and a big change in civil rights policies in the South. Her actions are important to history and are taught to students all over the United States.

- Use **Think-Pair-Share** to have students identify the main idea of the excerpt. *Rosa Parks should have a monument.*



- Use **Random Reporter** to have students identify information that is important to the main idea, and information that is not important.

The main idea of this excerpt is a Rosa Parks monument. The supporting details should tell us why she should have a monument. Which details tell us this? *Rosa Parks was a civil rights leader. She was brave and stood up for what she believed was right. She is important to the history of the United States. Great! These are all good reasons to think Rosa Parks deserves a monument. Is there information that does not support this?* *Yes. There is information about what it was like for black people who needed to ride the busses in the South. Yes. What should the author of this paragraph do with this information and why?* *The author should remove this information. It is really not important to the main idea about why Rosa Parks deserves a monument. It provides details about something Rosa Parks experienced and fought against, but Rosa Parks is really the topic of the paragraph. Great work!*

- Tell students to help their partners edit information that does not directly relate to the main idea of their paragraphs.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

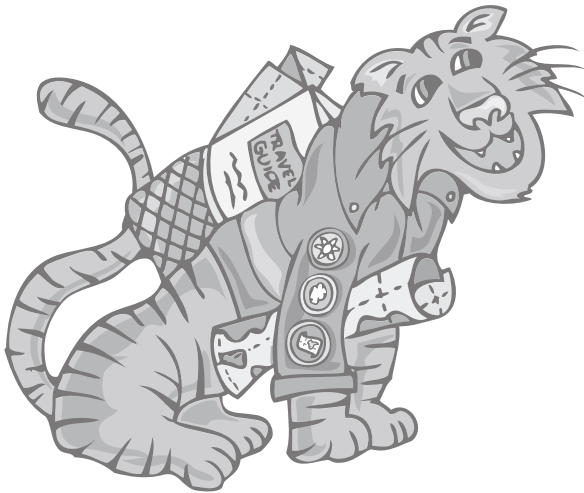
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

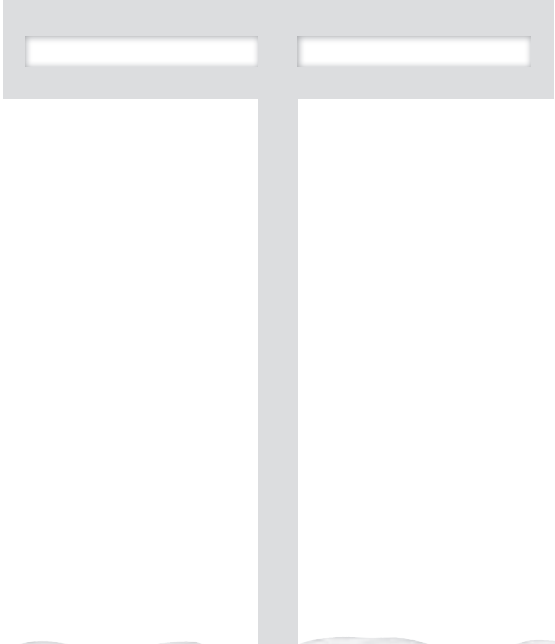
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one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

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



T-Chart

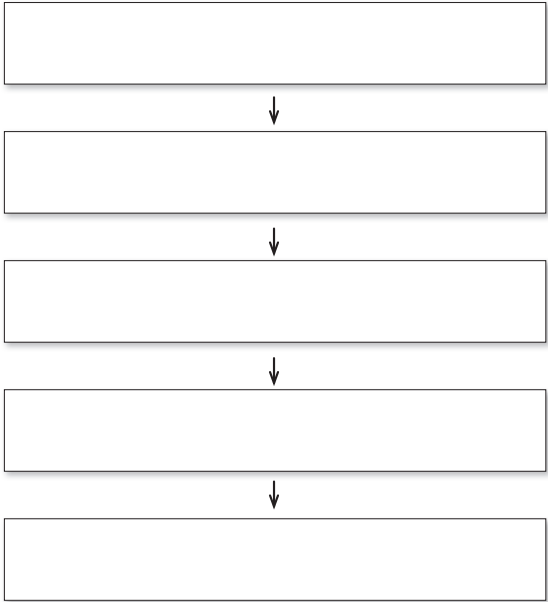
Title: _____



A large T-shaped graphic with a horizontal bar at the top and a vertical stem extending down to a wavy ground line at the bottom. The T-shape is light gray and serves as a template for a T-chart.

Sequence Chain

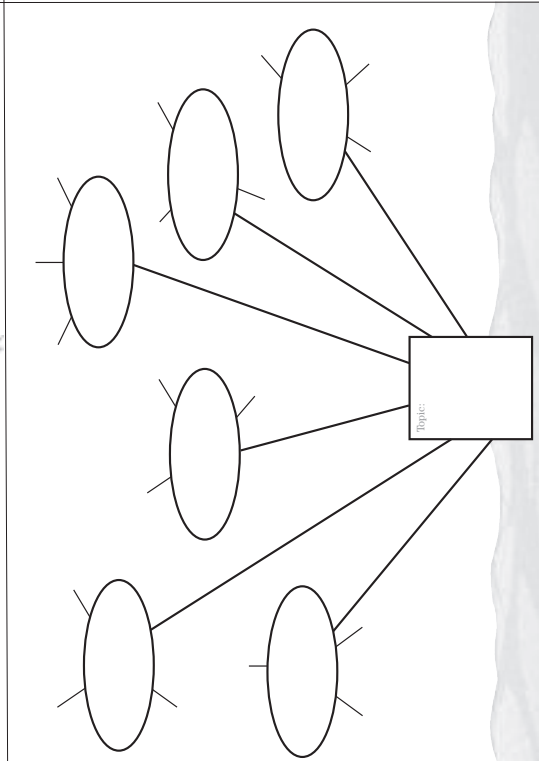
Title: _____



A vertical sequence of five rectangular boxes connected by downward-pointing arrows, with a wavy ground line at the bottom.

Idea Tree

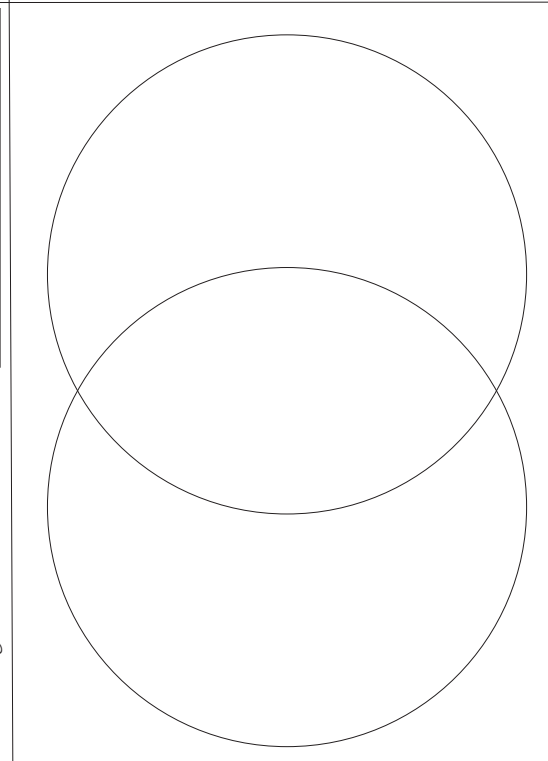
Title: _____



An idea tree diagram with a central square box labeled "Topic:" and six oval boxes branching out from it, all connected by lines. A wavy ground line is on the right side.

Venn Diagram

Title: _____

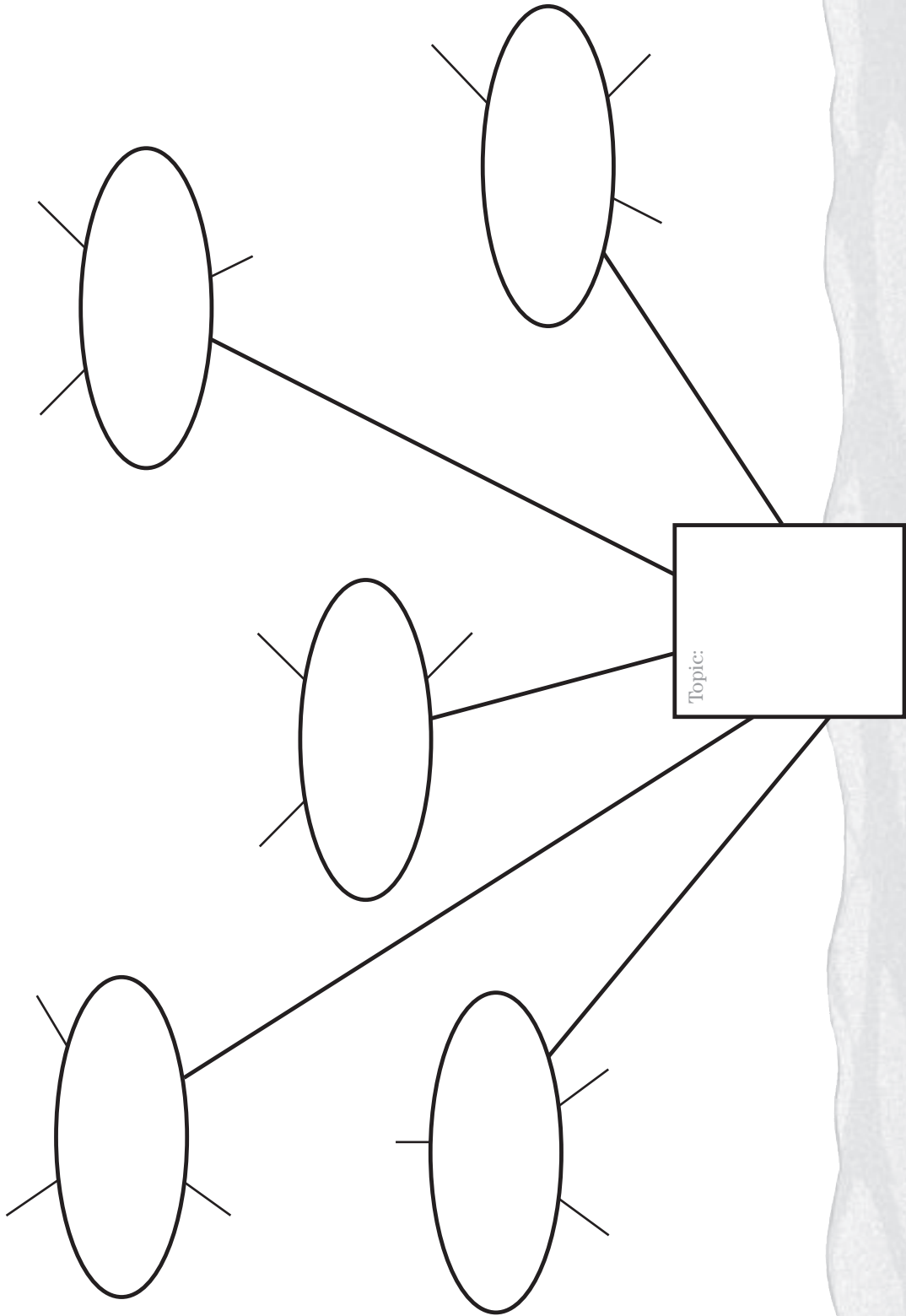


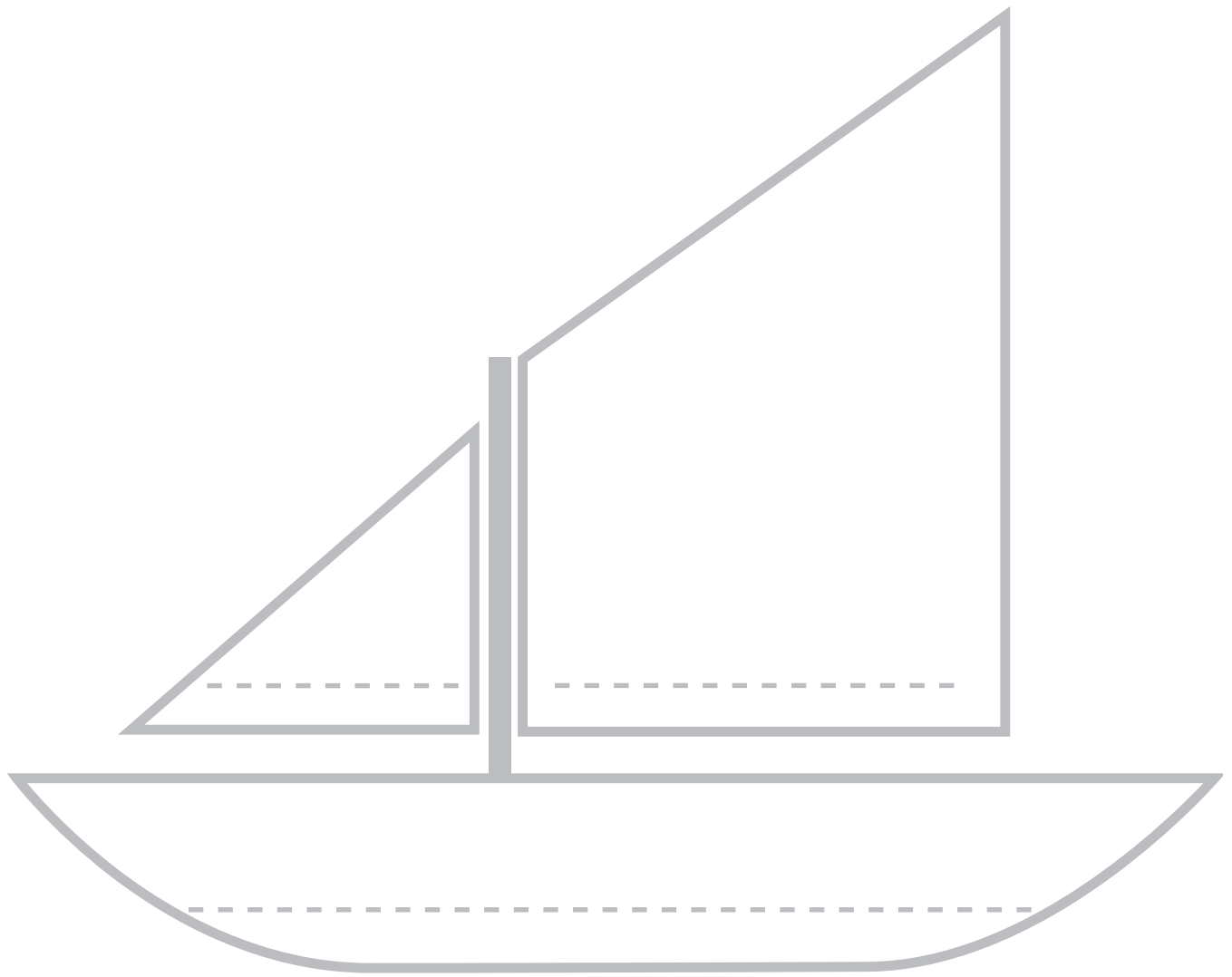
A Venn diagram consisting of two overlapping circles within a rectangular frame, with a wavy ground line at the bottom.



Title:

Idea Tree





Sample 1

The discovery of vaccines is one of the most important medical discoveries made by humans. Vaccines save millions of lives every year.

Sample 2

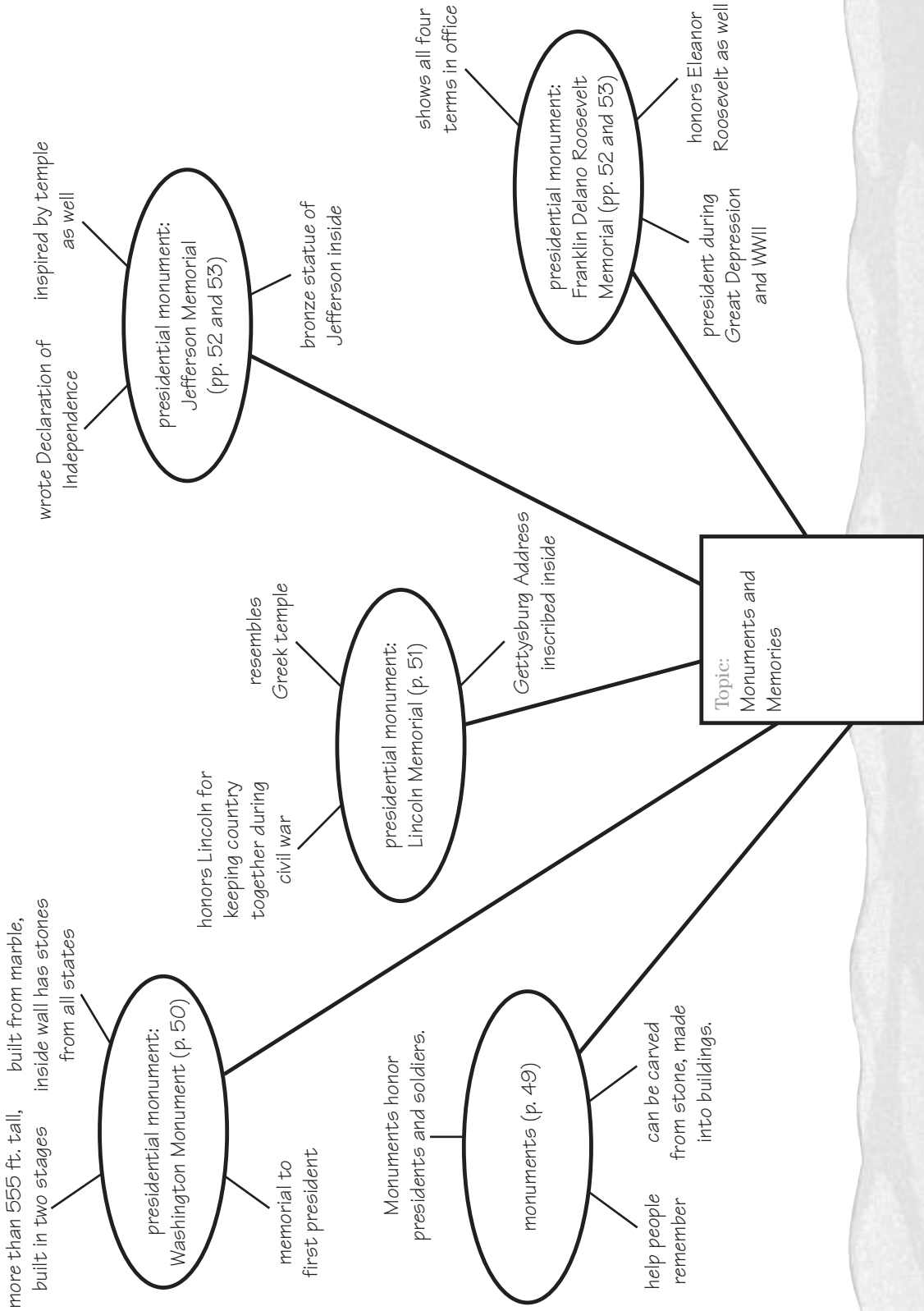
The discovery of vaccines is one of the most important medical discoveries made by humans. Before vaccines, adults and children alike suffered from viruses such as measles, smallpox, mumps, or polio. Many people died from having these viruses. People who did not die were often left with scars or other health problems for the rest of their lives. Now, in countries where vaccines are available, few people ever get sick from these once common viruses. Vaccines save millions of lives every year.

I believe Rosa Parks should have a monument dedicated to her. She was a civil rights leader who worked hard to provide equal rights to black people in the South. She was a brave woman who inspired one of the most effective protests in history. Rosa even went to jail for her actions. She stood up to oppression by white people. In many parts of the South, black people had to sit in the back of the bus. If the bus was crowded and a white person needed a seat, a black person was supposed to give his or her seat up to the white person. Sometimes black people had to pay their fare, walk off the bus, and board it from the back. Rosa's bravery led to the Montgomery bus boycott and a big change in civil rights policies in the South. Her actions are important to history and are taught to students all over the United States.



Title: Capital Monuments: Memories in Stone

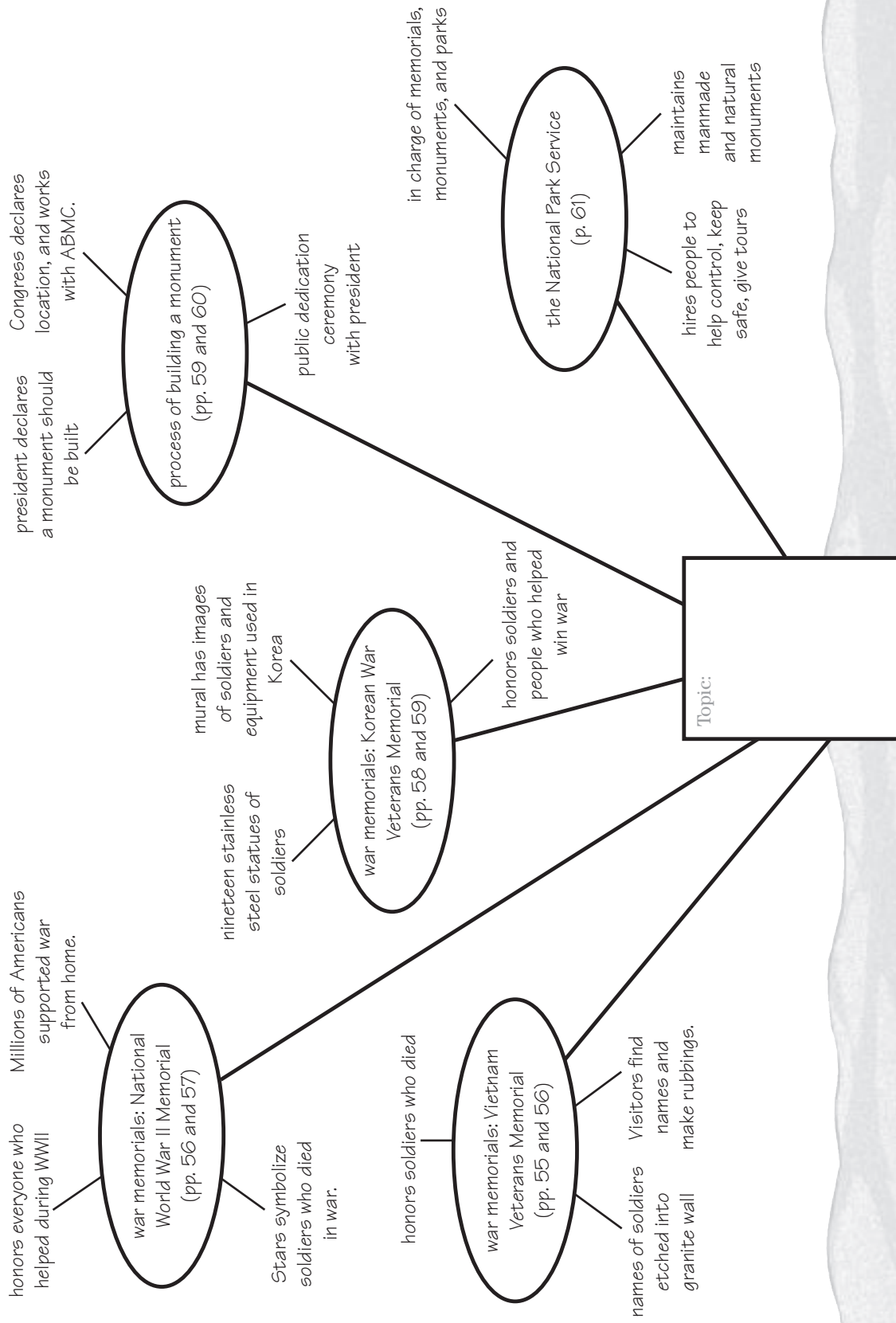
Idea Tree





Idea Tree

Title: Capital Monuments: Memories in Stone, 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 4 / <i>Capital Monuments: Memories in Stone</i>
<p>English Language Arts Standards: <i>Reading: Informational</i></p> <p>Key Ideas and Details</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

INFORMATIONAL (6 DAY)

A Trip Around the World of Musical Instruments

Written by Tanya Jackson

The Savvy Reader—Clarifying, A Collection of Readings, pages 63–82

Success for All Foundation, 2011

Summary

You may be familiar with the musical instruments played in the United States, but have you ever heard of bombos, bodhrans, or taikos? Take a journey across the world and learn about several foreign instruments played in faraway countries.

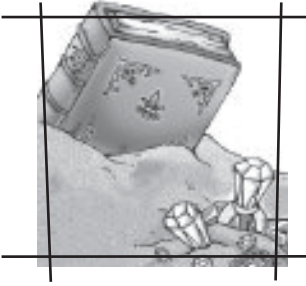
Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Clarifying (CL)	Dictionary skills	Write a compare-and-contrast essay.
	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will use dictionary entries to increase their understanding of words.	Students will write short, two-paragraph compare-and-contrast essays about two instruments from this cycle's reading.
CYCLE 2	Clarifying (CL)	Synonyms	Write a glossary.
	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will use synonyms to improve their understanding of words.	Students will write glossary entries that define words they identify as difficult or important to the text.

CYCLE 1

Instructional Objectives

	Reading	Word Power	Writing
	Clarifying (CL)	Dictionary skills	Write a compare-and-contrast essay.
CYCLE 1	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will use dictionary entries to increase their understanding of words.	Students will write short, two-paragraph compare-and-contrast essays about two instruments from this cycle's reading.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *A Trip Around the World of Musical Instruments* by Tanya Jackson. As we read, we'll clarify words we don't understand. We already know some clarifying strategies. We'll also learn a new strategy for clarifying words in informational texts. Good readers clarify as they read informational texts to make sure they understand what the author wants them to learn.

- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.



When I read, I use TIGRRS to make sure that I understand all the important information an author has to share with me. The first step of TIGRRS is to tell the topic of the text. The title of this book tells me I am probably going to read about different kinds of musical instruments from around the world. When I page through the text, I see pictures of many different instruments, such as drums, guitar-like instruments, and flutes. I think different instruments from around the world is the topic of this text.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss the instruments they have seen people play or have played themselves. Use **Random Reporter** to select students to share the different instruments they discussed.
 - Use **Think-Pair-Share** to have students discuss whether everyone in the world plays the same instruments they are used to seeing in American bands and music groups. Have students think about why other countries may have different instruments. Randomly select a few students to share.
 - Share a few interesting or important facts about instruments with students. For example, many musical instruments that we commonly see made from metal today were originally made from wood long ago. Instruments from one part of the world were often brought to other parts of the world by travelers, where the new culture shaped the instruments into something slightly different.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



The next step of TIGRRS is to identify the intent of the author, or the reason why the author wrote the book. When I looked through the pages of *A Trip Around the World of Musical Instruments*, I saw pictures of different instruments and a lot of information about each one. I think the author's intent is to inform readers about different instruments from around the world.

- 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.

The third step of TIGRRS is to choose which organizer we should use to record the important ideas we hear in the text. Let me take a look at the text to see if I can find any clues. I see the text is divided into sections. Sections are usually groups of similar main ideas. It looks like each section is about one big idea. The pictures and other text features on the pages give additional details about these ideas. I think the best organizer to use is an idea tree. Display an idea tree. The topic of the text is the first thing I should record on the idea tree in the section called “Topic.” I know I will write main ideas in the circles at the end of the longer branches. I will then write supporting details next to the lines coming out of the circles.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary TP

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



Student Edition, page S-19
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
means page 66	blend	method, way of doing something	The telephone is an important <i>means</i> of communication.
produces page 66	base word + ending: produce + s	makes	The factory <i>produces</i> lunch boxes and then sends them to the store to be sold.

Word and Page Number	Identification Strategy	Definition	Sentence
originally page 68	base word + ending: original + ly	at first	<i>Originally</i> , I thought I wanted to be a ballerina, but now I want to be an astronaut.
slightly page 68	base word + ending: slight + ly	just a bit	Joe is just <i>slightly</i> older than Matt, and it's hard to tell by looking at them.
bundles page 71	base word + ending: bundle + s	packages	Vickie made little <i>bundles</i> of candy to hand out to her friends as thank-you gifts.
fascinating page 72	base word + ending: fascinat(e) + ing	very interesting	Alexia didn't want to go to bed right away because she found the show about the universe <i>fascinating</i> .
steady page 72	chunk: steady-y	even	The rabbit ran quickly and then slowed down, but the tortoise kept walking at a <i>steady</i> speed.
pace page 72	blend	speed	Morgan walks so fast that it's hard for me to keep up with her <i>pace</i> .

Using the Targeted Skill (Introduction and Definition)

- Introduce clarifying words in informational texts by using **Think-Pair-Share** to have students explain what it means to clarify. *To clarify means to stop and try to figure out something you do not understand.*
- Have students work in teams to identify ways they can try to clarify words they do not understand when they read stories. Use **Random Reporter** to share responses. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.* Write their responses on the board.
- Point out that these strategies will also help them clarify words they do not understand when they read informational texts.
- Tell students that one of the strategies they identified (think about it) can be very helpful when trying to clarify words in informational texts. Remind students that informational texts have a big topic. Explain that thinking about the big topic can help them figure out unfamiliar words.

One of the strategies in our list is to think about what we read. This strategy can be very helpful when we try to clarify words in informational texts. We know that informational texts each have a big topic that the whole book is about. Keeping the big topic in mind can help us figure out words we don't know as we read informational texts.

- Display the following passage. Tell students that this is a section from a book about guitars.

Blackline master provided.

Most guitars have the same basic parts. They have wooden bodies. They have strings. They have frets. The frets are on the neck of the guitar. They allow the guitar player to shorten the strings. That's how different sounds are made.

- Read the passage aloud, showing confusion about the word *frets*. Use a **Think Aloud** to model using the big topic to help you clarify the word.

“They have frets.” *Frets?* That word doesn't make sense to me. I know that when someone frets, that means they're worried about something. How can a guitar have things to worry about? I need to clarify this word. Let me think about what this text is about. I know the big topic is guitars. I know that guitars have wooden bodies and strings. These are all parts of a guitar. I guess a fret must also be a part of a guitar. I thought about the big topic to help me clarify a word I didn't know. Perhaps when I read on, I'll learn more about the frets of a guitar.

- Remind students that as a part of the TIGRRS process they survey the text to find the big topic.
- Tell students that as they read *A Trip Around the World of Musical Instruments* this cycle, they will practice using several strategies to clarify words they do not know, including thinking about the big topic.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.

- Read the first two paragraphs on page 65 aloud. Model thinking about the big topic of the text to help you clarify the word *taiko*.

A Collection of Readings,
page 65

Introduction: Takeoff

You may like rock and roll. It has electric guitars and loud drums. You might like rap music. It has electric turntables and microphones. You might like country music, with its fiddles and banjos. These are all popular types of music in the United States. Many Americans play these instruments.

But you may not have heard of some of the neat instruments from around the world. Have you heard of a taiko drum? That's a drum they play in Japan. Have you heard of a bodhran? That's a drum they play in Ireland. Have you heard of a sitar? It's an instrument they play in India. It's like a guitar.

“Have you heard of a taiko drum”? *Taiko*? I don't know that word. The text tells me how it's pronounced, but I still don't know it. Let me think about the big topic. The topic of the book is musical instruments from around the world. So the taiko must be a drum from somewhere else in the world. Maybe if I read on, I'll learn more about the taiko drum. Thinking about the big topic helped me clarify a word I didn't understand.

- Finish reading page 65 of the text aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
page 65

There are interesting instruments played all over the world. In this book, you will learn about many of these instruments. You'll learn about instruments that come from Africa. Then you'll learn about instruments that come from Asian countries. Then you'll learn about instruments that come from Europe. You'll also learn about instruments that come from Australia.

So let's take a journey around the world, the world of fun musical instruments!

- Summarize the main ideas from your reading, and write these on an idea tree.

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-20

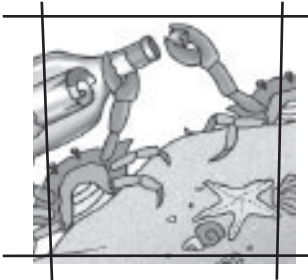
Team Talk

1. Which of the following means about the same as the word *hide* on page 66? |CL|
 - a. cover
 - b. skin
 - c. shelter
 - d. top

How did you figure that out? (Write-On)

2. How did bongos get to Latin America? |CE|
3. How does the text box on page 68 help you learn more about bongos? |TF|
4. How are all the drums in this section similar? |CC|
 - a. They are all double-headed.
 - b. They are all played with mallets.
 - c. They are all from Africa.
 - d. They are all high-pitched.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 66–69 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. Which of the following means about the same as the word *hide* on page 66? |CL|
 - a. cover
 - b. *skin*
 - c. shelter
 - d. top

How did you figure that out? (Write-On)

100 points = *I figured this out by rereading the sentence. When the word hide appears on the page, it also appears with the word goat. A hide must come from a goat. Goats have skin, just like me. I also know that the part of a drum you hit is called the skin. The text says players hit the goat hide, so hide must mean skin.* **90 points** = *I figured this out by rereading. A hide must come from a goat. I know that the part of a drum you hit is called the skin.* **80 points** = *I reread. The part of the drum you hit is the skin. Goats have skin.*

2. How did bongos get to Latin America? |CE|

100 points = *The slaves brought bongos to Latin America. When African slaves were brought to Cuba, they brought their drums with them, or they made their drums in their new home.* **90 points** = *The slaves brought bongos to Latin America. When African slaves were brought to Cuba, they brought their drums with them.* **80 points** = *They came with slaves.*

3. How does the text box on page 68 help you learn more about bongos? |TF|

100 points = *The text box on page 68 helps me learn more about bongos by providing me with more information. It tells me bongos were used in religious ceremonies just like djembes.* **90 points** = *The text box on page 68 helps me learn more about bongos by telling me bongos were used in religious ceremonies.* **80 points** = *It tells me what they were used for.*

4. How are all the drums in this section similar? |CC|

- a. They are all double-headed.
- b. They are all played with mallets.
- c. *They are all from Africa.*
- d. They are all high-pitched.

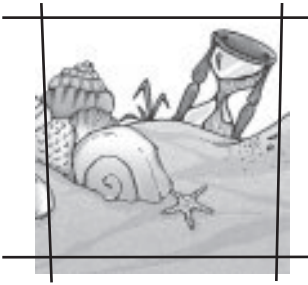
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Drums were one of the earliest instruments. What do you think it takes to be a good drummer? Why?</p> <p>Why do you think a drum circle usually has so many drums with different sounds? How does this affect the music?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Drums were one of the earliest instruments. What do you think it takes to be a good drummer? Why?</p> <p>Why do you think a drum circle usually has so many drums with different sounds? How does this affect the music?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

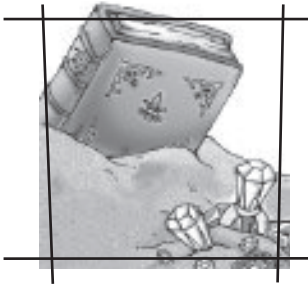
Page 66 (paragraphs 1 and 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

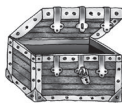
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Where did bongos come from originally?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about several African drums. We read about djembes, dununs, bongos, and bougarabous. These drums come in all different sizes and sounds and are popular with drum circles.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 70 aloud, stopping at the word *tones*. Use a **Think Aloud** to model thinking about the big picture to clarify the word *tones*.



A Collection of Readings,
page 70

Chapter 2: Asian Instruments

Our first stop in Asia is India. Here we'll explore the world of raga (RAH-ga) music. The main instrument in this music is the sitar (si-TAHR). The sitar is a stringed instrument. That means it has strings. It's like a guitar or a banjo. Let's check it out.

Sitars

The sitar has a few basic parts. It has a hollow body at the bottom. It's shaped like a big onion. Then it has a long neck. The neck is made of wood. It's about two feet long. At the top, it has a head. The head has posts that hold the strings. There are eighteen or nineteen strings.

Here's how one plays the sitar. The player holds the body of the sitar in her lap. Then she plucks the strings with her fingers or a wire pick. The player wears it on her finger. It makes plucking easier. This picking makes the tones.

“This picking makes the tones.” Wait a minute, *tones*? I'm not sure what this word means. Let me think about the big topic. OK, the big topic is instruments from around the world. This is about a different instrument than we have read about so far. It's a stringed instrument. The way the text describes it, it sounds a little like a guitar. You pluck strings to make the tones. I know that when you strum the strings on a guitar, it makes sounds. The tones you get when you pluck the sitar strings must be sounds too. Thinking about the big topic helped me clarify this word.

- Continue reading page 70 aloud, stopping to clarify words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 70

With the other hand, she presses down on the other end of the strings. That makes the notes change. Not all the strings are plucked! Some just vibrate when other strings are plucked to add different sounds to the notes. It may sound easy. But some people say the sitar is the hardest instrument in the world to play. It may be difficult to play, but it makes beautiful music. Sitar masters are important people in Indian culture.

Do you know?

Do you know what a gourd is? Pumpkins are a type of gourd. The body of the sitar is a gourd.

- Summarize the main ideas from your reading, and write these on an idea tree.
- Remind students that they will continue clarifying words as they read *A Trip Around the World of Musical Instruments*.

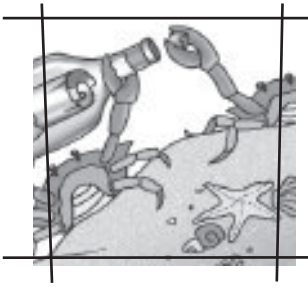
Preview Team Talk

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

Student Edition, page S-20**Team Talk**

1. How do the bundles of plant fibers and black circles on the drums affect the sound tablas make? |CE|
 - a. makes them sound dull
 - b. ruins their sound
 - c. gives them a special sound
 - d. sounds just like bongos
2. Which of the following means about the same as the word *sling* on page 72? |CL|
 - a. throw
 - b. move
 - c. jump
 - d. drop

How did you figure this out? (Write-On)
3. Why do you think drums help marching soldiers keep a steady pace? Support your answer. |DC|
4. How do modern shamisen players perform differently than traditional shamisen players? |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 71–73 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How do the bundles of plant fibers and black circles on the drums affect the sound tablas make? |CE|
 - a. makes them sound dull
 - b. ruins their sound
 - c. *gives them a special sound*
 - d. sounds just like bongos

Team Talk *continued*

2. Which of the following means about the same as the word *sling* on page 72? |CL|
- throw*
 - move*
 - jump*
 - drop*

How did you figure this out? (Write-On)

100 points = *I figured this out by rereading the passage. I learned that the shime has a strap that helps you carry the drum while you play it. When you sling that strap over your shoulder, you probably throw it there. I also know a sling is something you use to throw something, so sling must mean throw.* **90 points** = *I figured this out by rereading the passage. I learned that the shime has a strap that helps you carry the drum. You probably throw it over your shoulder.* **80 points** = *You probably throw the strap over your shoulder.*

3. Why do you think drums help marching soldiers keep a steady pace? Support your answer. |DC|

100 points = *I think drums help marching soldiers keep a steady pace because the drums provide a good, strong beat. People can remember to take a step each time they hear a beat. If there was no drum beat, soldiers might walk at different speeds.* **90 points** = *I think drums help marching soldiers keep a steady pace because the drums provide a good, strong beat. People can remember to take a step each time they hear a beat.* **80 points** = *They know to take a step with each beat.*

4. How do modern shamisen players perform differently than traditional shamisen players? |CC|

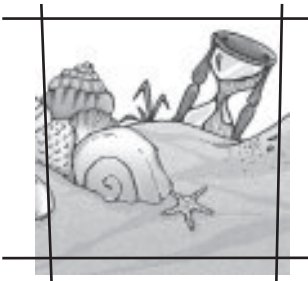
100 points = *Modern shamisen players perform differently than traditional shamisen players because they play the shamisen the same way many people play guitar. They dance around as they play. Traditional shamisen players sit still and keep their face expressionless while playing.* **90 points** = *Modern shamisen players perform differently than traditional shamisen players because modern players dance around as they play. Traditional players sit still.* **80 points** = *They dance around as they play instead of sitting still.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How do you think a nagado drum sounds compared to the shime taiko? Why?</p> <p>Why do you think modern shamisen players prefer dancing around to sitting still and expressionless like traditional players?</p> </td> </tr> </table> <ul style="list-style-type: none"> - Award team celebration points. 	Team Talk Extenders	<p>How do you think a nagado drum sounds compared to the shime taiko? Why?</p> <p>Why do you think modern shamisen players prefer dancing around to sitting still and expressionless like traditional players?</p>
Team Talk Extenders	<p>How do you think a nagado drum sounds compared to the shime taiko? Why?</p> <p>Why do you think modern shamisen players prefer dancing around to sitting still and expressionless like traditional players?</p>		
Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE TP

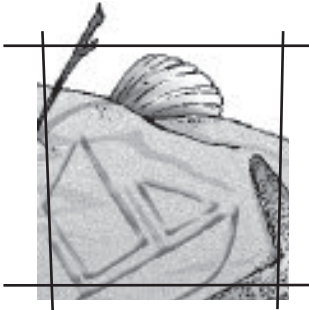
Timing Goal: 5 minutes

- 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-19

Page 71 (paragraphs 3 and 4)

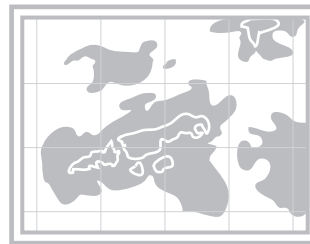
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how 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.

**WORD POWER** **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue for dictionary skills (a map).

Blackline master provided.



- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Ask students how maps help them understand. Randomly select a few students to share.
- Tell students that a dictionary is similar to a map because they both provide helpful information. Just as a map can help us understand our surroundings, a dictionary shows us how to understand words.
- Reveal the Word Treasure (skill).

**Word
Treasure**

The dictionary provides information about words.

If you're having trouble reading and understanding the meaning of a word, check the dictionary.

- Display the following dictionary entry, and read it aloud to the class.

Blackline master provided.

Zach's mother asked if he was feeling well because his skin looked pasty except for his flushed cheeks.

Dictionary entry for *pasty*:

past-y

adj. **1** of or like paste in texture or color. (*The dough felt pasty until it was well mixed.*) **2** pale (*pasty white skin*). —*n.* **3** chiefly British; a pie filled with game, fish, or other foods (*eat a pasty after school*).

- Explain to students that by using the dictionary entry, you know that *pasty* as used in the sentence means pale, so you could substitute the word *pale* in the sentence and not lose the meaning. Say the sentence again, inserting the word *pale* for *pasty*: Zach's mother asked if he was feeling well because his skin looked pale except for his flushed cheeks.
- 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-21

Skill Practice

Use the dictionary entry to answer the following question.

plow

n. **1** a farm tool used to cut, lift, or turn over soil (*bought a new plow for the farm*). —*v.* **2** to till or turn over soil with a plow (*plow the fields*). **3** to move forcefully through something (*plow through the crowd*). **4** to proceed in a slow and steady manner (*plow through a stack of books*).

Which dictionary entry gives the best definition for *plow* as it is used in the following sentences?

1. The farmer uncovered a lot of buried coins when he plowed his field in the spring.
Entry #2.
2. "Are you going to clean this room, or am I going to have to take a plow to it myself?" Doria's mom asked.
Entry #1.

Building Meaning			
means	produces	originally	slightly
bundles	fascinating	steady	pace

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.*

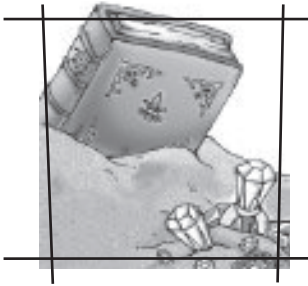
4. The nation produces billions of pounds of trash every year, so our landfills are quite full. *Produces* means—

- a. makes.
- b. loses.
- c. throws.
- d. falls.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

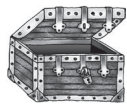
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What gives the tablas a special sound?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about instruments from Asia. In India, people can play drums called tablas, which are very important to Indian music. Japan also has some drums. They can be very large or small. The shamisen is a popular stringed instrument in Japan as well.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread the first paragraph on page 65 aloud, stopping with the sentence "These are all popular types of music in the United States." Use a **Think Aloud** to model clarifying the word *popular* by reading ahead.



A Collection of Readings,
page 65

Introduction: Takeoff

You may like rock and roll. It has electric guitars and loud drums. You might like rap music. It has electric turntables and microphones. You might like country music, with its fiddles and banjos. These are all popular types of music in the United States. Many Americans play these instruments.

"These are all popular types of music in the United States." Hmm, now that I am rereading this page, I'm not sure if I understand what *popular* means. Let me reread the paragraph to see if that will help me clarify the word. Reread the paragraph. Well, it mentions rock-and-roll instruments, rap music, and country music and instruments. I think these are things people enjoy in this country. Let me read ahead to the last sentence in the paragraph to see if I can find any more clues to help me clarify. Read the last sentence in the paragraph. Ah, that was helpful. It says many Americans like playing the instruments mentioned earlier. I think the word *popular* might mean liked by many. If a lot of people like playing the instruments I read about, then they must also like the music they hear them in. Reading ahead helped me clarify this word.

- Reread the rest of page 65 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 65

But you may not have heard of some of the neat instruments from around the world. Have you heard of a taiko drum? That's a drum they play in Japan. Have you heard of a bodhran? That's a drum they play in Ireland. Have you heard of a sitar? It's an instrument they play in India. It's like a guitar.

There are interesting instruments played all over the world. In this book, you will learn about many of these instruments. You'll learn about instruments that come from Africa. Then you'll learn about instruments that come from Asian countries. Then you'll learn about instruments that come from Europe. You'll also learn about instruments that come from Australia.

So let's take a journey around the world, the world of fun musical instruments!

- Summarize the supporting details for the main ideas, and record them on your idea tree.
- Remind students that they will clarify words as they reread *A Trip Around the World of Musical Instruments*.

Preview Team Talk

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

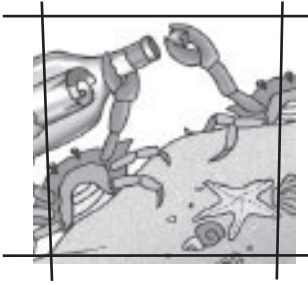
Student Edition, page S-21

Team Talk

1. How does changing where you hit the skin of the djembe change the sound? |CE|
 - a. It makes the sound lower or higher.
 - b. It makes the sound faster than before.
 - c. It makes the sound more in tune than before.
 - d. It makes the sound louder or quieter.
2. Which of the following means about the same as the word *rattle* on page 69? |CL|
 - a. toy
 - b. crinkle
 - c. shake
 - d. roll

How did you figure this out? (Write-On)

3. Why do you think cow skin is used on a bougarabou instead of goat skin like on the other drums? Support your answer. |DC|
4. The author says that the drummers work together to make beautiful music. Is this a fact or opinion? Support your answer. |FO|



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 66–69 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does changing where you hit the skin of the djembe change the sound? |CE|
 - a. *It makes the sound lower or higher.*
 - b. It makes the sound faster than before.
 - c. It makes the sound more in tune than before.
 - d. It makes the sound louder or quieter.

Team Talk *continued*

2. Which of the following means about the same as the word *rattle* on page 69? |CL|
- toy
 - crinkle
 - shake*
 - roll

How did you figure this out? (Write-On)

100 points = *I figured this out by thinking about the big topic. This text is about musical instruments from around the world. When drummers play the bougarabous, they wear loose bracelets that rattle. The text says that adds to the sound of the drums. These bracelets are part of the instrument. I think the bracelets must shake against the drums and make noise, so rattle must mean shake.* **90 points** = *I figured this out by thinking about the big topic. This text is about musical instruments from around the world. When drummers play the bougarabous, they wear loose bracelets that rattle. I think the bracelets must shake against the drums.* **80 points** = *I thought about the big topic. The bracelets shake against the drums.*

3. Why do you think cow skin is used on a bougarabou instead of goat skin like on the other drums? Support your answer. |DC|

100 points = *I think cow skin is used on a bougarabou instead of goat skin like the other drums because it makes the drum sound different. I think people wanted the drums to make different kinds of sounds. Using a different kind of skin on the top of the drum might help that drum sound different. That makes music more interesting.* **90 points** = *I think cow skin is used on a bougarabou instead of goat skin like the other drums because it makes the drum sound different. I think people wanted the drums to make different kinds of sounds.* **80 points** = *Cow skin helps the drum make different sounds. It makes the music more interesting.*

4. The author says that the drummers work together to make beautiful music. Is this a fact or opinion? Support your answer. |FO|

100 points = *This is an opinion because the author is telling how she feels about the music the drums make. You cannot prove that the drums make beautiful music. Some people might not agree that drums make beautiful music. They might think drums sound like a lot of noise.* **90 points** = *This is an opinion because the author is telling how she feels about the music the drums make. You cannot prove that the drums make beautiful music.* **80 points** = *It's an opinion because you can't prove it.*

- 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

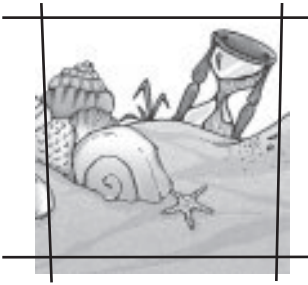
The dunun is the only African drum in the text that uses a mallet. How do you think this changes the sound of the drum? Think about how different it might sound to hit your desk with you hand versus a pencil or pen.

Many people think bongos come from Latin America originally. Do you think African bongo music and Latin American bongo music sound the same? 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-19

Page 71 (paragraphs 3 and 4) or 69 (paragraphs 1–3)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (dictionary skills) and, if necessary, the Word Treasure clue Captain Read More uses (a map).
- Display the Word Treasure clue (a map).
- Refer students to the definitions in their vocabulary list. Remind them that they can find more information about these words in a dictionary.
- Display the following dictionary entry, and read it aloud.

Blackline master provided.

stead-y

adj. **1** firmly placed or fixed (*a steady chair*). **2** regular in movement (*steady beat of the drum*). **3** continuous (*steady diet of meat and potatoes*).
—*v.* **4** to make or keep even or firm (*hold him steady*).

- Point out that the dictionary entry contains four definitions of the word *steady*. Remind students that *steady* is one of their vocabulary words.

We can use the word *steady* in several different ways. Three of the ways listed are adjectives. They describe how something can be steady in slightly different ways. One of the definitions is a verb, so you can steady something as well.

- Remind students that a dictionary helps readers determine the best meaning for words they read.
- 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-22

Skill Practice

Use the dictionary entry to answer the following question.

ech-o

n. **1** a repetition of sound off a mountain or building wall (*heard an echo*). **2** a lasting trace or effect (*echoes of the civil war*). **3** a person who copies another. (*My brother is an echo of me.*) —*v.* **4** to make a repeating sound. (*The hall echoed with cheers.*) **5** to copy or repeat. (*He echoed her movements.*)

Which dictionary entry gives the best definition for *echo* as it is used in the following sentences?

1. Janey was getting annoyed by her brother, who echoed everything she said.
Entry #5.
2. The broken branches and fallen trees are all echoes of the terrible storm that passed through the town.
Entry #2.

Building Meaning			
means	produces	originally	slightly
bundles	fascinating	steady	pace

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.*

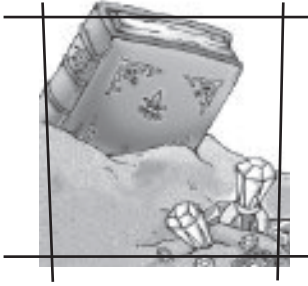
4. The course has no bumps or hills, so it's easy to run at a steady speed. *Steady* means—

- slow.
- terrible.
- even*.
- following.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

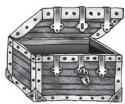
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What happens if you hit the middle of the skin on the djembe?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we reread the information about the African drums. We learned that you can make different sounds on the djembe depending on where you hit it. We learned the dunun is the only African drum in the text that's played with a mallet. We read that bougarabous have cow skins instead of goat skins. These are some details we added to our idea trees.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 70 aloud, stopping with the sentence containing the word *vibrate*. Use a **Think Aloud** to model clarifying the word *vibrate* by rereading.



A Collection of Readings,
page 70

Chapter 2: Asian Instruments

Our first stop in Asia is India. Here we'll explore the world of raga (RAH-ga) music. The main instrument in this music is the sitar (si-TAHR). The sitar is a stringed instrument. That means it has strings. It's like a guitar or a banjo. Let's check it out.

Sitars

The sitar has a few basic parts. It has a hollow body at the bottom. It's shaped like a big onion. Then it has a long neck. The neck is made of wood. It's about two feet long. At the top, it has a head. The head has posts that hold the strings. There are eighteen or nineteen strings.

Here's how one plays the sitar. The player holds the body of the sitar in her lap. Then she plucks the strings with her fingers or a wire pick. The player wears it on her finger. It makes plucking easier. This picking makes the tones. With the other hand, she presses down on the other end of the strings. That makes the notes change. Not all the strings are plucked! Some just vibrate when other strings are plucked to add different sounds to the notes.

“Some just vibrate....” *Vibrate?* I'm not sure I know what this word means. Let me reread a few sentences to see if I can clarify this word and figure it out. Reread the second paragraph. Well this section tells mainly

about how the sitar is played. You play it by plucking strings. I know that when you pluck a string, it moves a little bit. This is how it makes sound. The text says some strings just vibrate when others are plucked, and that is how those strings make sound. I see. I think the word *vibrate* means move. When some strings are plucked, it makes other strings move as well. Rereading helped me clarify this word.

- Continue rereading page 70 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

**A Collection of Readings,
page 70**

It may sound easy. But some people say the sitar is the hardest instrument in the world to play. It may be difficult to play, but it makes beautiful music. Sitar masters are important people in Indian culture.

Do you know?

Do you know what a gourd is? Pumpkins are a type of gourd. The body of the sitar is a gourd.

- Summarize the supporting details for the main ideas, and record them on your idea tree.
- Remind students that they will clarify words as they reread *A Trip Around the World of Musical Instruments*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-22

Team Talk

1. Drummers play the tablas differently from the bongos by using— |CC|
 - a. loose bracelets and sticks.
 - b. toes and feet.
 - c. mallets and sticks.
 - d. fingers and thumbs.
2. What has to be put on tablas **before** they are played? |SQ|

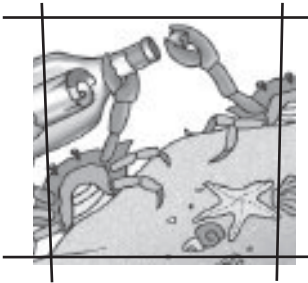
Team Talk *continued*

3. Which of the following means about the same as the word *melodies* on page 73? |CL|

- a. songs
- b. visions
- c. tastes
- d. senses

How did you figure this out? (Write-On)

4. Summarize what you learned during this cycle of *A Trip Around the World of Musical Instruments*. |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 71–73 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. Drummers play the tablas differently from the bongos by using— |CCI|
 - a. loose bracelets and sticks.
 - b. toes and feet.
 - c. mallets and sticks.
 - d. *fingers and thumbs.*

2. What has to be put on tablas **before** they are played? |SQ|

100 points = *Before tablas are played, they need a paste made of rice and other ingredients painted on the center of the drum head. Then the paste needs to be rubbed into the head and dried. This gives the tablas a special sound.* **90 points** = *Before tablas are played, they need a paste made of rice and other ingredients painted on the center of the drum head.* **80 points** = *A paste of rice and other ingredients needs to be painted on it.*

3. Which of the following means about the same as the word *melodies* on page 73? |CLI|
 - a. *songs*
 - b. *visions*
 - c. *tastes*
 - d. *senses*

How did you figure this out? (Write-On)

100 points = *I figured this out by thinking about the big topic. The big topic of the text is musical instruments from around the world. I know you play instruments to make music and play songs. The shamisen and taiko drums are instruments, so if they make melodies, then they must be playing songs.* **90 points** = *I figured this out by thinking about the big topic. The big topic of the text is musical instruments from around the world. I know you play instruments to make music and play songs.* **80 points** = *You use instruments like the shamisen and taiko drums to play songs.*

4. Summarize what you learned during this cycle of *A Trip Around the World of Musical Instruments*. |SU|

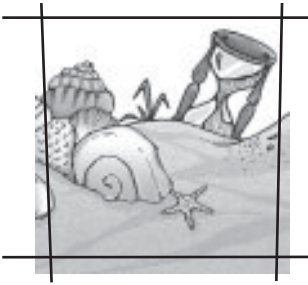
100 points = *In this cycle of A Trip Around the World of Musical Instruments, I learned that many different kinds of drums are used to make music in Africa. People play djembes, dununs, bongos, and bougarabous. These drums are all different sizes and make different sounds. They are often played together in drum circles to make music. Drums are also important in India. The tablas are very important to Indian music. Japan also has drums called taikos. These come in different sizes to make different sounds. The shamisen is a stringed instrument from Japan.* **90 points** = *In this cycle of A Trip Around the World of Musical Instruments, I learned that many different kinds of drums are used to make music in Africa. They are often played together in drum circles to make music. The tablas are drums that are very important to Indian music. Japan has drums called taikos, and a stringed instrument called a shamisen.* **80 points** = *Many different kinds of drums are played in Africa. Drums are also popular in India. Japan has drums and a stringed instrument.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tbody> <tr> <td data-bbox="797 894 946 1150">Team Talk Extenders</td> <td data-bbox="950 894 1474 1150"> <p>What are the other ways the tablas are different from the bongos you read about earlier in the text?</p> <p>Think about how the shamisen is similar to and different from the sitar. Which instrument would you rather learn to play? Explain your reasoning.</p> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	Team Talk Extenders
Team Talk Extenders	<p>What are the other ways the tablas are different from the bongos you read about earlier in the text?</p> <p>Think about how the shamisen is similar to and different from the sitar. Which instrument would you rather learn to play? Explain your reasoning.</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, 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-19

Page 71 (paragraphs 3 and 4), 69 (paragraphs 1–3), or 72 (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

tps

- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students identify how a dictionary can help you understand what you read. Randomly select a few students to share. *(Answers may vary.) The dictionary lists all the definitions for words. Many words can be used in different ways, and the dictionary helps you find the best meaning.*

Preparation: Display the Word Power Challenge.

Blackline master provided.

Word Power Challenge

When I retire, I will have all the time in the world to travel and visit the places I have dreamed of visiting.

re-tire

v. **1** to withdraw or go to a place of privacy (*retired to the library*). **2** to go to bed (*retire at ten o'clock*). **3** to leave work, usually because of age. (*Grandpa retired from the police force.*) **4** to fall back or retreat from danger.

- Direct students' attention to the Word Power Challenge. Have students read the dictionary entry and choose which entry is the definition of the underlined word in the sentence. *Entry #3.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-23

Skill Practice

Use the dictionary entry to answer the following question.

wear-y

adj. **1** physically or mentally tired from work (*wear-y legs*). **2** causing tiredness (*a wear-y plane ride*). **3** impatient or tired of something (*wear-y of your lies*). —*v.* **4** to become tired. (*The game wearied me.*)

Which dictionary entry gives the best definition for *wear-y* as it is used in the following sentences?

1. Chasing after little children during the party wearied Mei, who wanted to take a long nap when she got home.
Entry #4.
2. I imagine many people didn't want to take the wear-y journey across the prairies to build new homes, but they did it anyway.
Entry #2.

Building Meaning			
means	produces	originally	slightly
bundles	fascinating	steady	pace

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. It might rain slightly, but if it does, it won't be hard or last for a long time.

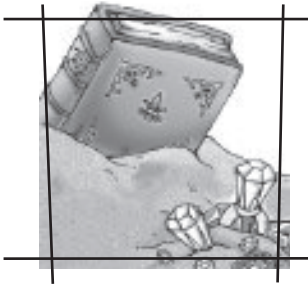
Slightly means—

- a. a lot.
- b. just a bit.
- c. not at all.
- d. hard.



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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

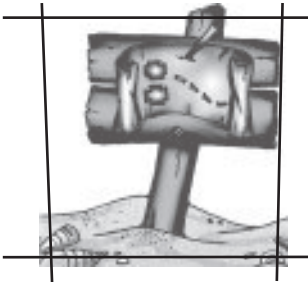
Today you will read about bianzhong bells. These bells were played in ancient China and were a huge development in music for their time.

Vocabulary TP

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

Prepare Students for the Test

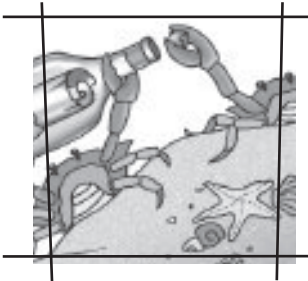
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

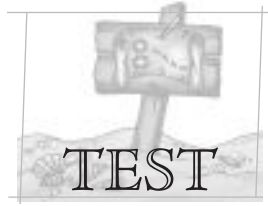


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

Bianzhong Bells

Archaeologists working in China found an amazing instrument buried in a tomb. They found a set of sixty-four bells called bianzhong. The bells were made about 2,400 years ago. Some bells are only eight inches tall, while others are five feet tall. All the bells together weigh five tons. The bells are made from bronze. They hang in two rows from large racks.

The bianzhong bells are interesting for many reasons. They were made 1,000 years before other similar bells in Europe. To make music, players hit the bells with mallets. The bells can play two notes depending on where you strike them. Most bells have clappers in them. When you shake the bell, the clapper makes it ring. Most bells also only play one note.

Source: www.chcp.org/bells.html

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is bianzhong bells. I know this is the topic because the heading tells me the name of these bells. The passage tells me about how the bells were found and how they are played.* **15 points** = *The topic of this text is bianzhong bells. I know this is the topic because the heading tells me the name of these bells.* **10 points** = *It is about bianzhong bells. The heading tells me.*

30 points

2. What is the intent of the author? |AP|
- to entertain the reader with bianzhong bell music
 - to persuade the reader to play bianzhong bells
 - to inform the reader about ancient bianzhong bells
 - to tell the reader how to make their own bianzhong bells

How do you know?

20 points = *I know this is the author's intent because the text provides me with information about the bianzhong bells. I learned details about the bells. I learned that the bells can be very small or very large. I learned that*

they are made from bronze. I learned how they are played with a mallet.

15 points = *I know this is the author's intent because the text provides me with information about the bianzhong bells. I learned details about the bells. I learned that the bells can be very small or very large. 10 points* = *I learned details about the bells, like their size.*

20 points

3. What does the word *strike* mean? How did you figure this out? |CL|

20 points = *The word strike means hit. I figured this out by rereading. The text says that you play the bianzhong bells by hitting them with mallets. Then it says that the bells play two notes depending on where you strike them, so you must be hitting them to make the different notes.*

15 points = *The word strike means hit. I figured this out by rereading. The text says that you play the bianzhong bells by hitting them with mallets. 10 points* = *It means hit. I know you play the bells with mallets.*

20 points

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

20 points = *Bianzhong bells are ancient bells from China. Archaeologists discovered sixty-four of these bells in a tomb. The bells go from eight inches to five feet tall. They are made with bronze and are different from other bells. They are hit with mallets. They can play two notes when hit in different places. 15 points* = *Bianzhong bells are ancient bells from China. Archaeologists found a lot of these bells in a tomb. They come in different sizes. They are played with mallets. 10 points* = *Archaeologists discovered several bianzhong bells in China. They come in different sizes. They are played with a mallet.*

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

Use the dictionary entry to answer the following question.

scram-ble

v. **1** to climb or move quickly using one's hands and feet, as up or down a hill. **2** to compete with others for possession. **3** to move quickly, as in an emergency. **4** to collect or organize things in a hurry. **5** to mix together in a confusing way. **6** to mix together for cooking, especially eggs. **7** to make radio, television, or other messages unreadable. —*n.* **8** a quick climb over rough, uneven ground.

Which dictionary entry gives the best definition for *scramble* as it is used in the following sentences?

5 points

1. The firefighters scrambled into their suits and onto the truck as soon as they heard the alarm go off.

Entry #3.

- 5 points** 2. The spies weren't able to gather information from the message because it had been scrambled before it was sent.
Entry #7.
- 5 points** 3. It's fun to watch kids scramble to be the first one to catch and hold onto the greased watermelon in a pool.
Entry #2.
- 5 points** 4. My mom always scrambles the eggs, onions, and peppers together before pouring them into a hot frying pan.
Entry #6.

Building Meaning

means	produces	originally	slightly
bundles	fascinating	steady	pace

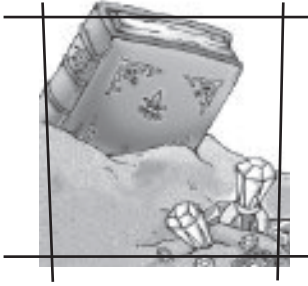
- 10 points** 5. Write a meaningful sentence for the word *bundles*.
10 points = *Bed pillows are really nothing more than bundles of feathers, foam, or other soft materials that we put under our heads to make sleeping more comfortable.* **5 points** = *Bed pillows are really nothing more than bundles of feathers, foam, or other soft materials that we put under our heads.* **1 point** = *Bed pillows are really nothing more than bundles of feathers, foam, or other soft materials.*
- 10 points** 6. Mr. Drabinski produces the finest hats in town, so his shop is always crowded with people.
- 10 points** 7. You can get to the grocery store by means of driving, walking, or riding your bike. *Means* means—
a. chore.
b. *method*.
c. task.
d. use.
- 10 points** 8. The hot tea is only slightly cooler than it was when I brewed it five minutes ago.
- 10 points** 9. Nancy originally thought she'd go sailing, but then she decided she'd go hiking instead. *Originally* means—
a. afterward.
b. close.
c. *at first*.
d. happily.
- 10 points** 10. Franco couldn't stop talking about the fascinating book he'd read about the Bermuda triangle and all the odd things that happened there.

10 points

11. A conductor helps the orchestra play together at a steady rate. *Steady* means—
- fast.
 - even*.
 - slow.
 - light.

10 points

12. The runners could run together because they all ran at the same pace.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a short essay to compare and contrast two instruments from the text. In *A Trip Around the World of Musical Instruments*, you have read about instruments from Africa and Asia so far. These instruments have been either drums or stringed instruments. They have many things in common, but also things that make them unique to a particular culture.

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 compare-and-contrast essay.

Have you ever looked at two things and thought there is no way they could be similar? How about looking at two things and thinking there was no way they could be different? By comparing and contrasting two or more things, we can better understand them.

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

Blackline master provided.

African and Asian Elephants

African and Asian elephants are cousins who have many similarities and differences. Both species live in herds made up mostly of related female elephants. Young male calves live with their female relatives until they are adults. As adults, males generally live alone. It takes nearly twenty-two months for a female to give birth to a young calf, which is the longest pregnancy of any mammal on the planet. Both species are threatened with extinction. Their ivory tusks have made them a target for trophy hunters and poachers.

These similar species also have many differences. African elephants are larger than their Asian cousins. An African elephant may grow to be thirteen feet tall at the shoulder.

(continued on next page)

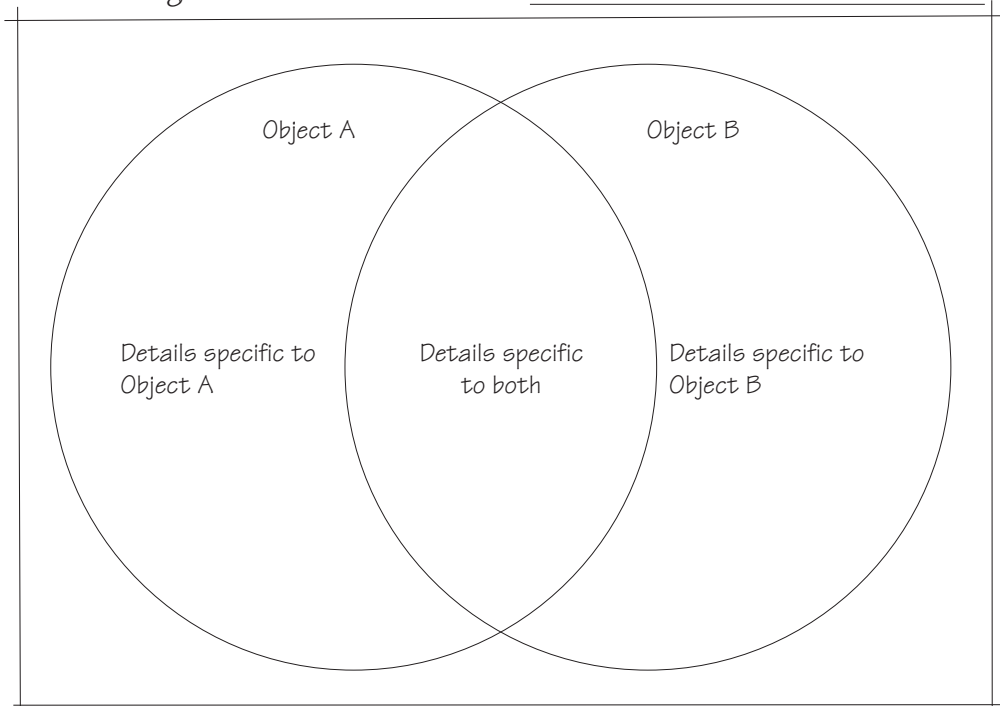
An Asian elephant may grow only to ten feet tall. African elephants have large ears for fanning the body. Asian elephants have smaller ears. Both male and female African elephants grow tusks. Only male Asian elephants grow full tusks. Asian elephants are often used for transportation and as a work animal. It is not as common to see African elephants in domesticated roles. Despite their many similarities in habits and problems, these animal cousins have clear differences that help us tell them apart.



- Use **Think-Pair-Share** to have students identify the main idea of the passage. *It is about African and Asian elephants.*
- Use **Random Reporter** to ask students what African and Asian elephants have in common. *They are the largest land mammals on the planet. The females live in herds while the males live alone. It takes almost twenty-two months for an elephant to give birth. They have been hunted for their tusks.*
- Use **Random Reporter** to ask students how African and Asian elephants differ from one another. *African elephants are bigger. They have bigger tusks. African elephant males and females grow tusks. Asian elephants are smaller and have smaller ears. Only male Asian elephants grow full tusks. Asian elephants are often domesticated and are used for transportation and work. African elephants are not commonly domesticated.*
- Tell students that one way to organize information for compare-and-contrast essays is to create a Venn diagram. Display a sample Venn diagram for students.

Venn Diagram

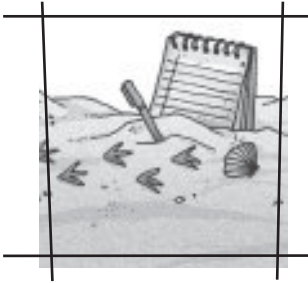
Title: _____



- Explain to students how to use a Venn diagram.

Venn diagrams are often used to compare and contrast two or more objects. They help people see how things are alike and different. When comparing objects, you list features or characteristics they have in common in the middle section where the two ovals overlap. You list features or characteristics specific to each object in the outer parts of the ovals that do not overlap.

- Tell students that they will use a Venn diagram to organize information for their compare-and-contrast essays about musical instruments.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a compare-and-contrast essay about two musical instruments from this cycle’s reading in *A Trip Around the World of Musical Instruments*.



- 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-23

Writing Prompt

You read about different drums and stringed instruments this cycle. Write a short, two paragraph compare-and-contrast essay about two of these instruments. You can compare two different drums, the two stringed instruments, or a drum to a stringed instrument. Give your essay a title that names the two instruments you will write about. Your first paragraph should begin with an opening sentence that explains the purpose of your essay. The first paragraph should provide at least two ways your instruments are similar with supporting details. Your second paragraph should provide at least two ways your instruments are different with supporting details. The second paragraph should end with a closing sentence that restates the main idea.

Scoring Guide	
You wrote a short compare-and-contrast essay about two musical instruments from the text.	25 points
Your essay has a heading.	5 points
Your first paragraph begins with an opening sentence that states your purpose.	5 points
Your first paragraph provides at least two ways the instruments are similar.	15 points each (30 points maximum)
Your second paragraph provides at least two ways your instruments are different.	15 points each (30 points maximum)
Your second paragraph ends with a closing sentence that restates the main idea.	5 points

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

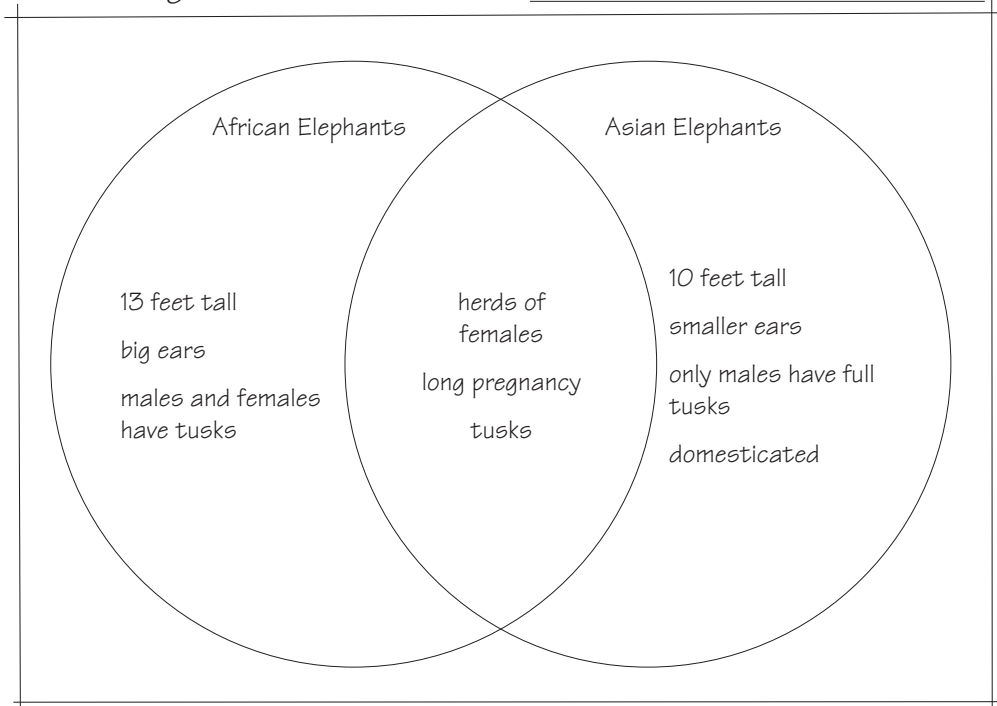
Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a Venn diagram. This will help us put our thoughts in the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

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

Sample Graphic Organizer

Venn Diagram

Title: _____

**Drafting**

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students to make sure they capitalize the correct words in their essays.

You might use a lot of unfamiliar words in your essays. The names of the different instruments might be unfamiliar to you. You might not be used to writing the name of different countries or continents. It is important to make sure you capitalize the correct words. This will make your essay easier to read.

- Display the following excerpt.

Blackline master provided.

Sitars and Tablas

Sitars and Tablas have many similarities and differences. These are both musical instruments from India. One similarity is that a player uses tools to play the instrument or help its sound. When someone plays the Sitar, he or she may wear a piece of wire called a pick on his or her fingers. This helps the player pick the strings on the Sitar and play the music clearly. When a person plays the Tablas, he or she rests the drums on bundles of plant fiber. This gives the Tablas a special sound. A wooden circle attached to the animal skin also helps the drum make an interesting sound. Another thing the Sitar and Tablas have in common is that they are played with the fingers. Sitar players pluck the strings with their fingers and use their fingers to change notes on the strings. Tablas players use their fingers and thumbs to tap on the animal skin of the drum.



- Use **Random Reporter** to ask students questions about proper capitalization as you go through the displayed passage.

Capitalization errors are easy to make, especially when using unfamiliar words. Remember that proper names, such as the names of people or countries, should be capitalized, you always capitalize words at the beginning of sentences, and the pronoun *I* is always capitalized. Let's see if the author of this passage has made any capitalization errors. Can you identify any? Wait for students' responses. *The words sitar and tablas are capitalized all through the passage when they are not at the beginning of sentences. They are not proper names. The word India should be capitalized. It is the name of a country. The word when should be capitalized because it begins a sentence. Great!*

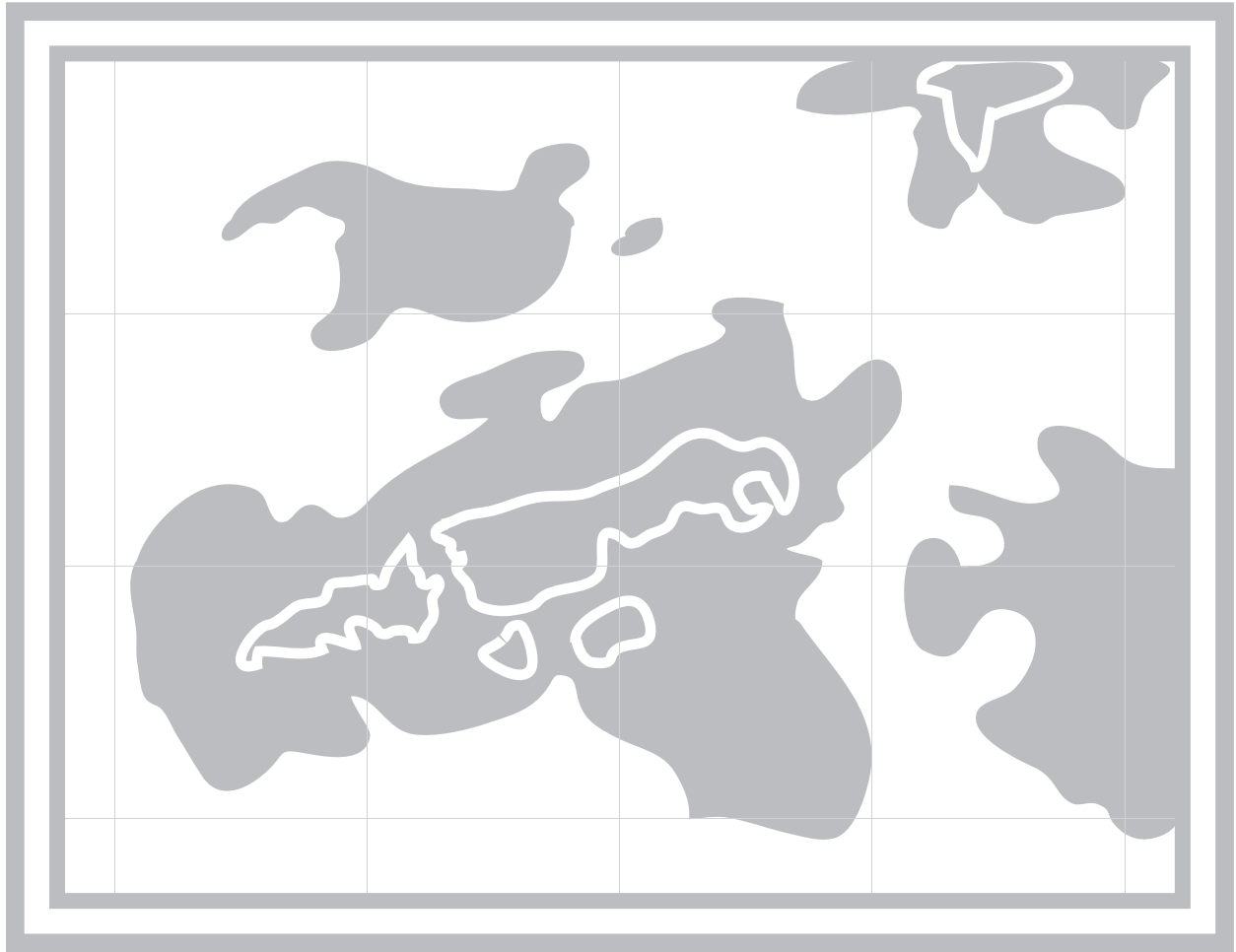
- Tell students to check their essays for instances where they may have capitalized incorrectly.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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

Most guitars have the same basic parts. They have wooden bodies. They have strings. They have frets. The frets are on the neck of the guitar. They allow the guitar player to shorten the strings. That's how different sounds are made.



Zach's mother asked if he was feeling well because his skin looked pasty except for his flushed cheeks.

Dictionary entry for *pasty*:

past-y

adj. **1** of or like paste in texture or color.

(The dough felt pasty until it was well mixed.)

2 pale (*pasty white skin*). —*n.* **3** chiefly British; a pie filled with game, fish, or other foods (*eat a pasty after school*).

stead-y

adj. **1** firmly placed or fixed (*a steady chair*).

2 regular in movement (*steady beat of the*

drum). **3** continuous (*steady diet of meat and*

potatoes). —*v.* **4** to make or keep even or firm

(*hold him steady*).

Word Power Challenge

When I retire, I will have all the time in the world to travel and visit the places I have dreamed of visiting.

re-tire

v. 1 to withdraw or go to a place of privacy (retired to the library). 2 to go to bed (retire at ten o'clock). 3 to leave work, usually because of age. (Grandpa retired from the police force.) 4 to fall back or retreat from danger.

African and Asian Elephants

African and Asian elephants are cousins who have many similarities and differences. Both species live in herds made up mostly of related female elephants. Young male calves live with their female relatives until they are adults. As adults, males generally live alone. It takes nearly twenty-two months for a female to give birth to a young calf, which is the longest pregnancy of any mammal on the planet. Both species are threatened with extinction. Their ivory tusks have made them a target for trophy hunters and poachers.

These similar species also have many differences. African elephants are larger than their Asian cousins. An African elephant may grow to be thirteen feet tall at the shoulder. An Asian elephant may only grow to ten feet tall. African elephants have large ears for fanning the body. Asian elephants have smaller ears. Both male and female African elephants grow tusks. Only male Asian elephants grow full tusks. Asian elephants are often used for transportation and as a work animal. It is not as common to see African elephants in domesticated roles. Despite their many similarities in habits and problems, these animal cousins have clear differences that help us tell them apart.

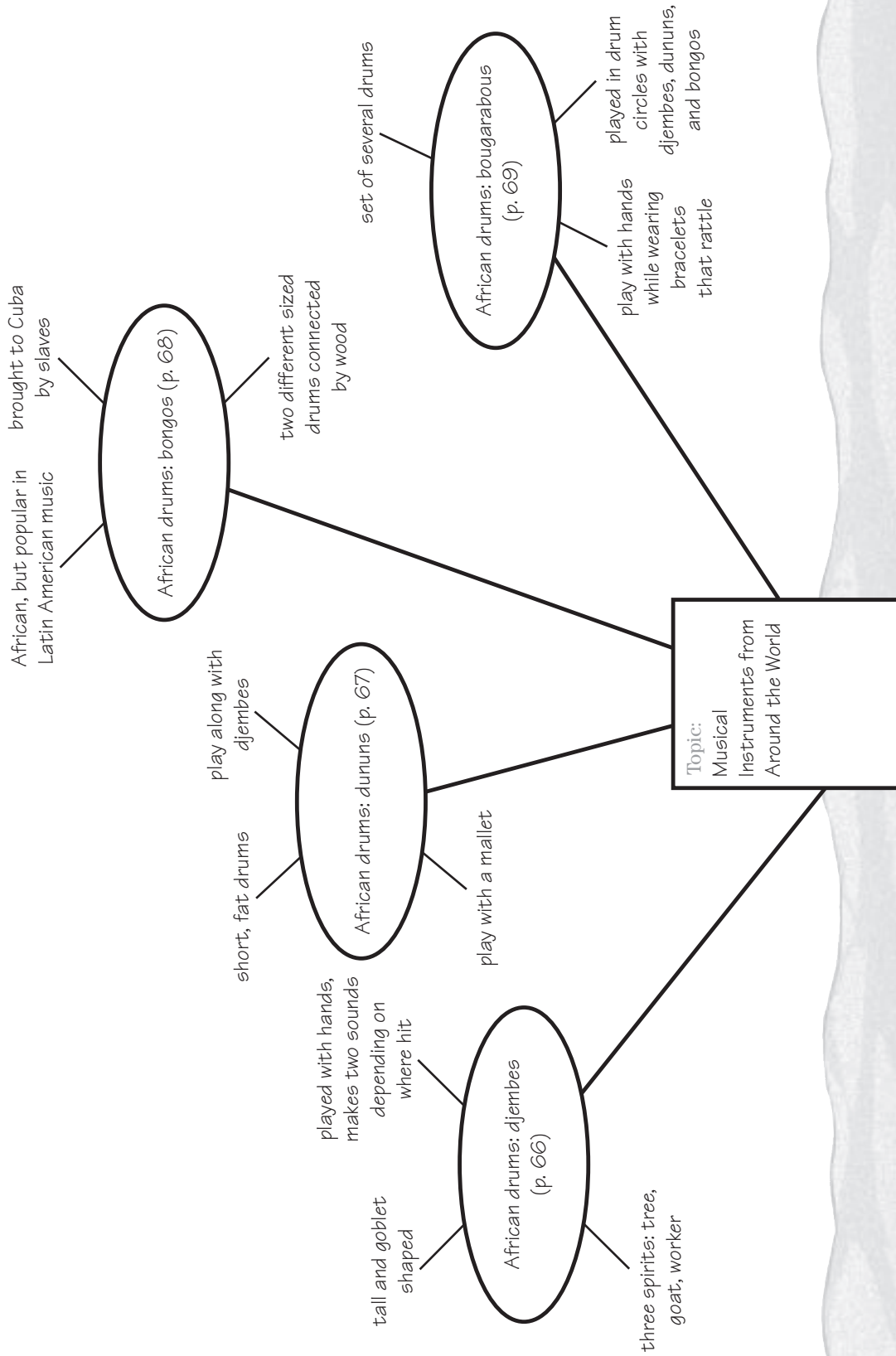
Sitars and Tablas

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Title: A Trip Around the World of Musical Instruments, cycle 1

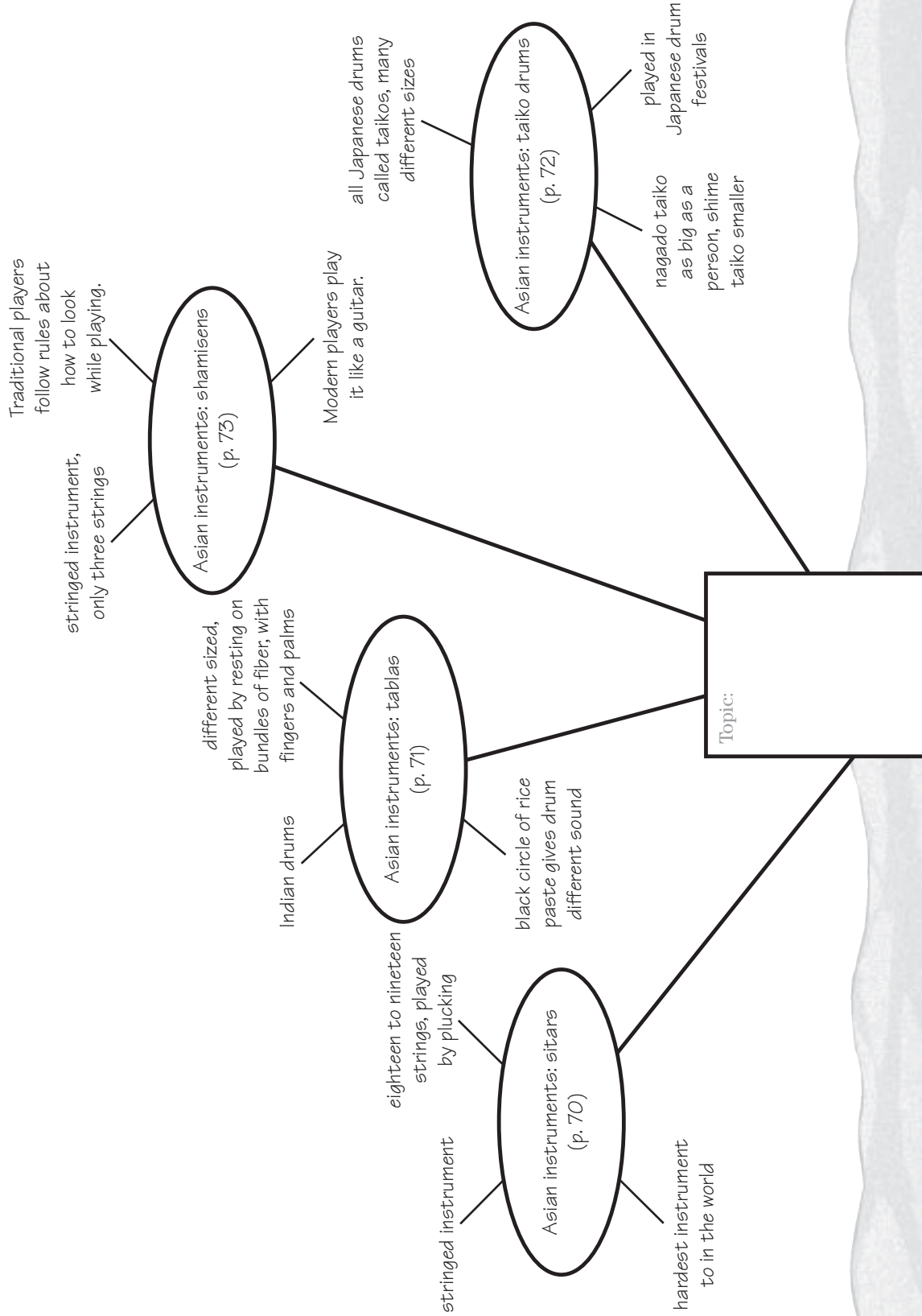
Idea Tree



Idea Tree



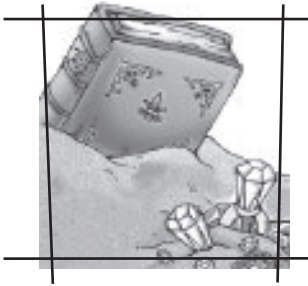
Title: A Trip Around the World of Musical Instruments, cycle 1, cont.



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Clarifying (CL)	Synonyms	Write a glossary.
CYCLE 2	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will use synonyms to improve their understanding of words.	Students will write glossary entries that define words they identify as difficult or important to the text.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will continue reading *A Trip Around the World of Musical Instruments* by Tanya Jackson. As we read, we'll concentrate on clarifying when we become confused about ideas in sentences and larger passages of text. Good readers clarify when they become confused about ideas to make sure that they understand what they read.

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



- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

The first step of TIGRRS is to identify the topic of the text. Remember that when we began reading *Around the World of Musical Instruments* last time, we said it was about different kinds of musical instruments from around the world. If I flip through the pages of the text, I see more pictures of instruments. I also see maps that show us what countries or parts of the world we'll read about. I think our topic is the still different kinds of musical instruments.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the author's intent.

The next step of TIGRRS is to identify the author's intent. Earlier we said the author wanted to inform us about musical instruments. I think this is still true. I see a lot of information about musical instruments in the text.

- 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.

Next, we should identify the graphic organizer. We used an idea tree before because the text mostly talked about main ideas and supporting details. I think the second half of the text will use the same graphic organizer. I don't see any clue words that show that this text would use a T-chart, Venn diagram, or sequence chain.

- 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**



Student Edition, page S-25
Student Edition chart does not contain page numbers or identification examples.

- 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**.

Word and Page Number	Identification Strategy	Definition	Sentence
debates page 75	base word + ending: debate + s	argues	No one <i>debates</i> whether being friendly is a good quality.
unique page 75	-nique = /neek/ chunk: u-nique	one of a kind	Zoey is a <i>unique</i> girl with many special talents and skills.
inflate page 77	chunk: in-flate	fill with air	I can <i>inflate</i> my lungs and then hold my breath for thirty seconds.
blare page 77	blend	loud sound	The <i>blare</i> of the ambulance's sirens was so loud, Dori couldn't hear her friend shouting.
depart page 78	chunk: de-part	leave	"All children must clean out their desks before they <i>depart</i> school this afternoon," the principal announced.
investigate page 81	chunk: in-ves-ti-gate	study	The scientists wanted to <i>investigate</i> why water dries up after it rains.
feature page 81	chunk: fea-ture	display	Good movies often <i>feature</i> the best actors in Hollywood.
bound page 81	blend	likely	If you practice hard each day, you're <i>bound</i> to become a good musician.

Using the Targeted Skill (Introduction and Definition)



- Review the skill, clarifying. Use **Think-Pair-Share** to have students identify the new strategy they learned to help them clarify words they do not understand in an informational text. *Think about the big topic.*

- Remind students that words are not the only thing in texts that can confuse readers. Point out that ideas in sentences and larger parts of text can also confuse readers.
- Have students work in teams to review reasons why readers might become confused about ideas as they read. *Readers might misread words or sentences; they might skip over sentences or lines of text; they might not pay attention as they read; they might read about an idea that is unfamiliar; they might not make sure they understand what they read as they read.* Use **Random Reporter** to share responses. List the responses on the board.
- Explain to students that the most common reason readers become confused about ideas as they read informational texts is because they read ideas that are unfamiliar to them.
- Point out that informational texts often have features that can help readers understand unfamiliar ideas. Explain how pictures are features that can help readers understand new ideas in informational texts.

When we read informational texts, we often read to learn something new. Because these ideas are new, we might easily become confused. However, informational texts often have features that help us understand these new ideas. Pictures are one type of feature that can help us understand new ideas. If I'm reading a text that describes an insect I've never heard of before, I might have trouble understanding what I'm reading. However, the text might have a picture showing that insect. That picture might help me better understand the description of the insect in the text.

- Have students work in teams to identify other possible features of informational texts that can help readers understand new ideas. *Captions, maps, headings, charts, text boxes, and diagrams.* Use **Random Reporter** to share responses. List the responses on the board.
- Display the following passage. Tell students that it came from an article about long-distance running.

Blackline master provided.

Needing Energy

A marathon is 26.2 miles. Running a marathon is not easy. Many runners run out of energy at around the twentieth mile. This is called hitting a wall. To get past this, many runners need a boost of energy. Chocolate helps. Sports drinks help. Once people can get past this, they can usually finish.

- Read the passage aloud, showing confusion about the idea “hitting a wall.” Use a **Think Aloud** to model using the heading to help you clarify the idea.

“This is called hitting a wall.” “Hitting a wall”? I don’t understand this idea, so I need to clarify it. This is from an article about long-distance running, so why are runners hitting a wall? I need to clarify this idea. This is an informational text, so maybe I can use a text feature to help me clarify. The heading tells me that this section is about needing energy.

Then I read about hitting a wall, and needing a boost of energy. Then I read about how runners eat chocolate and drink sports drinks for energy. So, maybe hitting a wall means running out of energy. I can imagine that running out of energy might feel like you would feel if you hit a wall. You'd stop. I was confused about an idea, but I used a feature of the informational text to help me clarify.

- Remind students that as they read informational texts they will use the TIGRRS process. Use **Think-Pair-Share** to have them identify what tool they have other than the text itself that might help them clarify unfamiliar ideas. Randomly select a few students to share. *Their idea trees.*
- Tell students that they will clarify confusing ideas as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the two paragraphs on page 74 aloud, showing confusion about the idea “simple clapsticks.” Use a **Think Aloud** to model using the heading and reading ahead to help you clarify the idea.

A Collection of Readings,
page 74

Chapter 3: Instruments in Australia

We've learned a bit about African and Asian instruments. Before we head west to Europe and the Americas, let's make a quick stop in Australia. There are sure to be some interesting instruments there.

Clapsticks

The native people of Australia are called Aboriginal people. They are a musical people, and simple clapsticks are their percussion instruments. Clapsticks accompany, or go with, the didgeridoo (DID-jer-e-doo), which we'll learn about soon. Clapsticks are simple, polished pieces of Australian hard wood. They are usually about a foot long. Most often they are painted with aboriginal symbols and *totems*, or important pictures. Playing clapsticks is very simple. You hold one in each hand. You bang them together. This makes a clapping sound. You could try this right now with two pencils. But you can also change the sound of clapsticks. If you hold them tightly, they sound one way. If you let one rattle around in your loose fist, it echoes a bit more. That's how people make different sounds with the clapsticks. Good clapstick players can make music that's heard for miles!

“Simple clapsticks”? I don't understand this idea. I know what *simple* means, and I know what claps are, and I know what sticks are, but I don't know how they go together. This is an informational text, so maybe a text feature will help me. The title of this chapter is “Instruments in Australia.” So maybe clapsticks are some sort of instrument. Let me

read on. Read the rest of the paragraph. **Okay, I understand now. The heading helped me clarify that clapsticks are instruments. Then I read on to learn that they are simply made. By using a text feature and reading ahead, I was able to clarify an idea I didn't understand.**

- Summarize the main ideas from your reading, and write these on an idea tree.

Preview Team Talk

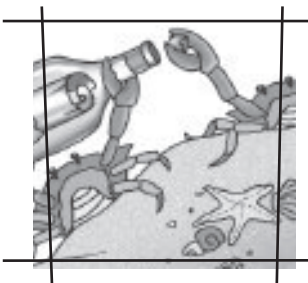
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-26

Team Talk

1. On page 75, the author writes that the didgeridoo is a "wind instrument." What does that mean? How did you figure that out? (Write-On) |CL|
2. Why do you think people have to rest didgeridoos on the ground to play them? Explain your answer. |DC|
3. Why are bagpipes usually played outside? |CE|
4. Which of the following is not a wind instrument? |CC|
 - a. bagpipe
 - b. bodhran
 - c. didgeridoo
 - d. tin whistle

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 75–78 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. On page 75, the author writes that the didgeridoo is a “wind instrument.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author says the didgeridoo is a “wind instrument” on page 75, she means that the didgeridoo is an instrument that you play by blowing into it. I used the big topic of the text and read ahead. I know the text is about musical instruments. The text says instruments like flutes and clarinets are wind instruments. I know people blow into these instruments to play them. Later on the text says people learn to breathe a special way to play the didgeridoo for hours. They must play by blowing into it if they have to breathe a special way.* **90 points** = *When the author says the didgeridoo is a “wind instrument”, she means that the didgeridoo is an instrument that you play by blowing into it. I used the big topic of the text and read ahead. I know the text is about musical instruments. The text says instruments like flutes and clarinets are wind instruments. I know people blow into these instruments to play them.* **80 points** = *It means you play into it by blowing. I thought about the big topic and reread.*

2. Why do you think people have to rest didgeridoos on the ground to play them? Explain your answer. |DC|

100 points = *I think people have to rest didgeridoos on the ground to play them because they are heavy and long. It would be hard to hold an instrument longer than three feet. They might not play it as well if they have to hold it. It is also made from wood, which can be heavy.* **90 points** = *I think people have to rest didgeridoos on the ground to play them because they are heavy. It would be hard to hold an instrument longer than three feet.* **80 points** = *It probably gets too heavy to hold.*

3. Why are bagpipes usually played outside? |CE|

100 points = *Bagpipes are usually played outside because they are very loud. The sound would be too loud for an inside space. The sound from bagpipes can be heard from far distances.* **90 points** = *Bagpipes are usually played outside because they are very loud.* **80 points** = *They are very loud.*

Team Talk *continued*

4. Which of the following is not a wind instrument? |CC|
- a. bagpipe
 - b. *bodhran*
 - c. didgeridoo
 - d. tin whistle

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

Class Discussion TP

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



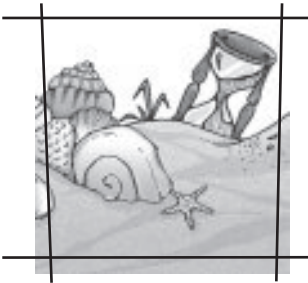
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Didgeridoos and bagpipes can be heard for long distances. Why do you think people developed instruments that could be heard from so far away?</p> <p>Tin whistles are popular with people all over England and Ireland. Do you think there is there an instrument in the United States that is popular in the same way?</p>
	<ul style="list-style-type: none"> – Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

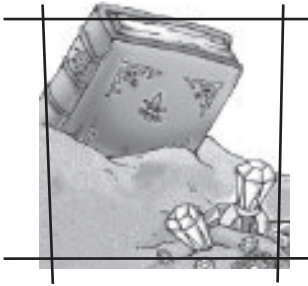
Page 75 (paragraphs 1 and 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

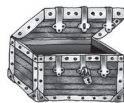
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



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

Vocabulary **TP**



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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How do people often play didgeridoos?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about some very different instruments than in the first cycle of this text. We read about some wind instruments from Australia, Ireland, and Scotland. We also learned about another, this one from Ireland.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the introduction to chapter 6, showing confusion over the phrase “wrap up.” Use a **Think Aloud** to model clarifying the phrase “wrap up.”



A Collection of Readings,
page 79

Instruments from South America

We have one more stop to make. Let's visit South America. Let's visit the Andes Mountains. That range runs down the west coast of South America. There's some wonderful music there. It's a great place to wrap up our world tour.

“...wrap up our world tour.” “Wrap up”? What does that mean? I know what it means to wrap up a present, but that's not what the text is talking about. I think I need to clarify this phrase. I'll reread the passage to help me figure it out. The text says we have one more stop to make. South America is the last place we'll visit on our tour. I see. “Wrap up” must mean finish. If there is only one more stop to make, then we are finishing the tour. Rereading helped me clarify this phrase.

- Continue reading page 79 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 79

Bombos

Bombos (BOM-boze) are drums from the Andes. They're played in many places there. Bombos are made from hollow logs. The insides are sanded and smoothed. There are a few special things about the bombo. Unlike some other drums in this book, the head can be adjusted and changed during play. It can also be loosened. How? Well, there is a goat skin stretched across the top of the log. Leather straps hold it in place. If you loosen those leather straps, the skin becomes looser. Then, when struck, the skin makes a lower tone. The opposite occurs if you tighten the straps. This can be done while you play the bombo. Here's something else that's unique. Usually, drum makers take the fur off the skin of the goat. Not so with the bombo. The fur is left on. This gives the bombo a special sound.

The bombo is played on many occasions. It's played for funerals and weddings. It's also played just for fun. Some say the bombo is special because it sounds like the beat of the human heart. It works well with the instruments we'll explore next.

- Summarize the main ideas from your reading, and write these on an idea tree.

Preview Team Talk

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

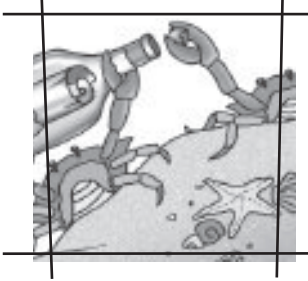
Student Edition, page S-26

Team Talk

1. Peruvian cajons may have been made to replace— |CE|
 - a. stomping feet.
 - b. clapping hands.
 - c. playing whistles.
 - d. tapping sticks.
2. On page 80, the author writes about the cajon being a national emblem of Peru. What does that mean? How did you figure that out? (Write-On) |CL|
3. How is the cajon different from other percussion instruments mentioned in the text? |CC|

Team Talk *continued*

4. Why are charangos made of wood now? |CE|
 - a. Armadillos are hard to catch.
 - b. Wood is less expensive.
 - c. Armadillos are extinct.
 - d. Wood holds its shape better.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 80–82 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. Peruvian cajons may have been made to replace— |CE|
 - a. stomping feet.
 - b. *clapping hands*.
 - c. playing whistles.
 - d. tapping sticks.

Team Talk *continued*

2. On page 80, the author writes about the cajon being a national emblem of Peru. What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes about the cajon being a national emblem of Peru on page 80, she means that the cajon is an important symbol for the country. I figured this out by reading ahead. The text says you can't really play Peruvian music without a cajon. Music in Peru wouldn't be the same without the cajon there. I think it must really represent Peru, so it is a symbol of the country.* **90 points** = *When the author writes about the cajon being a national emblem of Peru on page 80, she means that the cajon is an important symbol for the country. I figured this out by reading ahead. Music in Peru wouldn't be the same without the cajon there.* **80 points** = *It means it is a symbol. I read ahead. You can't play Peruvian music without it.*

3. How is the cajon different from other percussion instruments mentioned in the text? |CC|

90 points = *The cajon is different from other percussion instruments mentioned in the text because it is a box instead of a drum with a skin. One part the of cajon box is attached loosely so it rattles when the player strikes it. Other things may be attached to the box to make different sounds when struck.* **90 points** = *The cajon is different from other percussion instruments mentioned in the text because it is a box instead of a drum with a skin.* **80 points** = *It is box instead of a drum with a skin.*

4. Why are charangos made of wood now? |CE|

- Armadillos are hard to catch.
- Wood is less expensive.
- Armadillos are extinct.
- Wood holds its shape better.

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

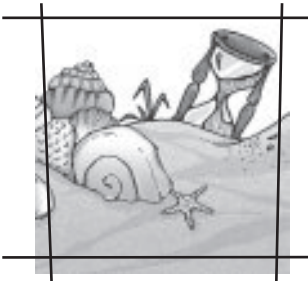
Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>The cajon is one of Peru’s national symbols. What are symbols of the United States? Are any of them instruments?</p> <p>The charango is the third stringed instrument you have read about in the text. Do you think it sounds like it would be easier or harder to play than the sitar and shamisen? Why or why not?</p>
		<ul style="list-style-type: none"> – Award team celebration points.

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

Timing Goal: 5 minutes

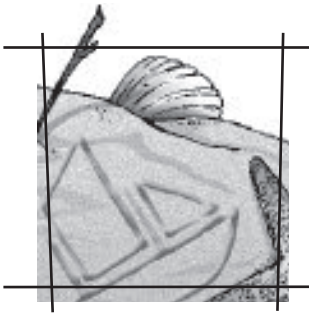
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-25

Page 80 (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**

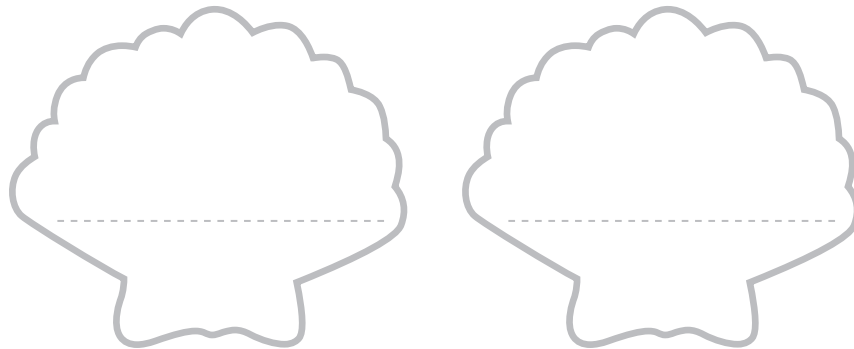
Timing Goal: 10 minutes

Preparation: Display the following words: *desire*, *massive*, *rascal*, *hoop*.



- Direct students to the four words that you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word. Randomly select a few students to share. Accept any reasonable answer. *Desire: want; massive: huge; rascal: liar; hoop: ring.*
- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue Captain Read More uses for synonyms. Randomly select a few students to share responses. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that they help to define words and make connections between words we know. Knowing synonyms also helps us to become better speakers and writers because we can use more advanced words.

<h1 style="margin: 0;">Word Treasure</h1>	<p>Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.</p> <p>Learning synonyms helps us to define words, make connections between words we know, and become better speakers and writers because we can use more advanced words.</p>
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- Tell students to look out for words from this cycle’s vocabulary list that have synonyms.
- 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**

Teacher’s Note: Accept reasonable responses for skill-practice and test answers; most words have more than two synonyms.

Student Edition, page S-26

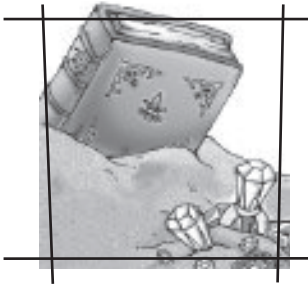
Skill Practice			
Write a synonym for each of the following words.			
1. cling	<i>stick</i>		
2. nibble	<i>chew</i>		
3. terrify	<i>scare</i>		
4. cheer	<i>shout</i>		
Building Meaning			
debates	unique	inflate	blare
depart	investigate	feature	bound
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i></p> <p>6. Choose the word that best fits in the blank.</p> <p>“I heard today’s surprise assembly will <u>feature</u> some animals from the zoo,” Latasha said.</p>			



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

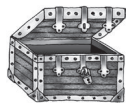
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

The cajon may replace using your hands to do what?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about instruments from South America. We learned about a different kind of percussion instrument. We also learned about a stringed instrument very similar to a guitar.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 74 aloud, stopping to clarify the phrase "bang them together." Use a **Think Aloud** to model clarifying the phrase.



A Collection of Readings,
page 74

Chapter 3: Instruments in Australia

We've learned a bit about African and Asian instruments. Before we head west to Europe and the Americas, let's make a quick stop in Australia. There are sure to be some interesting instruments there.

Clapsticks

The native people of Australia are called Aboriginal people. They are a musical people, and simple clapsticks are their percussion instruments. Clapsticks accompany, or go with, the didgeridoo (DID-ger-e-doo), which we'll learn about soon. Clapsticks are simple, polished pieces of Australian hard wood. They are usually about a foot long. Most often they are painted with aboriginal symbols and *totems*, or important pictures. Playing clapsticks is very simple. You hold one in each hand. You bang them together.

"You bang them together." Wait, now that I reread this page, I'm not sure I understand this phrase. I'll think of the big topic and read ahead to see if I can figure out what it means. I know the big topic is musical instruments from around the world, so clapsticks are an instrument people play. When I read ahead, the text tells me I could make clapsticks by holding pencils in each hand. I can change the sound they make by holding them differently. I know there is supposed to be a clapping sound coming from them. Oh I see, I think I need to hit them together to get that sound. Banging them together must be the same as hitting them. I used strategies to clarify an idea that confused me.

- Continue rereading page 74 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 74

This makes a clapping sound. You could try this right now with two pencils. But you can also change the sound of clapsticks. If you hold them tightly, they sound one way. If you let one rattle around in your loose fist, it echoes a bit more. That's how people make different sounds with the clapsticks. Good clapstick players can make music that's heard for miles!

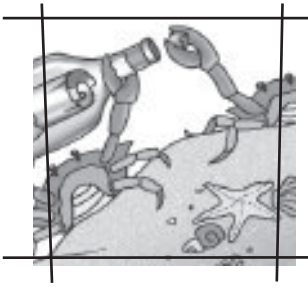
Preview Team Talk

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

Student Edition, page S-27

Team Talk

1. How did tin whistles get their name? |CE|
2. On page 77, the author writes about the "unofficial sound of Scotland." What does that mean? How did you figure that out? (Write-On) |CL|
3. What happens because bagpipes can be expensive? |CE|
 - a. They are passed down through families.
 - b. They are rarely played except for important events.
 - c. They are delicate and may break easily.
 - d. They are often stolen from bagpipe stores.
4. A bodhran looks similar to a— |CC|
 - a. tin whistle.
 - b. tambourine.
 - c. bougarabou.
 - d. clapstick.



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 75–78 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, the Write-On discussion, and the Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How did tin whistles get their name? |CE|

100 points = *Tin whistles got their name from the metal they are made from and the sound they make. The whistles are made of tin. The sound they make sounds like a teakettle or whistle used by a referee.*

90 points = *Tin whistles got their name from the metal they are made from and the sound they make. **80 points** = They are made from tin metal and sound like referee whistles.*

Team Talk *continued*

2. On page 77, the author writes about the “unofficial sound of Scotland.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes about the “unofficial sound of Scotland” on page 77, she is talking about how the bagpipes are important to Scotland. I read ahead to figure this out. The text tells about all the different reasons people play bagpipes. People play them at weddings, festivals, fairs, parades, and funerals. These are all important events. I think people think of Scotland when they hear bagpipes.* **90 points** = *When the author writes about the “unofficial sound of Scotland” on page 77, she is talking about how the bagpipes are important to Scotland. I read ahead to figure this out. The text tells about all the different reasons people play bagpipes.* **80 points** = *They are important to Scotland. They are played for many different reasons.*

3. What happens because bagpipes can be expensive? |CE|
- They are passed down through families.*
 - They are rarely played except for important events.*
 - They are delicate and may break easily.*
 - They are often stolen from bagpipe stores.*
4. A bodhran looks similar to a— |CC|
- tin whistle.*
 - tambourine.*
 - bougarabou.*
 - clapstick.*

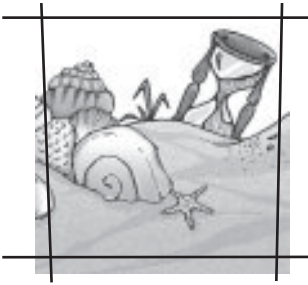
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td>Team Talk Extenders</td> <td> <p>Fire departments often have at least one person who can play the bagpipes on their staff. Why do you think fire departments think the bagpipes are important?</p> <p>Which two instruments in this section are often used in Irish folk music? What is folk music? Explain your answer.</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Fire departments often have at least one person who can play the bagpipes on their staff. Why do you think fire departments think the bagpipes are important?</p> <p>Which two instruments in this section are often used in Irish folk music? What is folk music? Explain your answer.</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

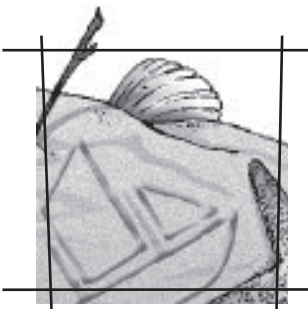
Timing Goal: 5 minutes

- 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-25

Page 80 (paragraph 1) or 78 (paragraphs 1 and 2)

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



WORD POWER **TP**

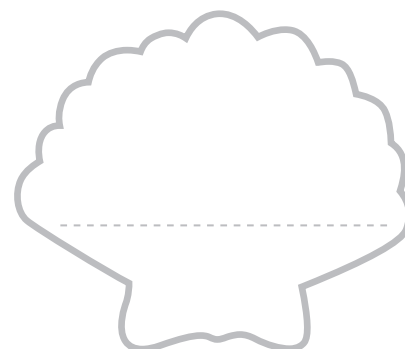
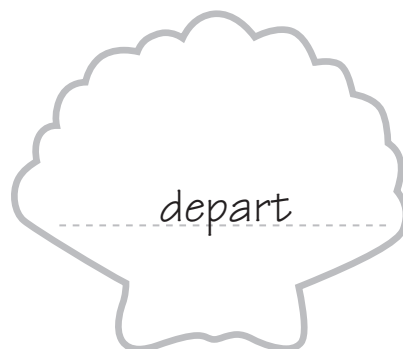
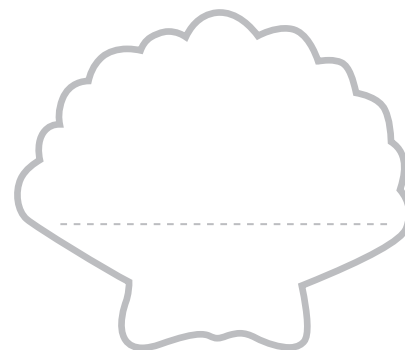
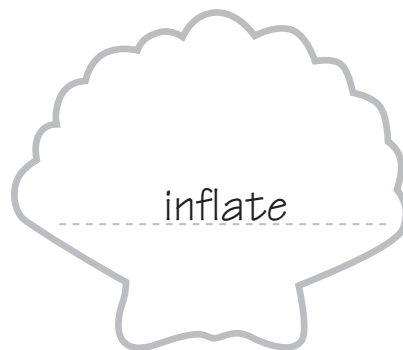
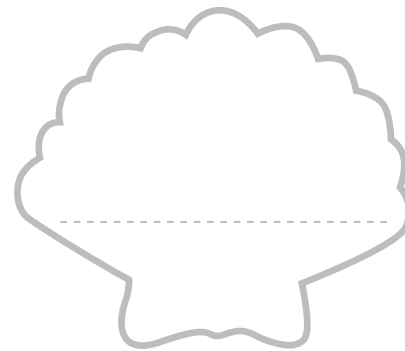
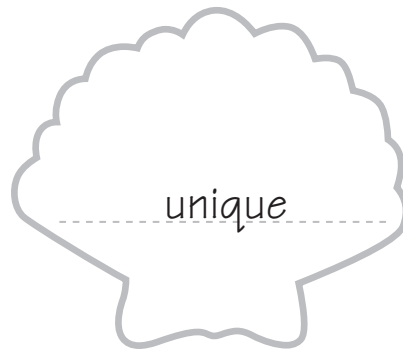
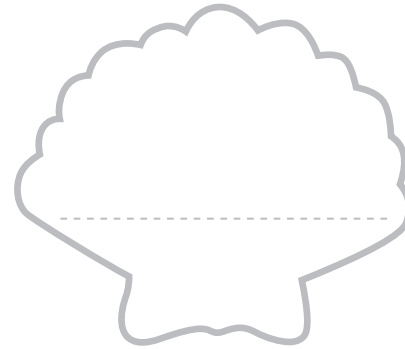
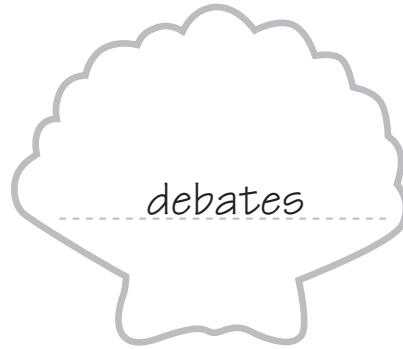
Timing Goal: 10 minutes

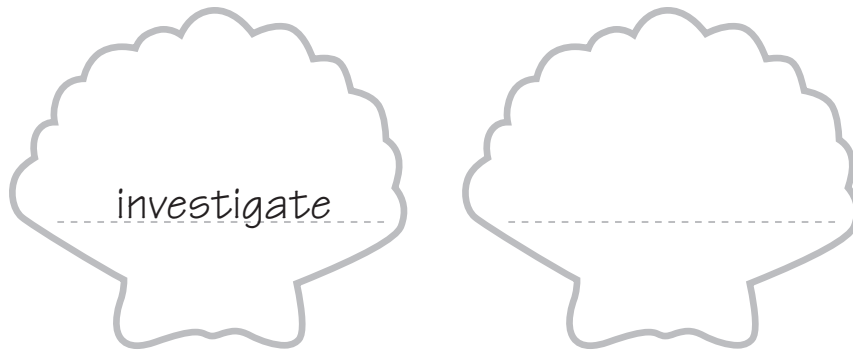


- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to have students tell what words in this cycle's vocabulary list have synonyms. Randomly select a few students to share. *The words debates, unique, inflate, depart, and investigate have synonyms.*

Preparation: Display five sets of shells. Write the following words on the first shell of each set: *debates, unique, inflate, depart, investigate.*

- Confirm or model by displaying five sets of shells on the board. For each pair of shells, write one of the following words (“debates,” “unique,” “inflate,” “depart,” “investigate”) on one shell, leaving the matching shell blank.





- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. Accept any reasonable answers. Write the synonyms on the matching shell as students share their responses. *Debates: fights; unique: individual; inflate: blow up; depart: leave; investigate: study.*
- 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-27

Skill Practice

Write a synonym for each of the following words.

1. sway *wave*
2. carve *cut*
3. murmur *whisper*
4. swoop *dive*

Building Meaning

debates	unique	inflate	blare
depart	investigate	feature	bound

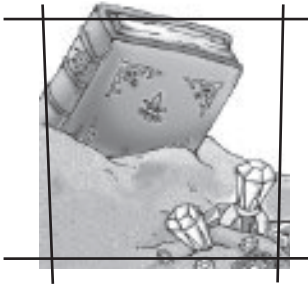
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.
6. Choose the word that best fits in the blank.
 Quin always debates with his mother about whether he needs a coat in the morning.



- Use **Random Reporter** to check responses on the skill-practice items.

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

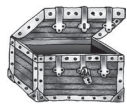
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why is the bagpipe the unofficial sound of Scotland?

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 found more details about the instruments from Australia and Europe. Didgeridoos are long hollowed-out branches that can be heard for miles. They are played in Australia. Tin whistles were originally made in England, but are really popular with Irish folk bands. Bagpipes are important to the Scottish and are played at a lot of different events. They are also handed down through families. Bodhrans are another popular Irish instrument. These drums look like tambourines. I can add all this information to my idea tree.

- 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 that you missed the first time you read the text.
- Reread page 79 aloud, stopping to clarify the phrase "beat of the human heart." Use a **Think Aloud** to model using strategies to clarify this phrase.



A Collection of Readings,
page 79

Instruments From South America

We have one more stop to make. Let's visit South America. Let's visit the Andes Mountains. That range runs down the west coast of South America. There's some wonderful music there. It's a great place to wrap up our world tour.

Bombos

Bombos (BOM-boze) are drums from the Andes. They're played in many places there. Bombos are made from hollow logs. The insides are sanded and smoothed. There are a few special things about the bombo. Unlike some other drums in this book, the head can be adjusted and changed during play. It can also be loosened. How? Well, there is a goat skin stretched across the top of the log. Leather straps hold it in place. If you loosen those leather straps, the skin becomes looser. Then, when struck, the skin makes a lower tone. The opposite occurs if you tighten the straps. This can be done while you play the bombo. Here's something else that's unique. Usually, drum makers take the fur off the skin of the goat. Not so with the bombo. The fur is left on. This gives the bombo a special sound.

(continued on next page)

The bombo is played on many occasions. It's played for funerals and weddings. It's also played just for fun. Some say the bombo is special because it sounds like the beat of the human heart. It works well with the instruments we'll explore next.

I think I read something I'm not sure I understand. The text says the bombo "sounds like the beat of the human heart." What does that mean? I'll use my own knowledge to figure that out. I know that our hearts pump blood through our bodies. I can put my hand over my heart and feel it beating. I know that when I go to the doctor, the doctor uses a special tool to listen to my heart. I think the heart makes a sort of thumping noise. I see. This drum must make that thumping kind of sound. It reminds people of hearts beating. I used my own knowledge to clarify that phrase.

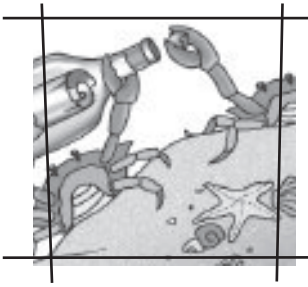
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-28

Team Talk

1. Why does the author provide a text box on page 81? |AP • TF|
 - a. to persuade you to visit South America
 - b. to entertain you with music
 - c. to tell you where to hear charangos
 - d. to show you how to play it
2. On page 82, the author writes "that about does it for our trip." What does that mean? How did you figure that out? (Write-On) |CL|
3. According to the author, where can you go to learn more about musical instruments from around the world?
 - a. online
 - b. piano lessons
 - c. Europe
 - d. music stores
4. Use your graphic organizer to summarize this cycle of *A Trip Around the World of Musical Instruments*. |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 80–82 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why does the author provide a text box on page 81? |AP • TF|
 - a. to persuade you to visit South America
 - b. to entertain you with music
 - c. to tell you where to hear charangos
 - d. to show you how to play it
2. On page 82, the author writes “that about does it for our trip.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = When the author writes “that about does it for our trip,” on page 82, she means that the trip is over. I figured this out by rereading the heading on the page. The heading says “Landing.” I know that when a plane lands, the flight is over. **90 points** = When the author writes “that about does it for our trip,” on page 82, she means that the trip is over. I figured this out by rereading the heading on the page. **80 points** = It means the trip is over. I reread the heading.

Team Talk *continued*

3. According to the author, where can you go to learn more about musical instruments from around the world?
 - a. *online*
 - b. piano lessons
 - c. Europe
 - d. music stores
4. Use your graphic organizer to summarize this cycle of *A Trip Around the World of Musical Instruments*. [SU]

100 points = *In this cycle of A Trip Around the World of Musical Instruments, I learned about an instrument from Australia called a didgeridoo. It is very long and makes a loud sound. I also learned about the tin whistle, bagpipes, and bodhran from Europe. These instruments are important to people who live in Ireland and Scotland. I also read about South American cajons and charangos. I also learned that there are more instruments out there for me to learn about.*

90 points = *In this cycle of A Trip Around the World of Musical Instruments, I learned about an instrument from Australia called a didgeridoo. I learned about instruments that are important to people in Ireland and Scotland. I also learned about South American instruments.*

80 points = *I learned about Australian, Irish, Scottish, and South American instruments.*

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

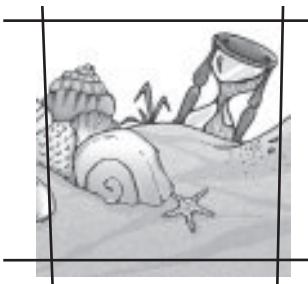
Class Discussion TP

Strategy-Use Discussion

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

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>Think about how the Peruvian cajon is made. How do you think you might make something similar to it by yourself?</p> <p>The text says there are more musical instruments to hear around the world. Have you ever heard of an instrument not mentioned in this text? What is it, and where is it played?</p>
		<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries.

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

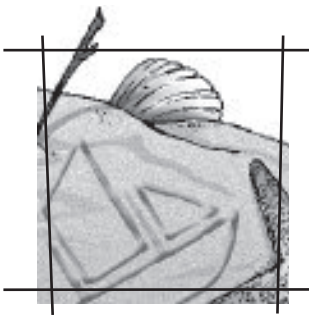
Timing Goal: 5 minutes

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

Student Edition, page S-25

Page 80 (paragraph 1), 78 (paragraphs 1 and 2), or 81 (paragraphs 2 and 3)

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to have students identify why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us to define words, make connections between words, and become better speakers and writers.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each underlined word. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

1. If he were ever shipwrecked on an island, Nico imagined that he would build himself a hut on the beach.
2. Much to Shoshana's delight, the circus elephant walked up to her and ate the peanuts she had in her hand.



- Use **Random Reporter** to select students to share. *Hut: house; delight: happiness.*
- 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-28

Skill Practice

Write a synonym for each of the following words.

1. heal *mend*
2. banquet *feast*
3. pure *perfect*
4. proclaim *announce*

Building Meaning

debates	unique	inflate	blare
depart	investigate	feature	bound

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.

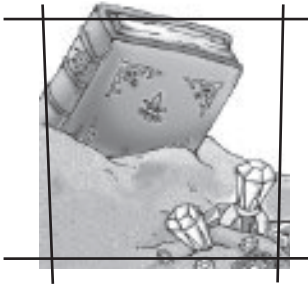
I am going to investigate to find out who has been sneaking into the coatroom and stealing lunches.

- 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.

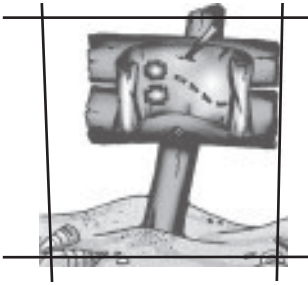
Today you will read about Alphorns. These instruments from Switzerland are similar to didgeridoos in Australia.

Vocabulary **TP**

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

Prepare Students for the Test

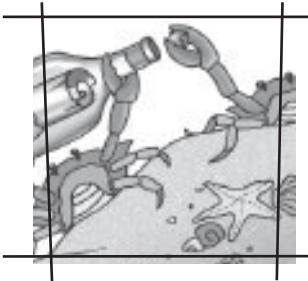
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

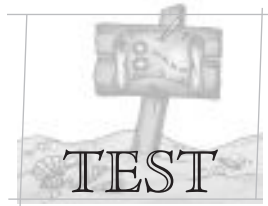


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

The alphorn is a symbol of the mountainous country of Switzerland. Young shepherds used to play the alphorn at sunset while watching their sheep or cows. The music calmed the animals down for the night. It also made the young boys feel better about being away from home. Shepherds could also send messages to one another with the horns. The sound bounced off the mountains.

The alphorn looks like a long, straight tube that widens into a curved bell at the end. It is usually made from two pieces of wood from a tree. The two pieces of wood are sandwiched together and bound with strips of bark. It can be longer than twelve feet and needs a special stand to rest on. You play it by blowing into it and buzzing your lips together.

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is the alphorn. I know this is the topic of the text because it gives me information about the alphorn in the first sentence. I learned where it is played and how it is made.* **15 points** = *The topic of this text is the alphorn. I know this is the topic of the text because it gives me information about the alphorn in the first sentence.* **10 points** = *It is about the alphorn. The first sentence tells me.*

30 points

2. What is the intent of the author? |AP|
- to tell the reader how to make an alphorn
 - to inform the reader about alphorns
 - to entertain the reader with alphorn music
 - to teach the reader to play the alphorn

How do you know?

20 points = *I know this is the intent of the author because I learned why shepherds made alphorns. I learned why they play them. I also learned what the alphorn looks like and how it is made.* **15 points** = *I know this is the intent of the author because I learned why shepherds made alphorns. I learned why they play them.* **10 points** = *I learned why shepherds make them.*

20 points

3. What does the phrase “sandwiched together” mean? How did you figure this out? |CL|

20 points = *The phrase “sandwiched together” means put together. I figured this out by rereading. The passage says the alphorn is made from two pieces of wood. It sounds like they need to be put together to make the instrument. I know that when you make a sandwich, you put two pieces of bread together. This must be what you do with the wood of an alphorn.* **15 points** = *The phrase “sandwiched together” means put together. I figured this out by rereading. The passage says the alphorn is made from two pieces of wood. It sounds like they need to be put together to make the instrument.* **10 points** = *It means to put together. The wood needs to be put together.*

20 points

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

20 points = *The alphorn is an instrument from Switzerland. It is played by young shepherd boys in the mountains. The alphorn is made by putting together two long pieces of wood. It can be more than twelve feet long. You buzz your lips to play it.* **15 points** = *The alphorn is from Switzerland. Young shepherds play it. It is made from wood and is more than twelve feet long.* **10 points** = *It is from Switzerland. Shepherds play it. It is made from long pieces of wood.*

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 a synonym for each of the following words.

5 points 1. quantity *amount*

5 points 2. climate *weather*

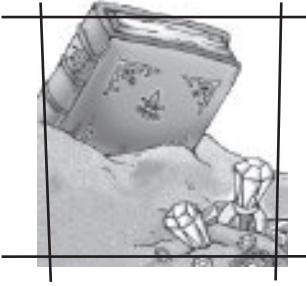
5 points 3. bunch *group*

5 points 4. rejoice *celebrate*

Building Meaning

debates	unique	inflate	blare
depart	investigate	feature	bound

- 10 points** 5. Write a meaningful sentence for the word *depart*.
10 points = *Delia was afraid her plane would depart late because of the strong storms, but they took off ahead of time to beat the weather.* **5 points** = *Delia was afraid her plane would depart late because of the strong storms, but they took off ahead of time.* **1 point** = *Delia was afraid her plane would depart late.*
- 10 points** 6. My county isn't very large, so you're bound to see someone you know when you visit the county fair.
- 10 points** 7. Each snowflake that falls from the sky has a slightly unique shape when you look at them closely. *Unique* means—
 a. common.
 b. one of the crowd.
 c. *one of a kind*.
 d. every day.
- 10 points** 8. The blare of the trumpets was too much for Gregor, and he heard a ringing in his ears for days after the parade.
- 10 points** 9. “Tonight’s talent show will feature a girl who can imitate animals and the most flexible person in Middletown!” the announcer said. *Feature* means—
 a. suggest.
 b. explain.
 c. demand.
 d. *display*.
- 10 points** 10. “While Brandon debates with Sal about which superhero is best, let’s go get an ice cream,” Alonzo said.
- 10 points** 11. We need to investigate what would make broccoli the favorite snack of children everywhere. *Investigate* means—
 a. throw out.
 b. *study*.
 c. deny.
 d. make happen.
- 10 points** 12. If you inflate a balloon too much, it will pop right in your face and probably scare you.

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

Set the Stage

- Introduce the writing goal.

Today you will create a glossary for *A Trip Around the World of Musical Instruments*. The text contains a lot of words that may be new or unusual to you and other readers. You will create a glossary of terms to share 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, creating a glossary.

Many informational texts use words you do not see very often outside the context of the text. Sometimes the text will include a glossary in the back to help readers better understand what certain words mean. A glossary is similar to a dictionary, because it defines a word, but it usually only defines words important to the text.

- Display the following glossary.

Blackline master provided.

Glossary

base: A specified place where players may safely gather and remain safe from being tagged. Depending on the game and players, rules may be set for how long one can stay on base or how many can gather at one time.

I reached *base* just in time and was safe from being tagged by Allie.

frozen: During a game of freeze tag, a player is caught and has to stand still until he or she is tapped by another player.

Mark was standing *frozen*, hoping another player would free him.

It: The person who has to chase and capture other players in the game. The object of most games is to avoid being this player.

Brandon hated being *It* because he could not catch people.

jail: A specified place where tagged or captured players must remain until they are freed by another player.

Hailey quietly snuck up to the *jail* and freed everyone, forcing Brandon to recapture the players.

tag: The action of tapping or catching another player in a game. The tagged player usually has to go to jail or perform an action until he or she is freed by another player or the end of the game.

If I *tag* you, you must stop and stand still until someone frees you.



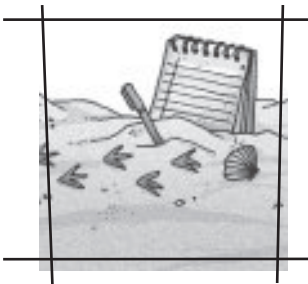
- Use **Think-Pair-Share** to have students identify where they might see a glossary like this. (*Answers may vary.*) *A book about playground games.*
- Use **Random Reporter** to ask students why the author might choose these words for a glossary.

Some of these words are ones you might use every day, while some you might not use out of the context of a playground game. Why do you think the author chooses these words for a glossary? *The words are specific to playground games. Some of the words have slightly different meanings than you would use every day. Good! For example, let's look at the word **frozen**. What does it usually mean when something is frozen?* *It is usually icy cold and cannot move, like frozen water. Good! That is not quite what it means in a playground game. It means the person has to stand still. Someone who is very unfamiliar with playground games might be confused by how some of these words are used. This glossary might help him or her better understand the games.*

- Point out to students how to format a glossary.

Glossaries are formatted to be easy to read and understand. The words in a glossary are arranged in alphabetical order. The word should be lowercase unless it is capitalized in the text. For example, the word *It* is capitalized in the glossary. It must be capitalized in the text. The word is followed by a colon, which looks like two periods on top of one another. Then there is a definition or explanation of the word. It should be written in complete sentences. Under the definition, you should include a meaningful sentence, to illustrate how the word is used. The glossary word should be underlined if you are writing on paper or italicized if you are typing on the computer.

- Tell students that they will choose words to create a glossary for *A Trip Around the World of Musical Instruments*.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will create a glossary for *A Trip Around the World of Musical Instruments*.



- 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-29

Writing Prompt

Create a glossary for *A Trip Around the World of Musical Instruments*. Your glossary should include at least five important or difficult words from the text. These words should not be vocabulary words or words used during the lesson. Choose two words from the first cycle of the text, and three words from the second cycle of the text. Each word should have at least a one-sentence definition. Use each word in a meaningful sentence that uses the word the same way it was used in the text. Your glossary should be in the proper format.

Scoring Guide	
You created a glossary for <i>A Trip Around the World of Musical Instruments</i> .	15 points
You chose five important or difficult words from the text (two from last cycle's reading, three from this cycle's reading).	5 points each (25 points maximum)
Each word has at least a one-sentence definition.	5 points each (25 points maximum)
Each word is used in a meaningful sentence.	5 points each (25 points maximum)
Your glossary is written in the proper format.	10 points

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

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

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.
- Remind students that the words they choose should not have been a part of the vocabulary lesson or used for clarification during the lesson.

You want to make a glossary of words you think are new, interesting, and difficult. Your vocabulary words have already been defined and used in meaningful sentences, so you are already familiar with them. You used clarifying strategies to define many others. Use your text and lesson as a reference for which words you have already studied.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.

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

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Remind students that their glossaries should be in the correct format.

Now is the time to make sure that you make changes to your glossary in the next draft. You should make sure that your glossary is written in the correct format. Words should be alphabetized and lowercase unless they are capitalized in the text. They should be followed by a colon. The definitions should be in complete sentences. The glossary word should appear underlined or italicized in the meaningful sentence.

- Display the following excerpt from a glossary.

Blackline master provided.

pitch The key or sound an instrument makes. Musicians can change the pitch of an instrument by changing how air blows through it or tightening parts of the instrument.

Danny tightened his drum head so the *pitch* would be higher and louder.

strummed: When a stringed instrument is played by lightly brushing fingers over the strings.

The guitar player strummed the strings to produce a soft, gentle song.

Accompany: The act of two or more instruments playing together or with singers.

I will have a piano *accompany* me during my voice concert.



- Use **Random Reporter** to have students identify errors in the glossary excerpt. *The words are not in alphabetical order. The word accompany should be first. The word accompany should not be capitalized. The word pitch is not followed by a colon. The word strummed is not italicized or underlined in the meaningful sentence.*
- Tell students to check their drafts for these kinds of errors.
- 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.

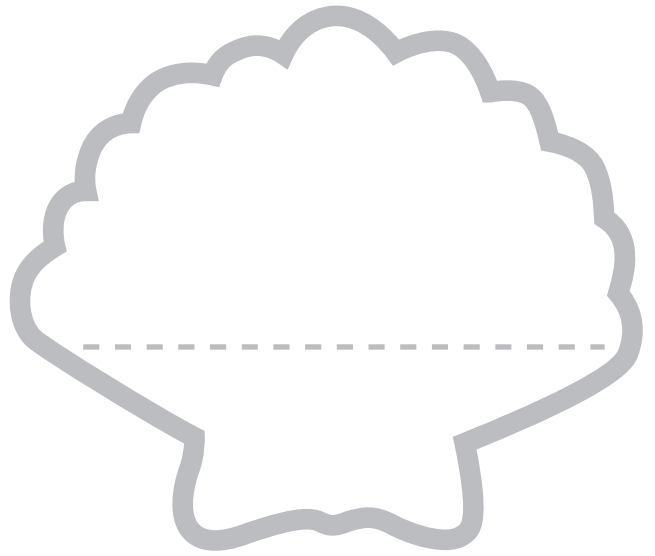
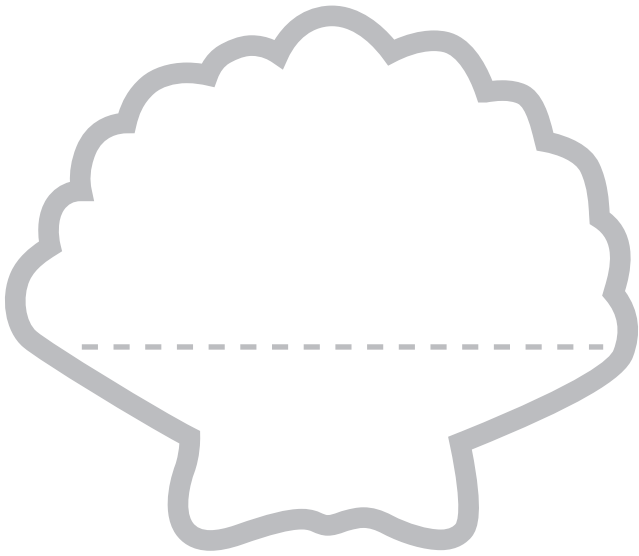
Team Celebration Points

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?

Needing Energy

A marathon is 26.2 miles. Running a marathon is not easy. Many runners run out of energy at around the twentieth mile. This is called hitting a wall. To get past this, many runners need a boost of energy. Chocolate helps. Sports drinks help. Once people can get past this, they can usually finish.



Glossary

base: A specified place where players may safely gather and remain safe from being tagged. Depending on the game and players, rules may be set for how long one can stay on base or how many can gather at one time.

I reached *base* just in time and was safe from being tagged by Allie.

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Mark was standing *frozen*, hoping another player would free him.

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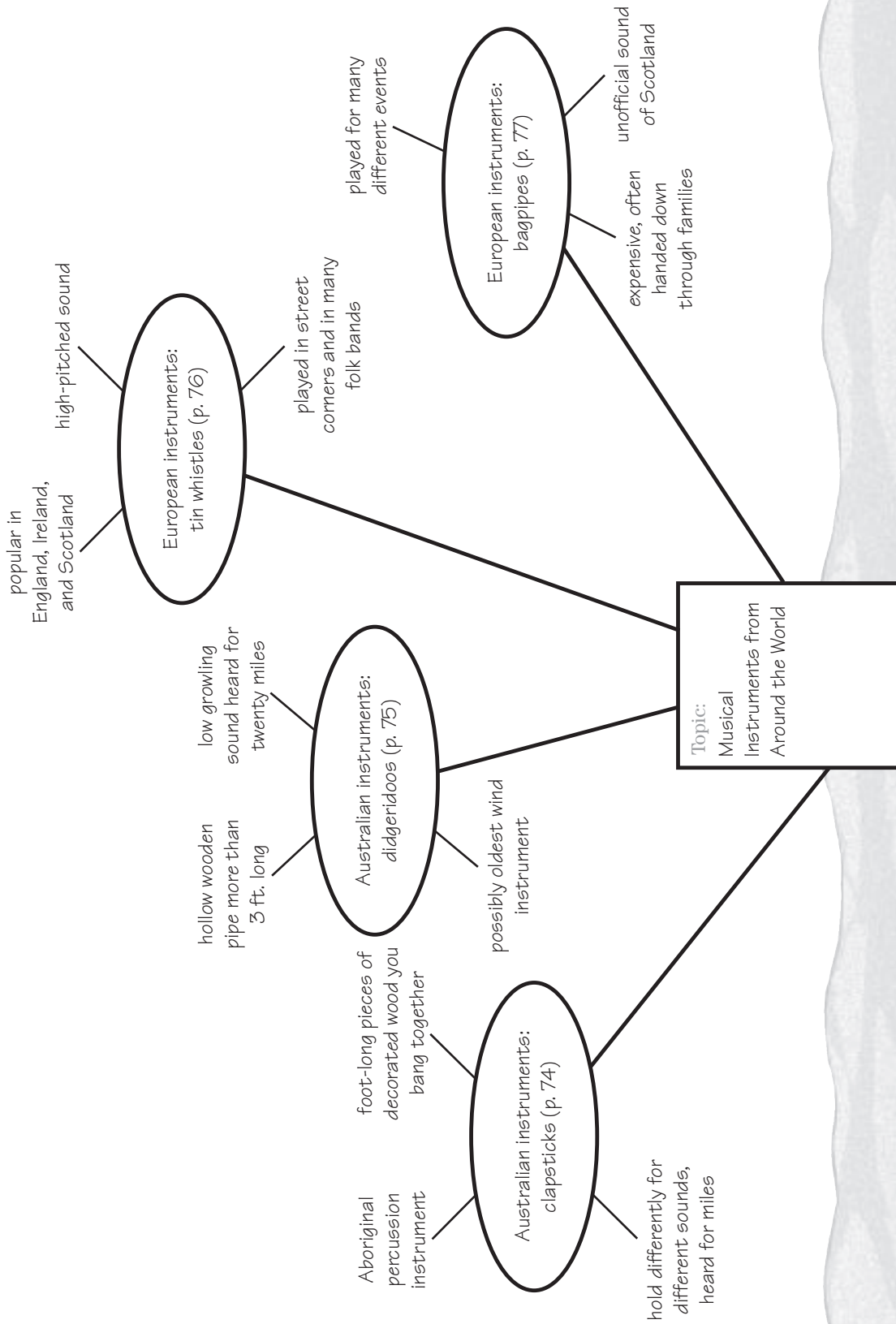
Accompany: The act of two or more instruments playing together or with singers.

I will have a piano *accompany* me during my voice concert.

Idea Tree



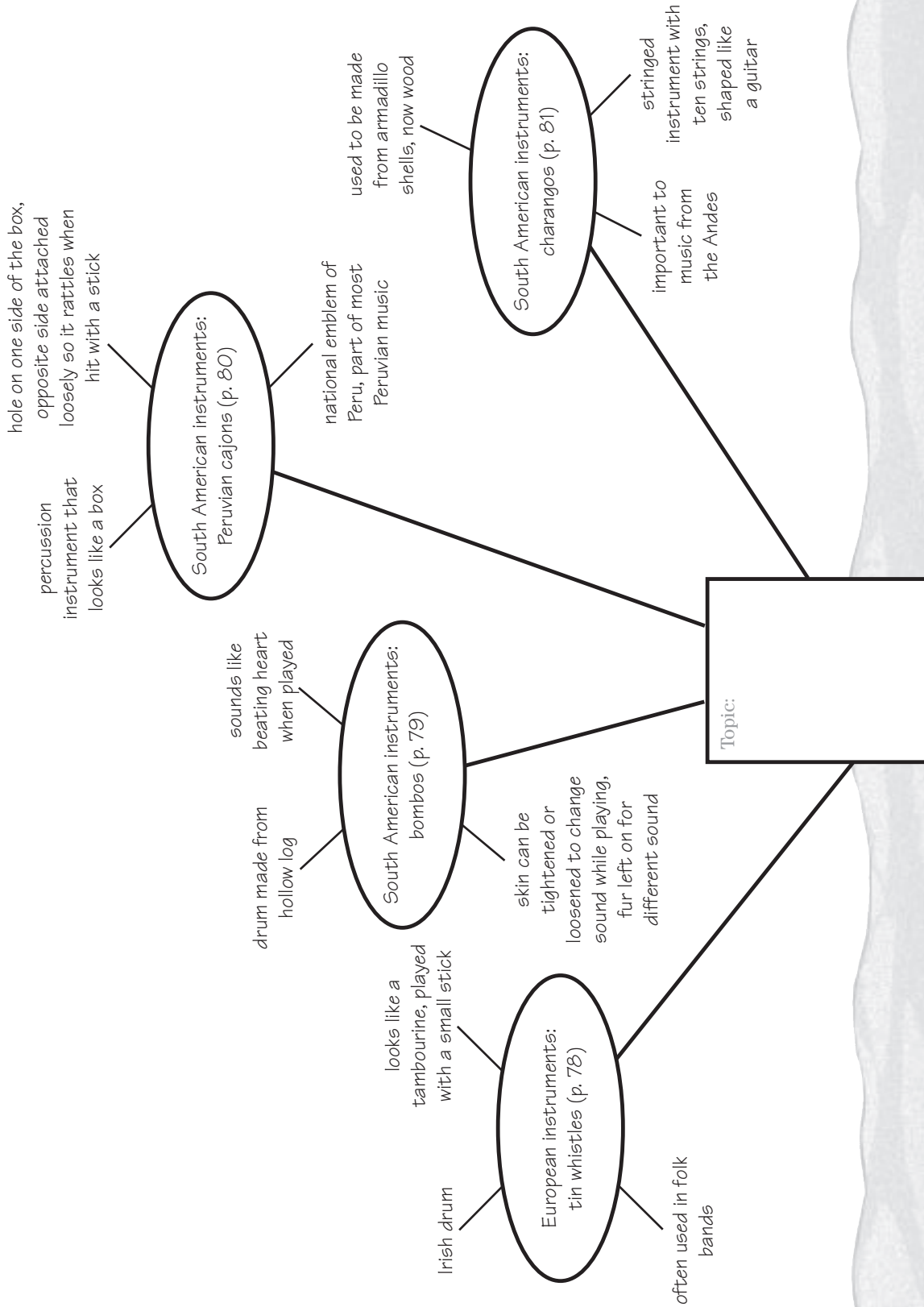
Title: A Trip Around the World of Musical Instruments, cycle 2



A Trip Around the World of Musical Instruments,
cycle 2, cont.



Idea Tree



Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 4 / *A Trip Around the World of Musical Instruments*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

English Language Arts Standards: *Writing*

Text Types and Purposes

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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The Savvy Reader—Clarifying Level 4

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Clarifying Sticky Situations with the Strategy Spies

DAY 1

Strategy Spies' Challenge

Hi!

Can you and your partner help us figure out how to say the underlined words in the sentences below? You're lucky you have strategy cards to help you. Wish we did! Don't forget to reread the sentences to check your thinking.

The Techno-Geeks,
Kate and Fred

How do you say the underlined words?

1. Another word for spying is espionage.
2. The spies used an ingenious method of hiding their camera. They painted it green and hid it in a plant!
3. Some spy cameras are as small as a shirt button. Their size makes them inconspicuous.

DAY 2

Strategy Spies' Challenge

Hi!

We're really getting into the spy game. We found some very cool information about spies in another book, but we're stuck on the meaning of a few words. Could you and your partner help us out? Take turns reading the sentences below. What do the underlined words mean? What strategies did you use to figure them out?

Thanks!
Kate and Fred

Years ago, before there were computers and other high-tech equipment, spies sent messages in invisible ink. That way, their messages went undetected. Using a toothpick as a pen and lemon juice as ink, a spy could include a secret message in a regular letter. The spy's message was invisible until the letter was subjected to heat. The heat turned the lemon juice brown and revealed the clandestine message. Try it yourself!

It seems that spying has been going on for a very long time. More than 2,000 years ago, the Roman Emperor Julius Caesar invented a code for transmitting secret messages. Caesar's code shifted the alphabet three places to create a new alphabet for covert messages. Using Caesar's alphabet, see if you can decipher the message:

Message:

VLR XOB X DLLA PMV!

Standard alphabet:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Caesar's alphabet:

X Y Z A B C D E F G H I J K L M N O P Q R S T U V W

DAY 3

Strategy Spies' Challenge

Hi!

Looks like we all have the word, sentence, and paragraph clarifying strategies now. What a relief—no more skipping over words or sentences in reading class or whenever we read. So cool! Why don't you and your partner put your clarifying skills to the test. Take turns reading the sentences below. Then retell them in your own words, or explain what the sentences mean to show that you understand them. You might have to clarify some of the words so you can figure out the sentences.

Good luck!
Kate and Fred

1. The U-2 spy plane can fly up to thirteen miles above the earth and requires a high-resolution camera to photograph images.
2. Years ago, spies used invisible ink to send secret messages. Now they can imbed those messages in e-mails or other data transmitted over the Internet. Of course, they still need to use a code.
3. The spy took a photograph of a train in a tunnel, but the image was dark and hard to see.

Mack MacLean, Kid Detective

Word	Identification Strategy	Definition	Sentence
partially	base word + ending	incomplete	I ran out of time, so I left the math problem only <i>partially</i> completed.
misplaced	prefix + base word + ending	lost	It took Juan quite a while to find his <i>misplaced</i> socks.
perusing	chunk	reading over, scanning	While <i>perusing</i> the cans of soup at the market, a bright blue can caught my eye.
local	-cal = /kul/ chunk	from the area, not foreign	Our town is excited about Jim Tucker, our <i>local</i> professional football player.
faintest	base word + ending	lightest, hardest to make out	The baby chick's cheeps were the <i>faintest</i> sounds of all the noises in the barnyard.
deeds	blend	actions, feats	The hero was rewarded for all of his past good <i>deeds</i> .
compliment	chunk	nice thing to say, word of praise	Tanya's mother thanked Tanya for the <i>compliment</i> after Tanya said, "That's a nice dress, Mom."
darted	base word + ending	moved quickly back and forth	The quick hummingbird <i>darted</i> around the leaves of the honeysuckle bush.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 14 (paragraphs 2 and 3)	Page 14 (paragraphs 2 and 3) or 19 (paragraphs 3–5)	Page 14 (paragraphs 2 and 3), 19 (paragraphs 3–5), or 23 (paragraphs 4–7)

DAY 1

Team Talk

1. Explain how Mack becomes a kid detective.
2. Why does Mack hire Vic?
3. Which definition best fits the meaning of the word *profits* on page 10?
 - a. losses
 - b. money
 - c. rewards
 - d. problems

Explain why.

4. Mack's character could best be described as—
 - a. greedy.
 - b. fair.
 - c. stingy.
 - d. lazy.

DAY 2

Team Talk

1. In one or two sentences, tell how Mack learns about the strange lights in the sky.
2. How does the reporter know that many people in town have seen the lights?
3. Which of the following definitions best fits the meaning of the word *glimpse* on page 14?
 - a. sight
 - b. sound
 - c. smell
 - d. taste

Explain why.

4. Tell how Mack's dad offers to help Mack.

DAY 3

Team Talk

1. Which definition best fits the word *affairs* on page 18?
 - a. devices
 - b. staff
 - c. food
 - d. details

Explain why.

2. Why does Mack stop to help the little boy?
3. How does Mack know where to find Max?
4. How does Johnny feel about Mack? How can you tell?

DAY 4

Team Talk	<p>1. Which definition best fits the word <i>swig</i> on page 23?</p> <ul style="list-style-type: none"> a. bite b. gulp c. toss d. trip <p>Explain why. (Write-On)</p> <p>2. Why does Mr. Boccelli enjoy having Mack in the bakery? What does it remind him of?</p> <p>3. Why did Mr. Boccelli forget his sign out in the rain?</p> <p>4. Does Mr. Boccelli have any idea what the lights might be? How can you tell?</p>
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DAY 6

Writing Prompt	<p>Mack MacLean is a kid detective and very organized about his work. Pretend that you are Mack, and you want to write about the mysterious lights in the sky in your journal. Begin your journal entry with a sentence that explains what you are writing about. Then provide at least three facts you learned from the newspaper and Mr. Boccelli. Finally, make a prediction about what you believe the mysterious lights are. Remember to format your journal entry correctly (a date, a greeting, the body, and a signature).</p>	
Scoring Guide	<p>You pretended to be Mack MacLean and wrote a journal entry about the mysterious lights.</p>	<p>20 points</p>
	<p>You begin your journal entry with a sentence that explains what you are writing about.</p>	<p>10 points</p>
	<p>You provide three facts you learned from the newspaper and Mr. Boccelli.</p>	<p>15 points each (45 points maximum)</p>
	<p>You make a prediction about what you believe the mysterious lights are.</p>	<p>15 points</p>
	<p>You include all the parts of a journal entry (a date, a greeting, the body, and a signature).</p>	<p>10 points</p>

Mack MacLean, Kid Detective

Word	Identification Strategy	Definition	Sentence
heartily	chunk	loudly, with energy	My dad laughed <i>heartily</i> when he heard the hilarious joke.
precisely	chunk	exactly	The pirate had a great memory; he knew <i>precisely</i> where the treasure was buried, and he didn't have to dig around to look for it.
gigantic	chunk	huge, very large	The <i>gigantic</i> skyscraper was bigger than all the other buildings in the city.
reasonable	chunk	sensible	I tried to come up with a <i>reasonable</i> answer that my teacher would believe.
doubting	base word + ending	questioning, suspicious	We could tell that the judge was <i>doubting</i> Mr. Smith's ridiculous story.
discuss	chunk	talk about	We couldn't decide what to do, so the teacher decided we should <i>discuss</i> the issue further tomorrow.
scanned	base word + ending	searched through	The coach <i>scanned</i> the roster, looking for my name.
makeshift	chunk	thrown together	Our shelter was a <i>makeshift</i> tent made of leaves and branches.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 33 (paragraphs 2–4)	Page 33 (paragraphs 2–4) or 37 (paragraphs 1–4)	Page 33 (paragraphs 2–4), 37 (paragraphs 1–4), or 43 (paragraphs 2–4)

DAY 1

Team Talk	<ol style="list-style-type: none"> On page 29, Mack says that he “logged off.” What does that phrase mean? How did you figure that out? (Write-On) Does Mack believe in UFOs? Does this get in the way of being a good detective? How can you tell? What favor does Mack ask Dr. Johnson to do? Mack knows where the Lee Building is because— <ol style="list-style-type: none"> he asked Dr. Johnson. he’s a detective. he has a map of the campus. he’s been on campus before.
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DAY 2

Team Talk	<ol style="list-style-type: none"> On page 33, Mack calls the professor’s office “a disaster.” What does he mean? Explain how you figured that out. (Write-On) Which of the following describes the professor? <ol style="list-style-type: none"> organized elderly polite sloppy Does the professor know why Mack and Lucky Susie are visiting him? How can you tell? Make a prediction about what the professor is about to say at the end of this passage. Give reasons to support your prediction.
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. bewilder 2. pleasant 3. correct 4. brief</p>
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Building Meaning	heartily	precisely	gigantic	reasonable
	doubting	discuss	scanned	makeshift
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word. Draw a picture to show your understanding of the word <i>gigantic</i>. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. According to the story, which of the following characters worked with Professor Higgins Wigglesworth? <ol style="list-style-type: none"> a. Mack’s mom b. Mack’s dad c. Mr. Boccelli d. Dr. Johnson 2. How does Mack’s dad feel about Mack’s detective skills? How can you tell? 3. Why does Mack’s mom change the subject at the dinner table? 4. On page 38 of the story, Mack talks about “focusing on the task at hand.” What does that phrase mean? How did you figure that out? (Write-On)
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Skill Practice	<p>Write a synonym for each of the following words.</p> <ol style="list-style-type: none"> 1. occur 2. display 3. recall 4. ordinary
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Building Meaning	heartily	precisely	gigantic	reasonable
	doubting	discuss	scanned	makeshift
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Mom <u>scanned</u> the crowd at the carnival looking for us after we finished our ride on the roller coaster. <i>Scanned</i> means— <ol style="list-style-type: none"> a. wondered about. b. searched through. c. motioned wildly. d. pushed through. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. On page 41, Mack says that his dad, Vic, and Lucky Susie were in “hot pursuit.” What does that phrase mean? Explain how you figured that out. (Write-On) 2. In one or two sentences, explain the strange night lights. 3. Why has the professor been tricking the townspeople all these years? How does Mack feel about this? 4. Explain how Professor Wigglesworth helped Mack become a kid detective.
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. usual 2. vanish 3. final 4. flesh</p>
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Building Meaning	heartily	precisely	gigantic	reasonable
	doubting	discuss	scanned	makeshift
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. We had a _____ explanation for why we were late to soccer practice because the van had broken down. 			

DAY 6

Writing Prompt	<p>Pretend that your class is running its own newspaper. Write an article for the class newspaper about something that happened recently in your school, neighborhood, or town. You might report on something that happened to you or someone you know. Your article should answer as many of the 5 Ws (who, what, when, where, and why) in the lead as possible. Give at least two details that tell what happened. Remember that a newspaper article should include a date, a catchy headline, a byline, and a lead paragraph. At the end of the lesson, we will collect the articles to make a newspaper.</p>
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Scoring Guide	You wrote a newspaper article about something that happened recently.	15 points
	Your article answers the 5 Ws (who, what, when, where, and why) in the lead paragraph.	5 points each (25 points maximum)
	You provide at least two additional details about the event.	20 points each (40 points maximum)
	Your article is written in the proper format and has a date, a catchy headline, a byline, and a lead.	5 points each (20 points maximum)

Capital Monuments: Memories in Stone

Word	Identification Strategy	Definition	Sentence
recognizes	base word + ending	knows already	Tomás thinks he <i>recognizes</i> the new kid in class, but he’s not sure where he may have seen him before.
consisting	base word + ending	made up of	The lasagna, <i>consisting</i> of zucchini, eggplant, carrots, and peppers, is healthier than you would think.
steadfast	-stead = /sted/ chunk	unmoving, steady	The captain’s <i>steadfast</i> bravery helped him lead his crew through the storm.
inscribed	base word + ending	carved	The coin was <i>inscribed</i> with the date that it was made.
symbolizes	base word + ending	stands for, represents	The group of stars on the American flag <i>symbolizes</i> the states that make up the United States of America.
untold	prefix + base word	too many to count	An <i>untold</i> number of people made up the crowd that swarmed through the big arena.
adorn	chunk	decorate	Jeannette, a seamstress, likes to <i>adorn</i> her vest with sparkly gems and colored thread.
committee	chunk	group that meets for a certain purpose	The mayor set up a <i>committee</i> to discuss the traffic problems in our town.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 57 (paragraph 1)	Page 57 (paragraph 1) or 54	Page 57 (paragraph 1), 54, or 58 (paragraph 1)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Why do you think the civil war kept the Washington Monument from being built? Support your answer. 2. Why is the Gettysburg Address inscribed on the wall of the Lincoln Memorial? 3. How is the Roosevelt Memorial different from the other memorials discussed in these pages? <ol style="list-style-type: none"> a. It honors the wife of the president. b. It is free to walk into the memorial. c. It looks like a Greek or Roman temple. d. It has cherry blossom trees nearby. 4. What is the main idea of pages 50–54? <ol style="list-style-type: none"> a. monuments made of stone b. the Lincoln Memorial c. presidential monuments d. how to build a monument <p>What clues led you to this main idea? (Write-On)</p>
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. What does the author provide in the text feature on page 57? Why do you think he provides this? 2. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about— <ol style="list-style-type: none"> a. the uniforms soldiers wore. b. war memorials. c. who helped during World War II. d. where the Korean War was fought. <p>What clues led you to this main idea? (Write-On)</p> 3. What must happen before Congress makes decisions about war memorials? <ol style="list-style-type: none"> a. They have to vote on different locations for the monument in the Capitol. b. They have to find someone to design the monument. c. They have to vote on the name for the new monument. d. They have to work with the American Battle Monuments Commission. 4. Other than the monuments in Washington, D.C., what else does the National Park Service control and maintain?
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Skill Practice	<p>Write the word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.</p> <p>1. unacceptable 2. unfit 3. unpack 4. unscrew</p>
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Building Meaning	recognizes	consisting	steadfast	inscribed
	symbolizes	untold	adorn	committee
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Choose the word that best fits in the blank.</p> <p>I joined the recycling _____ at my school so I could help make sure each classroom does its best to protect the environment.</p>				

DAY 3

Team Talk	<p>1. Why could you say that all fifty states helped to build the Washington Monument?</p> <p>a. One person from each state helped build the monument.</p> <p>b. The names of all the states are carved into the building.</p> <p>c. There are stones from all fifty states on an inside wall.</p> <p>d. It wasn't made until there were fifty states in the country.</p>
	<p>2. How do the statues within the Lincoln Memorial and Jefferson Memorial differ from each other?</p> <p>3. Why do you think Congress passed a law limiting the number of times a person could be president to twice?</p> <p>4. Pages 50–54 are mainly about presidential monuments. Which of the following is a detail that tells more about this main idea?</p> <p>a. The memorials honor four presidents who did important things.</p> <p>b. The Washington Monument was the second one in the country.</p> <p>c. Memorials are often used as backdrops for speeches and movies.</p> <p>d. People can relax and sit quietly on benches around the memorials.</p> <p>Tell at least two more details that support this main idea. (Write-On)</p>

Skill Practice	<p>Write the word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.</p>
	<p>1. unhurried 2. unsurprised 3. unmatched 4. unbutton</p>

Building Meaning	recognizes	consisting	steadfast	inscribed
	symbolizes	untold	adorn	committee
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>Every morning, Adori has a healthy breakfast _____ of oatmeal with banana slices, whole wheat toast, and a glass of orange juice.</p>				

DAY 4

Team Talk	<p>1. Pages 56 (paragraph 2)–59 (ending at paragraph 1) are mainly about war memorials. Which of the following is a detail that tells more about this main idea?</p> <ul style="list-style-type: none"> a. The Korean War was a successful fight for the United States. b. The memorials honor soldiers and people who helped fight wars. c. Some soldiers fought in the Pacific during World War II. d. The United Service Organization supplied nurses for soldiers. <p>Tell at least two more details that support this main idea. (Write-On)</p> <p>2. Why might one president call for a memorial and a different president dedicate it?</p> <p>3. Which of the following statements is a fact?</p> <ul style="list-style-type: none"> a. The National World War II Memorial is a grand memorial. b. The National Mall is the best place for memorials. c. The Vietnam Veterans Memorial is breathtaking to see. d. There are national parks in every state except Delaware. <p>4. Summarize what you learned in <i>Capital Monuments: Memories in Stone</i>. Use your idea tree to help you identify main ideas and supporting details.</p>
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Skill Practice	<p>Write the word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.</p> <p>1. unspoiled 2. unclean 3. unbeatable 4. unobserved</p>
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Building Meaning	recognizes	consisting	steadfast	inscribed
	symbolizes	untold	adorn	committee
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>The bald eagle _____ our country’s strength and courage in all things.</p>			

DAY 6

Writing Prompt	<p>Monuments are built to remember important people. Write a descriptive paragraph that describes someone you believe deserves a monument. This person can be someone important to you or someone who is famous or a celebrity. They can be living or from the past. Begin your paragraph with an opening sentence that introduces the person you think should have a monument. Provide four reasons you believe this person deserves a monument. Provide at least two details about what you think the monument would look like and where it would be located. Your paragraph should end with a closing sentence that restates the main idea.</p>	
	Scoring Guide	<p>You wrote a descriptive paragraph about a person you believe deserves a monument.</p> <p style="text-align: right;">20 points</p>
	Scoring Guide	<p>Your paragraph begins with an opening sentence that introduces the person you think should have a monument.</p> <p style="text-align: right;">10 points</p>
	Scoring Guide	<p>You provide at least four details that tell why this person deserves a monument.</p> <p style="text-align: right;">10 points each (40 points maximum)</p>
	Scoring Guide	<p>You provide at least two details about what the monument would look like and where it would be located.</p> <p style="text-align: right;">10 points each (20 points maximum)</p>
Scoring Guide	<p>Your paragraph ends with a closing sentence that restates the main idea.</p> <p style="text-align: right;">10 points</p>	

A Trip Around the World of Musical Instruments

Word	Identification Strategy	Definition	Sentence
means	blend	method, way of doing something	The telephone is an important <i>means</i> of communication.
produces	base word + ending	makes	The factory <i>produces</i> lunch boxes and then sends them to the store to be sold.
originally	base word + ending	at first	<i>Originally</i> , I thought I wanted to be a ballerina, but now I want to be an astronaut.
slightly	base word + ending	just a bit	Joe is just <i>slightly</i> older than Matt, and it's hard to tell by looking at them.
bundles	base word + ending	packages	Vickie made little <i>bundles</i> of candy to hand out to her friends as thank-you gifts.
fascinating	base word + ending	very interesting	Alexia didn't want to go to bed right away because she found the show about the universe <i>fascinating</i> .
steady	chunk	even	The rabbit ran quickly and then slowed down, but the tortoise kept walking at a <i>steady</i> speed.
pace	blend	speed	Morgan walks so fast that it's hard for me to keep up with her <i>pace</i> .

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 71 (paragraphs 3 and 4)	Page 71 (paragraphs 3 and 4) or 69 (paragraphs 1–3)	Page 71 (paragraphs 3 and 4), 69 (paragraphs 1–3), or 72 (paragraph 2)

DAY 1

Team Talk

1. Which of the following means about the same as the word *hide* on page 66?
 - a. cover
 - b. skin
 - c. shelter
 - d. top

How did you figure that out? (Write-On)
2. How did bongos get to Latin America?
3. How does the text box on page 68 help you learn more about bongos?
4. How are all the drums in this section similar?
 - a. They are all double-headed.
 - b. They are all played with mallets.
 - c. They are all from Africa.
 - d. They are all high-pitched.

DAY 2

Team Talk

1. How do the bundles of plant fibers and black circles on the drums affect the sound tablas make?
 - a. makes them sound dull
 - b. ruins their sound
 - c. gives them a special sound
 - d. sounds just like bongos
2. Which of the following means about the same as the word *sling* on page 72?
 - a. throw
 - b. move
 - c. jump
 - d. drop

How did you figure this out? (Write-On)
3. Why do you think drums help marching soldiers keep a steady pace? Support your answer.
4. How do modern shamisen players perform differently than traditional shamisen players?

Skill Practice

Use the dictionary entry to answer the following question.

plow
n. **1** a farm tool used to cut, lift, or turn over soil (*bought a new plow for the farm*).
—v. **2** to till or turn over soil with a plow (*plow the fields*). **3** to move forcefully through something (*plow through the crowd*). **4** to proceed in a slow and steady manner (*plow through a stack of books*).

Which dictionary entry gives the best definition for *plow* as it is used in the following sentences?

- The farmer uncovered a lot of buried coins when he plowed his field in the spring.
- “Are you going to clean this room, or am I going to have to take a plow to it myself?” Doria’s mom asked.

Building Meaning

means	produces	originally	slightly
bundles	fascinating	steady	pace

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- The nation produces billions of pounds of trash every year, so our landfills are quite full.
Produces means—
 - makes.
 - loses.
 - throws.
 - falls.

DAY 3

Team Talk

- How does changing where you hit the skin of the djembe change the sound?
 - It makes the sound lower or higher.
 - It makes the sound faster than before.
 - It makes the sound more in tune than before.
 - It makes the sound louder or quieter.
- Which of the following means about the same as the word *rattle* on page 69?
 - toy
 - crinkle
 - shake
 - roll

How did you figure this out? (Write-On)
- Why do you think cow skin is used on a bougarabou instead of goat skin like on the other drums? Support your answer.
- The author says that the drummers work together to make beautiful music. Is this a fact or opinion? Support your answer.

Skill Practice

Use the dictionary entry to answer the following question.

ech-o
n. **1** a repetition of sound off a mountain or building wall (*heard an echo*). **2** a lasting trace or effect (*echoes of the civil war*). **3** a person who copies another. (*My brother is an echo of me.*) —*v.* **4** to make a repeating sound. (*The hall echoed with cheers.*) **5** to copy or repeat. (*He echoed her movements.*)

Which dictionary entry gives the best definition for *echo* as it is used in the following sentences?

1. Janey was getting annoyed by her brother, who echoed everything she said.
2. The broken branches and fallen trees are all echoes of the terrible storm that passed through the town.

Building Meaning

means	produces	originally	slightly
bundles	fascinating	steady	pace

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. The course has no bumps or hills, so it's easy to run at a steady speed. *Steady* means—
 - a. slow.
 - b. terrible.
 - c. even.
 - d. following.

DAY 4

Team Talk

1. Drummers play the tablas differently from the bongos by using—
 - a. loose bracelets and sticks.
 - b. toes and feet.
 - c. mallets and sticks.
 - d. fingers and thumbs.
2. What has to be put on tablas **before** they are played?
3. Which of the following means about the same as the word *melodies* on page 73?
 - a. songs
 - b. visions
 - c. tastes
 - d. senses

How did you figure this out? (Write-On)
4. Summarize what you learned during this cycle of *A Trip Around the World of Musical Instruments*.

Skill Practice

Use the dictionary entry to answer the following question.

wear-y
adj. **1** physically or mentally tired from work (*weary legs*). **2** causing tiredness (*a weary plane ride*). **3** impatient or tired of something (*weary of your lies*).
—v. **4** to become tired. (*The game wearied me.*)

Which dictionary entry gives the best definition for *weary* as it is used in the following sentences?

- Chasing after little children during the party wearied Mei, who wanted to take a long nap when she got home.
- I imagine many people didn't want to take the wear-y journey across the prairies to build new homes, but they did it anyway.

Building Meaning

means	produces	originally	slightly
bundles	fascinating	steady	pace

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
- It might rain slightly, but if it does, it won't be hard or last for a long time. *Slightly* means—
 - a lot.
 - just a bit.
 - not at all.
 - hard.

DAY 6

Writing Prompt

You read about different drums and stringed instruments this cycle. Write a short, two paragraph compare-and-contrast essay about two of these instruments. You can compare two different drums, the two stringed instruments, or a drum to a stringed instrument. Give your essay a title that names the two instruments you will write about. Your first paragraph should begin with an opening sentence that explains the purpose of your essay. The first paragraph should provide at least two ways your instruments are similar with supporting details. Your second paragraph should provide at least two ways your instruments are different with supporting details. The second paragraph should end with a closing sentence that restates the main idea.

Scoring Guide

You wrote a short compare-and-contrast essay about two musical instruments from the text.	25 points
Your essay has a heading.	5 points
Your first paragraph begins with an opening sentence that states your purpose.	5 points
Your first paragraph provides at least two ways the instruments are similar.	15 points each (30 points maximum)
Your second paragraph provides at least two ways your instruments are different.	15 points each (30 points maximum)
Your second paragraph ends with a closing sentence that restates the main idea.	5 points

A Trip Around the World of Musical Instruments

Word	Identification Strategy	Definition	Sentence
debates	base word + ending	argues	No one <i>debates</i> whether being friendly is a good quality.
unique	-nique = /neek/ chunk	one of a kind	Zoey is a <i>unique</i> girl with many special talents and skills.
inflate	chunk	fill with air	I can <i>inflate</i> my lungs and then hold my breath for thirty seconds.
blare	blend	loud sound	The <i>blare</i> of the ambulance's sirens was so loud, Dori couldn't hear her friend shouting.
depart	chunk	leave	"All children must clean out their desks before they <i>depart</i> school this afternoon," the principal announced.
investigate	chunk	study	The scientists wanted to <i>investigate</i> why water dries up after it rains.
feature	chunk	display	Good movies often <i>feature</i> the best actors in Hollywood.
bound	blend	likely	If you practice hard each day, you're <i>bound</i> to become a good musician.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 80 (paragraph 1)	Page 80 (paragraph 1) or 78 (paragraphs 1 and 2)	Page 80 (paragraph 1), 78 (paragraphs 1 and 2), or 81 (paragraphs 2 and 3)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. On page 75, the author writes that the didgeridoo is a “wind instrument.” What does that mean? How did you figure that out? (Write-On) 2. Why do you think people have to rest didgeridoos on the ground to play them? Explain your answer. 3. Why are bagpipes usually played outside? 4. Which of the following is not a wind instrument? <ol style="list-style-type: none"> a. bagpipe b. bodhran c. didgeridoo d. tin whistle
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Peruvian cajons may have been made to replace— <ol style="list-style-type: none"> a. stomping feet. b. clapping hands. c. playing whistles. d. tapping sticks. 2. On page 80, the author writes about the cajon being a national emblem of Peru. What does that mean? How did you figure that out? (Write-On) 3. How is the cajon different from other percussion instruments mentioned in the text? 4. Why are charangos made of wood now? <ol style="list-style-type: none"> a. Armadillos are hard to catch. b. Wood is less expensive. c. Armadillos are extinct. d. Wood holds its shape better.
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. cling 2. nibble 3. terrify 4. cheer</p>
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Building Meaning	debates	unique	inflate	blare
	depart	investigate	feature	bound
	<ol style="list-style-type: none"> 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. “I heard today’s surprise assembly will _____ some animals from the zoo,” Latasha said. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. How did tin whistles get their name? 2. On page 77, the author writes about the “unofficial sound of Scotland.” What does that mean? How did you figure that out? (Write-On) 3. What happens because bagpipes can be expensive? <ol style="list-style-type: none"> a. They are passed down through families. b. They are rarely played except for important events. c. They are delicate and may break easily. d. They are often stolen from bagpipe stores. 4. A bodhran looks similar to a— <ol style="list-style-type: none"> a. tin whistle. b. tambourine. c. bougarabou. d. clapstick.
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. sway 2. carve 3. murmur 4. swoop</p>
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Building Meaning	debates	unique	inflate	blare
	depart	investigate	feature	bound
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. Quin always _____ with his mother about whether he needs a coat in the morning. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Why does the author provide a text box on page 81? <ol style="list-style-type: none"> a. to persuade you to visit South America b. to entertain you with music c. to tell you where to hear charangos d. to show you how to play it 2. On page 82, the author writes “that about does it for our trip.” What does that mean? How did you figure that out? (Write-On) 3. According to the author, where can you go to learn more about musical instruments from around the world? <ol style="list-style-type: none"> a. online b. piano lessons c. Europe d. music stores 4. Use your graphic organizer to summarize this cycle of <i>A Trip Around the World of Musical Instruments</i>.
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. heal 2. banquet 3. pure 4. proclaim</p>
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Building Meaning	debates	unique	inflate	blare
	depart	investigate	feature	bound
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. I am going to _____ to find out who has been sneaking into the coatroom and stealing lunches. 			

DAY 6

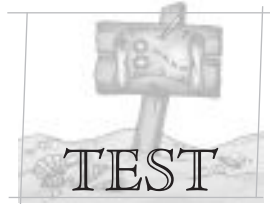
Writing Prompt	<p>Create a glossary for <i>A Trip Around the World of Musical Instruments</i>. Your glossary should include at least five important or difficult words from the text. These words should not be vocabulary words or words used during the lesson. Choose two words from the first cycle of the text, and three words from the second cycle of the text. Each word should have at least a one-sentence definition. Use each word in a meaningful sentence that uses the word the same way it was used in the text. Your glossary should be in the proper format.</p>		
	Scoring Guide	<p>You created a glossary for <i>A Trip Around the World of Musical Instruments</i>.</p>	15 points
		<p>You chose five important or difficult words from the text (two from last cycle's reading, three from this cycle's reading).</p>	5 points each (25 points maximum)
		<p>Each word has at least a one-sentence definition.</p>	5 points each (25 points maximum)
		<p>Each word is used in a meaningful sentence.</p>	5 points each (25 points maximum)
	<p>Your glossary is written in the proper format.</p>	10 points	

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Comprehension Questions

Read *Loch Ness*, and answer the following questions.

Loch Ness

In northern Scotland lies the famed Loch Ness. A loch is like a lake. Loch Ness is famous for the Loch Ness Monster, or Nessie. Some sightings of Nessie date back centuries. Thousands of people have claimed to see Nessie. They usually describe her as a large, dark object with a tail, which emerges from the surface of the water and leaves a wake behind it.

There are many websites dedicated to the sightings and studies of Nessie. Some of these websites include photos of the sightings. Often people find that these photographs are hoaxes. However, that doesn't keep people from studying Loch Ness and the possibility of there being a monster in it. There are studies and school trips to the loch. There are also boat cruises that take tourists across the loch hoping for a sighting. These cruises leave it up to the visitors to believe or not believe in the famed Loch Ness Monster.

1. While reading, you should use a sticky note—
 - a. to mark something you don't understand.
 - b. to mark a repeated word.
 - c. when your teacher tells you to.
 - d. to mark an exciting part.
2. When you chunk a word to pronounce it, you—
 - a. skip over the word.
 - b. ask your partner to pronounce it.
 - c. break the word into parts and pronounce each part.
 - d. put a check on the sticky note.
3. If a clarifying strategy does not work, you should—
 - a. tell the teacher.
 - b. ask your partner.
 - c. try another strategy.
 - d. skip the word.

4. “In Northern Scotland lies the famed Loch Ness.” The word *famed* means—
- a. well known.
 - b. unknown.
 - c. mysterious.
 - d. unfamiliar.

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

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

5. “They usually describe her as a large, dark object with a tail, which emerges from the surface of the water and leaves a wake behind it.” The word *emerges* means—
- a. departs.
 - b. floats.
 - c. appears.
 - d. disappears.

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

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

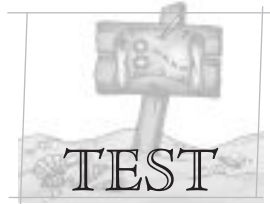
6. “There are many websites dedicated to the sightings and studies of Nessie.” The word *dedicated* means—
- a. claiming.
 - b. partial.
 - c. uninterested.
 - d. devoted.

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

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

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

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



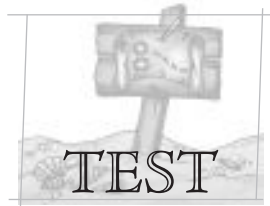
Comprehension Questions

Read pages 25 and 26 of *Mack MacLean, Kid Detective*, and answer the following questions.

1. Mack first heard about the strange lights in the sky by—
 - a. talking to his father.
 - b. seeing them for himself.
 - c. watching the news.
 - d. talking to Mr. Boccelli.
2. Why is it so easy for Mack to find Johnny's dog, Max?
3. What is the **last** thing Mr. Boccelli tells Mack?
4. Why does Mack like libraries so much?

5. Which definition best fits the word *archives* on page 26?
 - a. a place to find computers
 - b. a reason to go to the library
 - c. a place to read books
 - d. a collection of old articles

Explain why.



Comprehension Questions

Read pages 44 and 45 of *Mack MacLean, Kid Detective*, and answer the following questions.

1. Explain the professor's actions.
 2. How does Mack feel about the professor at the end of the story?
 3. In one or two sentences, tell what Mack's dad's letter is about.
- | |
|--|
| <ol style="list-style-type: none"> 4. On page 45, Mack says that he "ran through all the steps" of the case in his mind. What does this mean? Explain how you figured that out. |
|--|
5. Is the Case of the Eerie Nighttime Lights officially closed? Support your answer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write a synonym for each of the words below.

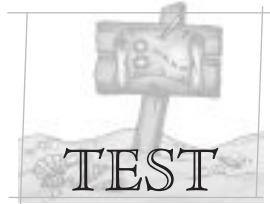
1. choose
2. prevent
3. silent
4. leap

Building Meaning

heartily	precisely	gigantic	reasonable
doubting	discuss	scanned	makeshift

5. Write a meaningful sentence for the word *precisely*.
6. Lance saw a _____ green beetle marching across the backyard toward the bushes.
7. Before we got a puppy, we sat down to discuss the responsibility of feeding and walking our new pet.
Discuss means—
 - a. talk about.
 - b. sing about.
 - c. think about.
 - d. shout about.

8. Mr. Wilson was _____ Eddie's story that the dog trampled the flowers, but he changed his mind when he saw muddy paw prints.
9. Dad scanned the sports page of the newspaper looking for the final score to the basketball game. *Scanned* means—
- wondered about.
 - searched through.
 - motioned wildly.
 - pushed through.
10. Our makeshift go-cart, constructed with cardboard and bicycle wheels, was held together with string and tape. *Makeshift* means—
- sewn together.
 - thrown around.
 - thrown together.
 - thrown apart.
11. It was _____ to expect that gym class would be held indoors since it was raining outside.
12. Grandpa laughed _____ when we came running in the door to greet him.



Test Passage

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

Mount Rushmore is one of the most famous monuments in the world. It honors George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. It was carved out of a mountain in South Dakota. It took fourteen years and hundreds of workers to sculpt the faces of four presidents.

People were paid eight dollars a day to carve Mount Rushmore. Workers climbed stairs to the top of the mountain. Then they were lowered on swings to work on the faces. They used dynamite to blow up most of the rock. When they were inches from the carving surface, the workers used drills. They shaped the rock into the faces we see today. Even though it was dangerous, no one fell or died while working on the project. Most were proud to help build a memorial.

Source: www.nps.gov/moru/historyculture/mount-rushmore-national-memorial.htm

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to show the reader how to use dynamite
 - b. to entertain the reader with memorial stories
 - c. to persuade the reader to build a memorial
 - d. to inform the reader about a memorial

How do you know?

- | |
|---|
| <ol style="list-style-type: none"> 3. What details support the idea of carving Mount Rushmore? |
|---|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

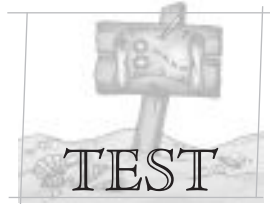
Write the word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. undecided 2. unknown 3. unnoticed 4. unstoppable

Building Meaning

recognizes	consisting	steadfast	inscribed
symbolizes	untold	adorn	committee

5. Write a meaningful sentence for the word *untold*.
6. My dog _____ the sound of my bus as it comes down the street, so he always starts barking happily when it arrives.
7. Pictures of pumpkins and scarecrows adorn the walls of my school every year in the fall. *Adorn* means—
- destroy.
 - hide.
 - walk.
 - decorate.
8. Helena always thought of her grandma when she read the note _____ on the inside of her special locket.
9. When they became lost in the woods, Will was thankful that Carl remained steadfast in his desire to stay where they were instead of wandering deeper into the forest. *Steadfast* means—
- unmoving.
 - fearful.
 - panicky.
 - adventurous.
10. Our class formed a _____ to plan decorations for the end of the school year party.
11. In most stories, a wolf symbolizes evil and trickery, and other characters should fear the wolf. *Symbolizes* means—
- reveals.
 - stands for.
 - takes away.
 - solves.
12. I play on a soccer team _____ of children from my school and kids in other neighborhoods.



Test Passage

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

Bianzhong Bells

Archaeologists working in China found an amazing instrument buried in a tomb. They found a set of sixty-four bells called bianzhong. The bells were made about 2,400 years ago. Some bells are only eight inches tall, while others are five feet tall. All the bells together weigh five tons. The bells are made from bronze. They hang in two rows from large racks.

The bianzhong bells are interesting for many reasons. They were made 1,000 years before other similar bells in Europe. To make music, players hit the bells with mallets. The bells can play two notes depending on where you strike them. Most bells have clappers in them. When you shake the bell, the clapper makes it ring. Most bells also only play one note.

Source: www.chcp.org/bells.html

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to entertain the reader with bianzhong bell music
 - b. to persuade the reader to play bianzhong bells
 - c. to inform the reader about ancient bianzhong bells
 - d. to tell the reader how to make their own bianzhong bells

How do you know?

- | |
|--|
| <ol style="list-style-type: none"> 3. What does the word <i>strike</i> mean? How did you figure this out? |
|--|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Use the dictionary entry to answer the following question.

scram-ble

v. **1** to climb or move quickly using one's hands and feet, as up or down a hill. **2** to compete with others for possession. **3** to move quickly, as in an emergency. **4** to collect or organize things in a hurry. **5** to mix together in a confusing way. **6** to mix together for cooking, especially eggs. **7** to make radio, television, or other messages unreadable. —*n.* **8** a quick climb over rough, uneven ground.

Which dictionary entry gives the best definition for *scramble* as it is used in the following sentences?

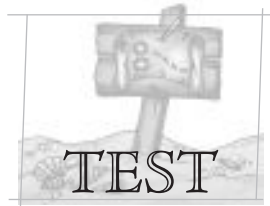
1. The firefighters scrambled into their suits and onto the truck as soon as they heard the alarm go off.
2. The spies weren't able to gather information from the message because it had been scrambled before it was sent.
3. It's fun to watch kids scramble to be the first one to catch and hold onto the greased watermelon in a pool.
4. My mom always scrambles the eggs, onions, and peppers together before pouring them into a hot frying pan.

Building Meaning

means	produces	originally	slightly
bundles	fascinating	steady	pace

5. Write a meaningful sentence for the word *bundles*.
6. Mr. Drabinski _____ the finest hats in town, so his shop is always crowded with people.
7. You can get to the grocery store by means of driving, walking, or riding your bike. *Means* means—
 - a. chore.
 - b. method.
 - c. task.
 - d. use.
8. The hot tea is only _____ cooler than it was when I brewed it five minutes ago.

9. Nancy originally thought she'd go sailing, but then she decided she'd go hiking instead. *Originally* means—
- afterward.
 - close.
 - at first.
 - happily.
10. Franco couldn't stop talking about the _____ book he'd read about the Bermuda triangle and all the odd things that happened there.
11. A conductor helps the orchestra play together at a steady rate. *Steady* means—
- fast.
 - even.
 - slow.
 - light.
12. The runners could run together because they all ran at the same _____.



Test Passage

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

The alphorn is a symbol of the mountainous country of Switzerland. Young shepherds used to play the alphorn at sunset while watching their sheep or cows. The music calmed the animals down for the night. It also made the young boys feel better about being away from home. Shepherds could also send messages to one another with the horns. The sound bounced off the mountains.

The alphorn looks like a long, straight tube that widens into a curved bell at the end. It is usually made from two pieces of wood from a tree. The two pieces of wood are sandwiched together and bound with strips of bark. It can be longer than twelve feet and needs a special stand to rest on. You play it by blowing into it and buzzing your lips together.

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to tell the reader how to make an alphorn
 - b. to inform the reader about alphorns
 - c. to entertain the reader with alphorn music
 - d. to teach the reader to play the alphorn

How do you know?

- | |
|--|
| 3. What does the phrase “sandwiched together” mean? How did you figure this out? |
|--|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write a synonym for each of the following words.

1. quantity 2. climate 3. bunch 4. rejoice

Building Meaning

debates	unique	inflate	blare
depart	investigate	feature	bound

5. Write a meaningful sentence for the word *depart*.
6. My county isn't very large, so you're _____ to see someone you know when you visit the county fair.
7. Each snowflake that falls from the sky has a slightly unique shape when you look at them closely. *Unique* means—
- common.
 - one of the crowd.
 - one of a kind.
 - every day.
8. The _____ of the trumpets was too much for Gregor, and he heard a ringing in his ears for days after the parade.
9. "Tonight's talent show will feature a girl who can imitate animals and the most flexible person in Middletown!" the announcer said. *Feature* means—
- suggest.
 - explain.
 - demand.
 - display.
10. "While Brandon _____ with Sal about which superhero is best, let's go get an ice cream," Alonzo said.
11. We need to investigate what would make broccoli the favorite snack of children everywhere. *Investigate* means—
- throw out.
 - study.
 - deny.
 - make happen.
12. If you _____ a balloon too much, it will pop right in your face and probably scare you.