



Clarifying

Level 5

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

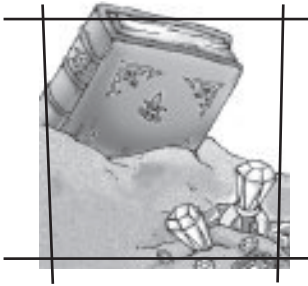
Reading	
CYCLE 1	Clarifying (CL)
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

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!

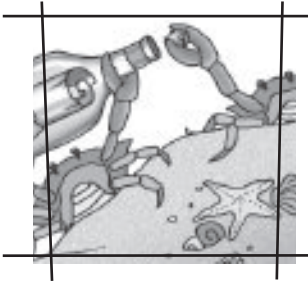
- Ask students to take out their Clarifying Strategy Card from their team folders.
- **Play** "Part 1: Word Pronunciation Strategies" (12 minutes). During the last segment of part 1, students will be asked to help Kate and Fred clarify two words.



- 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.

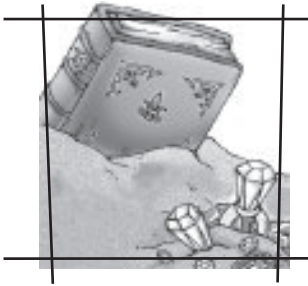


- Use **Random Reporter** to review sentences 2 and 3. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any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



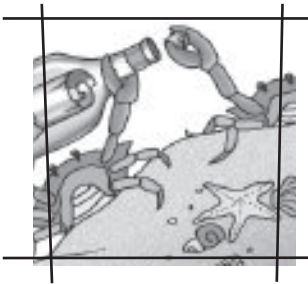
- **Play** “Part 2: Word Meaning Strategies” (6 minutes). During the last segment of part 2, students will be asked to help Fred and Kate figure out the meaning of two words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

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.

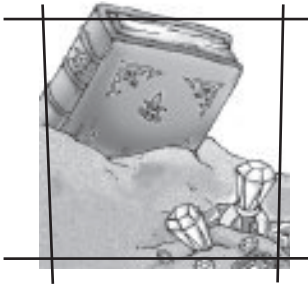
OK, Number X. Tell me how your team clarified a word in the Strategy Spies' Challenge. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Tyson. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word 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.

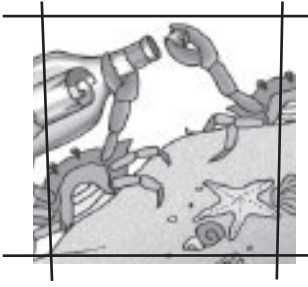
The Chocolate Underground is going to have the same problem we’ve had. They’re going to get stuck on the meaning of a whole sentence—even though they think they know all the words. Let’s see how they get themselves unstuck.



- **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.

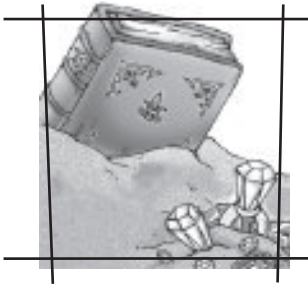


- Use **Random Reporter** to have students share more words they clarified as a team and to tell what each sentence means. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual 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 *Life in Ancient Egypt*. 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)

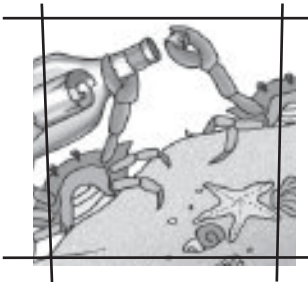
- Remind students that they have been using strategies to pronounce words and figure out their meanings.

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, *Life in Ancient Egypt*, 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

Life in Ancient Egypt

Most Egyptians lived in dwellings built of sun-baked mud bricks. Mud was readily available along the Nile River, which made mud-brick houses cheap and easy to replace when necessary. Wealthier citizens adorned their houses with pieces of stone, but stone was rarely used to build an entire house because it was expensive and heavy. Stone construction was reserved for tombs, monuments, and palaces.

Egyptians enjoyed a healthy diet. Because people lived near their fields, they had ready access to fresh food. The river provided fish and waterfowl. Wealthy families had a more varied selection of food, especially meat.

Despite a healthy diet, many Egyptians had health problems. Most people worked very hard from the time they were young children. Mummies reveal evidence of arthritis, broken bones, viruses, and life-threatening diseases like smallpox. Childhood diseases claimed the lives of many infants and young children. Adults universally suffered from bad teeth: the desert sand got into everything that people ate and gradually wore down their teeth.

- 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 *Life in Ancient Egypt* with a student partner.
- Read aloud the first paragraph of *Life in Ancient Egypt* stopping to clarify and asking your partner for help.

Hmm. I don't know this word. (Point to *available*.) I seem to be stuck on it. I'll mark it with a sticky note. Maybe if I could say the word, I'd recognize it and know what it means. I'll check my Clarifying Strategy Card to decide what strategy I should try...I think I'll try chunking this word. I'll break it into parts and say each part...a-vail-a-ble, available. Ah, now I recognize this word. *Available* means on hand: "Mud was readily available" (on hand) "along the Nile River, which made mud-brick houses cheap and easy to replace when necessary." That makes sense. I'll take off the 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**

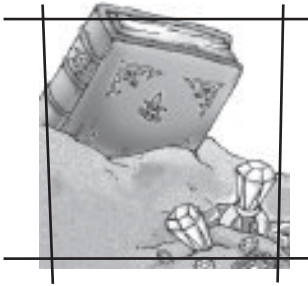
- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration 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

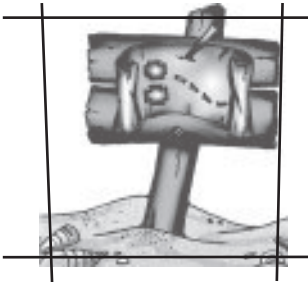
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details.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

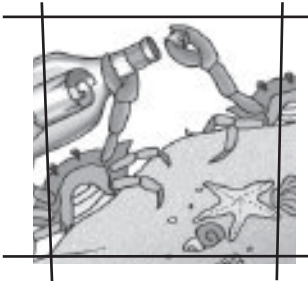
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as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



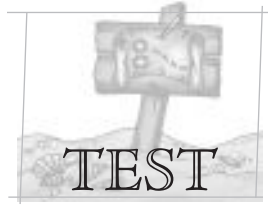


- **Play** the video.
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

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

Mummies

A mummy is a dead body that has been well preserved so it will not decay over time. Some mummies have been preserved naturally. Cold, dry wind, and freezing temperatures can preserve a body. Also conditions that are acidic, dry, have little oxygen, or are very salty can produce mummies. Examples of naturally preserved mummies are ice mummies, mummies found buried in sand, and bog mummies.

Some mummies have been man-made by a method of embalming. The ancient Egyptians had a special way of preparing mummies. After death, the person's internal organs were removed and washed with wine. The organs were placed in jars. The brain was removed through the nose and thrown away. The body was washed with wine and the cavities packed with natron, a natural salt, and left for forty days. After forty days, when the body was dried out, it was treated with oils, perfumes, and spices. The body was then wrapped in yards of linen cloth, placed in a decorated coffin, and buried in a tomb.

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. “A mummy is a dead body that has been well preserved so it will not decay over time.” The word *preserved* means—
- found in sand.
 - kept from decaying*.
 - cold.
 - hidden.

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

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

10 points

5. “The body was washed with wine and the cavities packed with natron, a natural salt, and left for forty days.” The word *natron* means—
- wine.
 - an internal organ.
 - a spice.
 - salt*.

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

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

10 points

6. “After death, the person’s internal organs were removed and washed with wine.” The word *internal* means—
- dried out.
 - inside*.
 - special.
 - old.

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

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 5 / Clarifying Sticky Situations with the Strategy Spies

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LITERATURE (6 DAY)

Tyler Bradford Is the New Kid in School

Written by Sam R. McColl

Illustration by Jeremy Tugeau

The Savvy Reader—Clarifying, A Collection of Readings, pages 3–55

Success for All Foundation, 2011

Summary

Tyler Bradford is the new kid in school. His first two weeks are exciting to say the least. From the principal to the school bully to the football coach, it’s beginning to seem like Tyler won’t do well at Ames Elementary School. Will his new friend Jerome help Tyler turn things around?

Instructional Objectives

	Reading	Writing
CYCLE 1	Clarifying (CL)	Write a letter.
	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 have moved to a city twelve hours away from their home town, and they will write letters to friends in their old city.

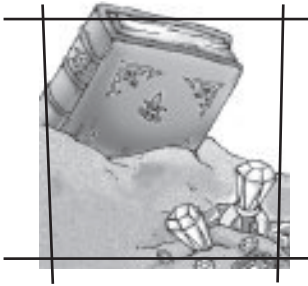
(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Clarifying (CL)	Prefix and base word	Write an ode.
	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 explain their use of the teamwork process to figure out unclear ideas in sentence, paragraphs, and larger parts of the passage.	Students will break words into prefixes and base words and use the prefix <i>re-</i> to increase their understanding of words.	Students will write odes to their favorite sports, games, or hobbies.

CYCLE 1**Instructional Objectives**

		Reading	Writing
CYCLE 1	Clarifying (CL)		Write a letter.
		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 have moved to a city twelve hours away from their home town, and they will write letters to friends in their old city.

Teacher's Note: This cycle's Adventures in Writing lesson asks students to imagine that they have moved to a new city about twelve hours from their original home. As a reference, provide students with a list of cities that are approximately twelve hours from their home town, or provide students with atlases or road maps to help them choose new cities. If access to the computer is possible, use <http://maps.google.com> as a reference.

**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 *Tyler Bradford is the New Kid in School* by Sam R. McColl. As we read, we’ll practice figuring out words that we don’t understand. We call this clarifying. Good readers try to fix what they don’t understand so they can keep reading. That’s why we clarify.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Build or activate background knowledge about the story using the items below.
 - Ask students if they have ever moved. Use **Team Huddle** to have students discuss what they think it would feel like to move far away from their current homes to a new place. Tell students to think about what it would feel like to be a new student somewhere. Use **Random Reporter** to select students to share.
 - Use **Team Huddle** to have students discuss what they could do to make new friends in a new home. Use **Random Reporter** to select students to share.
 - Tell students that the main character in this story moves to a city twelve hours away from his original home. Explain that this is a distance greater than 700 miles. Display a map, pointing out to students places that are about 700 miles from their current homes. Use **Random Reporter** to select students to share which city they would move to if they had a choice.



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 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 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
faculty page 9	chunk: fa-cul-ty	group of teachers, instructors, and professors at a school	The <i>faculty</i> at Cumberland High School really loves their students.
glanced page 15	base word + ending: glanc(e) + ed	looked at quickly	I <i>glanced</i> out the window at a dog running by.
sprinted page 16	base word + ending: sprint + ed	ran very fast	The horses <i>sprinted</i> out of the gate at the derby.
jotted page 22	base word + ending: jot + t + ed	wrote down quickly	Molly <i>jotted</i> down Lisa's number so she wouldn't forget it.
glared page 23	base word + ending: glar(e) + ed	stared angrily	Talib <i>glared</i> at his brother when his brother barged into his room.
scheduled page 28	sch = /sk/ base word + ending: schedul(e) + ed	planned, made time for in the future	The mayor <i>scheduled</i> the town meeting for next week, after the sheriff's return.
previous page 28	chunk: pre-vi-ous	prior, earlier	I had bought a basketball the <i>previous</i> time I went to the mall, so I didn't have to get one when I went with Jeffrey today.

Word and Page Number	Identification Strategy	Definition	Sentence
obtain page 29	chunk: ob-tain	get	The pilot had to <i>obtain</i> clearance from the tower before he was allowed to land.

Using the Targeted Skill (Introduction and Definition)

- Display the following sentences to demonstrate clarifying.

Preparation: Write the sentences on the board.

Sentence 1

Eskimos sail in finners to hunt seals and whales.

Sentence 2

The Eskimos brave icy Arctic waters to hunt the narwhal.



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

This word is made up. Point to *finners*. **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, canoes, 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 explain 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 *narwhal*. **Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? An animal such as a seal or whale. 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 *Tyler Bradford Is the New Kid in School*.

Listening Comprehension

- Read chapter 1 of the story 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

The day started just like every day in Texas used to start. Tyler woke up to the unending beeping of his alarm clock at 6:45 in the morning. He reached out from under the covers and slammed his hand down on the snooze button. Tyler liked those nine extra minutes before his mom would yell upstairs, telling him it was time to "move it or lose it," like she always said.

After those nine minutes passed, Tyler remembered that his mom wouldn't be yelling upstairs to him in the mornings anymore. He lay in bed, and for a second he forgot where he was. What wallpaper was this? Why was the window on the other side of the room? Then he remembered. He was in a new house, in a new town, in a new state.

Tyler looked around his new room. After the move he and his father had made sure to fill Tyler's room with all of his toys, models, sports gear, and posters. His father had wanted Tyler to feel as much at home as he could in this strange house before Tyler started attending his new school. Tyler felt strange in his new room, but his poster of Darrin Jackson, the famous Texas football player, on the wall above his bed made him feel better. Darrin Jackson was Tyler's favorite player. The poster of Tyler's favorite racecar driver on the wall across the room made him feel a little better as well.

Tyler was still nervous. The first day of school is always cause for anxiety, but today was especially unusual. He and his father had just moved from Dallas, Texas, to the small town of Ames, Iowa. It had been a rough move, both emotionally and physically. They were tired after driving the moving van more than 12 hours from Texas and then unpacking once they reached their new home. Tyler was emotionally tired too, because he missed his friends from Dallas. He missed Jack, Sally, Monica, Tara, Julio, and Sun-Li.

But most of all, Tyler missed his mother. During the last year Tyler had watched his parents go through a painful divorce. Tyler had watched his dad cry. Tyler had watched his mother cry. Tyler had even cried himself. Sometimes he blamed the divorce on himself, although his parents would both tell him he shouldn't. His mom and his dad had told him how much they both loved him. But still, it didn't make Tyler any happier.

When Tyler's dad had landed a new job teaching at Franklin University in Ames, Tyler's mom and dad had thought it best that Tyler go with his dad. Tyler hadn't understood why, exactly, but here he was, in a new home, and the school year was about to start. Tyler worried about making friends. He worried about being the "new kid." He knew how groups of friends often treated new kids in school. He'd mistreated new kids at his old school himself. Tyler remembered something his mother used to say whenever Tyler mistreated kids at school. She would say, "Tyler, someday the shoe might be on the other foot." Back then Tyler hadn't understood what that meant. But now he did. The shoe really was on the other foot.

(continued on next page)

Tyler lay in bed for a few more minutes, looking at his unfamiliar surroundings. He looked at the poster of Darrin Jackson. “What do you think, DJ?” Tyler asked the poster. Tyler imagined how Darrin might respond.

“You’ve got to get up and at ’em, Tyler,” he imagined Darrin saying. “When my team’s losing near the end of the game, and it’s my turn to run with the ball, I just concentrate. I go out there and rush through the line as hard as I can. Sometimes I score a touchdown, and sometimes I get tackled. But no matter what, I give it my best. That’s what you have to do.”

“OK, DJ,” Tyler thought to himself, “you’ve got it. That’s what I’ll do.” Tyler crawled out of bed and pulled back the curtains. He was surprised by what he saw outside. When he used to look out his bedroom window from his family’s apartment in downtown Dallas, Tyler would see nothing but smog. In the spring, summer, and early fall, the heat and humidity would mix with the smog to create a soupy mixture you couldn’t see through. He might have sometimes seen a few rays of morning sun peeking through the dense clouds of smog, but not very often. The light in Ames, Iowa, was different. It seemed like the brightest morning light Tyler had ever seen. He couldn’t see a speck of smog anywhere.

Tyler said to himself, “With a day like this, maybe things won’t be so bad after all.” Tyler dressed in his favorite outfit, jeans and his Darrin Jackson #8 jersey. He laced up his favorite sneakers and walked down the unfamiliar steps to the unfamiliar kitchen. His dad was standing by the kitchen mirror, adjusting his tie. “Hey Dad,” Tyler said, “g’morning.”

“Hey sport, good morning to you too! How’d you sleep? Was ol’ DJ keeping an eye on you while you slept?” his dad joked.

“I guess so,” Tyler said, and smiled.

“Hey, look at that! A smile! I haven’t seen one of those in a while,” his dad exclaimed.

“C’mom Dad,” Tyler protested, “I’ve done my best, you know.”

“I know you have, son,” his dad said, “and I know these past few months have been really hard on you. But I’m proud of you, I hope you know.”

“I know,” Tyler mumbled.

Tyler and his dad sat down to breakfast. They shared the morning paper. Tyler’s dad read the front page, while Tyler read the sports section. The football season was about to start, and Tyler enjoyed reading about his favorite players in training camp. Tyler and his dad read and ate. Tyler drank orange juice, and his dad drank coffee.

When they were finished, Tyler’s dad said, “C’mom son. I’ll drive you to school today, it being the first day and all. You ready?”

“I guess so, Dad. Hey, it’s your first day of school too. You know that?” Tyler said, knowing that his dad started teaching classes at Franklin University today.

“I guess it is. Well, what do you know? The Bradford Boys’ first day of school. Let’s go get ’em,” his dad said.

Preview Team Talk

- Preview the Team Talk questions with the class.

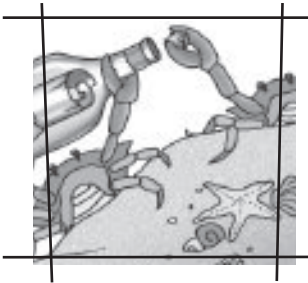
Student Edition, page S-6

Team Talk

- Which definition best fits the word *expecting* on page 8? |CL|
 - looking at
 - watching out
 - waiting for
 - listening to

Explain why.
- What is Principal Wilkins talking about when she mentions Tyler's situation? How do you know? |DC|
- How does Tyler feel **after** meeting Principal Wilkins? How can you tell? |SQ|
- Why do the kids in Room 111 laugh at Tyler? |CE|

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

Blackline master provided.

Amanda fastened her seat belt securely. She wanted to be prepared for the jolt 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 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 on how to say that word. An example follows:

Teacher (T): “Amanda 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?

S: *I just did.*

T: Thanks for helping me clarify. I can put a check on my sticky note. Some words you’ll know already, and you can help your partner with those words.

- Continue to read through the word *ignition*. Have difficulty sounding out this word. Ask the student to help you identify the word. An example follows:

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

S: *I don’t know it either. I can’t chunk it.*

T: Okay, 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: *The strategy card says you can try to reread and use context clues. She is going to space and can’t wait to gaze at the earth. I think it means to look at the earth. Astronauts look at the earth. I’ve seen pictures of the earth too.*

T: That makes sense. You used rereading, context clues, and your background knowledge. Great job! I can put a check on my sticky note.

- 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 judgment 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**
 - pages 8 and 9 aloud with partners.**
 - pages 10 and 11 silently.**
- Prompt and reinforce discussions as partners read and clarify.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Model team clarifying with a student team (that includes your previous student partner) using a word you marked earlier. 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 the word I struggled with earlier (*ignition*). 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 starting an engine. 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.

- 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 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. Which definition best fits the word *expecting* on page 8? |CL|
 - a. looking at
 - b. watching out
 - c. *waiting for*
 - d. listening to

Explain why.

100 points = *I think this because the secretary says the principal is expecting Tyler and his dad. When the principal learns they have arrived, she asks for them to be sent into her office. She must have been waiting for them to arrive at school.* **90 points** = *I think this because the secretary says the principal is expecting Tyler and his dad. When the principal learns they have arrived, she asks for them to be sent into her office.* **80 points** = *The principal wants them sent in when she hears they are there.*

2. What is Principal Wilkins talking about when she mentions Tyler’s situation? How do you know? |DC|

100 points = *Principal Wilkins is talking about Tyler’s parents’ divorce when she mentions his situation. I know because Tyler mentions that his parents are divorced earlier in the story. The divorce really upset Tyler. Principal Wilkins also says she wants to help Tyler face the past.*

90 points = *Principal Wilkins is talking about Tyler’s parents’ divorce when she mentions his situation. I know because Tyler mentions that his parents are divorced earlier in the story. The divorce really upset Tyler.*

80 points = *She is talking about his parents’ divorce. He mentioned it earlier.*

Team Talk *continued*

3. How does Tyler feel **after** meeting Principal Wilkins? How can you tell? |SQ|

100 points = *Tyler feels annoyed after meeting Principal Wilkins. I can tell because he is upset that she wants to discuss the divorce with him. He doesn't want to talk about the divorce with a stranger. He is also upset, because he feels like crying as he leaves her office.* **90 points** = *Tyler feels annoyed after meeting Principal Wilkins. I can tell because he is upset that she wants to discuss the divorce with him.* **80 points** = *He is annoyed. He doesn't want to discuss the divorce with her.*

4. Why do the kids in Room 111 laugh at Tyler? |CE|

100 points = *The kids in Room 111 laugh at Tyler because he makes a mistake when speaking Spanish to Mrs. Yarborough. He accidentally calls her "miss" when she is a "missus."* **90 points** = *The kids in Room 111 laugh at Tyler because he makes a mistake when speaking Spanish to Mrs. Yarborough.* **80 points** = *He makes a mistake when he speaks Spanish.*

- 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

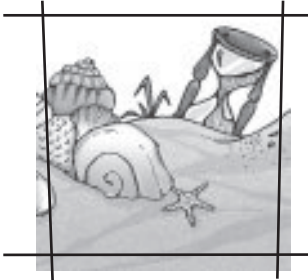
- Tell students that they will watch a video about strategy-use discussion. Tell them to look for student usage of the strategy cards and challenge-score rubrics during the team discussions in the video.
- **Play** the video.
- Use **Think-Pair-Share** to have students identify what tools the students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



Strategy-Use Discussion

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

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Page 10 (paragraphs 1 and 2)

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppy, 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.

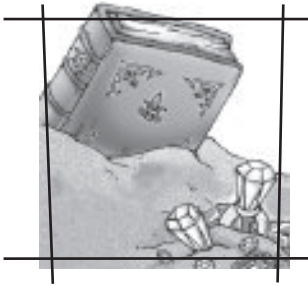


- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric but missing one or two words. Mark where you stop reading. Count the total number of words in the passage.
- Use **Random Reporter** to ask students how many words you missed, and then subtract that number 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 help 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

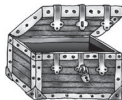
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 Tyler feel after meeting Principal Wilkins?

Listening Comprehension

- Read page 12 (paragraph 1) of the story aloud.

A Collection of Readings,
page 12

Chapter 3

The day wore on. Through the rest of Spanish instruction, and through mathematics and reading, Tyler sat quietly at his desk. He could feel the curious stares of the other students, who would look at him and then look away when he caught them staring. Tyler thought to himself, “This is what it’s like to be the new kid.” He thought about all the times he had picked on new kids in his school in Dallas and wished he could take them all back.



- Read the first sentence of the second paragraph, pausing after the word *cafeteria*. Model how to clarify *cafeteria* on page 12, using a **Think Aloud**; misread the word as *caf-teria* (omitting the first letter *e*) until you clarify it.

A Collection of Readings,
page 12

When Mrs. Yarborough let the students go to the cafeteria for lunch, Tyler somberly walked by himself down the halls of the school.

“When Mrs. Yarborough let the students go to the caf-teria for lunch....”
Caf-teria? 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. *Caf-e-ter-i-a. Cafeteria.* Now, that’s a word I know. It means lunchroom. Let me read that sentence again to see if the word *cafeteria* makes sense.

“When Mrs. Yarborough let the students go to the cafeteria for lunch....”
Okay. That makes sense. Mrs. Yarborough is sending the kids to the lunchroom to eat. Since I clarified that word, I can now continue reading.

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

A Collection of Readings,
pages 12-14

He found a seat at a table far from the bustling noise of the crowded cafeteria. Tyler sat by himself, munching on his ham and cheese sandwich, and trying to ignore the noise around him by reading his latest issue of *Sports Weekly*. Tyler was about halfway through an article on football training camp when he sensed somebody standing over him.

“Hey pal,” he heard a deep voice say. Tyler looked up and saw a student that he had seen in class, sitting on the far side of the room. The student was dressed in black jeans, torn at the left knee, and a plain black tee shirt. The boy’s hair was in long, thick locks that hung down around his neck. The student offered his hand and said, “Name’s Jerome Simpson.”

(continued on next page)

Tyler shook Jerome's hand without getting up, murmured, "Nice to meet you," without really meaning it, and went back to reading his magazine.

"Mind if I sit here?" Jerome asked, motioning toward the empty chair across the table from Tyler.

"Suit yourself," Tyler said without raising his head.

Jerome sat down and pulled a brown paper bag out of his black backpack. He unwrapped a sandwich, took a bite, and said, "Ain't no fun being the new kid, is it?"

Tyler put down his magazine, and looked at Jerome. "What would you know?" he asked Jerome.

"I was in the same boat about six weeks ago. My mom and I moved here from Boston after my parents got divorced."

In an instant Tyler had a hope that he might have met somebody he could talk to, somebody who might know how Tyler felt, somebody he could relate to. His voice quivering, Tyler asked, "Your parents got divorced? When?"

"It was final about two months ago, although it took a long time. Worst year of my life," Jerome said, then took another bite of his sandwich.

Tyler couldn't believe this. "Wow. My parents just got divorced too. My dad and I just moved here from Dallas," he said.

Jerome answered, "Yeah, I know. About the Dallas part, I mean. Mrs. Yarborough told us you'd be joining the class. Didn't know about the divorce, though. Can I ask you something?"

Tyler thought that right now, Jerome could ask just about anything he wanted, "Go ahead, man, shoot."

Jerome lowered his voice to a whisper. "During the divorce, when your parents were splitting up, did you ever, you know, cry?"

Tyler whispered too. "I did."

Jerome smiled. "Wow. Me too. Felt like a big baby."

"Yeah," Tyler said.

"Well, anyway," Jerome continued, "it isn't so bad here in Ames. There's some stuff to do, like after school. If you want, I'll show you around."

Tyler was beginning to think he couldn't believe his luck. "That'd be great," he said. "Let me ask you something. Why'd you and your mom move here?"

"She got some job teaching at the university. She's a math professor."

"Wow!" Tyler exclaimed, "My dad teaches at the university too! Today's his first day!"

"I wonder if they'll meet each other," Jerome thought out loud, then took another bite of his sandwich. "What're you reading?"

Tyler held up his *Sports Weekly*. "Football training camp," he said.

"Cool. Who's your favorite team?" Jerome asked.

"The Dallas Rough Riders," Tyler answered, pointing at his jersey.

(continued on next page)

“Duh, should’ve figured that,” Jerome said. “They’re not bad. I like the Chicago Scorpions, myself,” he continued.

“Yeah, they’re not bad,” Tyler said.

Then Jerome’s face lit up. “Do you play?” he asked.

“Do you mean football?” Tyler responded.

“Course I mean football,” Jerome answered, pulling a football out of his black backpack. “We’ve got about 15 minutes before we have to go back to class. Do you want to pass the ball around a bit outside?”

Tyler couldn’t believe his luck. He’d just met a friend who was going through the same things he was, and it turns out this same guy likes football! “You bet! Let’s go!” Tyler said, bunching up his paper bag and putting it in the trash.

“You got it,” Jerome said, doing the same thing with his bag.

Jerome and Tyler walked outside, Jerome spinning the ball between his fingers. When they walked through the big metal doors on the playground, Jerome said, “Go out for a long one.”

Tyler dropped his backpack and ran out onto the playground about 40 feet away. He turned around as Jerome launched a beautiful spiral. The football arced through the blue sky, and Tyler almost lost it in the sun. Jogging a few steps to his left, Tyler caught the ball in his hands. He felt the rough pigskin of the ball and traced the white laces with his fingers. Winding back his arm, Tyler threw the ball back to Jerome, a spiral almost as good as Jerome’s. Jerome jogged right and caught the ball.

Tyler and Jerome played catch for about 10 minutes, neither one saying a word. They just threw the ball back and forth, back and forth. Tyler was very happy. When they were finished, Tyler and Jerome walked back in through the big metal doors together. Down the hall they walked, toward Mrs. Yarborough’s classroom.

Preview Team Talk

- Preview the Team Talk questions with the class.

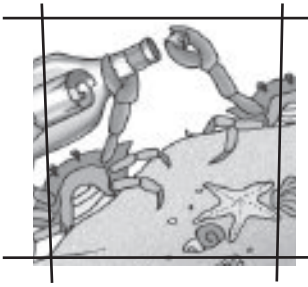
Student Edition, page S-6

Team Talk

1. How does Tyler feel differently after lunch than before it? |CC|
2. Why does Mrs. Yarborough say “that’s very welcoming of you” to Jerome? |CE|
3. Which definition best fits the word *pursuit* on page 16? |CL|
 - a. chase
 - b. lead
 - c. obey
 - d. command

Explain why.

4. How does Tyler’s dad feel about how Tyler did on his first day? 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 15 and 16 aloud with partners.
pages 17 and 18 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 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. How does Tyler feel differently after lunch than before it? |CC|

100 points = *Tyler feels differently after lunch than before it because he feels a lot happier. Tyler has made his first friend. He and Jerome have a lot of things in common. He doesn't care as much about being the new kid anymore.* **90 points** = *Tyler feels differently after lunch than before it because he feels a lot happier.* **80 points** = *He feels happier.*

2. Why does Mrs. Yarborough say “that’s very welcoming of you” to Jerome? |CE|

100 points = *Mrs. Yarborough says “that’s very welcoming of you” to Jerome because Jerome is being nice to Tyler on his first day. He offers to make sure Tyler gets on the right bus to go home.* **90 points** = *Mrs. Yarborough says “that’s very welcoming of you” to Jerome because Jerome is being nice to Tyler on his first day.* **80 points** = *He is being nice and helps Tyler.*

3. Which definition best fits the word *pursuit* on page 16? |CL|

- a. chase
- b. lead
- c. obey
- d. command

Explain why.

100 points = *I think this because Jerome sprints out the door, and Tyler follows him. He must be chasing Jerome. If he wants to chase Jerome, he will have to run quickly.* **90 points** = *I think this because Jerome sprints out the door, and Tyler follows him. He must be chasing Jerome.* **80 points** = *Tyler runs after Jerome, so he must be chasing him.*

4. How does Tyler’s dad feel about how Tyler did on his first day? How can you tell? |DC|

100 points = *Tyler’s dad feels very proud of Tyler for having a great day at school. I can tell because his eyes glisten, and he tells Tyler he is proud of him. He is happy for Tyler.* **90 points** = *Tyler’s dad feels very proud of Tyler for having a great day at school. I can tell because his eyes glisten.* **80 points** = *He feels proud about how Tyler did. His eyes glisten.*

- 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

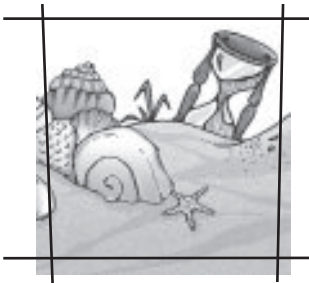
- Remind students to think about the Clarifying Strategy Card and rubric during Class Discussion.
- Begin the strategy-use discussion.



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 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 17

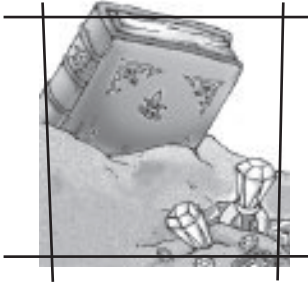
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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

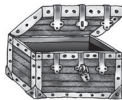
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.



How does Tyler feel differently after lunch? Why does he feel different?

Listening Comprehension

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

A Collection of Readings,
pages 18-20

Chapter 5

When Tyler awoke the next morning, he felt incredibly refreshed. He had slept very well the night before. It had been one of the best night's sleep he'd had since his parents had started going through the painful divorce process. As he woke up he didn't even need to press the snooze button on his alarm clock. When the alarm went off, he threw off the covers and sat up, swinging his feet over onto the floor.

He sat and stretched, feeling the warm morning sun peek through his window. Tyler crossed to the window and threw open the curtains. It was yet another beautiful, sunny morning in Iowa. Tyler turned around and faced his poster of Darrin Jackson.

"Not so bad, hey DJ?" he said to the poster.

"Knock 'em dead again, Tyler," he imagined Jackson saying.

Tyler showered, dressed, and sprang down the steps to where his father was reading the newspaper. Just like yesterday morning.

"Morning Dad," Tyler said. "How'd you sleep?"

"Just fine, Tiger," his dad said, and Tyler was in such a good mood that he didn't even mind his dad calling him "Tiger." His dad continued, "I've got an early meeting for new faculty this morning. Any chance you can take the bus to school today, Tyler?"

Tyler thought about Jerome, who would be on the bus. "No problem, Dad. I can ride the bus."

Tyler read the sports pages while his dad got ready to go to the university. Tyler's dad left, and Tyler rinsed off his cereal bowl and put it in the dishwasher. He then grabbed his backpack. In it he put his lunch that his dad had prepared before he left, his dog-eared copy of *Sports Weekly*, and his schoolbooks. When it was time Tyler went outside and walked down to the bus stop.

The bus finally came, rumbling up Gittings Avenue and belching black, smoky exhaust into the air. The driver opened the door, and Tyler climbed aboard. Tyler looked down the aisle, searching for Jerome. He looked at all the unfamiliar faces, and Jerome's wasn't one of them. Tyler then realized that Jerome wasn't on the bus. "I wonder why?" Tyler thought to himself as he grabbed an empty seat next to a young girl in a pink dress and pigtails. Tyler rode all the way to school in silence, while all the other kids laughed with their friends and talked about the upcoming day.

Many of the kids spoke about a pep rally that would be held the next day in the gymnasium. From what Tyler could tell by the conversations, the Ames Elementary football team was going to be introduced. Most of the team consisted of sixth graders, Tyler supposed, so he didn't recognize any of the names from his class. But still, Tyler was mildly excited about seeing his school's football team. Tyler figured he might not know the players, but football was football.

(continued on next page)

When Tyler got to school, he ambled down the hallway toward Mrs. Yarborough's class, not really looking forward to being there. "Where is Jerome?" Tyler thought to himself. He wondered if something bad had happened to him. When the morning bell rang Tyler sat down at his desk. He absentmindedly took out his math textbook, not really paying attention.

At morning recess Tyler approached Mrs. Yarborough. "Hi, Mrs. Yarborough," he murmured.

Mrs. Yarborough looked up from her desk. "Oh, hello Tyler. Can I help you?" she asked.

Tyler said, "I was just wondering. Do you know where Jerome is today?"



- Read the fifth full paragraph of page 20. Model how to clarify an unknown word. Deliberately struggle to sound out *apparently* in the first paragraph, and demonstrate how to clarify that word with a **Think Aloud**.

A Collection of Readings,
page 20

Mrs. Yarborough said, "Oh, yes. His mother called the principal's office this morning. Jerome is sick today. Apparently, he has some sort of stomach problem. But he should be better tomorrow."

"Jerome is sick today. A-pah..."

You know, I don't know any words that start with the sound /a-pah/. Maybe I should try sounding that out again. Instead of putting a long /a/ sound there, I'll try a short one. *Ap-par-ent-ly. Apparently.* Now, that's a word I know. I'll reread that part again to make sure the word *apparently* makes sense.

"Jerome is sick today. Apparently he has some sort of stomach problem."

Yes, that makes sense. People usually say *apparently* when they're not actually sure what's going on. Mrs. Yarborough has heard only that Jerome is sick. 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 of the story.

A Collection of Readings,
pages 20 and 21

"Oh, okay," said Tyler. He went back to his desk, and took out his copy of Sports Weekly. He started to leaf through the pages, looking for articles he hadn't read yet.

"Tyler?" he heard Mrs. Yarborough call from across the room. Tyler looked up from his magazine. "Why aren't you outside playing with the other students?" she asked.

"Well, uh, I don't know," Tyler stammered, feeling embarrassed.

"Tyler, I want to make sure you fit in here at Ames Elementary," Mrs. Yarborough continued. "Is there anything I can do to help? I know how hard it can be to be the new kid in school."

(continued on next page)

“Uh, well, I’ll be okay,” Tyler said. “I’m sure I’ll make lots of friends,” although he didn’t really believe that he would.

“Okay, Tyler. Just let me know what I can do to help,” Mrs. Yarborough said.

“Thanks,” Tyler said, and then continued leafing through his magazine. He didn’t read for long, however, because the bell rang, ending recess. All the other students filed back into the classroom, laughing with each other and having a good time. Tyler felt lonely, and he also felt jealous. Tyler tried to pay attention as Mrs. Yarborough said, “Es hora para Español,” and the students took out their Spanish books.

At lunchtime Tyler found the same empty seat far from the crowds of laughing students that he had found the day before. He took his lunch and his copy of *Sports Weekly* out of his backpack. He found the last article he hadn’t read yet and started reading. About halfway through the article he heard someone say, “Hey, new kid.” Tyler looked up from his reading.

There were five students that Tyler recognized from class, although he didn’t know their names. They didn’t look very friendly. Tyler said, “My name’s Tyler, not new kid. What do you want?”

The biggest kid in the group said, “Whatever. We just want to know, why do you talk so funny? I mean, you tawlk lahk this.” The big kid imitated Tyler’s Texas accent.

Tyler stood up angrily. “That’s how people talk in Texas,” he said, clenching his fists. “Do you want to make something of it?” As Tyler glared at the kid who had made fun of his accent, he thought about all the times he had gotten into trouble at his old school. Tyler was worried. He knew that he had a temper, and that his temper sometimes got him into trouble. He had been at Ames Elementary for only a day, and here he was about to get into a fight. But still, Tyler knew he couldn’t let someone make fun of the way he talked.

The big kid must have seen the look in Tyler’s eyes. Suddenly the big kid started backing away. “Whatever, dude. Chill out,” he said as he took steps backward. The kids in the group all looked at each other and then turned around and walked away.

His fists still clenched and his jaw quivering, Tyler sat back down and opened his magazine, but he couldn’t concentrate. Things weren’t looking so good.

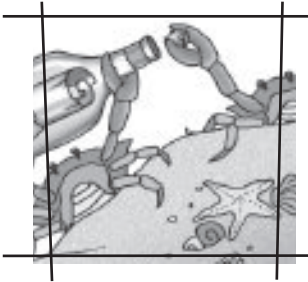
Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-6

Team Talk

- In one or two sentences, tell what happens on the bus ride home. |SU|
- Which definition best fits the word *upbeat* on page 23? |CL|
 - in confusion
 - sad
 - with wonder
 - cheerful
 Explain why.
- Is Jerome surprised by what happened between Tyler and Charlie? How can you tell? |DC|
- Tyler's dad seems worried about Tyler. How do his actions show this? |CH|

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 22 aloud with partners.
pages 23 and 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: In this lesson, students have a strategy-use discussion and are introduced to the role cards and Think-and-Connect discussion. The Write-On discussion is introduced on day 4.

- Direct students to the role cards in their team folders. Ask team leaders to distribute a role card to each teammate. Tell team leaders to hand out both "Third" cards if they have five students on their team.

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

T: OK, we all have our role cards. Mine says “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you. Everyone look at me so I know you’re listening. Here it is: In one or two sentences, tell what happens on the bus ride home. 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 to tell what happens on the bus. My answer is that Tyler hears the kids on the bus whispering about the fight he almost had with Charlie Baker at lunch. Did everyone hear my answer?*

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

S2: *I’ll go first. This card tells me to agree or disagree. His answer was that Tyler hears the kids on the bus whispering about the fight he almost had with Charlie Baker at lunch. I think I would add some information to that. Tyler also spends most of his bus ride trying to ignore the whispers, and he glares at the kids as he gets off the bus. 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. We have another “Third” role card. It’s now 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 on the bus ride home, Tyler hears kids whispering about the incident at lunch when he almost fought with Charlie Baker. He tries to ignore them during the ride, and then he glares at them. Did everyone hear my answer?*

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 Tyler hears kids whispering about him, but he tries to ignore them until he gets off the bus. Does everybody understand that answer? Can everybody 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. In one or two sentences, tell what happens on the bus ride home. |SU|

100 points = *On the bus ride home, Tyler hears kids whispering about the incident at lunch when he almost fought with Charlie Baker. He tries to ignore them during the ride, and then glares at them to warn them not to whisper about him anymore.* **90 points** = *On the bus ride home, Tyler hears kids whispering about the incident at lunch. He tries to ignore them during the ride.* **80 points** = *He hears kids whispering about him.*

2. Which definition best fits the word *upbeat* on page 23? |CL|
- a. in confusion
 - b. sad
 - c. with wonder
 - d. cheerful

Explain why.

100 points = *I think this because Tyler tries to sound happy when he answers his dad. He wants his dad to think he had a good day at school. I also think he would have to try to sound cheerful, since his day wasn't actually very good.* **90 points** = *I think this because Tyler tries to sound happy when he answers his dad. He wants his dad to think he had a good day at school.* **80 points** = *He tries to sound happy for his dad.*

Team Talk *continued*

3. Is Jerome surprised by what happened between Tyler and Charlie? How can you tell? |DC|

100 points = *No. Jerome isn't surprised by what happened between Tyler and Charlie. I can tell because he describes Charlie to Tyler without knowing who Tyler talked to at lunch. He says he and Charlie aren't best friends. I think he knows Charlie isn't very nice.* **90 points** = *No. Jerome isn't surprised by what happened between Tyler and Charlie. I can tell because he describes Charlie to Tyler without knowing who Tyler talked to at lunch.* **80 points** = *He isn't surprised. He knows which kid gave Tyler trouble at lunch.*

4. Tyler's dad seems worried about Tyler. How do his actions show this? |CH|

100 points = *Tyler's dad's actions show he is worried about Tyler because he asks if Tyler wants to talk about what happened at lunch with him. He wants to make sure Tyler is okay. He also asks Tyler if he agrees that it is good that he has made one friend already.* **90 points** = *Tyler's dad's actions show he is worried about Tyler because he asks if Tyler wants to talk about what happened at lunch with him. He wants to make sure Tyler is okay.* **80 points** = *He asks if Tyler wants to discuss what happened earlier.*

- 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.



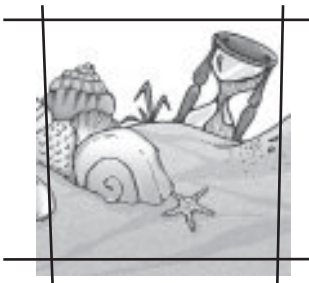
- Tell students that they will watch a video about the Think-and-Connect discussion. Tell them to look for student usage of role cards and challenge-score rubric during the team discussions in the video.
- **Play** the video.
- Use **Think-Pair-Share** to have students discuss why it's important to use the Think-and-Connect rubric during Class Discussion. *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. *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	Team Talk Extenders	<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>Why do you think Tyler doesn't want to talk to his dad about what happened at lunch today?</p> <p>Tyler turns to Jerome for help with his lunchtime situation. What does this show about Tyler's new friendship?</p> <ul style="list-style-type: none"> – Award team celebration points.

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

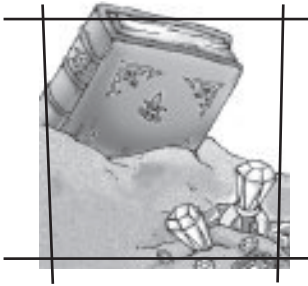
Student Edition, page S-5

Page 17 or 24 (paragraphs 1–7)

- 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 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

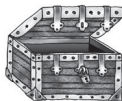
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.



Is Tyler’s first day at school better or worse than his second day at school?

Listening Comprehension

- Read pages 25–27 (paragraph 1) of the story aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
pages 25–27

Chapter 7

The next morning, Tyler woke up hoping that the day would be better than the last. He looked up at his poster of Darrin Jackson. "What do you think, DJ? Will today be any better than yesterday?" he asked the poster.

Tyler imagined Darrin Jackson saying, "It's got to be, Tyler. Just do what I do when times get rough. I just focus, put my head down, and carry the ball to the end zone. That's what you've got to do."

Tyler agreed. Like he did most mornings, Tyler got dressed and had breakfast with his dad. He packed his lunch in his backpack, and when the time came he went out to the bus stop. This morning when he climbed aboard the bus, he was happy to see Jerome sitting in a seat toward the middle of the bus.

"Hey, over here! I saved you a seat" Jerome called. Tyler smiled and sat down next to Jerome. Jerome asked, "How'd you do on your Spanish homework from a couple of days ago?"

Tyler said, "Mrs. Yarborough didn't grade them yet, but I think I did okay. I could translate most of the words and phrases pretty well, I think. You?"

Jerome said, "Well, let's just say I'm relieved I had an extra day to work on it. I was having some trouble with it, but I think I figured out most of it." Jerome and Tyler discussed Jerome's homework as they rode the rest of the way to school.

When they got to school, Jerome and Tyler walked into the busy classroom and sat down. The two boys paid attention to Mrs. Yarborough as the morning wore on. When the morning recess bell rang, Tyler walked over to Jerome. He said, "Hey Jerome, do you want to pass the football around a bit?"

Jerome answered, "Yeah, okay, but I have to take care of something first. I'll meet you out there." Jerome reached into his backpack under his desk and handed Tyler the football.

"Okay," Tyler said, taking the football. He walked out the door to the playground outside. He lingered around in the sunshine, waiting for Jerome. Tyler surveyed the playground and imagined that some of the kids running around were members of a football team during training camp.

As he looked around he noticed Jerome talking to Charlie Baker, the kid Tyler had had problems with yesterday. "I wonder what they're talking about?" Tyler thought to himself. "Are Jerome and Charlie friends?" Tyler certainly hoped they weren't. Tyler wasn't certain he could be friends with someone who was, in turn, friends with someone like Charlie Baker. Tyler stared at Jerome and Charlie. Then he noticed something odd. Although Tyler couldn't hear what Jerome and Charlie were saying, Tyler noticed that Jerome started shaking his fist at Charlie. Jerome definitely had a menacing look about him as he shook his fist.

(continued on next page)

Tyler walked a little closer to try to overhear what they were saying. As he got closer, he overheard Charlie say, “Whatever, dude,” as he threw up his hands and walked away. Jerome turned around and walked over toward Tyler.

“Hey, throw me the ball Tyler!” Jerome called.

Tyler called back, “What was that all about?”

Jerome said, “Oh, nothing much, really. Let’s just say that Charlie shouldn’t bother you much anymore.”

Tyler was a bit upset. He didn’t want to be known as the kid who couldn’t stand up for himself and needed others to protect him. He said, “I can fight my own battles, Jerome.”

Jerome looked hurt. “What do you mean? Man, we’re both new kids in this school. The way I see it, we’ve got to stick together,” he said.

Tyler supposed that he could see Jerome’s point. Also, Tyler didn’t want to make his only friend in this school mad. So he said, “Okay, thanks. All right, go out for a long pass.”

Jerome winked as he backpedaled to a spot about 50 feet away from Tyler. Tyler launched the football into the air toward Jerome. Jerome, with his long legs, loped toward where the ball would come down and timed it perfectly. He got there right as the ball fell into his arms. “Nice pass!” Jerome called.



- Deliberately struggle with the meaning of the word *backpedaled* in the first paragraph on page 25. Model how to clarify with a **Think Aloud**.

“Jerome winked as he backpedaled to a spot about 50 feet away from Tyler.”

I’ve never heard the word *backpedaled* before. I’m not really sure what it means. I know what *back* means, and I know how to pedal a bicycle, but I can’t see how they go together. I’m going to read the next sentence to see if that helps me figure out what *backpedaled* means.

“Tyler launched the football into the air toward Jerome.”

Let me get my thoughts together here. It looks like Tyler and Jerome are playing catch. I’ve played catch before, and I know you face the person with whom you’re playing. I also know that *back*, at the beginning of the word, means to go backward. I also know that you pedal with your feet, like on a bike. Oh, now I get it. Jerome ran backward so he could still face Tyler when Tyler threw the ball toward him. So *backpedaled* must mean ran backward. I figured it out.

- Read the rest of page 27 of the story.

A Collection of Readings,
page 27

“Thanks!” Tyler said as Jerome threw the ball back toward him. Tyler imagined that he was a wide receiver going out for a pass in the last seconds of the championship game. Tyler ran toward where he thought the ball would fall and imagined hearing the crowd roar as he leapt into the air to catch the spiraling ball.

“Nice catch!” Jerome shouted, and Tyler threw it back to him. The two boys threw the ball back and forth for about five minutes. Each throw was longer than the one before it, and soon Tyler and Jerome were standing about 70 feet apart. Tyler’s arm was beginning to ache from throwing the ball so hard. Tyler thought to himself, “I wish that we had a locker room, instead of a classroom, to go into. I could sure use some ice for my shoulder.”

Finally the bell sounded, ending recess. Jerome jogged over to Tyler, and the two of them walked into class together. As they walked through the door, neither of them noticed that Coach Sanders, the coach of the school’s football team, had been watching them from behind his dark sunglasses and scratching his thick, gray beard.

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, #2, 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 *erupted* on page 28? 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 *erupted*, and then I need to tell why that’s the correct choice.

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

Student Edition, page S-7

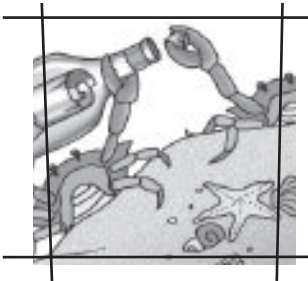
Team Talk

1. Why can’t Tyler and Jerome sit with each other at the assembly? |CE|
 - a. They cause too much trouble when they sit together.
 - b. They are in different classes.
 - c. Their last names start with different letters.
 - d. They had a fight on the way to school.

Team Talk *continued*

2. Which definition best fits the word *erupted* on page 28? |CL|
 - a. spoke
 - b. exploded
 - c. vanished
 - d. arrived

Explain why. (Write-On)
3. What must the students do **before** they can try out for the football team? |SQ|
4. Which boy is a more experienced football player, Tyler or Jerome? How can you tell? |CC|

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 28 aloud with partners.
pages 29 and 30 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. Why can't Tyler and Jerome sit with each other at the assembly? |CE|
 - a. They cause too much trouble when they sit together.
 - b. They are in different classes.
 - c. *Their last names start with different letters.*
 - d. They had a fight on the way to school.

2. Which definition best fits the word *erupted* on page 28? |CL|
 - a. spoke
 - b. *exploded*
 - c. vanished
 - d. arrived

Explain why. (Write-On)

100 points = *I think this because when the kids hear the good news, they erupt into cheers and applause. When people suddenly begin cheering and applauding, it might sound like an explosion of noise.* **90 points** = *I think this because when the kids hear the good news, they erupt into cheers and applause. They explode with noise.* **80 points** = *They explode with noise from cheering and applauding.*

3. What must the students do **before** they can try out for the football team? |SQ|

100 points = *Before they can try out for the football team, students must get a permission slip signed by their parents.* **90 points** = *Before they can try out for the football team, they need a signed permission slip.*
80 points = *They need a signed permission slip.*

4. Which boy is a more experienced football player, Tyler or Jerome? How can you tell? |CC|

100 points = *Jerome is a more experienced football player. I can tell because Tyler has only played on Saturday mornings with his friends. Jerome has played in a city league for two years.* **90 points** = *Jerome is a more experienced football player. I can tell because Tyler has only played with friends, and Jerome has played on a team.* **80 points** = *Jerome is more experienced. He has played on a team.*

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

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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<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>
<ul style="list-style-type: none"> – Award team celebration points. 	

- 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.



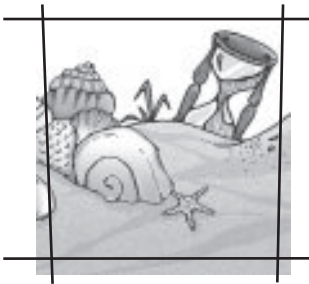
- Play the video.
- Use **Think-Pair-Share** to have students discuss why it’s important to use the Write-On rubric during Class Discussion. *It’s important to use the rubric to make sure that we include all the important parts in our written answers.*



- Use **Think-Pair-Share** to have students tell how the team showed they were prepared for Class Discussion. *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.*
- Randomly select a few students to tell how the teams were rewarded for good Write-On discussions. *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.

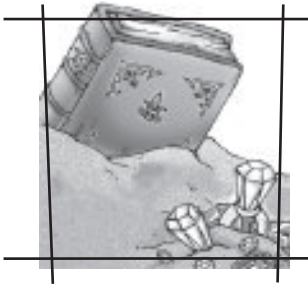
Student Edition, page S-5

Page 17, 24 (paragraphs 1–7), or 28 (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.

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

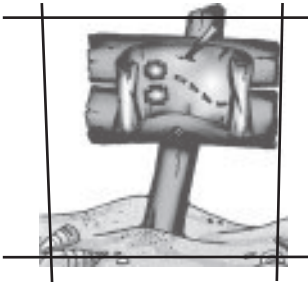
- Tell students that their reading test today includes comprehension questions.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model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



In yesterday's reading, Tyler learned he could try out for the school football team. Today we will find out if Tyler's dad will let him try out for the team.

Prepare Students for the Test

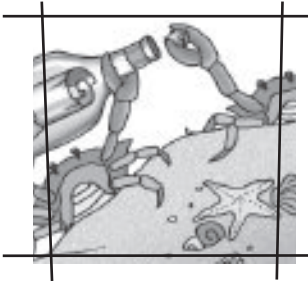
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3 like they did in their Write-On questions yesterday.
- Make sure that students understand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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

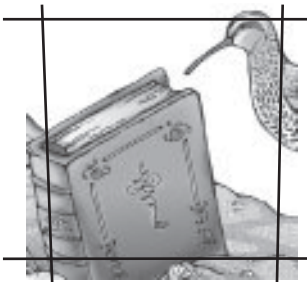
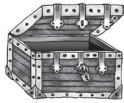
Team Discussion **TP**

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



Class Discussion **TP**

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



BOOK CLUB

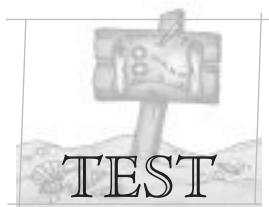
Timing Goal: 20 minutes

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

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

Cycle Follow-up

- Enter team celebration scores, challenge scores, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 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 31 and 32 of *Tyler Bradford is the New Kid in School*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. How is the afternoon of Tyler's first day at school different from the morning? |CC|

20 points = *The afternoon of Tyler's first day at school is different from the morning because he is much happier in the afternoon. He has made a friend. Jerome has a lot in common with him.* **15 points** = *The afternoon of Tyler's first day at school is different from the morning because he is much happier in the afternoon.* **10 points** = *He is much happier in the afternoon.*

20 points

2. What has to be done **before** Tyler can play football? |SQ|

20 points = *Before Tyler can play football, his dad has to sign a permission slip for Tyler to bring back to school on Monday.* **15 points** = *Before Tyler can play football, his dad has to sign a permission slip.* **10 points** = *His dad has to sign a permission slip.*

30 points

3. Which definition best fits the word *perused* on page 31? |CL|

- a. followed
- b. misplaced
- c. glanced
- d. studied

Explain why.

20 points = *I think this because the story says Tyler's dad peruses the permission slip and reads it slowly, word after word. I think that if you are reading something slowly, you are studying it.* **15 points** = *I think this because the story says Tyler's dad peruses the permission slip and reads it slowly, word after word, line by line.* **10 points** = *His dad reads it slowly, word after word.*

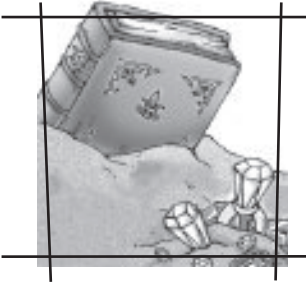
20 points

4. Does Tyler's dad want him to play football? How can you tell? |DC|

20 points = *Yes. Tyler's dad wants Tyler to play football if it will make him happy. He sees Tyler's excitement and signs the permission slip.* **15 points** = *Yes. Tyler's dad wants Tyler to play football if it will make him happy.* **10 points** = *Yes. He wants Tyler to be happy.*

10 points

5. Which of the following predictions is the best one to make at this point in the story? |PR|
- a. Only Tyler will try out for the team.
 - b. Only Jerome will try out for the team.
 - c. *Tyler and Jerome will both try out for the team.*
 - d. Neither Tyler nor Jerome will try out for the team.

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

Set the Stage

- Introduce the writing goal.

Today you will pretend that you have moved far away from your current home. In fact, you have moved twelve hours away from home, just like Tyler. You will write a letter to one of your friends, describing what you miss about home.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a letter.

Writing letters used to be a reliable and inexpensive way to send news to friends or family who lived far away. It was very common for people to write letters. Some may have written at least once a week. Today we can use telephones or e-mail to share news with friends or family members, but it is still exciting to receive mail every once in awhile.

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

Blackline master provided.

July 30, 2011

Dear Desiree,

Greetings from India! I can't believe I've been here a month already! My parents, grandparents, and cousins have been keeping me busy for the past few weeks. It almost seems like I don't get a chance to relax, but it has been a lot of fun.

India is so beautiful and exotic compared to New York City. The colors are amazing. Not only the colors of the trees and flowers, but the clothing! In New York we usually see women wearing business suits. Well here in India, they wear brightly colored saris and tunics. The women look like beautiful jewels. My parents have bought me a few saris to wear for special occasions. I can't wait to show them to you when I get home. We can dress up!

Daily life here is so different. First of all, there is family everywhere! It seems like I am constantly meeting new cousins, aunts, and uncles. They all come over for lunch or dinner every evening. It gets to be very noisy at dinner because there are so many people talking at once, and I'm so used to it just being my parents and brother! It is a lot of fun, and my family is all really nice.

Despite keeping busy, I am getting a bit homesick. I just really want to have a sleepover where we eat our favorite pizza, watch an American movie, and drink root beer floats together! It's amazing the simple things you miss when you cannot have them. I'll be home in just a couple weeks, so that is really soon. I can't wait to see you and to show you all of my pictures and tell you my stories from my trip!

Fir milenge (that means "see you" in Hindi),
Padma

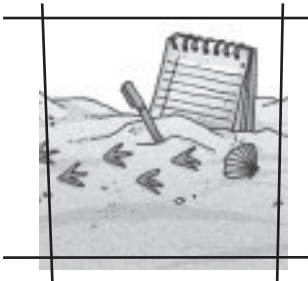
- Ask students why Padma is writing to her friend Desiree. *Padma tells Desiree about her trip to India and that she misses home.*
- Use **Team Huddle** to have students tell why Padma may have written a letter to Desiree instead of calling or e-mailing her. Use **Random Reporter** to select students to share. *Calling New York from India might be expensive. She might not have access to a computer where she is in India.*



- Point out the parts of a letter to students. Use **Team Huddle** to have students identify the parts of a letter. Use **Random Reporter** to ask students about the letter.

All letters contain some basic parts. First, a letter should include the date. This lets your recipient know when you wrote the letter, and how old the news in the letter is. When did Padma write her letter? *She wrote it on July 30, 2011.* Good. Next, a letter needs a greeting. This is like saying hello to the person to whom you are writing. What does Padma say in greeting? *“Dear Desiree.”* Great. The greeting is always followed by a comma. Then there is the body of the letter, where you tell the recipient your news. What does Padma tell Desiree about India? *She has been busy. It is beautiful there. The women wear beautiful clothes that she will show Desiree. She has been having fun with her family. She misses home a little and cannot wait to have a sleepover with Desiree.* Good! After the body, you need to close the letter. This is like saying goodbye to the recipient. How does Padma do this? *She says “Fir milenge,” which means see you in Hindi.* Yes! This is a friendly letter, so she says “see you” to her friend, but she does it in a fun way. She has probably learned some Hindi, which is a language spoken in India, from her family. Finally, you write your signature so the recipient knows who wrote the letter.

- Tell students they will pretend that they have moved and will write letters to friends telling them about their new home and what they miss about their old home.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you have moved to a new city and want to write a letter to a friend, telling him or her about your new home and what you miss about your old home.



- 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

Pretend that like Tyler, you have moved to a new city that is twelve hours away from your current home. That is a long distance! Write a letter to a friend back home, describing some of the things you miss about your old home, hometown, or your friends. Include at least two details that describe your new home. Include details about at least three things you miss. Be sure you include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).

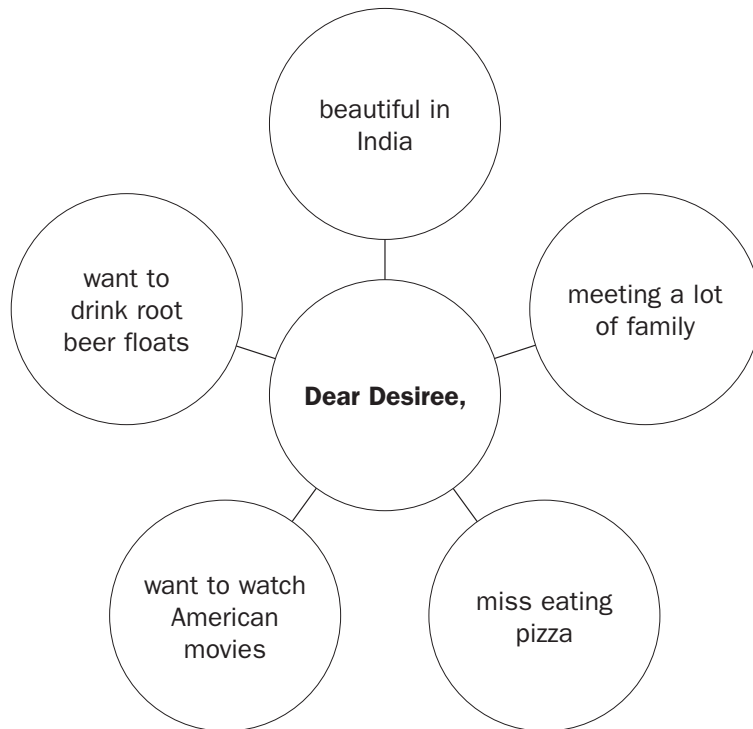
Scoring Guide

You wrote a letter to a friend, telling him or her about your new home.	20 points
You provide at least two details about your new home.	15 points each (30 points maximum)
You explain three things you miss about your old home, hometown, or friends, and provide details.	15 points each (45 points maximum)
Your letter is in the proper format (a date, a greeting, the body, a closing, and a signature).	5 points

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

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

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

Sample Graphic Organizer**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.
- Tell students that as they write, they should consider organization and smooth transitions in their writing.

When you write, you should consider how good organization and smooth transitions from one idea to another can help make your writing clear and easy to understand. Since you are writing a letter, you want your friend to understand what you are experiencing in your new home. A good way to organize the body of your letter is to tell your friend about what is new first. He or she might be very curious about what your new town is like. Then tell your friend about the things you miss from home. Smooth transitions using a variety of sentences and transition words will make your writing easier to read as well. Transition words can help you connect ideas and make sentences flow together.

- Display the following passage from a letter.

Blackline master provided.

Hello from Chicago! This is the first chance I've had to sit down and write a letter. The past couple weeks have been pretty busy. I've been unpacking. I've been learning about my new home. So far Chicago seems pretty different from Baltimore. This whole city is laid out like a grid! All the neighborhoods and streets are in nice rows and columns. My mom says that will be helpful in keeping me from getting too lost or confused. It's a lot colder here in the winter. We had to buy all new winter coats. It's windier, and Chicago gets a lot more snow than Baltimore. Schools do not close very often.



- Use **Team Huddle** to have students identify what is wrong with this passage. Use **Random Reporter** to select students to share. *The passage is choppy. The sentences are all short and only have one idea in them.*
- Point out to students that the author of this passage could improve his or her writing with some transition words.
- Display the following list of example transition words.

Blackline master provided.

Words that Show Time

first
meanwhile
after

Words that Contrast

but
however
although

Words that Add Information

for example
additionally
also

Conjunctions

and
because
but

- Explain to students that these are just a small sample of words that can help create smooth transitions and connect ideas in writing. Use **Team Huddle** to have students explain how they could use transition words to improve the sample passage. Use **Random Reporter** to select students to share.

You have identified how the sample passage seems choppy and that each sentence only seems to have one idea. You can use the transition words I displayed along with others to make the passage better. Let's look at the first five sentences. The first and second sentences are just a greeting and short explanation of what has been going on in the author's life. I think that is fine, but the next three sentences all share the same idea: that the author has been busy. How can transition words make this smoother? *The author could combine the ideas. The author could write, "The past couple weeks have been pretty busy because I've been unpacking and learning about my new home."* **Good! This is much more natural sounding. Moving on, I think the sixth sentence is fine. The author introduces a new idea: Chicago is different from Baltimore. Then the author provides some examples of how. What might you change about the next several sentences?** *The author could use transition words that add information. He or she could write, "For example, this whole city is laid out like a grid! All the neighborhoods and streets are in nice rows and columns, which my mom says will be helpful in keeping me from getting too lost or confused."* *Then the author could write, "Additionally, it's a lot colder here in the winter. We had to buy all new winter coats because it's windier and Chicago gets a lot more snow than Baltimore. However, schools do not close very often."* **Great! These changes will make this letter easier to read.**

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

Sharing, Responding, and Revising

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

Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- 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?

Amanda fastened her seat belt securely. She wanted to be prepared for the jolt 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 finally it was a reality.

July 30, 2011

Dear Desiree,

Greetings from India! I can't believe I've been here a month already! My parents, grandparents, and cousins have been keeping me busy for the past few weeks. It almost seems like I don't get a chance to relax, but it has been a lot of fun.

India is so beautiful and exotic compared to New York City. The colors are amazing. Not only the colors of the trees and flowers, but the clothing! In New York we usually see women wearing business suits. Well here in India, they wear brightly colored saris and tunics. The women look like beautiful jewels. My parents have bought me a few saris to wear for special occasions. I can't wait to show them to you when I get home. We can dress up!

Daily life here is so different. First of all, there is family everywhere! It seems like I am constantly meeting new cousins, aunts, and uncles. They all

come over for lunch or dinner every evening. It gets to be very noisy at dinner because there are so many people talking at once, and I'm so used to it just being my parents and brother! It is a lot of fun, and my family is all really nice.

Despite keeping busy, I am getting a bit homesick. I just really want to have a sleepover where we eat our favorite pizza, watch an American movie, and drink root beer floats together! It's amazing the simple things you miss when you cannot have them. I'll be home in just a couple weeks, so that is really soon. I can't wait to see you and to show you all of my pictures and tell you my stories from my trip!

Fir milenge (that means "see you" in Hindi),
Padma

Hello from Chicago! This is the first chance I've had to sit down and write a letter. The past couple weeks have been pretty busy. I've been unpacking. I've been learning about my new home. So far Chicago seems pretty different from Baltimore. This whole city is laid out like a grid! All the neighborhoods and streets are in nice rows and columns. My mom says that will be helpful in keeping me from getting too lost or confused. It's a lot colder here in the winter. We had to buy all new winter coats. It's windier, and Chicago gets a lot more snow than Baltimore. Schools do not close very often.

Words that Show Time

first

meanwhile

after

Words that Contrast

but

however

although

Words that Add Information

for example

additionally

also

Conjunctions

and

because

but

Story Map



Title: Tyler Bradford Is the New Kid in School, cycle 1

Characters:

Tyler Bradford
Dad
Principal Wilkins
Mrs. Yarborough
Jerome Simpson
Charlie Baker
Coach Sanders

Setting:

Where: Ames, Iowa

When: school days

Problem:

Tyler's parents get divorced, and Tyler moves with his dad to Iowa. Tyler is worried about being the new kid in school.

Tyler has his first day at Ames Elementary. Jerome befriends him during lunch, and the two discover
Event: they have a lot in common.

Jerome is absent from school, and Tyler is lonely. His temper almost gets the best of him at lunch, but he
Event: cools off. He calls Jerome after school to tell him all about his day and his encounter with Charlie Baker.

Coach Sanders watches Jerome and Tyler play football during recess. He announces that fifth graders
Event: will be allowed to try out for the football team this year.

Event:

Event:

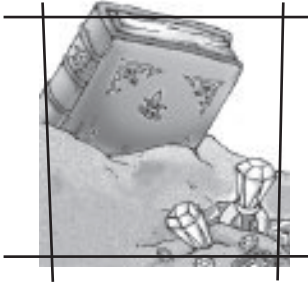
Solution:

CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Clarifying (CL)	Prefix and base word	Write an ode.
	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 explain their use of the teamwork process to figure out unclear ideas in sentence, paragraphs, and larger parts of the passage.	Students will break words into prefixes and base words and use the prefix <i>re-</i> to increase their understanding of words.	Students will write odes to their favorite sports, games, or hobbies.

Teacher’s Note: This cycle’s Adventures in Writing lesson discusses odes. The odes “Ode on a Grecian Urn” by John Keats and “Ode to Joy (An die Freude)” by Friedrich Schiller as a part of Ludwig van Beethoven’s *Symphony No. 9* are mentioned during Drafting. Consider reading “Ode on a Grecian Urn” or other appropriate odes aloud, or playing a portion of “Ode to Joy” aloud for students.

**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 *Tyler Bradford Is the New Kid in School* by Sam R. McColl. 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
exhaled page 36	base word + ending: exhal(e) + ed	breathed out	The diver finally <i>exhaled</i> when he surfaced after thirty seconds.
recalling page 41	prefix + base word + ending: re + call + ing	remembering, calling up from memory	We met old friends and spent an evening <i>recalling</i> good times from the past.
famished page 42	base word + ending: famish + ed	very hungry, almost starving	Jules felt <i>famished</i> after not eating all day.
gigantic page 42	chunk: gi-gan-tic	huge	Jenny was unsure she could finish the <i>gigantic</i> bowl of cereal she had poured herself.
drifted page 46	base word + ending: drift + ed	floated	The clouds <i>drifted</i> by on the wind.
makeshift page 47	compound word: make + shift	thrown or put together at the last minute	When the rain began to pour, we made a <i>makeshift</i> tent out of twigs, branches, and leaves.

Word and Page Number	Identification Strategy	Definition	Sentence
spiraled page 52	base word + ending: spiral + ed	spun while moving out	The boomerang <i>spiraled</i> through the air after Dudley threw it.
conflicting page 53	base word + ending: conflict + ing	opposing	Tabitha had <i>conflicting</i> feelings; she wanted to go to the mall, but she also wanted to see her cousins.

Using the Targeted Skill (Introduction and Definition)

- Use the following examples to demonstrate how ideas in sentences and larger parts of text can confuse readers.

Blackline master provided.

Example 1

It was a beautiful morning. The sun began rising slowly 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.

- Display example 1. Ask students to identify what is confusing and why. *Stars wouldn't be twinkling in the night sky when it is morning.*

Listen as I read this paragraph. Read the paragraph. **Are any of the ideas confusing? Which ones confused you?** 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 sentences are not as plainly out of place as this one was. 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 readers get confused, though, is that they don't make sure they understand what's happening as they read. When this happens and they get confused, they need to stop and clarify.



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

Blackline master provided.

Example 2

It had been a long, hard day. Six hours of working on the farm had given Jake blistered fingers and sore muscles. Still, when he 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 and 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 being able to go swimming after he finished his farm work. It all makes sense now.**



- Use **Think-Pair-Share** to have students describe what you did to clarify. Randomly select a few students to share. *Stopped reading, figured out what was confusing, and continued reading until you found the answer.*
- Tell students that when they read something that doesn't make sense, they should do the same thing: stop reading, decide what's confusing, and use a clarifying strategy to figure it out.
- Explain that this cycle, as they continue reading *Tyler Bradford Is the New Kid in School*, you want them to notice any words, sentences, paragraphs, or passages that confuse them, and try to clarify these.

Listening Comprehension

- Create interest in the next section of the text by reviewing what has happened in the story thus far. Ask questions, if necessary, to prompt students' thinking.
- Preview chapters 10–18 of *Tyler Bradford Is the New Kid in School* 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 33-35****Chapter 10**

For the rest of the week, Tyler did nothing but get his homework done and think about football. He even borrowed a book about football basics from the school library. When he wasn't studying or practicing with Jerome, he was reading that book. He stayed up too late at night reading that book by the dim light of his small bedside lamp. He even dreamed about football. He and Jerome gave each other tips about how to throw better, how to catch better, and how to hike the ball faster.

On Friday morning, at recess, Jerome and Tyler were throwing the ball back and forth, practicing their methods. They had gotten so good that they could throw the ball almost 100 feet. As they were practicing Coach Sanders approached them.

"Hey, throw me the ball!" Coach Sanders called to Jerome. Jerome threw the ball in a perfect spiral to the coach. Coach Sanders caught the ball and shouted, "Nice pass!" Then he called Jerome and Tyler over to him. The two boys jogged over.

"Boys, my name is Coach Sanders." The two boys introduced themselves. Coach Sanders continued, "I've been watching you boys play for the last few days. I think you'd make great additions to the team. I sure hope you two are planning on attending the tryouts on Monday. If I had to guess, I'd say both of you would make the team."

"Really?" Tyler said. "That'd be spectacular!"

Coach said, "Jerome, you've got quite an arm. You can throw better than most kids your age I've seen."

"Well, thanks," Jerome said, his face turning red as he grinned.

"And you," the coach continued, looking at Tyler, "you've got great speed. You really seem to be able to know where the ball's going to land. Keep up the good work, and I'll see you boys on Monday after school."

"Thanks Coach!" Tyler called. Tyler then realized he liked the sound of that. He liked calling somebody "Coach." It made him feel like he was part of a team. When Coach Sanders was inside, Tyler turned to Jerome. "How about that, huh? That's pretty exciting, isn't it?"

"It sure is," Jerome answered. The bell sounded and recess was over. "You know, though, we've got to keep practicing. We can only get better."

Tyler agreed. "Yeah, let's practice all weekend. What time do you want to get together on Saturday morning?" he asked Jerome.

Jerome answered, "Oh, Saturday's not good. I've got something I have to do with my mom. We're going to visit some family in Illinois. We're actually leaving right after school today."

"Oh, okay," Tyler said. "Sunday's good enough. But we better get back inside, or **Señora** Yarborough will wonder where we are."

"Don't you mean **Señorita** Yarborough?" Jerome joked.

(continued on next page)

“Knock it off, man,” Tyler said, grinning, as the two boys walked back into school. At lunch Tyler and Jerome kept practicing their throws and catches. Tyler was about to throw the football when he saw Charlie Baker, with his spiky, blond hair, walking over to Jerome. Tyler remembered what he had seen the last time those two boys met up, so he ran over to meet them.

Tyler heard Charlie begin to speak. “Listen Jerome. I don’t know who you think you are, but I saw you talking to Coach Sanders. You’d better not be thinking about trying out for the quarterback position. It’s mine. I’m a sixth grader, and I’ve waited a long time for this chance. You fifth graders don’t even belong on the team. It’s for us, the sixth graders.”

Tyler saw that Jerome and Charlie were standing very close, face to face. Tyler didn’t like the looks of this. Before he had a chance to say something, Jerome started shouting at Charlie.

He shouted, “Listen buddy! There’s a reason there are tryouts. It’s so the best player can play, which will help the team win. If it turns out that I’m the best player, then I’m going to play. I don’t care how long you’ve had to wait. I don’t care what grade you’re in. You got a problem with that?”

Charlie stood silently for a moment, as though he was thinking of something to say. Tyler stood silently too, not knowing what he should do. Jerome also stood silently, as though he had said his piece and needed to say no more. Eventually, after what seemed like an eternity, Charlie said, “Whatever. Just remember what I said,” and threw up his hands and walked away.

Tyler asked, “Are you okay, Jerome?” Tyler could tell that Jerome was visibly upset. He was shaking and staring at the ground.

Jerome murmured, “Yeah, I’m alright. I just don’t think that bully should be able to boss people around like that. It makes me mad.”

“Yeah, I hear you,” Tyler said. Tyler didn’t know what else to say.

Then Jerome shook his head, shrugged, and said, “Well, whatever. Let’s keep practicing.” Tyler stood there staring at Jerome for a few moments and then jogged out for a catch.

As he jogged Tyler thought about how impressive it was that Jerome could just shake off things like that and then make it seem like he wasn’t bothered. Tyler knew that was something that he himself was never good at. In fact, Tyler knew that that was one of the many reasons he had been in so much trouble at school back in Dallas. Tyler remembered how upset he had been on Monday when he first met Charlie Baker.

Tyler knew that the only reason he wasn’t still upset was football. He enjoyed playing football with Jerome more than anything else, and he didn’t want to lose that.

Preview Team Talk

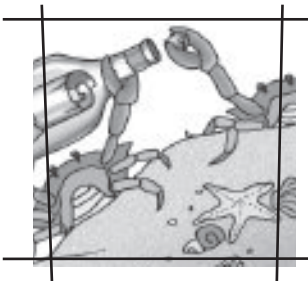
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 36, the author writes that Tyler would see what his dad's "two cents" were. What does that phrase mean? How did you figure that out? (Write-On) |CL|
2. How is Tyler's dad's story similar to what is happening between Jerome and Charlie? |CC|
3. In one or two sentences, tell how Tyler and his dad celebrate the end of the first week of school. |SU|
4. Not thinking about the divorce, Jerome, or Charlie Baker makes Tyler feel— |DC|
 - a. calm.
 - b. angry.
 - c. sad.
 - d. glad.

- 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 36 aloud with partners.
pages 37 and 38 (paragraph 2) 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 36, the author writes that Tyler would see what his dad’s “two cents” were. What does that phrase mean? How did you figure that out? (Write-On) |CL|

100 points = When the author writes that Tyler would see what his dad’s “two cents” were on page 36, he means that Tyler would see what his dad thinks about his problem. I know that when someone offers his or her two cents about something, that person is offering his or her thoughts or opinion. **90 points** = When the author writes that Tyler would see what his dad’s “two cents” were on page 36, he means that Tyler would see what his dad thinks about his problem. **80 points** = He is going to ask his dad for advice. It means thoughts or opinions.

2. How is Tyler’s dad’s story similar to what is happening between Jerome and Charlie? |CC|

100 points = Tyler’s dad’s story is similar to what is happening between Jerome and Charlie because his story is also about choosing between doing what’s good for you and doing what might be good for another person. Jerome wants to play quarterback, but Charlie is older and has waited longer to play quarterback. **90 points** = Tyler’s dad’s story is similar to what is happening between Jerome and Charlie because his story is also about choosing between doing what’s good for you and doing what might be good for another person. **80 points** = It’s about doing something good for you or doing something good for another person.

3. In one or two sentences, tell how Tyler and his dad celebrate the end of the first week of school. |SU|

100 points = Tyler and his dad celebrate the end of the first week of school by going out to dinner for hamburgers and milkshakes. Then they go to a motorcycle show to watch races and look at fancy motorcycles. **90 points** = Tyler and his dad celebrate the end of the first week of school by going out to dinner and to a motorcycle show. **80 points** = They go out to dinner and to a motorcycle show.

Team Talk *continued*

4. Not thinking about the divorce, Jerome, or Charlie Baker makes Tyler feel— (DCI)

- a. calm.
- b. angry.
- c. sad.
- d. *glad*.

- 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.



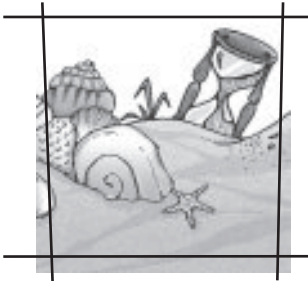
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: 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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Think-and-Connect Discussion	Team Talk Extenders	<p>Do you think it is Tyler’s business what happens between Jerome and Charlie during football tryouts? Why or why not? What should he do?</p> <p>Tyler has a good time taking a break from thinking about all the things that have been happening to him recently. Do you think taking breaks every now and then is important? Why or why not?</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 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 choppy, and finally without expression to show a lack of fluency skills.

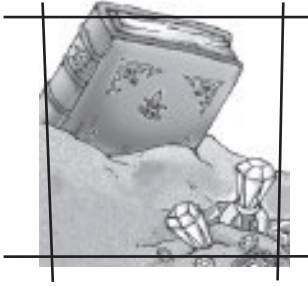
Page 36 (paragraphs 2–4)

- 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.

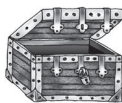
Set the Stage

- 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.

How does Tyler feel during his night out with his dad?

Listening Comprehension

- Read page 38 (paragraph 3) of the story aloud. Use this paragraph to model clarification by deliberately omitting the third line of the paragraph. Register confusion as you read the fourth line of the paragraph. Use a **Think Aloud** to clarify the paragraph by rereading.

A Collection of Readings,
page 38

Chapter 12

All day Saturday Tyler and his dad worked around the house. There were still many boxes that needed to be unpacked. There was also some yard work that needed to be done: leaves needed raking, the rain gutters needed cleaning, and the car needed washing. Tyler asked his dad if he could climb up on the roof to help with the gutter cleaning.

“There was also some yard cleaning...”

What? “Yard cleaning?” That doesn’t make sense. I’m going to go back and reread that part of the paragraph again.

“There was also some yard work that needed to be done: leaves needed raking, the rain gutters needed cleaning, and the car needed washing.”

Okay. I see what I did. I skipped a line of the paragraph. Now that I’ve reread it, the paragraph makes sense. Tyler is listing the chores that needed to be done. I figured it out.

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

A Collection of Readings,
pages 38–40

“I don’t think so, Sport,” his dad said. “Too dangerous. You can help me wash the car, though.” That was fine with Tyler. When Tyler had been in Dallas, many of his friends had teased Tyler because Tyler enjoyed working in the yard. But when Tyler was raking leaves, mowing lawns, or washing the car, he didn’t think it was work. He thought it was fun. When Tyler washed the car, his dad would let him tune in the sports talk radio station on the car’s dashboard radio, and Tyler would listen to the people on the radio talk about the nation’s most recent sports news.

(continued on next page)

So that Saturday as Tyler's dad climbed around on the roof, cleaning out the gutters, Tyler sprayed the car with the hose. When Tyler finished that, he filled a bucket with soapy water and scrubbed the car down. As he scrubbed Tyler listened to sports talk radio from the car. While Tyler was wiping down the car's right-front fender, he heard something from the radio that made him stop in his tracks.

The local sports jockey announced that a group of professional football players would be visiting elementary football programs all through Iowa and other midwestern states. When Tyler heard that they would be visiting schools in Iowa, he stopped to listen. The announcer listed the schools that would be on the tour. Tyler waited with bated breath. About halfway through the list, Tyler heard the announcer say, "Ames Elementary in Ames."

Tyler couldn't believe his ears! Professional football players were coming to his school? This was amazing! Tyler put down his rag and listened for more details. The radio announcer began to list the players who would be part of the tour. Tyler listened very carefully now. Would he hear what he wanted to hear?

Yes! Tyler heard the announcer say that Darrin Jackson, a running back for the Dallas Rough Riders, would be part of the tour. Tyler jumped up and down and started shouting with glee. Tyler couldn't believe it. Darrin Jackson was going to be visiting his school! Tyler listened for more details. He discovered that the tour was going to be going through his school on Monday afternoon. Tyler supposed that the players would probably be there to watch the tryouts.

Tyler imagined doing his best at the tryouts. He imagined catching one of Jerome's long passes and running for a touchdown. He imagined running right past Darrin Jackson on the sidelines, and looking up at him as he ran by. Tyler knew exactly what he would do. As he ran past DJ, he would give him a thumbs-up sign. DJ would smile, or maybe wink, and give him a thumbs-up sign in return. This was going to be great.

Tyler was jumping around and whooping it up so loudly that his dad called down from the roof, "Hey Sport! What's with all the racket?!"

Tyler called up, "Dad! Dad! Guess what?! Darrin Jackson's going to be at my school on Monday afternoon! A bunch of pro players are traveling through Iowa visiting football programs! Isn't that great!"

Tyler's dad laughed. "That's pretty cool, Tyler! You'd better make sure you can show him what you can do! You might get drafted to play for the Rough Riders next year," he joked.

"Very funny, Dad," Tyler called up, grinning.

Tyler could not wait for Jerome to return from his vacation that night so he could tell Jerome all the good news. Tyler ran inside and called Jerome's house, leaving a message. "Hey Jerome, it's Tyler," he said into the phone. "Call me as soon as you get home."

(continued on next page)

After Tyler finished his chores, he paced around the house all afternoon waiting for Jerome to call. As Tyler's dad prepared dinner, the telephone rang. Tyler ran to the phone and said hello.

"Hey T, it's Jerome," Tyler heard Jerome say over the line. "What's this good news you want to tell me?"

Speaking a mile a minute, Tyler told Jerome all about the pro football player tour and Darrin Jackson. Jerome was super excited too. "That's good news, man!" Jerome exclaimed. "We better practice a lot tomorrow so us new kids can show those pro players what we've got!"

"You know it," Tyler said, "How about I see you tomorrow at 10:00 am?"

"Sounds good," Jerome said, "See you then." Jerome hung up the phone.

Tyler could barely sit still during dinner. He could barely pay attention to the baseball game that he and his dad watched after dinner. He could barely sleep that night. When he did fall asleep, Tyler dreamed football dreams.

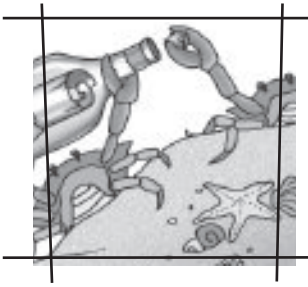
Preview Team Talk

- 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-10

Team Talk

1. Describe how Jerome feels about the problem he has with Charlie Baker. |CH|
2. How does Jerome reach his decision about Charlie Baker? |CE|
 - a. He thinks about Charlie's side of the story.
 - b. He flips a coin.
 - c. He gets in a fight with Charlie on Sunday.
 - d. He draws straws.
3. How does Tyler's dad feel about Jerome and Tyler's friendship? |DC|
4. On page 43, the author writes that Tyler "choked up a little bit." What does that phrase mean? Explain how you figured 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 41 aloud with partners.
pages 42 and 43 (paragraph 4) 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. Describe how Jerome feels about the problem he has with Charlie Baker. |CHI|
100 points = Jerome feels two different things about the problem he has with Charlie Baker. He knows he really wants to try out for the team and play quarterback. He also knows that Charlie has been waiting a long time to be on the football team. Jerome isn't sure what to do. **90 points** = Jerome feels two different things about the problem he has with Charlie Baker. He knows he really wants to play quarterback, but Charlie has waited longer to play. **80 points** = He knows he really wants to play, but so does Charlie, who has waited longer.
2. How does Jerome reach his decision about Charlie Baker? |CE|
 - a. He thinks about Charlie's side of the story.
 - b. He flips a coin.
 - c. He gets in a fight with Charlie on Sunday.
 - d. He draws straws.

Team Talk *continued*

3. How does Tyler’s dad feel about Jerome and Tyler’s friendship? |DC|

100 points = *Tyler’s dad feels happy about Jerome and Tyler’s friendship. He thinks it is good for Tyler.* **90 points** = *Tyler’s dad feels happy about Jerome and Tyler’s friendship.* **80 points** = *He is happy about it.*

4. On page 43, the author writes that Tyler “choked up a little bit.” What does that phrase mean? Explain how you figured that out. (Write-On) |CL|

100 points = *The phrase “choked up” on page 43 means that Tyler is about to cry. Sometimes people feel tightness in their throats when they cry or are about to cry. Also Tyler has had a long week, but he feels good about his friendship with Jerome. Sometimes people cry when they are happy.*
90 points = *The phrase “choked up” on page 43 means that Tyler is about to cry. He feels very happy about his friendship.* **80 points** = *It means about to cry. He is very happy.*

- 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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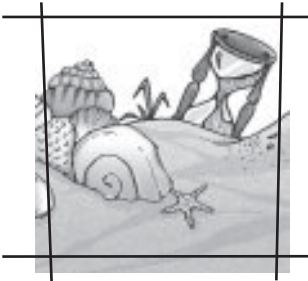
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>What do you think Jerome should do about his problem with Charlie Baker? Should he try out for the football team anyway? Why or why not?</p> <p>Tyler almost cries at the end of the chapter, but it’s because he is so happy. Have you ever cried when you felt very happy? Tell what happened.</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**

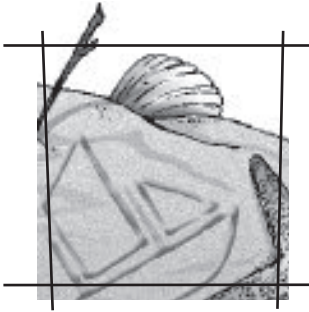
Timing Goal: 5 minutes

- 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-9

Page 41 (paragraphs 1–5)

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



WORD POWER **TP**

Timing Goal: 10 minutes

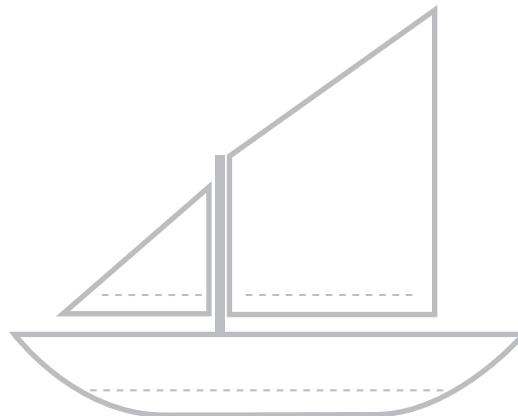
- Introduce Word Power lessons and Captain Read More.

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.

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.



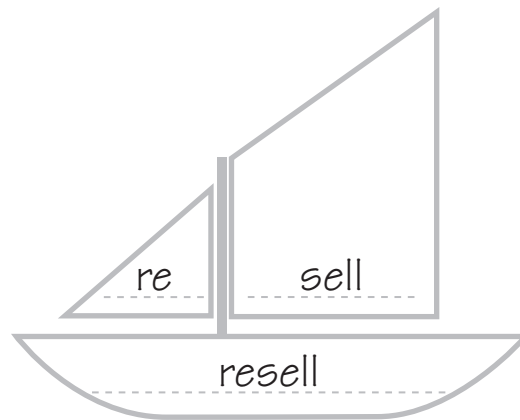
- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings or prefixes.

If you're having trouble reading these words, first read the base word. Next read the prefix, and then read the whole word.

- Write the word “resell” on the board. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share responses, and write the prefix and base word on the appropriate sails.



- Use the word parts written on the sails to pronounce the word *resell*, and have students say the word with you.
- Explain that prefixes can help us define the meaning of a word. Explain that the prefix *re-* means again or do over.
- Use **Team Huddle** to have students discuss the meaning of *resell*. Use **Random Reporter** to select students to share responses. *Sell over or sell again.*
- Tell students that there is a word with the prefix *re-* in their vocabulary list and that they should be on the lookout 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.
- 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 **Random Reporter** to ask students what makes a sentence meaningful. *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**



Student Edition, page S-10

Skill Practice

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. remake *re + make; to make again*
2. rebuild *re + build; to build again*

Building Meaning			
exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

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

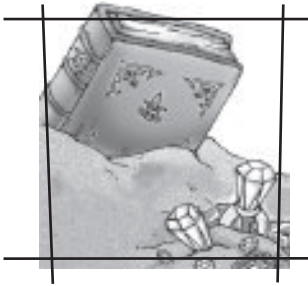
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

After hiking in the woods all day without eating, we were famished by the time we made a campfire.

- 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

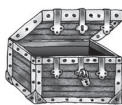
Team Cooperation Goal

- 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.

Does Jerome completely disagree with Charlie Baker? How can you tell?

Listening Comprehension

- Read pages 43 (paragraph 5) and 44 (paragraph 1) of the story aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
pages 43 and 44

Chapter 14

Tyler was so tired from his full Sunday of football practice that he slept like a rock all Sunday night. When his alarm clock went off on Monday morning, Tyler awoke refreshed and alert. He felt ready to start his day. As he sat up in bed and stretched, he looked at his poster of Darrin Jackson. "Today's the day, DJ," Tyler said.

Tyler imagined DJ saying, "Show them what you've got, Tyler, and I'll see you later this afternoon."

Tyler said, "You certainly will." Tyler was in good spirits as he dressed, went downstairs for breakfast, and got ready for school. He sat next to Jerome on the bus, like he did every morning. The two boys made plans to go outside at recess. They walked down the halls of the school to Room 111, as they did every morning. Tyler sat at his desk, and got ready for class, like he did every morning.

But this morning turned out to be different. Mrs. Yarborough had an announcement to make. She stood in front of the class and started speaking. "Buenos días, class," she said. Some of the students responded in Spanish, and some just said good morning in plain English. Mrs. Yarborough continued, "I have finished grading your Spanish translations from last week. You all did very well. For the rest of our Spanish unit, I think it would be best if we all worked in teams on our translations. Working together is a different, but still valuable, way to learn."



- Model clarifying with the second paragraph on page 44. Use a **Think Aloud** to show your confusion about what the paragraph means and how you read ahead to clarify. Read the second paragraph on page 44.

A Collection of Readings,
page 44

She walked up and down the class, handing out a packet of paper to each student. As she did so she said, "You'll notice that each packet has a number at the top. This is the number of your team. I would like Team 1 to meet by the blackboard. I would like Team 2 to meet by the coatroom. I would like Team 3 to meet in the center of the room. And let's have Team 4 meet by my desk." Tyler received his packet of paper and saw a 4 at the top of it.

Wait a minute. Why are students supposed to meet in all different places? Why would students study by the coatroom? That doesn't make sense. Maybe if I read a little bit more I can figure out what's going on.

- Read the next two paragraphs on page 44.

A Collection of Readings,
page 44

As she had instructed, Tyler and the rest of the students broke into groups. Tyler and his group pulled their desks in front of Mrs. Yarborough's desk. Tyler realized that he didn't really know any of the students in his group. He knew their names, but that was about it. Jerome was over with Team 1.

Mrs. Yarborough continued. "The packets I handed you are full of some difficult Spanish phrases. I would like you to work in teams to discuss the best ways to translate these words. Work as a team, because teamwork is very important. Remember to listen to each other, respect each other's ideas, and share your knowledge with each other. You have an hour. Please begin."

Now I've got it. Mrs. Yarborough wants the students to separate into groups so they can work together. And it looks like she wants the groups to be able to discuss their work as they go. It would make sense to separate the groups. That's probably why she wants the groups spread out all over the room. Now I understand.

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

A Collection of Readings,
pages 44 and 45

The students in Tyler's group didn't know where to begin. They looked at their packets, and they looked around at each other. Tyler could tell that nobody wanted to be the first person to speak.

Tyler decided to take the plunge. He cleared his throat and said, "Okay, let's take these phrases one by one. Let's open our packets and start with the first one." The group opened their packets. "Does anyone have any ideas about the first one?"

Julie, a girl in pigtails, suggested a translation for the first phrase. Sung also made a suggestion. Before Tyler knew it, the whole group was working together, translating the phrases from Spanish to English. Tyler found himself as sort of a leader of the group. He would offer suggestions, and listen to other's suggestions. He assisted the others when they were struggling. By the time the hour was up, the group had successfully figured out all the phrases. When they finished, Julie said, "Thanks Tyler. We couldn't have done this without you." Vladimir agreed, as did Thomas and Sandra.

Tyler's face grew red, but he couldn't help smiling. He said, "Well, I'm just glad I could help. I think we make a pretty good team."

Vladimir jokingly punched Tyler on the shoulder. He said, "You're okay for a new kid, Tyler."

Tyler smiled and said, "Thanks a lot."

Thomas asked if Tyler were trying out for the football team that afternoon. When Tyler said that he was, the other students in the group said they'd be there to support him.

(continued on next page)

“You don’t have to do that,” Tyler protested.

Sandra said, “Hey, that’s what friends are for.”

Tyler looked around at his group. Then he looked over at Mrs. Yarborough, who was sitting behind her desk. She tried to hide it, but Tyler could tell that she was smiling.

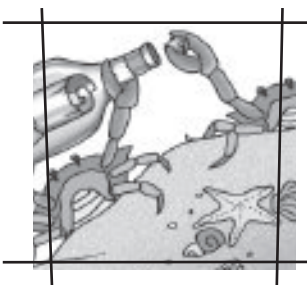
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-11

Team Talk

1. Tell how Tyler’s life at school has changed over the week. |CC|
2. Why is Sandra concerned with trying out for the football team? |CE|
3. On page 47, Jerome says that Sandra kicks the ball “like nobody’s business.” What does that mean? How did you figure that out? (Write-On) |CL|
4. Sandra and Vladimir hadn’t had their parents sign permission slips to try out for football. How does Tyler solve this problem? |PS|



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 46 aloud with partners.
pages 47 and 48 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. Tell how Tyler’s life at school has changed over the week. |CCI|

100 points = *Tyler’s life at school has changed over the week because at first, he had no friends. He was the new kid in school. He wasn’t happy.*

Now he is happy and he has made several friends in addition to Jerome.

90 points = *Tyler’s life at school has changed over the week because at first, he had no friends and wasn’t happy. Now he has several friends and is happy.*

80 points = *At first he was unhappy. Now he is happy.*

2. Why is Sandra concerned with trying out for the football team? |CE|

100 points = *Sandra is concerned with trying out for the football team because she is a girl. She is not sure if they will let girls play on the team.*

90 points = *Sandra is concerned with trying out for the football team because she is a girl.*

80 points = *She isn’t sure if girls can play on the team.*

3. On page 47, Jerome says that Sandra kicks the ball “like nobody’s business.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When Jerome says Sandra kicks the ball “like nobody’s business” on page 47, he means Sandra kicks the ball better than anybody else. He thinks she should try out for the football team because she kicks so well.*

90 points = *When Jerome says Sandra kicks the ball “like nobody’s business” on page 47, he means Sandra kicks the ball better than anybody else.*

80 points = *He means she kicks better than anybody else. He thinks she should try out.*

4. Sandra and Vladimir hadn’t had their parents sign permission slips to try out for football. How does Tyler solve this problem? |PS|

100 points = *Tyler solves this problem by asking Mrs. Yarborough to send Sandra and Vladimir down to the principal’s office to call their parents and get permission over the phone. Then they will be able to try out.*

90 points = *Tyler solves this problem by asking Mrs. Yarborough to send Sandra and Vladimir down to the principal’s office to call their parents and get permission over the phone.*

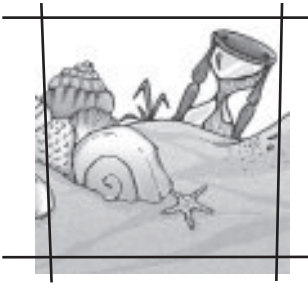
80 points = *He asks Mrs. Yarborough to send them to the principal’s office to call their parents for permission.*

- 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. 	
	<table border="1"> <tr> <td style="background-color: #cccccc;">Team Talk Extenders</td> <td> <p>What kind of football do you think they will play at Tyler's school? How can you tell?</p> <p>Sandra isn't sure girls are allowed to be on the team. Why might she think this? Do you think girls should be allowed to play football?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>What kind of football do you think they will play at Tyler's school? How can you tell?</p> <p>Sandra isn't sure girls are allowed to be on the team. Why might she think this? Do you think girls should be allowed to play football?</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**

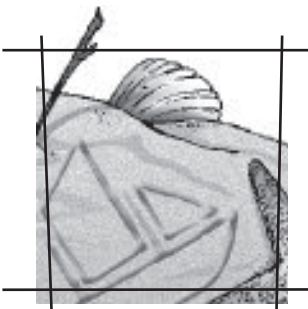
Timing Goal: 5 minutes

- 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 41 (paragraphs 1–5) or 46 (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**

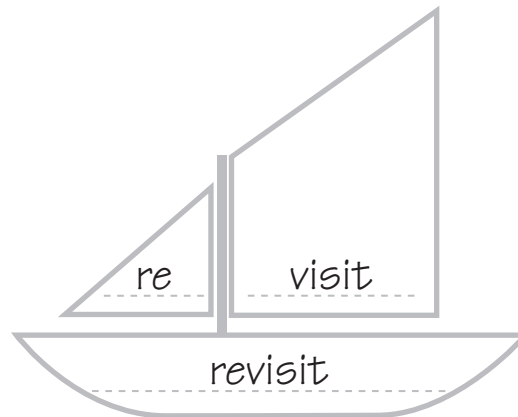
Timing Goal: 10 minutes

- Remind students of the Word Power skill (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 with in this cycle (*re-*).
- Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *re-*. Randomly select a few students to share. *The word* recalling.

tps



- Point out that the word *recall* also has an ending, *-ing*. Have students pronounce the word with you. Display and use the sail clue if necessary.
- Display the sail clue, and write the word “revisit” on the bottom of the boat. Use **Team Huddle** to have students identify the big word or base word and the prefix. Use **Random Reporter** to select students to share. Write “visit” on the big sail and “re” on the little sail.



- Use the word parts to say the word, and 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. *Visit over or again.*
- 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 the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. reuse *re + use; to use again or use over*
2. replay *re + play; to play again or play over*

Building Meaning			
exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

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.

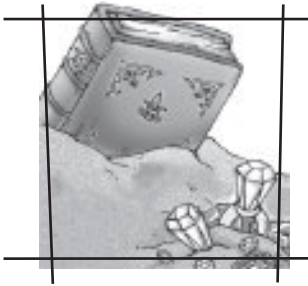
4. A small feather drifted on top of the water on its way down the stream.

Drifted means—

- swirled.
- tossed.
- floated.
- fluffed.

- 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.

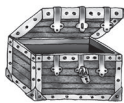
Set the Stage



- 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.

How does Tyler feel now that he has a group of friends?

Listening Comprehension

- Read the page 49 of the story. In the last paragraph, stop after the sentence, “His booming voice floated across the crowd.” Model how to clarify this sentence.

A Collection of Readings,
page 49

Chapter 16

The time for the tryouts finally arrived. Tyler was giddy with excitement. As Tyler and his friends watched all the other kids leave on buses for the day, Tyler told them all about how his favorite football player was going to be at the tryouts.

Sandra and Vladimir both said that they didn’t know who Darrin Jackson was. But then Vladimir said that it sounded pretty cool anyway. When 3:30 came around, the four kids walked out to the football field, which was also the school’s soccer field. Coach Sanders was out there, as were a bunch of sixth graders. When Coach Sanders saw Tyler and his friends, he trotted over to them.

Coach Sanders said, “Tyler and Jerome. Glad you came out.”

Tyler said, “Thanks Coach. This is Vladimir, and this is Sandra. Vladimir is really fast, and Sandra is an amazing kicker. They’re both going to try out too.”

Coach Sanders said, “Well, the more the merrier, I think. Of course, it looks like you four are the only fifth graders. Okay, here’s how this works. Kickers are trying out in about five minutes, and then running backs after that, and then receivers, and then quarterbacks. But first I have an announcement to make for the whole group. So why don’t you kids follow me over to the rest of the group?”

Tyler, Sandra, Vladimir, and Jerome all followed the coach to where all the sixth graders were sitting on the field of grass. Coach Sanders picked up his bullhorn and started speaking into it. His booming voice floated across the crowd. He said, “Okay team, I have some bad news. You all might have heard that some professional football players were going to pay us a visit this afternoon. Well, I heard from the tour manager that their plane was delayed, so, unfortunately, they won’t be joining us today. For anybody who had their hopes up, I apologize. But now let’s get it started. Anybody who wants to try out for a kicking position, please follow me.

That idea is confusing to me. How can a voice float? I need to clarify this. What are some things I can do to help me clarify? Listen to students’ responses. That’s right. I can reread or read on. Let me try rereading the beginning of this paragraph.



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

I think I understand now. Coach Sanders has picked up a bullhorn. Bullhorns are those cone-shaped things that coaches and cheerleaders use to make their voices louder. So “his booming voice floated” is a way of saying that his voice was loud enough that it reached the whole crowd and all the students heard him.

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

A Collection of Readings,
pages 50 and 51

Tyler was heartbroken. He had been so eager to meet Darrin Jackson, and now he wasn't going to? Tyler didn't think it was fair. "Stupid flight getting canceled," he thought to himself. He was about to say something to Jerome about it when Sandra grabbed his shoulder. She whispered into his ear, "Suddenly, I'm a little nervous. What if I don't do well?"

Tyler patted her hand. He knew that right now he had to help Sandra. Reassuringly, he said, "I've seen how well you can kick the ball. Just do your best. That's all that matters. Focus on the ball, concentrate, and you'll do fine. Now go get 'em!" he said and realized that he sort of sounded like Darrin Jackson.

Sandra thanked Tyler and followed the rest of the kickers over to Coach Sanders. Tyler heard Jerome say, "Sorry about the whole Darrin Jackson thing, T."

Tyler surprised himself when he heard himself say, "Yeah, but what's important right now is that we support Sandra. Go Sandra!" Tyler yelled.

Jerome said, "You're right." Then he yelled, "Go Sandra!" too. Vladimir followed suit, and Sandra looked back at her friends. She gave them the thumbs-up sign right as Coach Sanders called her name. Sandra took the ball from the coach and kicked it as hard and as far as she could. The ball traveled farther through the air than it had at any point during lunch.

"Wow," Jerome said under his breath. "That's no joke." Then he yelled "Way to go, Sandra!" Sandra kicked the ball a few more times, and every kick was almost perfect. When she finished, Sandra jogged back to her friends. Everybody congratulated her, even some of the sixth graders.

After a while it was Vladimir's turn to try out with the other running backs. Sandra, Tyler, and Jerome all shouted encouragement to Vladimir as it was his turn to run up and down the field with the ball. Vladimir ran pretty fast. He didn't run quite as fast as some of the sixth graders, but Tyler could tell Vladimir was giving it his all. "Way to go, Vladimir!" Tyler yelled, as did Sandra and Jerome.

When he was done, Vladimir rejoined the group. "Some of those sixth graders are fast," Vladimir said, trying to catch his breath. "I don't know if I'm fast enough. But trying out was fun. Thanks for the advice, Tyler!"

"Hey, you did your best, and I'm glad you had a good time," Tyler said. The four kids discussed how the tryouts were going until they heard Coach Sanders announce that it was time for the receivers to try out. Tyler's heart began to pound. It was his turn.

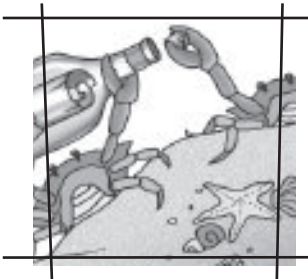
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-11

Team Talk

1. Describe the questions running through Tyler's mind. What do they tell you about Tyler? |CH|
2. Do you think Tyler has a good chance of getting on the football team? How do you know? |DC|
3. On page 52, the author says Tyler focused on the "task at hand." What does that phrase mean? Explain how you figured that out. (Write-On) |CL|
4. Describe how Jerome's throw during his tryout is unlike any of his other throws. What does Tyler think about this? |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 51 (paragraph 3) aloud with partners.
pages 52 and 53 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. Describe the questions running through Tyler’s mind. What do they tell you about Tyler? |CH|

100 points = *Tyler starts wondering if he will make mistakes during his tryout. He starts wondering if he should even try out at all. These questions show that Tyler is a little unsure of himself. He is a little afraid he will not do well at tryouts.* **90 points** = *Tyler starts wondering if he will make mistakes during his tryout. These questions show that Tyler is a little unsure of himself.* **80 points** = *He wonders if he’ll make mistakes. He is a little unsure of himself.*

2. Do you think Tyler has a good chance of getting on the football team? How do you know? |DC|

100 points = *I think Tyler has a good chance of getting on the football team. I know because he does well at practice. He catches the ball and runs really fast. Coach Sanders tells him he did a good job, and the other kids say he runs really fast.* **90 points** = *I think Tyler has a good chance of getting on the football team. I know because he does well at practice. He catches the ball and runs really fast.* **80 points** = *He has a good chance. He does well at practice.*

3. On page 52, the author says Tyler focused on the “task at hand.” What does that phrase mean? Explain how you figured that out. (Write-On) |CL|

100 points = *The phrase “task at hand” on page 52 means that Tyler is focusing on what he has to do at that moment. He ignores everything else and focuses on running with the ball. He focuses on doing well at tryouts.* **90 points** = *The phrase “task at hand” on page 52 means that Tyler is focusing on what he has to do at that moment.* **80 points** = *It means he focuses on doing what he has to do at the moment.*

4. Describe how Jerome’s throw during his tryout is unlike any of his other throws. What does Tyler think about this? |CC|

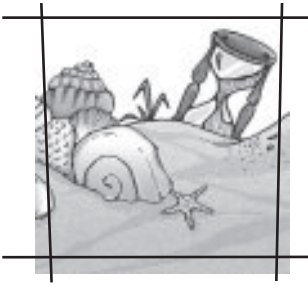
100 points = *Jerome’s throw during his tryout is unlike any of his other throws because it doesn’t go nearly as far or as high as his usual throws. Tyler thinks Jerome throws this way on purpose. He thinks Jerome is throwing badly so Charlie will be the starting quarterback.* **90 points** = *Jerome’s throw during his tryout is unlike any of his other throws because it isn’t as nice as his usual throws. Tyler thinks he is doing it on purpose.* **80 points** = *His throw isn’t as nice as his other ones. He thinks he does it on purpose.*

- 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>Tyler doubts himself a little before tryouts start. Have you ever doubted your abilities? When have you done well despite your doubts?</p> <p>Do you think Jerome throws badly on purpose? Why or why not?</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**

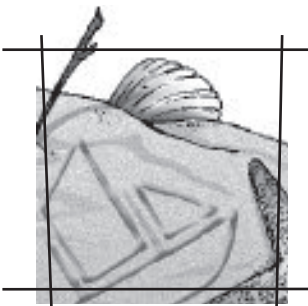
Timing Goal: 5 minutes

- 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 41 (paragraphs 1–5), 46 (paragraphs 1–4), or 51 (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

tps

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to have students discuss why it is useful to learn prefixes and their meanings. *Adding a prefix to a word changes its meaning. For example, re- means do over or again. Understanding the meaning of the prefix and the base word will help us define the word.*



- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the prefix and base word.

Preparation: Display the Word Power Challenge.

Word Power Challenge	reappear
	recount

- Use **Random Reporter** to check pronunciations and meanings. Reappear = re + appear *and means to appear again*; recount = re + count *and means to count again or over*.
- 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 the words in your journal. Then write the prefix and base word. Write a definition for each word.

- renew *re + new; make new over or make new again*
- review *re + view; view over or view again*

Building Meaning

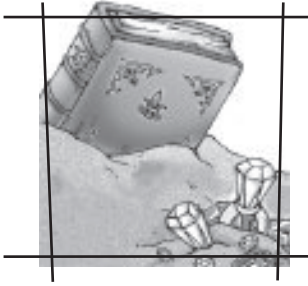
exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

- 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.*
- Choose the word that best fits in the blank.
 Sonia *exhaled* a sigh of relief when she found out she wouldn't have to get up in front of the whole school to speak.

- 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.



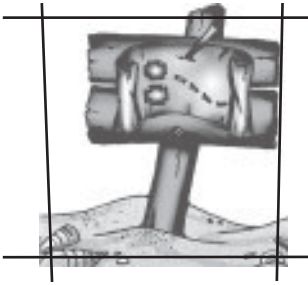
In yesterday's reading, Tyler and his friends tried out for the football team. Today we will find out whether they made the team.

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

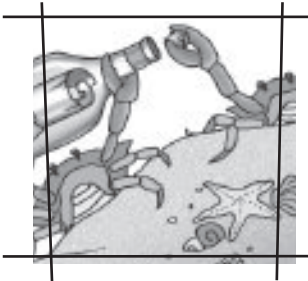
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about clarifying.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they 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.

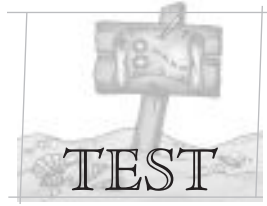


BOOK CLUB

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.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 54 and 55 of *Tyler Bradford is the New Kid in School*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. Which of the following best describes Jerome's thoughts over the weekend? |CH|
 - a. Jerome needs Tyler to tell him what to do about his problem with Charlie Baker.
 - b. Jerome doesn't know what he will do about his problem with Charlie Baker.
 - c. Jerome doesn't want to think about his problem with Charlie Baker all weekend.
 - d. Jerome knows exactly what he will do about his problem with Charlie Baker.

10 points

2. Having a group of friends makes Tyler feel— |CE|
 - a. happy.
 - b. confused.
 - c. like he is homesick.
 - d. like he wants to leave.

20 points

3. How could you tell that Tyler did well during his tryout? |DC|

20 points = *I could tell that Tyler did well during his tryout because he caught the ball and ran really fast with it. Coach Sanders is impressed and tells him he did a good job. His friends tell him he ran really fast.* **15 points** = *I could tell that Tyler did well during his tryout because he caught the ball and ran really fast with it.* **10 points** = *He did what he was supposed to do.*

20 points

4. On page 54, Tyler learns that he is the first-string wide receiver. What does the phrase "first string" mean? Explain how you figured that out. |CL|

20 points = *The phrase "first string" on page 54 means that you are the first player in that position and you play in every game. You are the starter. I figured that out because Vladimir says he will be a second-string player. He says he will not play in every game and he will fill in for other players. A first-string player must be a starter.* **15 points** = *The phrase "first string" on page 54 means that you are the first player in that position and you play in every game. I figured that out because Vladimir says he will be a second-string player and won't play in every game.* **10 points** = *It means he is a starter and will play in every game. Vladimir is a second-string player and will not play every game.*

20 points

5. What happens because Jerome throws badly during tryouts? |CE|

20 points = Because Jerome throws badly during tryouts, he isn't made the starting quarterback for the football team. Charlie Baker is the starting quarterback, and Jerome is the backup. **15 points** = Because Jerome throws badly during tryouts, he isn't made the starting quarterback for the football team. **10 points** = He isn't the starting quarterback.

20 points

6. Do you think Tyler will do well at Ames Elementary? Support your prediction. |PR|

20 points = Yes. I think Tyler will do well at Ames Elementary. He is happy now. He has a bunch of friends. He is a starter on the football team. He doesn't think things are so bad anymore. **15 points** = Yes. I think Tyler will do well at Ames Elementary. He is happy now. He has a bunch of friends. **10 points** = Yes. He is happy now.

Word Power

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

Skill Questions

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

5 points

1. relive
- re + live; live over or live again*

5 points

2. replant
- re + plant; plant over or plant again*

5 points

3. rethink
- re + think; think over or think again*

5 points

4. retest
- re + test; test over or test again*

Building Meaning

exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

10 points

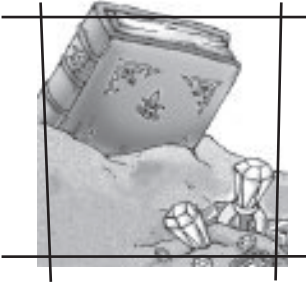
5. Write a meaningful sentence for the word
- makeshift*
- .

10 points = We built our makeshift tree house with all the spare wood and cardboard boxes we could find. **5 points** = We built our makeshift tree house with lots of spare wood and cardboard. **1 point** = We built our makeshift tree house with wood.

10 points

6. We
- drifted
- in the canoe because we got tired of paddling.

- 10 points** 7. Bret held his breath to swim underwater, and he exhaled when he came up for more air. *Exhaled* means—
- breathed out.*
 - sank below.
 - breathed easy.
 - pushed hard.
- 10 points** 8. When I threw the paper airplane, it spiraled through the air and landed under the table.
- 10 points** 9. There was a gigantic hot air balloon in the field behind Josh’s house. *Gigantic* means—
- odd.
 - full.
 - tall.
 - huge.*
- 10 points** 10. Jed had trouble recalling the exact date of his troop’s camping trip.
- 10 points** 11. The weather man gave conflicting reports about whether or not it was going to rain over the weekend. *Conflicting* means—
- similar.
 - hopeful.
 - opposing.*
 - expert.
- 10 points** 12. Dad was famished after mowing the lawn and working in the yard all day without eating lunch. *Famished* means—
- very grumpy.
 - very hungry.*
 - very thirsty.
 - very excited.

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

Set the Stage

- Introduce the writing goal.

Today you will write an ode to your favorite sport, game, or hobby. Tyler really loves football. We learn that after the school announces that fifth graders will be allowed to play football, Tyler thinks, sleeps, and breathes football whenever he is not doing homework. He could write an ode to his favorite sport. You will share your odes 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 an ode, by explaining odes to students.

An ode is a type of poetry that is written to show deep appreciation for something the poet enjoys. Odes are usually very descriptive and use a lot of figurative language to express the poet's feelings. An ode does not have to rhyme, have a particular rhythm, or a set number of lines or stanzas.

- Display the following ode for students.

Blackline master provided.

Ode to a S'more

The flames of the campfire lick hungrily
 Like orange tongues, hoping for a taste.
 Your soft snowy color slowly turns a delicate shade of brown.
 Not too little, and not too much!
 Toasting perfection is necessary.

Slipped on top a homely graham cracker,
 A crisp, sweet bread for this extraordinary sandwich,
 Topped with squares of chocolate
 Waiting for their marriage to sticky sweet marshmallow
 Which oozes as it's squished, and softens the chocolate gently.

That first tentative bite, making sure it is not too hot,
 Then ravenous bites at the crunchy, gooey treat,
 As if it is my last meal on Earth.
 Marshmallow, chocolate, and graham cracker crumbs line my lips,
 And I am satisfied until the next.

- Ask students the subject of this ode. *S'mores*.
- Use **Random Reporter** to discuss the structure of this ode.



I mentioned earlier that an ode does not have to follow a particular structure. It does not have to rhyme or have a rhyme pattern. It does not need a certain number of syllables in a line or stanza. It does not need a particular number of lines or verses, though the poem is usually relatively long. It is whatever the poet wants it to be. Does “Ode to a S'more” rhyme or have rhyme scheme? No. Does it have a particular rhythm or syllable count? No. How many lines is the ode? It is fifteen lines long. Good. How are the lines arranged? They are arranged in three stanzas of five lines each. Great! How does the main idea of each stanza change? Each stanza describes a different part of making or eating a s'more. The first stanza describes toasting the marshmallow. The second stanza describes constructing the s'more. The third stanza describes eating the s'more. Yes! The poet chose to write his or her ode by describing the process of making and eating s'mores.

- Display the following list of literary techniques and figurative language.

Blackline master provided.

alliteration: The repetition of beginning consonant sounds.

imagery: Words or descriptions that cause the reader to use his or her senses (sight, taste, smell, hearing, or touch).

metaphor: Comparing two things without using the words *like* or *as*.

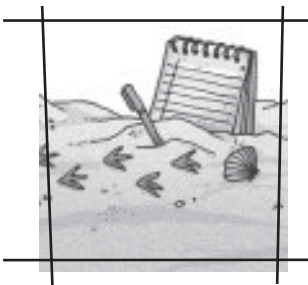
onomatopoeia: The use of words that sound like their meaning, such as *buzz*, *crash*, or *boom*.

personification: Giving human qualities to nonhuman things (objects, ideas, or animals).

simile: Comparing two things using the words *like* or *as*.

th

- Tell students that odes usually have many examples of literary techniques and figurative language. Use **Team Huddle** to have students identify examples of literary techniques and figurative language in “Ode to a S’more.” Use **Random Reporter** to select students to share. *Alliteration:* “soft snowy,” “sticky sweet,” and “cracker crumbs.” *Imagery:* “delicate shade of brown,” “crunchy, gooey, and “Marshmallow, chocolate, and graham cracker crumbs line my lips.” *Metaphor:* comparing the graham cracker and s’more construction to a sandwich. *Onomatopoeia:* oozes and squished. *Personification:* “flames of the campfire lick hungrily.” *Simile:* “Like orange tongues” and “As if it is my last meal on Earth.”
- Tell students that they will use literary techniques and figurative language in their odes today.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an ode about your favorite sport, game, or hobby.

tps

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

Student Edition, page S-12

Writing Prompt

Tyler loves football so much, he would write an ode about it if he was asked. Write your own ode to your favorite sport, game, or hobby. As you write your ode, think about the things you enjoy about your favorite activity, such as how it feels to take part in it or how you feel when a game or project is done. Your ode should be at least fifteen lines long and should describe at least three things about your favorite activity in detail. Your ode should contain at least four examples of literary techniques and figurative language. Remember to give your ode a title.

Scoring Guide

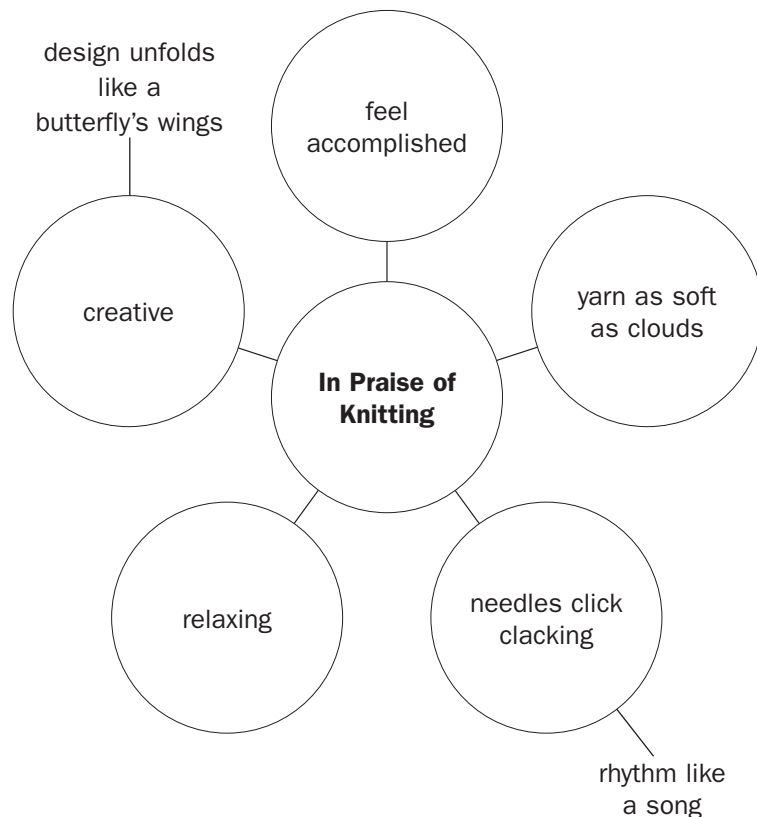
You wrote an ode about your favorite sport, game, or hobby.	25 points
Your ode is at least fifteen lines long.	20 points
It describes at least three things about your favorite activity in detail.	10 points each (30 points maximum)
Your ode contains at least four examples of literary techniques and figurative language.	5 points each (20 points maximum)
Your ode has a title.	5 points

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

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

- 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.
- Point out to students how they might want to title their odes.

Many poems are titled using the main idea or subject of the poem. A poem about rainbows might be titled, “Rainbows,” or a poem about the night sky might be titled, “Starry Sights.” The title of an ode usually directly mentions that it is an ode. The word *ode* comes from the Greek word for song or “to sing.” It is a song in praise of something. Some odes are just poems that are never set to music, though some are. Some examples of famous odes are “Ode on a Grecian Urn” by John Keats and “Ode to Joy (An die Freude)” by Friedrich Schiller, which was set to music in Ludwig van Beethoven’s *Symphony No. 9*. You might not recognize the name, but the tune is a part of popular culture.

- 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 that it is important for them to help their partners identify where they may have missed including details or items mentioned in the writing prompt and scoring guide.

You can help your partners identify where they may have missed including details or items mentioned in the writing prompt and scoring guide. Sometimes it is easy to overlook a detail or guideline when you are writing, which is why it is helpful to have a partner look at your writing as well. Remember that your odes need to have a title, be fifteen lines long, have at least three details about your favorite activity, and have at least four examples of literary techniques and figurative language.

- Display the following ode. Have a volunteer read the ode aloud to the class.

Blackline master provided.

Feet up, body relaxed and calm,
 Except my busy hands, in constant motion.
 My mind concentrating on the knit and purl,
 The gentle click tock of wooden needles,
 Like the ticking of a clock.
 It starts as a spiraling row of knots,
 Twisting its stitches around my little wooden stick.
 But after awhile a beautiful pattern unveils
 And shows its true nature
 Like a butterfly unfolding its wings for the first time.
 My excitement grows as my ball of yarn,
 Soft as clouds and warming like the sun,
 Becomes something more: a blanket, a hat, mittens, or a scarf.



- Use **Random Reporter** to have students identify what is missing from this ode.

If this were my poem, I would want my partner to help me identify what I need to add when I rewrite my draft. What is one thing that is missing from my ode? *Your ode does not have a title.* You are right! My ode is missing a title. If I look back at my graphic organizer, I see that I chose to title it “In Praise of Knitting.” I will have to add that when I rewrite it. What is another thing that is missing? *There are only three examples of literary techniques or figurative language.* Yes! I need four in my ode. Let’s see where I might make some changes. I see a place. I mention how my knitting projects unfold like a butterfly’s wings. I could continue that idea in the first line of the stanza, and say how it begins life like a caterpillar. I will have to think about that. I also see where I might add alliteration in the fourth line, by changing the word *tock* to *clack*. Either of these would help. Is my ode missing anything else? *Yes. It is only thirteen lines long.* You are right! My ode is not long enough. I will have to add two more lines.

- Tell students to work with their partners to identify where mistakes have been made or items mentioned in the writing prompt and scoring guide have been omitted.
- Ask one or two students to share how they might revise their own work based on their partners’ feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Display the following completed ode.

Blackline master provided.

In Praise of Knitting

Feet up, body relaxed and calm,
 Except my busy hands, in constant motion.
 My mind concentrating on the knit and purl,
 The gentle click clack of wooden needles,
 Like the ticking of a clock.

It starts as a climbing caterpillar,
 Twisting its stitched body around my little wooden stick.
 But after awhile a beautiful pattern unveils
 And shows its true nature
 Like a butterfly unfolding its wings for the first time.

My excitement grows as my ball of yarn,
 Soft as clouds and warming like the sun,
 Becomes something more: a blanket, a hat, mittens, or a scarf.
 When all my yarn is knitted up in rows of neat stitches,
 I can sit back and admire my new creation.

- Use **Random Reporter** to have students identify changes made to the ode.
- 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?

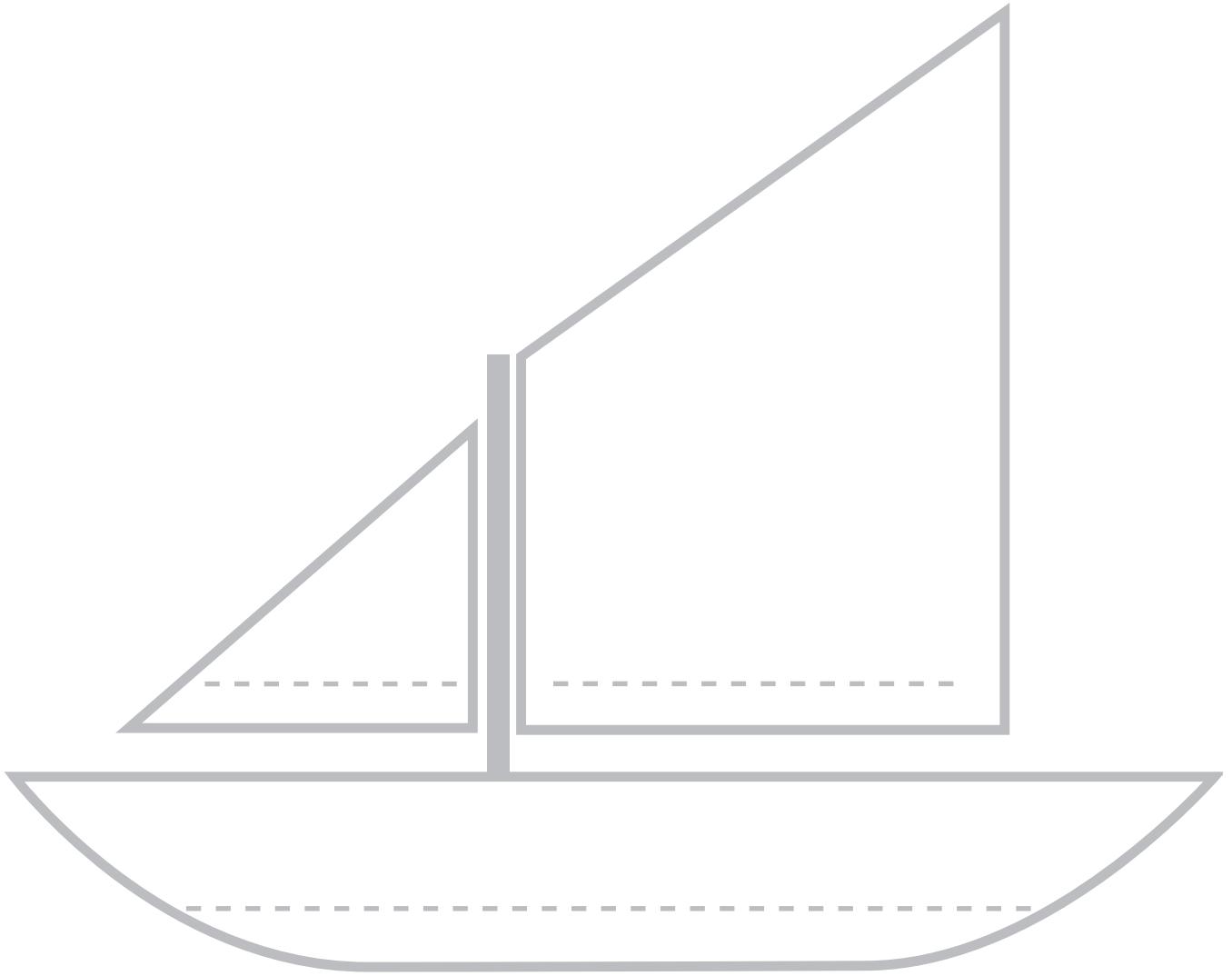
Example 1

It was a beautiful morning. The sun began rising slowly 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 Jake blistered fingers and sore muscles. Still, when he 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.



Ode to a S'more

The flames of the campfire lick hungrily
Like orange tongues, hoping for a taste.
Your soft snowy color slowly turns a delicate shade
of brown.

Not too little, and not too much!
Toasting perfection is necessary.

Slipped on top a homely graham cracker,
A crisp, sweet bread for this extraordinary sandwich,
Topped with squares of chocolate
Waiting for their marriage to sticky sweet marshmallow
Which oozes as it's squished, and softens the
chocolate gently.

That first tentative bite, making sure it is not too hot,
Then ravenous bites at the crunchy, gooey treat,
As if it is my last meal on Earth.
Marshmallow, chocolate, and graham cracker crumbs
line my lips,
And I am satisfied until the next.

alliteration: The repetition of beginning consonant sounds.

imagery: Words or descriptions that cause the reader to use his or her senses (sight, taste, smell, hearing, or touch).

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personification: Giving human qualities to nonhuman things (objects, ideas, or animals).

simile: Comparing two things using the words *like* or *as*.

Feet up, body relaxed and calm,
Except my busy hands, in constant motion.
My mind concentrating on the knit and purl,
The gentle click tock of wooden needles,
Like the ticking of a clock.

It starts as a spiraling row of knots,
Twisting its stitches around my little wooden stick.
But after awhile a beautiful pattern unveils
And shows its true nature
Like a butterfly unfolding its wings for the first time.

My excitement grows as my ball of yarn,
Soft as clouds and warming like the sun,
Becomes something more: a blanket, a hat, mittens,
or a scarf.

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or a scarf.

When all my yarn is knitted up in rows of neat stitches,
I can sit back and admire my new creation.

Story Map



Title: Tyler Bradford Is the New Kid in School, cycle 2

Characters:

Tyler Bradford
Dad
Principal Wilkins
Mrs. Yarborough
Jerome Simpson
Charlie Baker
Coach Sanders
Julie
Vladimir
Thomas
Sandra

Setting:

Where: Ames, Iowa

When: school days

Problem:

Tyler's parents get divorced, and Tyler moves with his dad to Iowa. Tyler is worried about being the new kid in school.

Tyler has his first day at Ames Elementary. Jerome befriends him during lunch, and the two discover
Event: they have a lot in common.

Jerome is absent from school, and Tyler is lonely. His temper almost gets the best of him at lunch, but he
Event: cools off. He calls Jerome after school to tell him all about his day and his encounter with Charlie Baker.

Coach Sanders watches Jerome and Tyler play football during recess. He announces that fifth graders
Event: will be allowed to try out for the football team this year.

Tyler learns that his favorite football player will be at school during the tryouts. Tyler and Jerome
Event: practice all day Sunday to be ready for tryouts the next day.

After school, Coach Sanders tells the kids that the professional football players won't be there after all.
Event: Tyler focuses on supporting his teammates and having a good tryout, rather than being disappointed.

Solution:

Tyler makes the football team, along with his new friends. He realizes that although he misses his mom and friends in Texas, he is happy in Ames.

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 5 / <i>Tyler Bradford Is the New Kid in School</i>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.5.3 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.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

INFORMATIONAL (6 DAY)

Big Fun in the Big Easy: A Sensory Tour of New Orleans

Written by Adrian Mathenia

The Savvy Reader—Clarifying, A Collection of Readings, pages 57–67

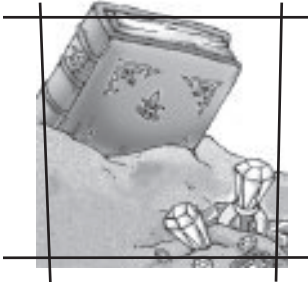
Success for All Foundation, 2011

Summary

New Orleans, Louisiana, is one of the most vibrant cities in the United States. Take a tour of the sounds of New Orleans jazz, the smells of seafood stews and rich pastries, and the sights of Mardi Gras and architecture.

Instructional Objectives

	Reading	Word Power	Writing
	Main idea (MI)	Base word and ending	Write a summary.
CYCLE 1	Students will find the main ideas and supporting details of different sections of the text.	Students will break words into base words and endings and use the endings <i>-ing</i> and <i>-able</i> to increase their understanding of words.	Students will choose one of the sections in the text and write a summary of it for a classmate.

**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 *Big Fun in the Big Easy: A Sensory Tour of New Orleans* by Adrian Mathenia. 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 texts 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 information and facts. They can also describe or explain. Sometimes they include subtitles, headings, definitions, charts, graphs, and other tools to help readers understand the information. We read informational texts to learn things.

Let's take a look through this text to see how it differs from a story. Point to the pictures on each page. There are pictures on each page, but they don't seem to tell a story like they would in literature. Point to the diagrams. There are also 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 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 *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. There are pictures of a person playing an instrument, buildings, food, and people in costume on the cover too. As I look through the text, I also see pictures of musicians, parades, costumes, food, buildings, and a steamboat. All of these pictures seem to go with the text to help me understand it. I think the topic has to be things to see in New Orleans, which is a city in Louisiana.**

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss what they know about New Orleans, Louisiana. Tell students to think about what they might have heard about New Orleans in the news. Use **Random Reporter** to select students to share.
 - Show students where New Orleans is located on a map of the United States. Use **Team Huddle** to have students think about how New Orleans's location affects its culture and food. Use **Random Reporter** to share responses.
 - Share a few important or interesting facts about New Orleans. For example, Mardi Gras, the big celebration held every year in New Orleans, is related to similar festivals in Europe. The city was named after Philip II, who was the Duke of Orleans and regent in France. New Orleans was a part of the Louisiana Purchase, which doubled the size of the United States for about three cents per acre.
- 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 better understand the text. I know the topic is things to see in New Orleans. All the pictures and diagrams make me think that the author wants to inform, or teach, me about New Orleans. 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. I remember that I use that to write causes and effects. The Venn diagram helps when I need to compare and contrast. And the sequence chain helps me keep steps in order.

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

Blackline master provided.

- 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
commotion page 60	chunk: com-mo-tion	noisy disturbance	“What is this <i>commotion</i> I hear when you’re supposed to be in bed?” Evan’s father asked.
inseparable page 60	prefix + base word + ending: in + separ(ate) + able	connected, united	Jody and his dog are <i>inseparable</i> from the time they wake up to the time they go to bed.
unpredictable page 60	prefix + base word + ending: un + predict + able	changeable	Butterflies are hard to catch because their flight pattern is so <i>unpredictable</i> .
prominent page 61	chunk: prom-i-nent	important	The mayor is a <i>prominent</i> person in the city, and everyone always listens when he gives his opinion.
enticing page 62	base word + ending: entic(e) + ing	attractive	The <i>enticing</i> smell of the cake in the oven made Rory hungry for dessert.
refraining page 63	base word + ending: refrain + ing	doing without	Helen had a hard time <i>refraining</i> from biting her nails when she was nervous.
elaborate page 64	chunk: e-lab-or-ate	detailed	Wendi’s <i>elaborate</i> ballet costumes always made her look beautiful on stage.
myriad page 66	chunk: myr-i-ad	countless number	There are a <i>myriad</i> of things to do at an amusement park, so it’s hard to choose where to start.

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 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 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 help 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 59 (paragraphs 1–3) 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.

A Collection of Readings,
page 59

Introduction:

A Rich Historical Culture

I stood on a street that looked like it belonged in a movie. A streetcar rattled by, and I wondered if I were in the right century. A colorful dragon danced around the corner as a man in a mask welcomed me. I caught the aroma of something spicy, which made my mouth water. While all this happened, I noticed my foot tapping to the sound of a pipe organ...a pipe organ that floated on the river! I thought about pinching myself. It all seemed like a dream. But it was no dream. I was in the city of New Orleans, and my day had only just begun.

New Orleans has been shaped by the blending of vibrant cultures: French, Spanish, Cajun, Caribbean, African, Native American, and more. Over time, this blend has created an atmosphere that is rich in history and tradition. There is much to see and do in New Orleans, so let's get ready to explore. But first, we need to learn a little history to appreciate the people and places we will discover.

Sieur de Bienville founded New Orleans in 1718. New Orleans became part of the Louisiana Territory, which was much larger than the current state of Louisiana. It included 828,000 square miles of land surrounding the Mississippi River. France owned the Louisiana Territory, including New Orleans. In 1803, the United States bought the territory in the Louisiana Purchase because they wanted to control the busy port in New Orleans and benefit from the international trading that took place there. People from all around the world came to that port seeking out the vast open land available for settlement in North America. These new residents from Europe, Africa, and the Caribbean helped create the varied mix of cultures we still see in New Orleans today.

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 things to see in New Orleans. On this page, the author gives me some historical information about New Orleans. The heading on the page says "A Rich Historical Culture." That clue tells me I'll learn some of the history of New Orleans. I also see a picture of an old map on the page. I think that shows me the history of New Orleans.

- Continue reading the text box and caption on page 59 aloud, adding main ideas to your idea tree as you read.

A Collection of Readings,
page 59

Cajun? Creole?

Cajun people are descendants of French settlers of Canada called Acadians. They were exiled in the 1750s and moved to the New Orleans area because of the heavy French influences. The word creole can describe a number of things, but is largely considered to be a group of people who are a blend of cultures such as French, Spanish, Native American, and African.

founded:

Set up or established.

The text box is another clue about the main idea of this page. I think it might provide me more information about the history or culture of New Orleans. It has the words *Cajun* and *Creole* in it. I've heard these words before. They refer to a culture. Those clues tell me that the main idea of this section is the history and culture of New Orleans.

- Remind students that they will identify main ideas as they read today.
- 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

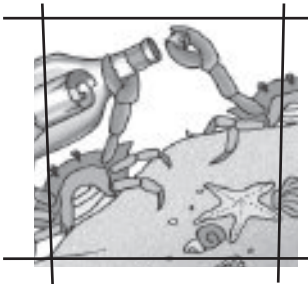
1. To what does the author compare the sound of zydeco music? |CC|
2. How was jazz music born? |CE|
3. Why aren't there jazz funerals and second-line parades in summer? |CE|
 - a. The weather is too hot.
 - b. People go on vacation.
 - c. It's against the law then.
 - d. No one dies in summer.

Team Talk *continued*

4. Page 62 is mainly about— |MI|
- who invented gumbo.
 - a recipe for beignets.
 - food in New Orleans.
 - catching crawfish.

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

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 60–62 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. To what does the author compare the sound of zydeco music? |CCI|

100 points = *The author compares the sound of zydeco music to a fast train riding down the tracks. The music must sound fast. The text says the accordion notes bounce a lot.* **90 points** = *The author compares the sound of zydeco music to a fast train.* **80 points** = *He compares it to a train.*

Team Talk *continued*

2. How was jazz music born? |CE|

100 points = Jazz music was born when a man named Charles “Buddy” Bolden heard the rhythms of African songs, dances, and spirituals. He liked their music and combined it with European brass instruments to make jazz. **90 points** = Jazz music was born when Charles “Buddy” Bolden heard the rhythms of African spirituals and combined them with European instruments. **80 points** = African spirituals were combined with European brass instruments.

3. Why aren’t there jazz funerals and second-line parades in summer? |CE|

- The weather is too hot.
- People go on vacation.
- It’s against the law then.
- No one dies in summer.

4. Page 62 is mainly about— |MI|

- who invented gumbo.
- a recipe for beignets.
- food in New Orleans.
- catching crawfish.

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

100 points = One clue that led me to this main idea is the heading. The heading says “Spicy Southern Appetite.” I know that the word appetite has to do with eating food. Another clue that led me to this main idea is the pictures. There are pictures of crawfish, shrimp, okra, and beignets on the page. These are things you eat. **90 points** = One clue that led me to this main idea is the heading. The heading says “Spicy Southern Appetite.” I know that the word appetite has to do with eating food. **80 points** = The heading has the word appetite in it, which refers to food.

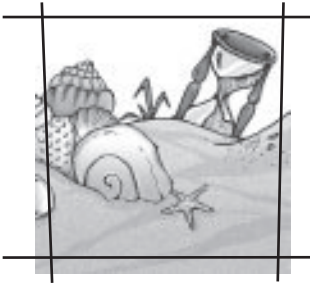
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>People are usually sad when a friend or loved one passes away. How do you think lively jazz music helps people deal with their loss? Why?</p> <p>New Orleans was settled by the French and Spanish, and always had many African slaves living in it. How do you think this affected the traditional foods of New Orleans?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>People are usually sad when a friend or loved one passes away. How do you think lively jazz music helps people deal with their loss? Why?</p> <p>New Orleans was settled by the French and Spanish, and always had many African slaves living in it. How do you think this affected the traditional foods of New Orleans?</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 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.

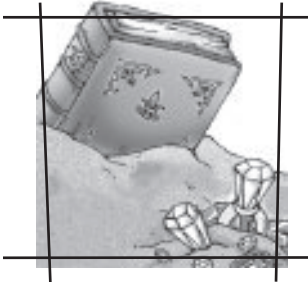
Page 60 (paragraph 3)

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

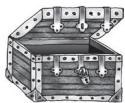
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What does zydeco music sound like?

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 New Orleans. We learned a little about the music of New Orleans. People listen to zydeco and jazz there. Jazz is used to celebrate the passing of important musicians in the city. Food is also important in New Orleans.

- 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 63 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,
page 63

Mardi Gras:

A Neighborly Celebration

With my appetite thoroughly satisfied, I walked into the street where people were gathering. A bright yellow feather fan touched my face as it brushed past me. Someone handed me a plush jester hat as I felt the ground shake from the dancing all around me. Giant floats decorated as dragons, jesters, kings, and queens passed by. A girl wearing a purple butterfly mask danced in a circle with a boy masked as an orange lion. I couldn't help but join in. After all, it was Mardi Gras in New Orleans, so I slid on the jester hat and began moving to the beat.

Let's see if I can identify the main idea of this page. The heading says "Mardi Gras: A Neighborly Celebration." That makes it sound like I'll be learning about some kind of big party in this section, one that involves the whole neighborhood. Maybe I should keep reading the page to find some more clues.

- Continue reading page 69 (paragraph 2) 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,
page 63

Mardi Gras celebrations are as connected to New Orleans as jazz music and Cajun spices. The tradition traces back to ancient Rome where men danced in the streets wearing colorful masks. The French brought the modern celebration to New Orleans before it became an American city. In the 1700s, the French began hosting balls that were designed to be a time of celebration and feasting before the observance of the Catholic Lenten season of fasting. Mardi Gras means Fat Tuesday, and gets its name from the desire to eat as much as possible before the period when people were expected to fast.

As I continued reading the page, I noticed the photographs. I see some shiny, colorful beads in one picture. Another picture shows someone dressed in a really colorful and elaborate costume. There are dragons coming out of it and a lot of gold. This isn't your average party. I think this page will talk about a special party called Mardi Gras.

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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-14

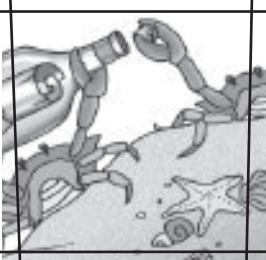
Team Talk

1. How can you tell the people of New Orleans are strong willed and like their traditions? |DC|
2. What conclusion can you draw about Mardi Gras based on the photographs on pages 63 and 64? Support your answer. |DC • TF|
3. Page 65 is mainly about— |MI|
 - a. important sight-seeing spots.
 - b. porch railings.
 - c. how to play the calliope.
 - d. sailing on the Mississippi River.

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

Team Talk *continued*

4. What happens **after** the pipe organist presses one of the keys on the calliope? **ISQ!**
 - a. The steamboat sounds a bell.
 - b. Steam shoots out of the pipe making the sound.
 - c. Fire shoots out of the pipe making the sound.
 - d. People listen for the music.



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 63 (paragraph 3)–66 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 can you tell the people of New Orleans are strong willed and like their traditions? |DC|

100 points = *I can tell the people of New Orleans are strong willed and like their traditions because they always hold Mardi Gras, even when there are other problems in the city. Fires, wars, and hurricanes do not stop the people from celebrating together.* **90 points** = *I can tell the people of New Orleans are strong willed and like their traditions because they always hold Mardi Gras, even when there are other problems in the city.* **80 points** = *They have Mardi Gras even when there are other problems.*

2. What conclusion can you draw about Mardi Gras based on the photographs on pages 63 and 64? Support your answer. |DC • TF|

100 points = *Based on the photographs on pages 63 and 64, I can draw the conclusion that Mardi Gras is very colorful and fun. I can tell that people like wearing interesting costumes that are bright and multicolored. They wear colorful necklaces and masks. It looks like people are dancing and having fun playing music.* **90 points** = *Based on the photographs on pages 63 and 64, I can draw the conclusion that Mardi Gras is very colorful and fun. I can tell that people like wearing interesting costumes that are bright and multicolored. People dance and play music in the streets.* **80 points** = *It is a colorful and fun event.*

3. Page 65 is mainly about— |MI|

- a. important sight-seeing spots.
- b. porch railings.
- c. how to play the calliope.
- d. sailing on the Mississippi River.

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

100 points = *One clue that led me to this main idea is the heading. It says “The Must-See of the Big Easy.” I know that something that is a “must-see” must be important. It might be something you can’t see anywhere outside of that location. Another clue that led me to this main idea is the pictures. I see a streetcar, some beautiful iron railings, and a steamboat. These must be some of the things you can see in New Orleans.* **90 points** = *One clue that led me to this main idea is the heading. It says “The Must-See of the Big Easy.” I know that something that is a “must-see” must be important. It might be something you can’t see anywhere outside of that location.* **80 points** = *The heading has the phrase “must-see” in it. It must talk about important things to see in New Orleans.*

Team Talk *continued*

4. What happens **after** the pipe organist presses one of the keys on the calliope? [SQ]
 - a. The steamboat sounds a bell.
 - b. *Steam shoots out of the pipe making the sound.*
 - c. Fire shoots out of the pipe making the sound.
 - d. People listen for the music.

- 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.

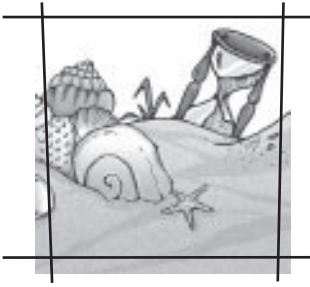
Class Discussion TP



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.
	Team Talk Extenders
<p>Imagine that you were taking part in a Mardi Gras parade. What do you think you would want your costume to look like?</p> <p>The text describes the calliope aboard the Steamboat <i>Natchez</i>. How does the calliope seem similar to a piano? How does it seem different?</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**

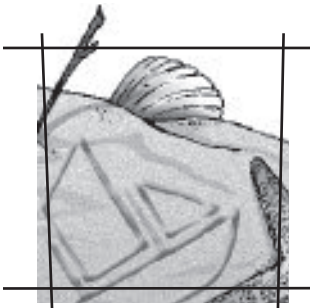
Timing Goal: 5 minutes

- 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-13

Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”)

- 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 that they have seen Word Treasure clues from Captain Read More. 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 additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word to figure out its meaning.

- If necessary, remind students about the purpose of endings, or suffixes (letter or group of letters that come at the end of a word; suffixes change the word meaning).
- Tell students that they will work with the endings *-ing* and *-able*. Remind students of (or ask students to give) the meanings of these endings (*-ing* means action of, activity, result of an activity; *-able* means capable of or fit to do something).
- Write the word “enchanted” on the board.
- Point out that *enchant* is a base word. Write this word on the first sail. Write “ing” on the small sail, and explain that this is an ending or suffix.
- Use **Think-Pair-Share** to have students tell you how the base word is divided from the ending and give its meaning; randomly select a few students to share responses. *Enchant + ing; action of casting a spell on something.*
- 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 words in your journal. Then write the base word and ending. Write a definition for each word.

1. expanding *expand + ing; action of making something bigger*
2. expandable *expand + able; capable of making bigger*

Building Meaning

commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad

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

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

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

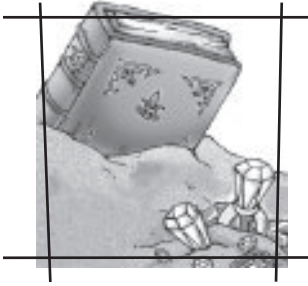
“When you were a baby, you and your blanket were *inseparable*, and you cried if someone tried to take it from you!” Veronica’s mother said.



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

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?
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**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

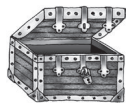
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the 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 when the calliope is played?

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 more about New Orleans. We learned more about its culture. Mardi Gras is an important part of New Orleans. People come together to celebrate that. We also read about some of the important sight-seeing spots in the city.

- 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 59 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 59

Introduction:

A Rich Historical Culture

I stood on a street that looked like it belonged in a movie. A streetcar rattled by, and I wondered if I were in the right century. A colorful dragon danced around the corner as a man in a mask welcomed me. I caught the aroma of something spicy, which made my mouth water. While all this happened, I noticed my foot tapping to the sound of a pipe organ...a pipe organ that floated on the river! I thought about pinching myself. It all seemed like a dream. But it was no dream. I was in the city of New Orleans, and my day had only just begun.

New Orleans has been shaped by the blending of vibrant cultures: French, Spanish, Cajun, Caribbean, African, Native American, and more. Over time, this blend has created an atmosphere that is rich in history and tradition. There is much to see and do in New Orleans, so let's get ready to explore. But first, we need to learn a little history to appreciate the people and places we will discover.

(continued on next page)

Sieur de Bienville founded New Orleans in 1718. New Orleans became part of the Louisiana Territory, which was much larger than the current state of Louisiana. It included 828,000 square miles of land surrounding the Mississippi River. France owned the Louisiana Territory, including New Orleans. In 1803, the United States bought the territory in the Louisiana Purchase because they wanted to control the busy port in New Orleans and benefit from the international trading that took place there. People from all around the world came to that port seeking out the vast open land available for settlement in North America. These new residents from Europe, Africa, and the Caribbean helped create the varied mix of cultures we still see in New Orleans today.

Cajun? Creole?

Cajun people are descendants of French settlers of Canada called Acadians. They were exiled in the 1750s and moved to the New Orleans area because of the heavy French influences. The word creole can describe a number of things, but is largely considered to be a group of people who are a blend of cultures such as French, Spanish, Native American, and African.

founded:

Set up or established.

Remember that I said that one of our main ideas is the history and culture of New Orleans. As I reread, I can find some details that support this main idea. The cultures of the French, Spanish, Cajuns, Africans, and Native Americans all influenced New Orleans. The city was founded in 1718 by the French but was sold as part of the Louisiana Purchase in 1803. The text box tells me that the Cajuns and Creoles played an important role in New Orleans history and culture too. The Cajuns were chased from Acadia in Canada and settled in New Orleans because of the French influences. Creoles are people who have a culture blended from the French, Spanish, Native American, and African cultures. These are details that tell me about the history and culture of New Orleans.

- Remind students that they will identify details that support their main ideas as they reread today.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

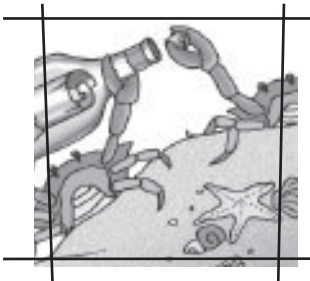
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-15

Team Talk

1. How is jazz music different from other types of music? |CC|
2. The text box on page 61 tells— |TF|
 - a. why clarinets are good at improvising.
 - b. how to improvise a jazz funeral.
 - c. how to improvise in jazz music.
 - d. what the word *improvised* means.
3. Page 62 is mainly about foods in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|
 - a. Crawfish turn bright red when they are boiled.
 - b. Beignets are usually rectangular in shape.
 - c. Seafood is important to many New Orleans dishes.
 - d. Gumbo is cooked in a large pot over fire.

Tell two more details that support this main idea. (Write-On)
4. Do you think foods in New Orleans are usually spicy or bland? Why? |DC|



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 60–62 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is jazz music different from other types of music? |CC|

100 points = *Jazz music is different from other types of music because the melody bounces all over the place. In other types of music, the melody flows and goes from note to note in a way that makes sense.* **90 points** = *Jazz music is different from other types of music because the melody bounces all over the place.* **80 points** = *Jazz melodies bounce all over the place.*

2. The text box on page 61 tells— |TF|

- a. why clarinets are good at improvising.
- b. how to improvise a jazz funeral.
- c. how to improvise in jazz music.
- d. *what the word improvised means.*

3. Page 62 is mainly about foods in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|

- a. Crawfish turn bright red when they are boiled.
- b. Beignets are usually rectangular in shape.
- c. *Seafood is important to many New Orleans dishes.*
- d. Gumbo is cooked in a large pot over fire.

Tell two more details that support this main idea. (Write-On)

100 points = *One detail that supports this main idea is that gumbo is a popular seafood stew in New Orleans that many people order in restaurants. Another detail is that jambalaya is another famous dish from New Orleans. Another detail is that po-boy sandwiches are usually sold by street vendors around the city. Another detail is that crawfish are popular with Cajuns in New Orleans. Another detail is that beignets are a popular pastry in the city.* **90 points** = *One detail that supports this main idea is that gumbo is a popular seafood stew in New Orleans that many people order in restaurants. Another detail is that jambalaya is another famous dish from New Orleans.* **80 points** = *Gumbo is a popular stew served in New Orleans. Jambalaya is another famous dish from New Orleans.*

Team Talk *continued*

4. Do you think foods in New Orleans are usually spicy or bland? Why? |DC|

100 points = *I think foods in New Orleans are usually spicy. The heading on the page has the word spicy in it. The author describes how the gumbo smells when it's put in front of him. He says it makes his nose tingle.*

I know cayenne and black pepper are spicy. 90 points = *I think foods in New Orleans are usually spicy. The heading on the page has the word spicy in it. The author describes how the gumbo makes his nose tingle.*

80 points = *It is spicy. The heading says 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**



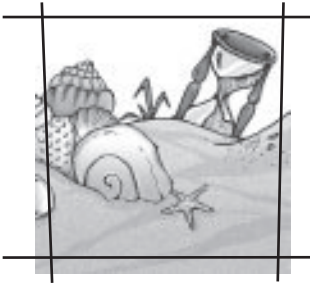
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: 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>Have you ever heard jazz music before? Based on the description in the text, how do you think it sounds?</p> <p>Based on the descriptions of popular foods in New Orleans, which would you like to try? Which wouldn't you want to try? Explain your reasons.</p>
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	<ul style="list-style-type: none"> – Award team celebration points.
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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**

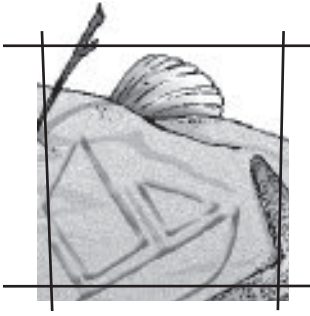
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page S-13

Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”) or page 62 (paragraphs 2 and 3, ending with “...lettuce, tomato, and mayonnaise.”)

- 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 (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail).
- Use **Think-Pair-Share** to have students identify the suffixes and their meanings. Randomly select a few students to share. *The suffix -ing means action or result of an action; the suffix -able means capable of or fit to do something.*
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings and give the base word and endings. Randomly select a few students to share (*inseparable* = *inseparat*e + *able*; *unpredictable* = *unpredict* + *able*; *enticing* = *entic*e + *ing*; *refraining* = *refrain* + *ing*).
- Point out to students that the words *inseparable* and *unpredictable* have prefixes as well.

The words *inseparable* and *unpredictable* need to be broken down into a prefix, base word, and suffix to make the most sense. You probably don't recognize the word *inseparable*. Write the word "inseparable" on the board. But if you break it down into *in* + *separ(ate)* + *able*, you can see the word *separate* is the real base word. Write "in + separat~~e~~ + able" on the board.

th



- Use **Team Huddle** to have students break the word *unpredictable* down into its prefix, base word, and ending. Use **Random Reporter** to select students to share.
- Point out that two of the base words lose letters when suffixes are added to them. Point out that the word *separate* loses the *ate* at the end of the word when *-able* is added. Point out that *entice* loses the *e* at the end when *-ing* is added. Explain that some base words need to change a little when suffixes are added to them.
- Have students review the definitions of the words and read the sample sentences in their 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.
- 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 words in your journal. Then write the base word and ending. Write a definition for each word.

1. obtainable *obtain + able; capable of being gotten*
2. exporting *export + ing; action of sending something out of the country*

Building Meaning

commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad

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

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

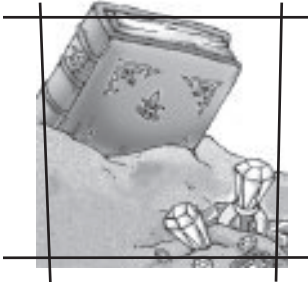
4. Choose the word that best fits in the blank.
My grandma never made elaborate cakes covered in frosting swirls or decorations, but they were always delicious.

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

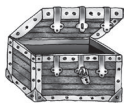
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- 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 makes jazz different from other types of music?

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 learned some more information about zydeco, jazz, and food in New Orleans. We discussed the different kinds of food people enjoy eating in New Orleans. Gumbo and jambalaya are both popular dishes that are full of seafood and sausages. Po-boys are popular sandwiches stuffed with shrimp. Crawfish are little lobster-like creatures popular in Cajun foods. Beignets are the most popular pastry in New Orleans.

- 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 63 (paragraphs 1 and 2) aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.



A Collection of Readings,
page 63

Mardi Gras: A Neighborly Celebration

With my appetite thoroughly satisfied, I walked into the street where people were gathering. A bright yellow feather fan touched my face as it brushed past me. Someone handed me a plush jester hat as I felt the ground shake from the dancing all around me. Giant floats decorated as dragons, jesters, kings, and queens passed by. A girl wearing a purple butterfly mask danced in a circle with a boy masked as an orange lion. I couldn't help but join in. After all, it was Mardi Gras in New Orleans, so I slid on the jester hat and began moving to the beat.

Mardi Gras celebrations are as connected to New Orleans as jazz music and Cajun spices. The tradition traces back to ancient Rome where men danced in the streets wearing colorful masks. The French brought the modern celebration to New Orleans before it became an American city. In the 1700s, the French began hosting balls that were designed to be a time of celebration and feasting before the observance of the Catholic Lenten season of fasting. Mardi Gras means Fat Tuesday, and gets its name from the desire to eat as much as possible before the period when people were expected to fast.

I remember that this section of the text mainly talks about Mardi Gras, a big celebration in New Orleans. When I reread, I can identify more details about Mardi Gras. During this celebration, people dance in the streets and watch parades go by. They wear fancy costumes. It is a tradition that dates back to ancient Rome. The phrase “Mardi Gras” means fat Tuesday in French. It comes from the tradition of eating as much as possible before fasting for the Lenten season in the Catholic church. I can add these details to my idea tree.

- Remind students that they will identify details that support their main ideas as they reread today.

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.
- Explain that good summaries tell the main ideas and supporting details, but leave out less important details. Provide support for summaries as necessary.

Student Edition, page S-16

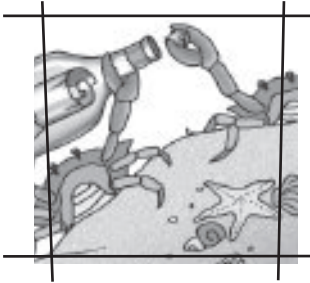
Team Talk

- Owning a costume shop would be good in New Orleans because— |CE|
 - everyone plays tricks on one another in costume.
 - no one in New Orleans wears normal clothes every day.
 - people need costumes for their costume parties.
 - people buy masks and costumes for Mardi Gras each year.
- Page 65 is mainly about important sight-seeing spots in New Orleans. Which of the following is a detail that tells more about this main idea? |MI|
 - The tan and white houses reflect sunlight onto trees.
 - New Orleans’s historic mansions are on Charles Avenue.
 - You cannot hear the calliope play on Sundays.
 - The calliope’s pipes light up when played.

Tell two more details that support this main idea. (Write-On)
- Why do you think mansions in New Orleans have beautiful wrought-iron porch railings and spindles? |DC|

Team Talk *continued*

4. Summarize what you learned in *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. 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 63 (paragraph 3)–66 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. Owning a costume shop would be good in New Orleans because— |CE|
 - a. everyone plays tricks on one another in costume.
 - b. no one in New Orleans wears normal clothes every day.
 - c. people need costumes for their costume parties.
 - d. *people buy masks and costumes for Mardi Gras each year.*

Team Talk *continued*

2. Page 65 is mainly about important sight-seeing spots in New Orleans. Which of the following is a detail that tells more about this main idea? |MII|
- The tan and white houses reflect sunlight onto trees.
 - New Orleans's historic mansions are on Charles Avenue.*
 - You cannot hear the calliope play on Sundays.
 - The calliope's pipes light up when played.

Tell two more details that support this main idea. (Write-On)

100 points = *One detail that supports this main idea is that visitors to New Orleans should ride a streetcar through Charles Avenue. Another detail that supports this main idea is that people go to Charles Avenue to see the wrought-iron porch railings and spindles. Another detail that supports the main idea is that you should see or ride the Steamboat Natchez to hear the calliope organ play.* **90 points** = *One detail that supports this main idea is that visitors to New Orleans should ride a streetcar through Charles Avenue. Another detail that supports this main idea is that people go to Charles Avenue to see the wrought-iron porch railings and spindles.* **80 points** = *You should ride a streetcar through Charles Avenue. You should see the wrought-iron porch railings and spindles there.*

3. Why do you think mansions in New Orleans have beautiful wrought-iron porch railings and spindles? |DC|

100 points = *I think mansions in New Orleans have beautiful wrought-iron porch railings and spindles because wealthy people lived in the mansions. They wanted their homes to look nice. They wanted to show off their wealth. The railings are fancy, so they probably cost a lot of money to buy.* **90 points** = *I think mansions in New Orleans have beautiful wrought-iron porch railings and spindles because wealthy people lived in the mansions. They wanted to show off their wealth.* **80 points** = *Wealthy people lived there and wanted to show off their wealth.*

4. Summarize what you learned in *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. Use your idea tree to help you identify main ideas and supporting details. |SU|

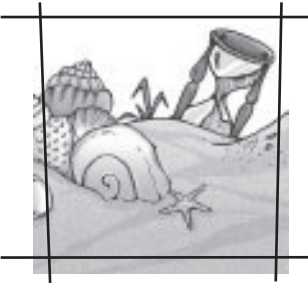
100 points = *In Big Fun in the Big Easy: A Sensory Tour of New Orleans, I learned that New Orleans is famous for many things. It is the birthplace of jazz music and many jazz musicians. The people in New Orleans enjoy celebrating, whether it's the life of a loved one or during Mardi Gras. The food of New Orleans is full of spice and flavors from many different cultures. People enjoy seeing the historic and beautiful spots in New Orleans when they visit.* **90 points** = *In Big Fun in the Big Easy: A Sensory Tour of New Orleans, I learned that New Orleans is famous for many things. It is the birthplace of jazz music. The people in New Orleans enjoy celebrating. People enjoy seeing the historic and beautiful spots there.* **80 points** = *New Orleans is the birthplace of jazz. Many celebrations happen there.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
	<p>The text says the calliope on the Steamboat <i>Natchez</i> is a replica. What does this mean?</p> <p>The author of this text says he takes you on a sensory tour of New Orleans. What does this mean? Provide examples from the text.</p>
Write-On Discussion	<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.
	<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**

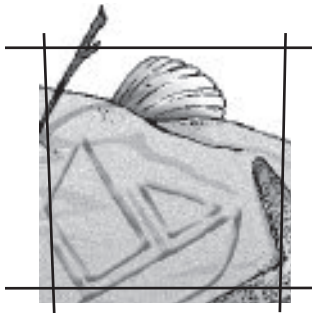
Timing Goal: 5 minutes

- 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-13

Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”), page 62 (paragraphs 2 and 3, ending with “...lettuce, tomato, and mayonnaise.”), or 65 (paragraph 2, ending with “...more than one hundred years ago.”)

- 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 (base word and ending).

Preparation: Display the Word Power Challenge.

Word Power Challenge

limping
repeatable



- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the words and identify the base word and endings. Randomly select a few students to share. *Limp + ing; repeat + able.*
- Use **Think-Pair-Share** to have students give the meanings of the words. Randomly select a few students to share responses. *Limping = the action of walking slowly or with jerky motions; repeatable = capable of being done again.*
- 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-16

Skill Practice

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. consumable *consum~~e~~ + able; capable of being eaten*
2. snarling *snarl + ing; the action of growling*

Building Meaning			
commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad

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

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

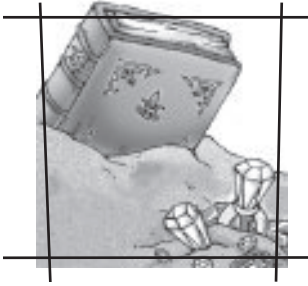
4. Choose the word that best fits in the blank.

The smells coming from the chocolate shop were enticing, but Manuel knew he couldn't stop to buy any candy that day.



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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

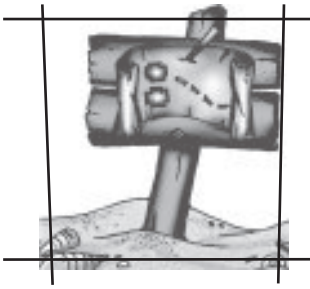
Today you will read about the French Quarter of New Orleans. This is the historic part of New Orleans and a major tourist destination in the city.

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

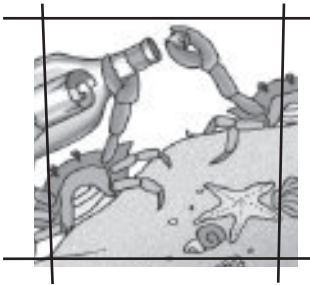
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about main ideas and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent 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.

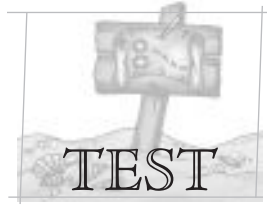


Class Discussion TP

- 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.

The French Quarter in New Orleans is the oldest part of the city. New Orleans is located near the mouth of the Mississippi River. The French chose to build there so they could control trade up and down the river. The grid of streets now called the French Quarter or Vieux Carré (“Old Square”) was planned in 1722. The city grew slowly until it came under Spanish control. Then New Orleans became the biggest port in the Gulf of Mexico. Two fires destroyed the city in the late 1700s, but the Spanish rebuilt it. Many buildings have Spanish and French designs.

The French Quarter was mainly populated with people who called themselves Creoles. They are the children of French and Spanish settlers. The word often refers to people of both French and Spanish descent. The Creoles were proud of their blended culture. They were the wealthy class in New Orleans, and lived rich lifestyles in the old part of the city.

Source: www.nps.gov/history/NR/twhp/wwwlps/lessons/20vieux/20setting.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 = *The topic of this text is the French Quarter in New Orleans, Louisiana. I know because the text gives me a lot of information about the French Quarter. I learned when it was made and who lived there.*

15 points = *The topic of this text is the French Quarter in New Orleans, Louisiana. I know because the text gives me a lot of information about the French Quarter. **10 points =** *It tells me about the French Quarter.**

30 points

2. What is the intent of the author? |API|
 - a. *to inform the reader about the French Quarter*
 - b. *to show the reader what French designs look like*
 - c. *to persuade the reader to learn French or Spanish*
 - d. *to explain what a Creole person looks like*

How do you know?

20 points = I know this is the intent of the author because the text tells me many facts about the French Quarter. I learned that the French Quarter is the oldest part of New Orleans. It was designed in 1722. It helped the French control the Mississippi River. Creole people mainly lived there. **15 points** = I know this is the intent of the author because the text tells me many facts about the French Quarter. I learned that the French Quarter is the oldest part of New Orleans. It was designed in 1722. **10 points** = I learned that it's the oldest part of New Orleans.

20 points

3. What details support the idea that French Quarter Creoles had a blended culture? [MII]

20 points = One detail that supports the idea that French Quarter Creoles had a blended culture is that the word Creole usually referred to people of French and Spanish descent. They were people whose parents were French and Spanish. Another detail is that Creoles were proud of their blended culture. **15 points** = One detail that supports the idea that French Quarter Creoles had a blended culture is that the word Creole usually referred to people of French and Spanish descent. **10 points** = Creole usually referred to people of French and Spanish descent.

20 points

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

20 points = The French Quarter is the oldest part of New Orleans. It was built to control trade on the Mississippi River. Its buildings have French and Spanish influences. The people who mainly lived in the French Quarter were called Creoles. They had French and Spanish heritages. **15 points** = The French Quarter is the oldest part of New Orleans. It helped the French control trade. People named Creoles lived there. **10 points** = The French Quarter is the oldest part of New Orleans and was populated by Creoles.

Word Power

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

Skill Questions

Write the words on your paper. Then write the base word and ending.

- 5 points** 1. waddling *waddl* + *ing*; action of walking and swaying side to side
- 5 points** 2. laughable *laugh* + *able*; capable of being laughed at
- 5 points** 3. manageable *manage* + *able*; capable of being handled or dealt with
- 5 points** 4. residing *resid* + *ing*; action of living in a place

Building Meaning

commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad

10 points

5. Write a meaningful sentence for the word
- prominent*
- .

10 points = “*My grandpa was a prominent man in his town because he was the only doctor who lived there and took care of everyone’s sicknesses or injuries, even if they couldn’t pay him,*” Antonio explained. **5 points** = “*My grandpa was a prominent man in his town because he was the only doctor who lived there and took care of everyone’s sicknesses,*” Antonio explained. **1 point** = “*My grandpa was a prominent man in his town because he was the only doctor,*” Antonio explained.

10 points

6. The class had a
- myriad*
- of questions for the visiting author, but she only had time to answer a few of them.

10 points

7. At first Todd thought the two pieces of metal were
- inseparable*
- , but then he realized they were held together with a screw.
- Inseparable*
- means—
-
- a. unrelated.
-
- b. twisted.
-
- c. rusted.
-
- d.
- connected*
- .

10 points

8. Elsa heard a
- commotion*
- and rushed outside to see her dog barking at a raccoon on the trash can.

10 points

9. My favorite dress is the one with the
- elaborate*
- beadwork flowers all along the bottom edge of the dress.
- Elaborate*
- means—
-
- a.
- detailed*
- .
-
- b. sloppy.
-
- c. muscled.
-
- d. dingy.

10 points

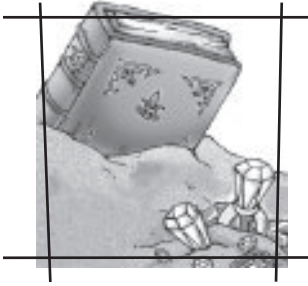
10. My cat’s moods are
- unpredictable*
- , and you can never tell when he wants to cuddle or when he wants to be left alone.

10 points

11. Luke is trying to eat healthier, so he is
- refraining*
- from eating potato chips and French fries at lunch.
- Refraining*
- means—
-
- a. continuing.
-
- b.
- doing without*
- .
-
- c. doing everything.
-
- d. dispatching.

10 points

12. Randi’s bed looked very
- enticing*
- after a long day of playing in the volleyball tournament.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a summary for one section of *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. You learned a lot about the city of New Orleans. You will pretend one of your classmates has been absent and needs a summary of the information he or she missed in class.

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 summary.

The chances are you have read a summary. You might have read a summary of a book or a movie. You might have read a summary about an animal at the zoo or a historical artifact at a museum. Summaries are shortened restatements of a text or reading. You write the most important information from a reading selection in your own words. Summaries help you better understand information from a reading and provide the most important details about the reading.

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

Blackline master provided.

The state of Delaware has a long history of settlement by American Indians and Europeans. Before European settlers arrived in North America, several American Indian tribes, such as the Lenni Lenape and Susquehannocks, called the current Delaware area home. The coastline was mapped and explored by several people including John Cabot in 1497 and John Smith in the early 1600s. The British considered the region part of Virginia, so the area was named after Virginia's governor from 1610–1618, Thomas West, 3rd Baron De La Warr.

(continued on next page)

However, the Dutch and Swedish also claimed the Delaware area for themselves. The Dutch claimed land due to Henry Hudson’s explorations in 1609 and the founding of the colony called Zwaanendael in what is now Lewes, Delaware. The Swedish created Fort Christiana on the Delaware River further north. Although the Swedish settlers left to settle what later became Pennsylvania, the Dutch remained in the colony.

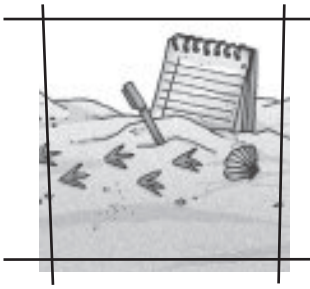
In 1664, the British called back their original claim to the land and ousted the Dutch from their land. In 1682, William Penn, the founder of Pennsylvania, was granted a charter for the “Lower Counties on the Delaware,” to provide his colony with access to the ocean and trade. This began 100 years of arguments and litigation between Penn’s family and the Calvert family of Maryland. The Calverts claimed the Lower Counties as a part of the original Maryland charter. The dispute led to the Mason-Dixon line drawn to show the borders of Maryland and Pennsylvania. It was not until 1776 that the Lower Counties of Delaware declared themselves an independent state from both Pennsylvania and the British. Delaware was the first state to ratify the Constitution in 1787.



- Use **Think-Pair-Share** to have students identify the main idea of this passage. *The settlement of Delaware. The creation of Delaware.*
- Use **Random Reporter** to ask students to tell you the most important ideas from the passage. *Delaware was originally settled by American Indian tribes. The British, Dutch, and Swedish argued over settlement of Delaware. The leaders of the Maryland and Pennsylvania colonies argued about who owned Delaware. Delaware declared itself independent and was the first state in the new United States of America.*
- Point out to students that when they summarize, they should include the most important information, told in their own words.

When you summarize, you retell information in your own words. You might leave out very specific details to shorten the text and get the main point across. This does not mean you change the meaning of the information. Your summary should still be factually correct.

- Use **Random Reporter** to have students explain how they might summarize the information about American Indians living in Delaware for a summary of the passage. *American Indian tribes lived in the Delaware area before Europeans arrived.*
- Tell students they will choose a section of the text *Big Fun in the Big Easy: A Sensory Tour of New Orleans* to summarize.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a summary of one of the sections in *Big Fun in the Big Easy: A Sensory Tour of New Orleans*.



- 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-17

Writing Prompt

Imagine that one of your classmates has been absent from school. He or she needs to catch up and needs information about New Orleans, Louisiana. Write a summary of one of the sections in *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. The sections are: Introduction: A Rich Historical Culture, The Musical Landscape, Spicy Southern Appetite, Mardi Gras: A Neighborly Celebration, and The Must-See of the Big Easy. Your summary should mention at least four important facts or pieces of information from the section. Be sure to restate information in your own words. Your ideas should be written in complete sentences.

Scoring Guide

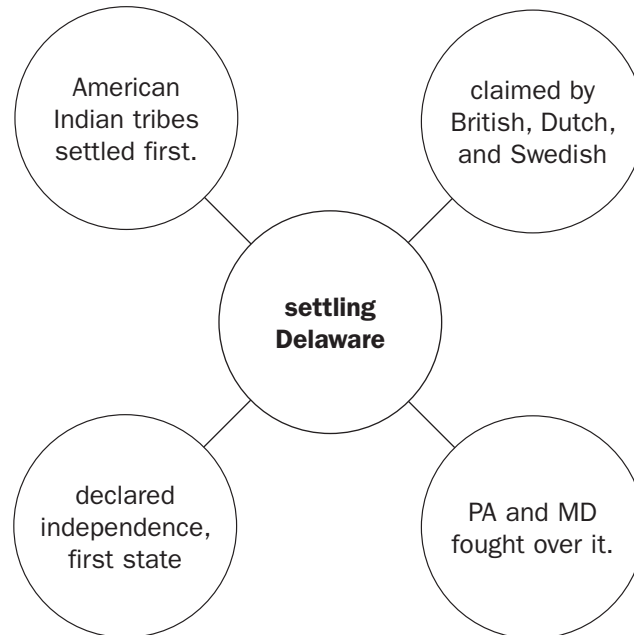
You wrote a summary of one of the following sections for an absent classmate: Introduction: A Rich Historical Culture, The Musical Landscape, Spicy Southern Appetite, Mardi Gras: A Neighborly Celebration, and The Must-See of the Big Easy.	20 points
Your summary mentions at least four important facts or pieces of information from the section.	15 points each (60 points maximum)
You restate information from the text in your own words.	15 points
The summary is written in complete sentences.	5 points

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

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

- 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 a summary should show that the author has a good understanding of the text.

Since a summary is a restatement of the most important ideas in a text, it is important for the author to have a good understanding of what he or she is writing about. If the author does not understand the facts he or she read in the original text, his or her summary will not contain good factual information in it. That could lead to other people having a poor understanding of the topic.

- Display the following excerpt from a summary. Have a volunteer read the excerpt aloud to the class.

Blackline master provided.

Mardi Gras is an ancient New Orleans tradition where men dance in the streets in colorful costumes and masks. This celebration has been happening in New Orleans since before it became an American city.



- Tell students to turn to page 63 in their texts and read the section silently. Use **Team Huddle** to have students identify what is wrong with the summarized information. Use **Random Reporter** to select students to share. *The author is confused about the passage. Mardi Gras is not an ancient New Orleans tradition. The text says it is an ancient Roman tradition that the French brought with them when they settled in the Americas. The word ancient means something is very old, and New Orleans is not that old yet.*
- Use **Think-Pair-Share** to have students tell why it would be wrong to pass the information in the summary on to another person. *Another person would be confused. He or she might think New Orleans is ancient, or that Mardi Gras started in New Orleans instead of in ancient Rome.*
- Tell students to make sure they read and interpret the text correctly so they include good information in their summaries.
- 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

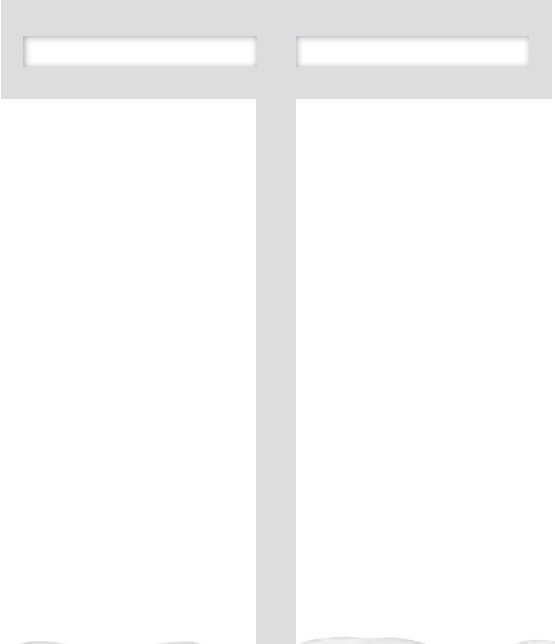
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one 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?



T-Chart

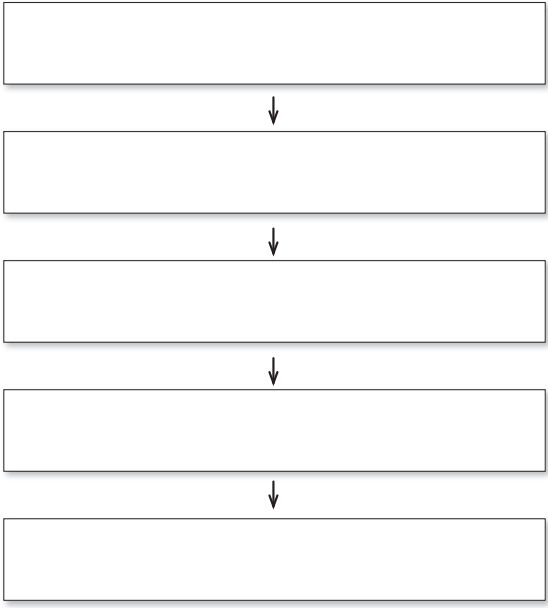
Title: _____



A large T-shaped graphic is centered on the page. The horizontal bar at the top has two rectangular cutouts. The vertical stem extends from the center of the bar down to a wavy line representing ground. The entire graphic is light gray.

Sequence Chain

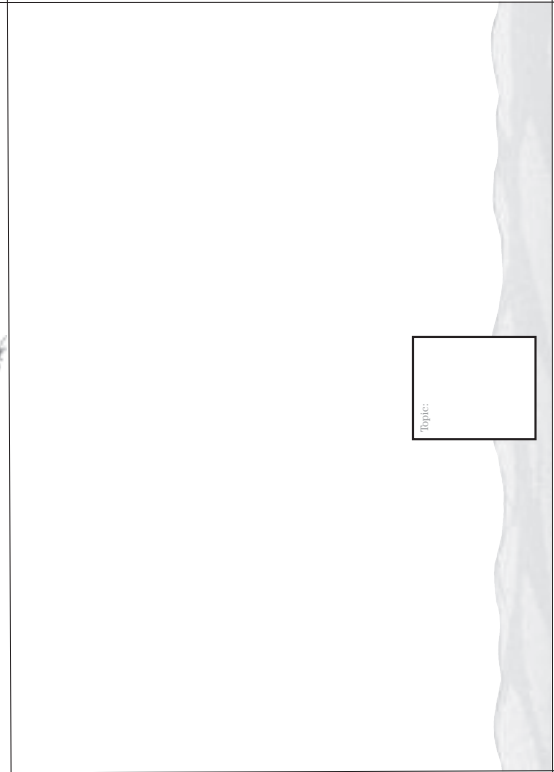
Title: _____



A vertical sequence of five rectangular boxes is shown. Each box is connected to the one below it by a small downward-pointing arrow. The boxes are empty and have thin black borders. At the bottom of the sequence is a wavy line representing ground.

Idea Tree

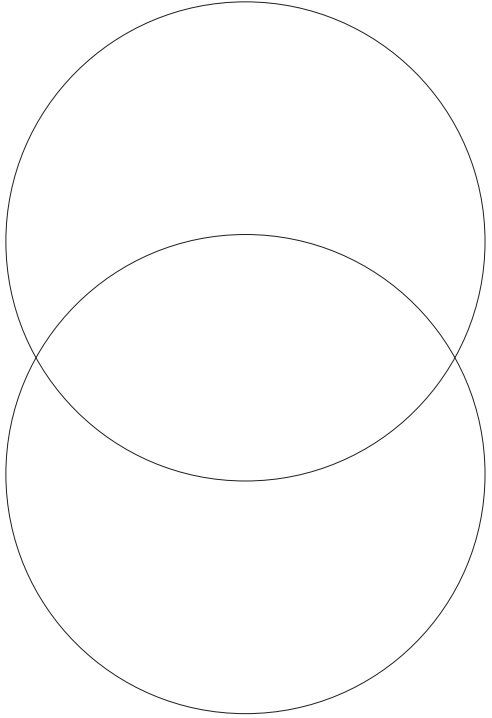
Title: _____



A vertical rectangular frame is shown. On the right side, there is a wavy vertical line representing ground. A small rectangular box is positioned on the right side of the frame, containing the word "Topic:".

Venn Diagram

Title: _____

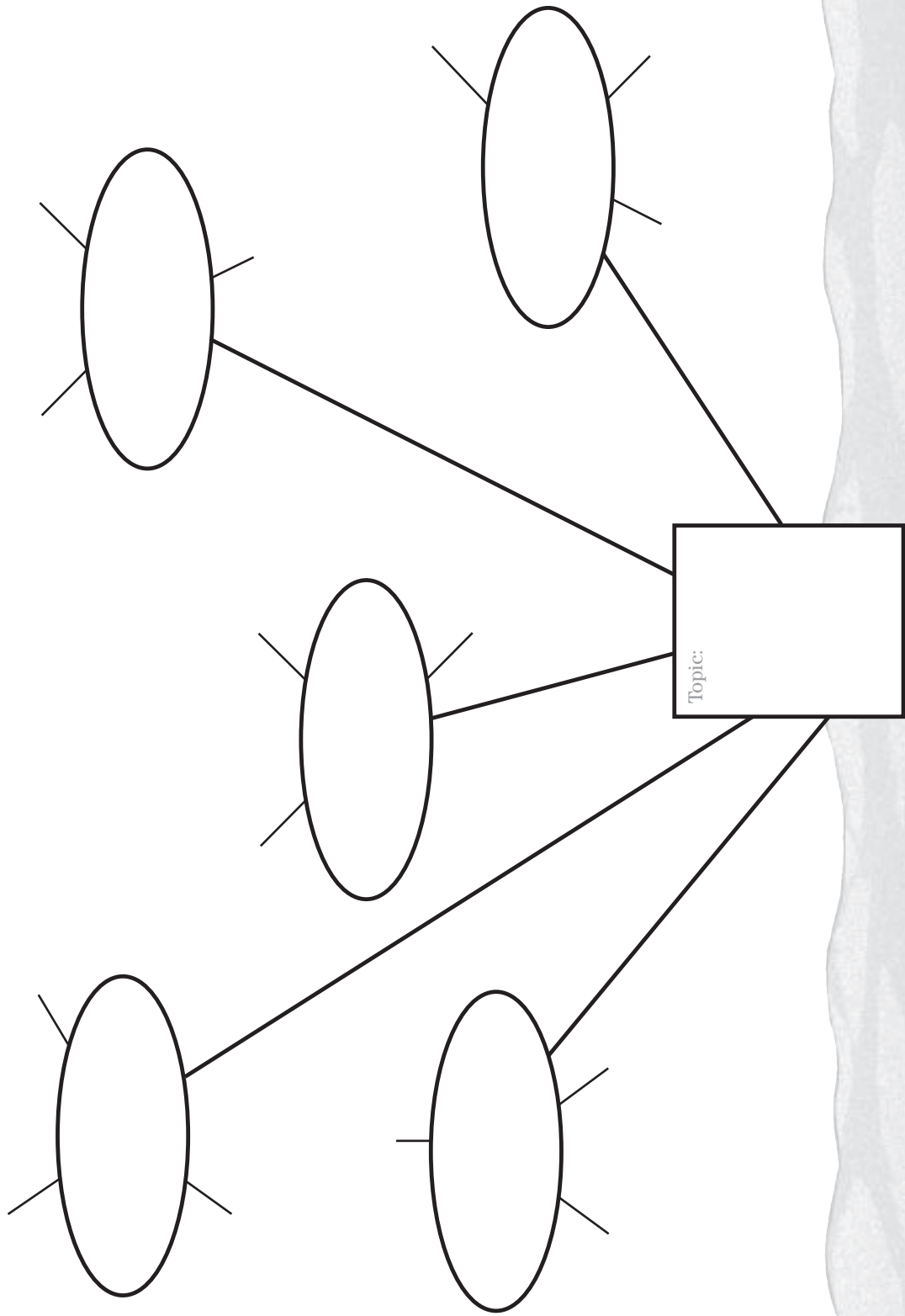


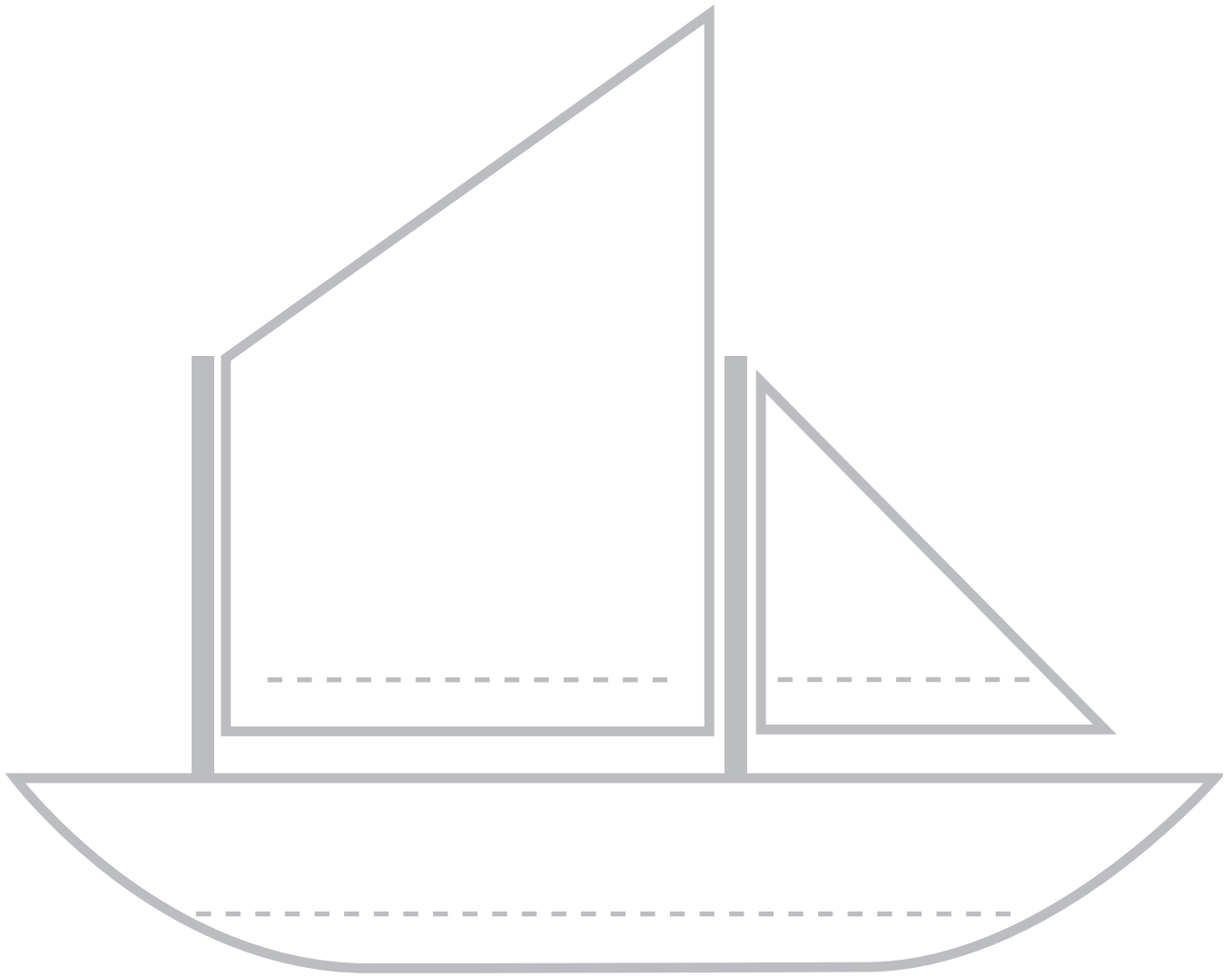
A Venn diagram is shown within a rectangular frame. It consists of two overlapping circles. The top circle overlaps with the bottom circle in the center. The circles are empty and have thin black borders.



Title: Big Fun in the Big Easy: A Sensory Tour of the New Orleans

Idea Tree





The state of Delaware has a long history of settlement by American Indians and Europeans. Before European settlers arrived in North America, several American Indian tribes, such as the Lenni Lenape and Susquehannocks, called the current Delaware area home. The coastline was mapped and explored by several people including John Cabot in 1497 and John Smith in the early 1600s. The British considered the region part of Virginia, so the area was named after Virginia's governor from 1610–1618, Thomas West, 3rd Baron De La Warr.

However, the Dutch and Swedish also claimed the Delaware area for themselves. The Dutch claimed land due to Henry Hudson's explorations in 1609 and the founding of the colony called Zwaanendael in what is now Lewes, Delaware. The Swedish created Fort Christiana on the Delaware River further north.

Although the Swedish settlers left to settle what later became Pennsylvania, the Dutch remained in the colony.

In 1664, the British called back their original claim to the land and ousted the Dutch from their land.

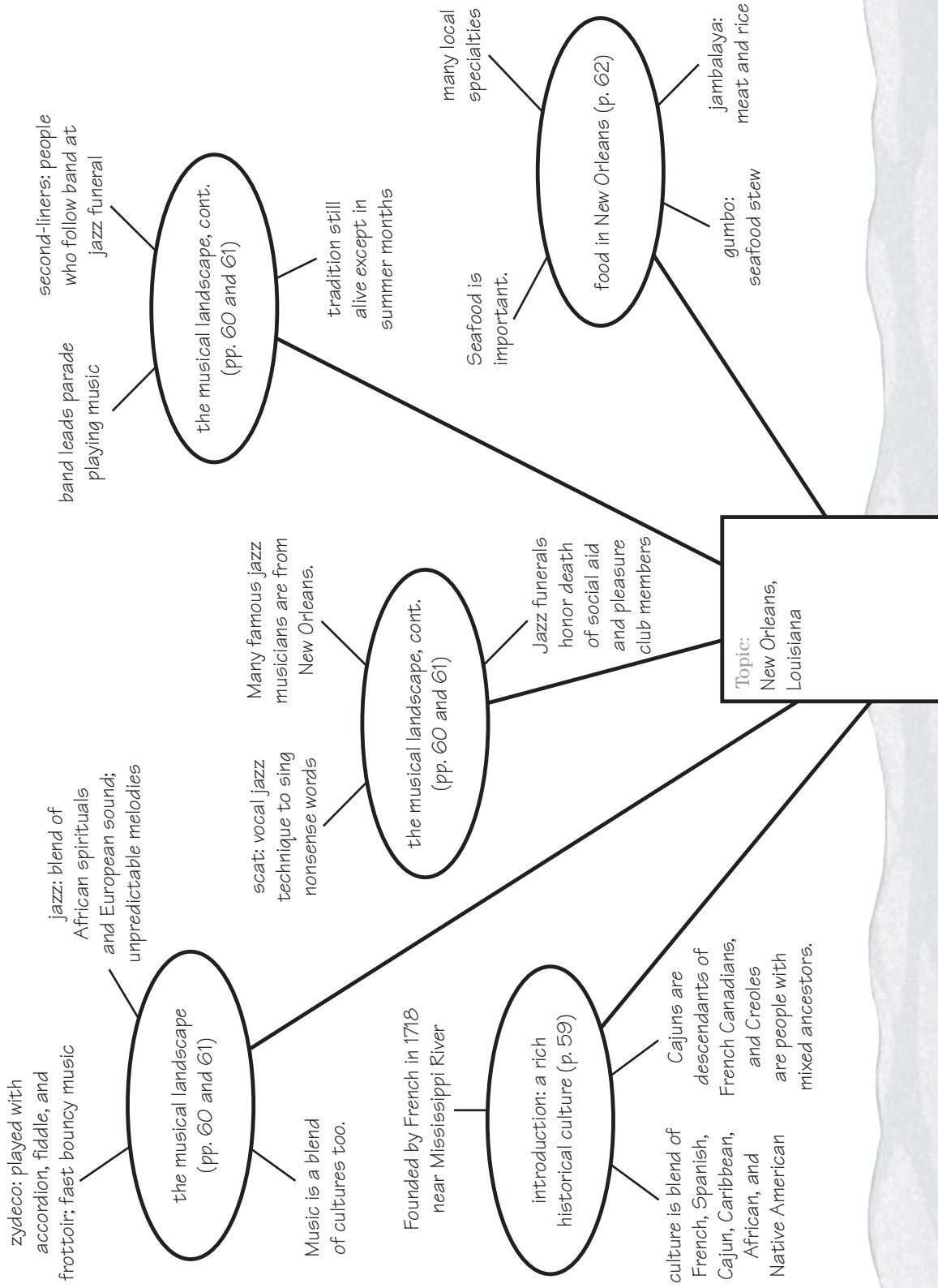
In 1682, William Penn, the founder of Pennsylvania, was granted a charter for the “Lower Counties on the Delaware,” to provide his colony with access to the ocean and trade. This began 100 years of arguments and litigation between Penn’s family and the Calvert family of Maryland. The Calverts claimed the Lower Counties as a part of the original Maryland charter. The dispute led to the Mason-Dixon line drawn to show the borders of Maryland and Pennsylvania. It was not until 1776 that the Lower Counties of Delaware declared themselves an independent state from both Pennsylvania and the British. Delaware was the first state to ratify the Constitution in 1787.

Mardi Gras is an ancient New Orleans tradition where men dance in the streets in colorful costumes and masks. This celebration has been happening in New Orleans since before it became an American city.



Idea Tree

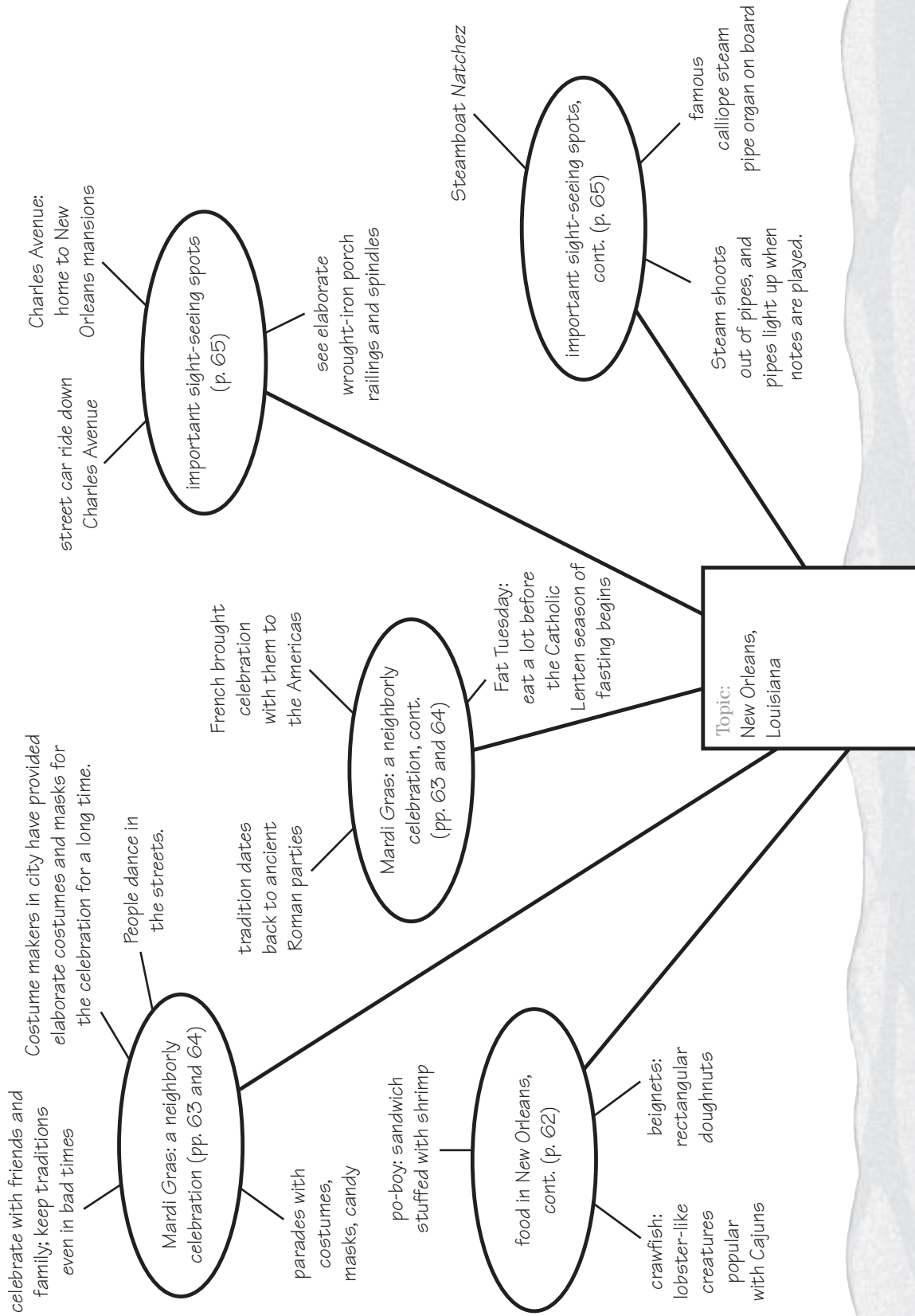
Title: Big Fun in the Big Easy: A Sensory Tour of the New Orleans





Idea Tree

Title: Big Fun in the Big Easy: A Sensory Tour of the New Orleans



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 5 / <i>Big Fun in the Big Easy: A Sensory Tour of New Orleans</i>
<p>English Language Arts Standards: Reading: Informational</p> <p>Key Ideas and Details</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>English Language Arts Standards: Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: Writing</p> <p>Text Types and Purposes</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

INFORMATIONAL (6 DAY)

Canada: A Visit to the Great White North

Written by Ryan Murphy

The Savvy Reader—Clarifying, A Collection of Readings, pages 69–88

Success for All Foundation, 2011

Summary

From hockey to politics, from Newfoundland to British Columbia, our neighbors to the north have much to offer. Canada is a fascinating country, so visit the country known affectionately as the Great White North. Learn all about Canada's history, government, political system, culture, and recreation.

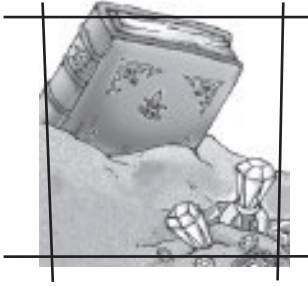
Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Clarifying (CL) Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Latin roots Students will identify the meaning of words using their understanding of Latin roots.	Write a travel brochure. Students will create travel brochures for their cities or other places that might be interesting.
	Clarifying (CL) Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Base word and ending Students will break words into base words and endings and use the endings <i>-ion</i> , <i>-tion</i> , and <i>-sion</i> to increase their understanding of words.	Write a business letter. Students will write business letters to the Canadian prime minister, asking for more information about Canada.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
CYCLE 1	Clarifying (CL)	Latin roots	Write a travel brochure.
	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will identify the meaning of words using their understanding of Latin roots.	Students will create travel brochures for their cities or other places that might be interesting.

Teacher's Note: Before you begin *Adventures in Writing*, collect sample brochures to provide to students as examples or print the provided sample brochure double-sided to make an example for students. If possible, allow students access to the Internet, atlases, or almanacs for information if needed.

**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 *Canada: A Visit to the Great White North* by Ryan Murphy. 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 Canada. When I page through the text, I see pictures of landscapes, maps, animals, and people. The pictures show me things about Canada. I think Canada is the topic of this text.

- Use the items below to build or activate background knowledge about the topic.
 - Display a map of North America. Use **Think-Pair-Share** to have students locate Canada on the map. Randomly select a few students to share.
 - Use **Team Huddle** to have students discuss what kind of relationship they think the United States has with Canada since they share a border. Use **Random Reporter** to share responses.
 - Share a few interesting or important facts about Canada with students. For example, Canada is the second largest country in the world based on size. Around 10 percent of the world’s forests are in Canada. Jim Naismith, the inventor of basketball, was born in Canada.
- 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 *Canada: A Visit to the Great White North*, I saw pictures of different people and places in Canada. I think the author’s intent is to inform readers about Canada.

- 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
tandem page 72	chunk: tan-dem	together, as a team	The partners worked in <i>tandem</i> to make sure all the work was completed quickly.
ensure page 72	chunk: en-sure	make sure of, guarantee	Studying hard will <i>ensure</i> that you do well in school.
operate page 72	chunk: op-er-ate	work in a certain way	The machine will <i>operate</i> if you turn it on and put a coin in it.
conflicts page 74	base word + ending: conflict + s	disagreements	Jack and Joseph had too many <i>conflicts</i> , so the teacher tried to help the boys work them out.

Word and Page Number	Identification Strategy	Definition	Sentence
appoints page 76	base word + ending: appoint + s	picks for a certain position	The principal <i>appoints</i> his assistants instead of letting the students vote.
populous page 78	chunk: pop-u-lous	full of people	The city was so <i>populous</i> and crowded that traffic was often really bad.
vibrant page 78	chunk: vib-rant	doing well, succeeding	The <i>vibrant</i> business was making a lot of money.
relay page 78	chunk: re-lay	pass on, sent along	My job is to get messages from John and <i>relay</i> them to Lisa.

Using the Targeted Skill (Introduction and Definition)

- Introduce clarifying words in informational texts. Use **Think-Pair-Share** to have students explain what it means to clarify. *To clarify means to stop and try to figure out something you do not understand.*
- Have students work in teams to identify ways they can try to clarify words they do not understand when they read stories. Use **Random Reporter** to share responses. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.* Write their responses on the board.
- Point out that these strategies will also help them clarify words they do not understand when they read informational texts.
- Tell students that one of the strategies they identified (think about it) can be very helpful when trying to clarify words in informational texts. Remind students that informational texts have a big topic. Explain that thinking about the big topic can help them figure out unfamiliar words.

One of the strategies in our list is to think about what we read. This strategy can be very helpful when we try to clarify words in informational texts. We know that informational texts each have a big topic that the whole book is about. Keeping the big topic in mind can help us figure out words we don't know as we read informational texts.

- Display the following passage. Tell students that this is a section from a book about ships.

Blackline master provided.

Today's big ships, called ocean liners, can be as long as several football fields from bow to stern. Hundreds of people can travel on these big ocean liners.

- Read the passage aloud, showing confusion about the word *stern*. Use a **Think Aloud** to model using the big topic to help you clarify the word.

“...from bow to stern.” *Stern?* That word doesn’t make sense to me. I know people can get stern looks on their faces when they’re angry. But it doesn’t make sense to say that something is as long as several football fields from bow to angry look. I need to clarify this word. Let me think about what this text is about. I know the big topic is ships. I know that ocean liners are big. They are really long. Wait a minute! When you describe something that’s really long, you describe how long it is from front to back. I think I remember that the bow of the ship is the front. So the stern must be the back! I thought about the big topic to help me clarify a word I didn’t know.

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 paragraph on page 71 of the text aloud. Model thinking about the big topic to help you clarify the word *tundra*.

A Collection of Readings,
page 71

Canada: An Introduction

Canada borders the United States to the north. From the Atlantic coast to Alaska, Canada spans millions of square miles. In fact, Canada is the second-largest country in the world. It’s second in size only to Russia. Canada has deserts, mountains, forests, and tundra.

“Canada has deserts, mountains, forests, and tundra.” *Tundra?* I don’t know that word. Let me think. I know that the big topic of this text is Canada. This first paragraph seems to be about Canada’s size. It also describes the different kinds of land in Canada. The paragraph tells me that Canada has deserts, mountains, forests, and tundra. So tundra must be some kind of land. It must be different from mountains, forests, and deserts.

Maybe it’s some kind of flat plain. Yes, that would make sense. Especially because I know that Canada is so far north, where there are frozen plains. So tundra must mean frozen plains. Okay, I figured it out, and thinking about the big topic helped me.

- Read the rest of page 71 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
page 71

Compared to the nations of Europe, Canada is a rather young nation. It's like the United States in this way. Canada is just over one hundred years old. In that time, Canada has grown to become a fascinating nation. It is full of interesting people. It has interesting legends. It has many important industries. Canada has been involved in discussions about important world issues. As such a close neighbor, Canada is also an important ally and friend of the United States. Let's explore Canada, our interesting and fascinating neighbor to the north.

Did you know?

The name Canada comes from the native Inuit word kanata. That means village, or settlement! The Inuit are a native people in Canada.

- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they read *Canada: A Visit to the Great White North*.

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.

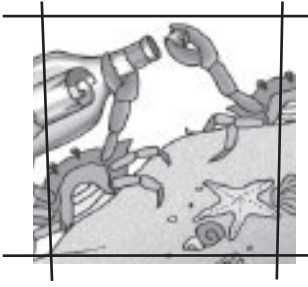
Student Edition, page S-20

Team Talk

1. What does Canada have in common with New Zealand and Australia? |CC|
2. How do we know Vikings lived in Canada? |CE|
3. Describe the order in which people settled Canada throughout history. |SQ|
4. Which of the following means about the same as the word *skirmishes* on page 74? |CL|
 - a. discussions
 - b. battles
 - c. dangers
 - d. agreements

How did you figure that out? (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 72–74 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What does Canada have in common with New Zealand and Australia? |CC|

100 points = Canada has England in common with New Zealand and Australia. Canada is part of the Commonwealth of Nations like New Zealand and Australia. They are ruled by Queen Elizabeth II, the queen of England. **90 points** = Canada has England in common with New Zealand and Australia. They are ruled by the queen in the Commonwealth of Nations. **80 points** = They are all a part of the Commonwealth of Nations.

2. How do we know Vikings lived in Canada? |CE|

100 points = We know Vikings lived in Canada because they left things behind when they moved from their settlement. The Vikings left behind clay pots, weapons, boats, and buildings. **90 points** = We know Vikings lived in Canada because they left things behind when they moved from their settlement. **80 points** = They left things behind when they left.

Team Talk *continued*

3. Describe the order in which people settled Canada throughout history. |SQ|

100 points = *The first people to settle in Canada settled there more than 10,000 years ago. They are the native people of Canada. Then Vikings from Europe sailed across the Atlantic and settled in the Eastern part of Canada around the year 1000 CE. After that, other Europeans, such as the French, settled Canada. 90 points* = *The first people to settle in Canada settled there more than 10,000 years ago. Then Vikings settled in Eastern Canada. Then other Europeans arrived. 80 points* = *The first people settled Canada thousands of years ago. Then Europeans arrived.*

4. Which of the following means about the same as the word *skirmishes* on page 74? |CL|

- discussions
- battles
- dangers
- agreements

How did you figure that out? (Write-On)

100 points = *I figured this out because the text talks about the troops having conflicts and skirmishes. I know that troops are a part of an army and fight in battles. If troops are involved, then skirmishes must be battles.*

90 points = *I figured this out because the text talks about the troops having conflicts and skirmishes. I know that troops are a part of an army and fight in battles. 80 points* = *I know troops fight in battles.*

- 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.

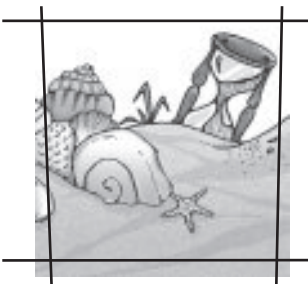


Strategy-Use Discussion

- 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>How is Canada’s relationship with England different from the United States of America’s relationship with England? What major event changed it?</p> <p>The Vikings were the first Europeans to discover North America. What other European is often given credit for discovering North America? How much earlier did Vikings discover it than him?</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

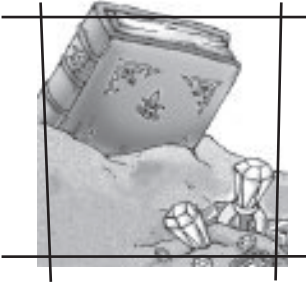
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Page 72 (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.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

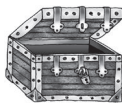
Set the Stage



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

Vocabulary **TP**

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



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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What is the Commonwealth of Nations?

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 Canada. We learned some important ideas about Canada. We learned that it is part of the Commonwealth of Nations and is ruled by the queen of England. Canada had native people living in it for a long time before it was settled by Vikings and other Europeans.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first paragraph on page 75 of the text aloud. Begin reading the second paragraph, stopping to clarify the word *authorized*. Use a **Think Aloud** to model thinking about the big topic to clarify the word.



A Collection of Readings,
page 75

Politics in Canada

Canada's Role in the Commonwealth of Nations

So we learned how Canada came to be part of the Commonwealth of Nations, or part of the British Empire. Queen Elizabeth II is Canada's official head of state.

Queen Elizabeth has an official representative in Canada. This person is called the governor general. The governor general has two major purposes. First, he or she is responsible for speaking for the queen about matters important to Canada. The governor general is authorized to make decisions for the queen. Second, the governor general is responsible for notifying the queen about important decisions and crucial things that happen in Canada. This is important because the queen lives far away, so she cannot oversee Canada all the time. Nor can she oversee all the other nations in her empire. In fact, each of the nations in the Commonwealth of Nations has its own governor general.

The governor general is authorized to make decisions for the queen. I'm not sure I know the word *authorized*. Let's see. The big topic of this text is Canada, and I know that Canada is ruled by the Queen of England. Now, there is also a governor general in Canada. He or she works for the queen because the queen can't be in all of her countries all the time. So, the governor general makes decisions for her. If the governor general is authorized to do so, that must mean he or she is allowed to do so. So

***authorized* means allowed. Okay, I figured it out. Thinking about the big topic of the text helped.**

- Read the rest of page 75 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

**A Collection of Readings,
page 75**

In 2005, Queen Elizabeth appointed a woman named Michaëlle Jean as governor general of Canada. Ms. Jean is the third woman and first person of Caribbean origin to hold this office. Her family moved to Canada from Haiti when she was eleven years old. The queen picked her on the advice of Canada's prime minister. There is no time limit on how long a governor general serves. They typically serve five years, but the queen may appoint a new governor general at any time.

- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they read *Canada: A Visit to the Great White North*.

Preview Team Talk

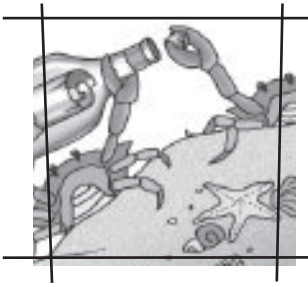
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 *enact* on page 76? |CL|
 - a. make law
 - b. break law
 - c. change law
 - d. veto law

How did you figure that out? (Write-On)
2. Why are the territories governed differently from the provinces? |CE|
3. What is the purpose of the map on page 78? |TF|
4. Why do you think so many people choose to live in Toronto? Support your answer with information from the text. |DC|



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 76–79 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. Which of the following means about the same as the word *enact* on page 76? **ICLI**
 - a. make law
 - b. break law
 - c. change law
 - d. veto law

How did you figure that out? (Write-On)

100 points = I figured this out by reading ahead. The text says that enact means put on the books. The text is talking about laws. I know that when something is put on the books, it’s made official. So to enact must mean to make a law. **90 points** = I figured this out by reading ahead. The text says that enact means put on the books. The text is talking about making laws. **80 points** = You make laws when you put them on the books.

Team Talk *continued*

2. Why are the territories governed differently from the provinces? |CE|

100 points = *The territories are governed differently from the provinces because the territories were created by Parliament. Parliament has the right to control what happens in the territories.* **90 points** = *The territories are governed differently from the provinces because the territories were created by Parliament.* **80 points** = *They were created by Parliament.*

3. What is the purpose of the map on page 78? |TF|

100 points = *The purpose of the map on page 78 is to show all the territories and provinces in Canada. The map shows each territory and province in a different color so I can clearly see where each is located.*

90 points = *The purpose of the map on page 78 is to show all the territories and provinces in Canada.* **80 points** = *It shows me each of the territories and provinces in Canada.*

4. Why do you think so many people choose to live in Toronto? Support your answer with information from the text. |DC|

100 points = *I think so many people choose to live in Toronto because it is in a good location. The text says Toronto is just west of Ottawa, another big city and the capital of Canada. It also says Toronto is about an hour north of the U.S. border. People want to live in a city where they are close to other places and things to do.* **90 points** = *I think so many people choose to live in Toronto because it is in a good location. The text says Toronto is just west of Ottawa, another big city and the capital of Canada.* **80 points** = *It is in a good location and near the capital of the country.*

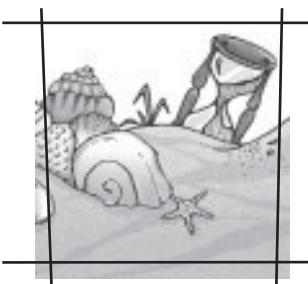
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP****Strategy-Use Discussion**

- 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 territories of Nunavut and Nunatsiavut were made to give the Inuit rights and privileges. What problems do you think they might have had as Europeans settled Canada?</p> <p>If you look closely at the map on page 84, you can see that the biggest cities are near the southern border of Canada. Why do you think this is?</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**

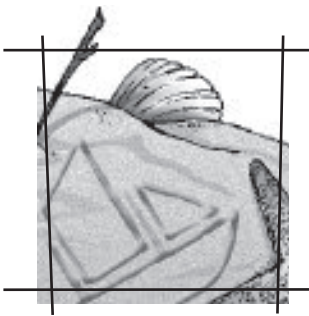
Timing Goal: 5 minutes

- 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-19

Page 76 (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 graphic of the anchor.

- Introduce the Word Power skill by showing a graphic of the anchor. Tell students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Tell students that words also have roots.
- Explain that word roots are used to build other words and that understanding word roots can help us define words.
- Reveal the Word Treasure (skill).

Word Treasure

Latin roots

If you have trouble reading and understanding words, look for Latin roots in the words to help you figure out words.



- Write the word “popularize” on the board, writing the root word, *pop*, under the anchor. Use **Think-Pair-Share** to have students discuss what they think this word means. Randomly select a few students to share. *To make people like someone or something.*

Blackline master provided.



- Tell students that many words have old origins and come from Latin. Point to the letters *pop* in the word *popularize*. Explain that this is a Latin root meaning people. Make the connection that when you popularize something, you make people like it.

Preparation: Create a two-columned chart. Title the first column “Latin Root” and the second column “Meaning.”

- Display the following chart. Write “pop” in the first column and “people” in the second column. Explain that you will add roots and their meanings each day.

Latin Root	Meaning
pop	people

- Point out that knowing the word root can help us define the meaning of the word. Explain that not all words that have the letters *pop* can be defined by the root, such as the word *pope*.
- Tell students that Captain Read More has discovered that one of the vocabulary words includes the Latin root *pop* and that you want them to look for that word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-20 and S-21

Skill Practice
<p>The Latin root <i>pop</i> means people. Use this information to answer the following questions.</p> <ol style="list-style-type: none"> 1. What does <i>popular</i> mean? <ol style="list-style-type: none"> a. <i>approved by most people</i> b. <i>made for common people</i> c. <i>to keep secret from people</i> d. <i>created and made by people</i> 2. What does <i>population</i> mean? <ol style="list-style-type: none"> a. <i>the number of people who like the same things</i> b. <i>the method of counting people</i> c. <i>the number of people living in an area</i> d. <i>a group of people that have the same jobs</i>

Building Meaning			
tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

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

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

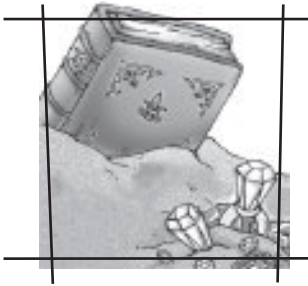
4. Choose the word that best fits in the blank.

I don't think it's fair how my mom always appoints me to take out the trash just because I'm a boy.



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

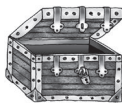
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why can Parliament control the territories?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we learned some more important ideas about Canada. We learned about Canada's government and how the provinces and territories are governed. We also learned about some of the biggest cities in Canada.

- 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 71 aloud, stopping at the word *ally*. Purposefully mispronounce the word *ally* as *alley*. Use a **Think Aloud** to model thinking about the big topic and reading ahead to clarify the word *ally*.



A Collection of Readings,
page 71

Canada: An Introduction

Canada borders the United States to the north. From the Atlantic coast to Alaska, Canada spans millions of square miles. In fact, Canada is the second-largest country in the world. It's second in size only to Russia. Canada has deserts, mountains, forests, and tundra. Compared to the nations of Europe, Canada is a rather young nation. It's like the United States in this way. Canada is just over one hundred years old. In that time, Canada has grown to become a fascinating nation. It is full of interesting people. It has interesting legends. It has many important industries. Canada has been involved in discussions about important world issues. As such a close neighbor, Canada is also an important ally and friend of the United States.

“...Canada is also an important alley...” *Alley?* That word doesn't seem to make sense here. An alley is a narrow road, but the big topic of the text is Canada. I think I need to clarify it. Maybe if I read ahead, I can figure it out. Read the rest of the sentence aloud. Ah, I see. I was reading the word *ally* incorrectly. When I read ahead, I saw that the text is talking about how Canada and the United States are good friends. I know an ally is a friend, especially in times of trouble. Thinking about the big picture and reading ahead helped me clarify a word I didn't understand at first.

- Finish rereading the rest of page 71 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 71

Let's explore Canada, our interesting and fascinating neighbor to the north.

Did you know?

The name Canada comes from the native Inuit word kanata. That means village, or settlement! The Inuit are a native people in Canada.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they reread *Canada: A Visit to the Great White North*.

Preview Team Talk

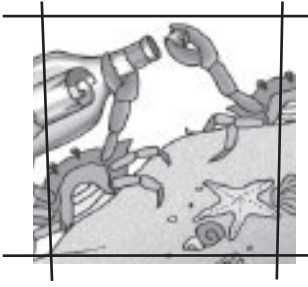
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Canada's provinces and territories are similar to— |CC|
 - a. English commonwealths.
 - b. foreign countries.
 - c. American states.
 - d. European city-states.
2. Which of the following means about the same as the word *seafaring* on page 73? |CL|
 - a. traveling in air
 - b. traveling by horse
 - c. traveling on water
 - d. traveling by car

How did you figure that out? (Write-On)
3. Why was Canada originally known as New France? |CE|
4. Explain how the troubles in Canada between England and France ended. |CE|



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 72–74 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. Canada’s provinces and territories are similar to— |CCI|
 - a. English commonwealths.
 - b. foreign countries.
 - c. *American states.*
 - d. European city-states.

Team Talk *continued*

2. Which of the following means about the same as the word *seafaring* on page 73? |CL|

- a. traveling in air
- b. traveling by horse
- c. *traveling on water*
- d. traveling by car

How did you figure that out? (Write-On)

100 points = *I figured this out by thinking about it and using context clues. The word seafaring has a word I recognize in it. It has the word sea in it. That is a big body of water. The text also says that seafaring means the Vikings used ships. I know you use ships to travel on water. So seafaring must mean traveling on water.*

90 points = *I figured this out by thinking about it and using context clues. The word seafaring has a word I recognize in it. It has the word sea in it. That is a big body of water.*

80 points = *I thought about the word. It has the word sea in it, which is a big body of water.*

3. Why was Canada originally known as New France? |CE|

100 points = *Canada was originally known as New France because the French were the major European settlers there in the sixteenth century. They explored Canada. They set up fur trading routes throughout Canada. They built communities along the trade routes.*

90 points = *Canada was originally known as New France because the French were the major European settlers there in the sixteenth century. They explored Canada.*

80 points = *The French were the major European settlers there.*

4. Explain how the troubles in Canada between England and France ended. |CE|

100 points = *The troubles in Canada between England and France ended when the French signed the Treaty of Paris. The French surrendered most of Canada to the English.*

90 points = *The troubles in Canada between England and France ended when the French signed the Treaty of Paris.*

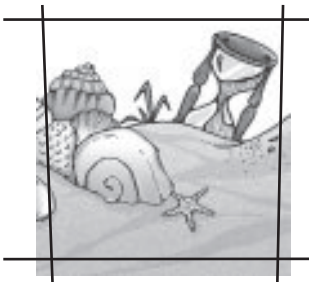
80 points = *The French signed the Treaty of Paris and gave most of Canada to the English.*

- 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. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; text-align: center;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>France and England fought over Canada. Do you think either country had more rights to the land than the other? Why or why not?</p> <p>Why do you think the name of New France was changed to Canada? Do you think it relates to the trouble between England and France?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>France and England fought over Canada. Do you think either country had more rights to the land than the other? Why or why not?</p> <p>Why do you think the name of New France was changed to Canada? Do you think it relates to the trouble between England and France?</p>	
<ul style="list-style-type: none"> - Award team celebration points. 		
<p>Write-On Discussion</p>	<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

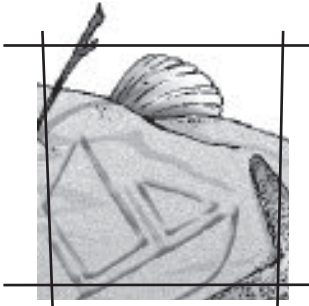
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-19

Page 76 (paragraphs 2 and 3) or 74

- 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 (Latin roots) and the Word Treasure clue Captain Read More uses for them (an anchor).
- Use **Think-Pair-Share** to have students identify the vocabulary word that contains the root *pop* and what the word means. Randomly select a few students to share responses. *Populous*: full of people.
- Display a graphic of two anchors side by side. Write the word “centipede,” making sure the letters *centi* appear under the first anchor and *pede* appear under the second anchor. Point out that some words are made up of two roots.

Blackline master provided.



- Tell students that *centi* or *cent* means hundred. Tell students that *pede* or *ped* means foot. Record these ideas on the two-column Latin-root chart.

Latin Root	Meaning
pop	people
centi or cent	hundred
pede or ped	foot



- Use **Team Huddle** to have students use that information to define the word. Randomly select a few students to share. *A centipede is an insect with one hundred feet.*
- 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-21 and S-22

Skill Practice

1. The Latin root *centi* means hundred, the Latin root *bi* means two, and the Latin root *ennial* refers to years. Using this information, *bicentennial* means—
 - a. one hundred years.
 - b. two hundred days.
 - c. one hundred months.
 - d. *two hundred years.*
2. The Latin root *ped* means foot, and the Latin root *quad* means four. Using this information, *quadruped* means—
 - a. rectangular.
 - b. *four-footed.*
 - c. box-like.
 - d. square.

Building Meaning			
tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

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.*

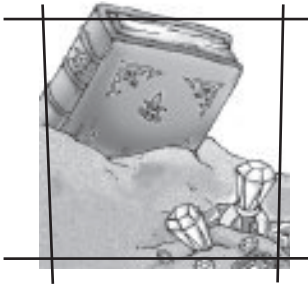
4. Renee’s lemonade stand was vibrant due to the hot weather and its good location near the park. *Vibrant* means—

- a. *succeeding.*
- b. *losing.*
- c. *expanding.*
- d. *falling.*



- 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

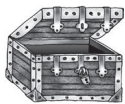
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 are Canadian provinces and territories similar to?

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 identified some more details about Canada that we could add to our idea trees. Canada has provinces and territories that are similar to American states. They have some control over their own governments and have their own leaders. Canada was first settled by native people about 10,000 years ago, but it was also settled by Vikings from Europe in the Middle Ages. They only settled in Newfoundland for a few years before leaving. Then the French and other Europeans settled Canada. They traded furs with natives and people living in the American colonies. The French and British fought over control of Canada, and the French lost.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread the first two paragraphs of page 75 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 75

Politics in Canada

Canada's Role in the Commonwealth of Nations

So we learned how Canada came to be part of the Commonwealth of Nations, or part of the British Empire. Queen Elizabeth II is Canada's official head of state.

Queen Elizabeth has an official representative in Canada. This person is called the governor general. The governor general has two major purposes. First, he or she is responsible for speaking for the queen about matters important to Canada. The governor general is authorized to make decisions for the queen. Second, the governor general is responsible for notifying the queen about important decisions and crucial things that happen in Canada. This is important because the queen lives far away, so she cannot oversee Canada all the time. Nor can she oversee all the other nations in her empire. In fact, each of the nations in the Commonwealth of Nations has its own governor general.

- Continue rereading paragraph 3 on page 75, stopping with the word *appointed*. Model clarifying this word by reading ahead.

A Collection of Readings,
page 75

In 2005, Queen Elizabeth appointed a woman named Michaëlle Jean as governor general of Canada. Ms. Jean is the third woman and first person of Caribbean origin to hold this office. Her family moved to Canada from Haiti when she was eleven years old. The queen picked her on the advice of Canada's prime minister. There is no time limit on how long a governor general serves. They typically serve five years, but the queen may appoint a new governor general at any time.

“In 2005, Queen Elizabeth appointed a woman named Michaëlle Jean as governor general of Canada.” *Appointed*. I’m not sure I understand this word. Maybe if I read ahead, I’ll figure it out. Continue reading the paragraph. I see. The passage is talking about Michaëlle Jean and how she now holds the office of governor general. It says the queen picked her to hold the office. I think the word *appointed* must mean picked or chose, since the queen put her in that office. By reading ahead, I found clues that helped me figure out the word *appointed*.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they reread *Canada: A Visit to the Great White North*.

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.

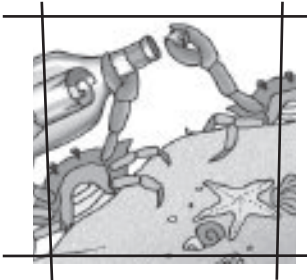
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-22

Team Talk

- What do you learn from the text box at the bottom of page 77? Why is this information important? |TF • CE|
- Which of the following means about the same as the word *dispersed* on page 78? |CL|
 - spread
 - lost
 - jammed
 - thrown

How did you figure that out? (Write-On)
- How is Ottawa similar to Washington, D.C., in the United States? |DC • CC|
- Use information from your graphic organizer to summarize what you learned in this cycle of *Canada: A Visit to the Great White North*. |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 76–79 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 do you learn from the text box at the bottom of page 77? Why is this information important? |TF • CE|

100 points = *I learn what the place names Nunavut and Nunatsiavut mean. They mean “our land” and “our beautiful land” in Inuit. This information is important because they are the names of the two territories that belong to the Canadian Inuit.* **90 points** = *I learn what the place names Nunavut and Nunatsiavut mean. They mean “our land” and “our beautiful land” in Inuit. They are the names of the Inuit territories in Canada.* **80 points** = *I learn what the place names Nunavut and Nunatsiavut mean. They are the Inuit territories.*

2. Which of the following means about the same as the word *dispersed* on page 78? |CL|
 - a. spread
 - b. lost
 - c. jammed
 - d. thrown

How did you figure that out? (Write-On)

100 points = *I figured this out because I know the big topic of the text is Canada, and this section is talking about the provinces. I know the previous section was about the territories as well. Canada is a big country, so if the territories only take up a small part of it, the other provinces must be spread across the rest of the country. The word dispersed must mean spread.* **90 points** = *I figured this out because I know the big topic of the text is Canada, and this section is talking about the provinces. Canada is a big country, so if the territories only take up a small part of it, the other provinces must be spread across the rest of the country.* **80 points** = *The big topic is Canada. The provinces must be spread across a big country.*

3. How is Ottawa similar to Washington, D.C., in the United States? |DC • CC|

100 points = *Ottawa is similar to Washington, D.C. in the United States because Ottawa is the capital of Canada. It is where Parliament meets. Washington, D.C. is the capital of the United States and is where Congress meets.* **90 points** = *Ottawa is similar to Washington, D.C. in the United States because Ottawa is the capital of Canada. It is where Parliament meets.* **80 points** = *It is the capital of the whole country and where the government meets.*

Team Talk *continued*

4. Use information from your graphic organizer to summarize what you learned in this cycle of *Canada: A Visit to the Great White North*. [SU]

100 points = *In this cycle of Canada: A Visit to the Great White North, I learned that Canada is similar to the United States in many ways. Canada has provinces and territories that are like American states. It has a prime minister and Parliament that are similar to the president and Congress. It is different because it is part of the Commonwealth of Nations and is ruled by Queen Elizabeth. Canada has native people who have lived there for about 10,000 years. Vikings from Europe also settled Canada. The French and other Europeans settled Canada and set up successful fur trading routes. The French lost Canada to the British.*

90 points = *In this cycle of Canada: A Visit to the Great White North, I learned that Canada is similar to the United States in many ways. Canada has provinces and territories that are like American states. It has a prime minister and Parliament that are similar to the president and Congress. Canada was settled by native people, Vikings, the French, and British.* **80 points** = *Canada has a government that is similar to the United States government. It has provinces, territories, a prime minister, and Parliament. The country was settled by native people, Vikings, and the French.*

- 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.

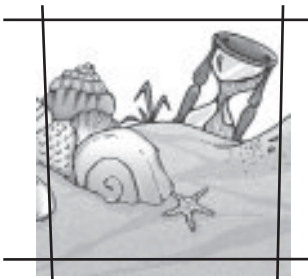
Class Discussion **TP**

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	Team Talk Extenders	<p>The text mentions that Vancouver and Victoria are important tourist destinations in Canada. Why do you think tourism is important to Canada? Why are these good cities for tourists?</p> <p>Canada hosted the Winter Olympics in 1988 and again in 2010. Why do you think Canada is a good place for the winter games?</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. 	
		<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

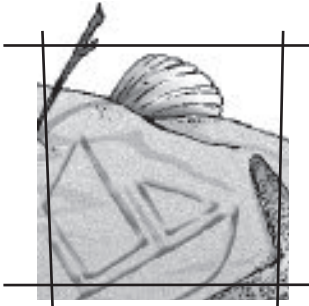
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-19

Page 76 (paragraphs 2 and 3), 74, or 78

- 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 (Latin roots) and the Word Treasure clue Captain Read More uses for them.
- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn Latin and Greek roots. Randomly select a few students to share. *Many words contain Latin roots. Knowing the root word can help you define the meaning of the word.*
- Display the Latin-root chart. Point out that you added *quad* to the list from their practice the day before. Write “pre” in the first column. Tell students that *pre* means before or in front of.

tps

Latin Root	Meaning
pop	people
centi or cent	hundred
pede or ped	foot
quad	four
pre	before, in front of



- Display the Word Power Challenge. Use **Team Huddle** to have students identify the meaning of the underline word.

Preparation: Display the Word Power Challenge.

Word Power Challenge

What does *preschool* mean?



- Use **Random Reporter** to select students to share responses. *Before school, a place children go before going to grade school.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-22 and S-23

Skill Practice

- The Latin root *pre* means before, and the Latin root *natal* means birth. Using this information, *prenatal* means—
 - before one's birth.*
 - before birthday celebrations.
 - before opening presents.
 - before one's death.
- The Latin root *ped* means foot. Using this information, *pedaling* means—
 - sounding like a foot.
 - moving with the foot.*
 - looking like a foot.
 - stopping with the foot.

Building Meaning

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

- 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.*
- Choose the word that best fits in the blank.

Sometimes our teacher has to solve *conflicts* between disagreeing students on the playground.

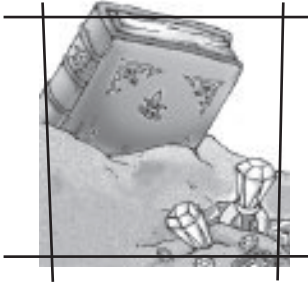
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- 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.

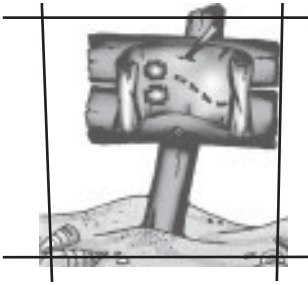
Today you will read about The French and Indian War. This was the first major war fought in North America and set in motion the events that have shaped Canada and the United States.

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

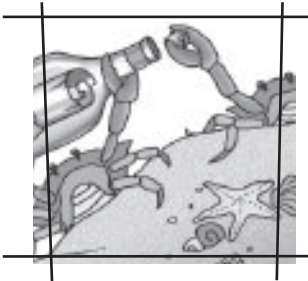
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they 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.

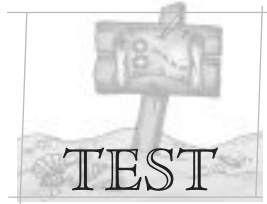


Class Discussion TP

- 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.

A War of Many Names

The French and Indian War was the first war in North America after European settlers arrived. It began when George Washington led troops to the Ohio territory to stop the French from building a fort. Washington lost two battles against the French. Local Indian tribes taught the French to use camouflage. They hid behind trees and rocks to fight. British troops were easy targets because they marched in straight lines wearing bright red coats.

The French did not keep winning. They gave up their lands east of the Mississippi River and Canada when they signed the Treaty of Paris in 1763. Some people call this war by different names. It is the War of Conquest in Canada. In Europe, it is the Seven Years' War. For Europeans, it was just part of a larger war. Many countries were fighting for land all over the world. Some have even called it the first "world war" since so many countries fought in it.

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 French and Indian War. I know this because the heading tells me it is about a war. Then the first sentence tells me it is about the French and Indian War. I also learn more about the different names of the French and Indian War.* **15 points** = *The topic of this text is the French and Indian War. I know this because the heading tells me it is about a war. Then the first sentence tells me it is about the French and Indian War.* **10 points** = *It is about the French and Indian War. The first sentence tells me this.*

30 points

2. What is the intent of the author? |AP|
- to tell the reader the best way to fight battles against the British
 - to persuade the reader to side with the French cause during the war
 - to entertain the reader with stories about George Washington
 - to give the reader information about the French and Indian War*

How do you know?

20 points = *I know the intent is to give the reader information because I learned many things about the French and Indian War. I learned why it started and how it ended. I learned that it has several names because different places call it different names.* **15 points** = *I know the intent is to give the reader information because I learned many things about the French and Indian War. I learned why it started.* **10 points** = *I learned different things about the war, such as why it started.*

20 points

3. What does the word *camouflage* mean in the first paragraph of the passage? How did you figure that out? |CL|

20 points = *The word camouflage means cover or disguise. I figured that out by reading ahead. The author says the French hid behind trees and rocks to fight. That sounds like they used things to cover or disguise them so the British troops could not see them easily.* **15 points** = *The word camouflage means cover or disguise. I figured that out by reading ahead. The author says the French hid behind trees and rocks to fight. They covered themselves.* **10 points** = *It means cover or disguise. The French used rocks and trees to do it.*

20 points

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

20 points = *The French and Indian War was the first war in North America. It started when the British tried stopping the French from building a fort in the Ohio territory. The French won early on, but lost when Quebec and Montreal fell to the British. The war is also called the War of Conquest and the Seven Years' War.* **15 points** = *The French and Indian War was the first war in North America. The French won early on, but lost when Quebec and Montreal fell to the British. The war has many names.* **10 points** = *The French and Indian War was the first war in North America. The French won early on, but lost when Quebec and Montreal fell to the British.*

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 your understanding of Latin roots to answer the following questions.

5 points

1. The Latin root *pop* means people. Using this information, what does *populace* mean?
 - a. common cold
 - b. common voice
 - c. *common people*
 - d. common look

5 points

2. The Latin root *quad* means four, and the Latin root *lateral* means side. Which of the following would be a quadrilateral?
 - a. a circle
 - b. *a square*
 - c. a triangle
 - d. a globe

5 points

3. The Latin root *pre* means before. What does *prepay* mean?
 - a. buy as a gift
 - b. buy for someone
 - c. buy after the fact
 - d. *buy in advance*

5 points

4. The Latin root *cent* means hundred. What is a century?
 - a. one thousand seconds
 - b. *one hundred years*
 - c. one hundred cents
 - d. one thousand meters

Building Meaning

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

10 points

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

10 points = *Eating an apple each day will help ensure that you stay healthy because it is full of vitamins and nutrients that keep your body strong.*

5 points = *Eating an apple each day will help ensure that you stay healthy because it is full of vitamins and nutrients.* **1 point** = *Eating an apple each day will help ensure that you stay healthy.*

10 points

6. The two teachers work in *tandem*, helping each other teach the class.

10 points

7. The city became more and more populous as people moved there to live.

Populous means—

- busy.
- full of people.
- empty of life.
- dirty.

10 points

8. Hector asked Kevon to relay a message to his brother when he got home from school.

10 points

9. The car will operate better if you change the oil and take care of the engine.

Operate means—

- work.
- speed.
- turn.
- sound.

10 points

10. Each week, Dad appoints a new member of the family to record notes from the family meeting.

10 points

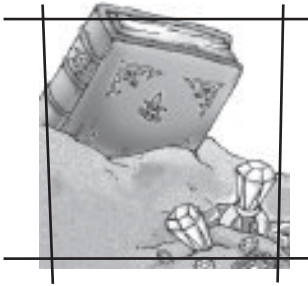
11. I avoid conflicts by trying to listen to people who might disagree with me.

Conflicts means—

- compromises.
- solutions.
- agreements.
- disagreements.

10 points

12. After a much-needed nap, Bill felt much more vibrant and ready to keep working on his school project.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will make a travel brochure for your hometown or another place you would like to visit, telling tourists what they can see or do in this location. You started reading about Canada, which might be an interesting place to visit if you have never been there before. What would you put in a brochure to make people want to visit a place you like?

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 travel brochure.

Have you ever walked into a travel agency, a tourist office, or even the travel section of the library? These places often have helpful items called brochures available for free. Brochures provide quick information about a place people may want to visit. They might provide pictures and information about interesting sites or activities. Companies might also make brochures to advertise their businesses in popular tourist destinations.



- Distribute your example brochures to students or groups. Give students a moment to look through the brochures. Use **Random Reporter** to ask students the kind of information they found in the brochures.
- Model folding a piece of paper (8.5" x 11") into thirds like a brochure. Explain to students that this is how they will make their brochures.

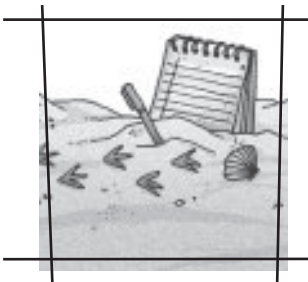
- Display the following sample brochure.

<p>Plan your visit to Yellowstone National Park today!</p> <p>Visit www.nps.gov/yell for information about operating hours, reservations, activities, and directions to the park.</p>		<p>Adventure Awaits in Yellowstone National Park, America's First National Park</p>
<p>Located mostly in the northwest corner of Wyoming and crossing into Idaho and Montana, Yellowstone National Park covers 3,472 square miles of largely untamed wilderness. The park is open to day trippers, campers, hikers, fishers, and more.</p>	<p>On your visit, see the natural beauty of Yellowstone. Volcanic activity provides visitors views of Earth at work with geysers, boiling mud pits, and hot springs. The park is also home to deer, elk, buffalo, wolves, and a variety of other wildlife.</p>	<p>Geological history and beauty and the best that nature has to offer await you in scenic Yellowstone National Park. It was made America's first national park in 1872, after photographer William Henry Jackson gave Congress evidence of the beautiful landscape.</p>

- Explain to students that the panel on the top right is the front flap of the brochure. Tell students that they can think of the top three sections as the back of a sheet of paper, and the bottom three sections as the front.
- Point out that the information on the front flap should be catchy and attention-grabbing, since this is the part of the brochure people will see first.
- Use **Random Reporter** to have students identify three facts they learned about Yellowstone National Park. *Yellowstone National Park was founded in 1872. You can see geysers, hot springs, and boiling mud in Yellowstone. You can see many animals in Yellowstone. You can go camping, hiking, or fishing in Yellowstone.*
- Ask students whether the brochure provides people who are interested in visiting Yellowstone National Park with a way to learn more about it. *Yes. People can visit the website on the back flap to learn how to get to Yellowstone or what they should do to plan a trip.*
- Explain to students that a brochure should not only provide facts about a place, but also persuade people that it would be a good place to visit.

Facts are good for learning important information, but people need to be persuaded to go someplace or to do something. A brochure should make the place it is advertising seem appealing. It might do that by appealing to our senses or desires. For example, the brochure for Yellowstone National Park mentions beauty and scenery. It mentions that people can do a variety of things such as relax and fish, or go on a hike. It appeals to our senses and interests. The brochure shows that there is something for everyone at Yellowstone.

- Point out that brochures often have colorful photographs or maps on them to further attract visitors to the advertised location.
- Tell students that they will create brochures for their hometown or another interesting place they think people should visit.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will create a brochure for your hometown or another place you believe would be interesting to visit.



- 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

Pretend that you work for your city or another interesting place and need to make a brochure to attract tourists. Create a brochure to tell potential visitors about what this place has to offer. Remember to fold your brochure into three parts and to use the front and back of the brochure for information. The front flap of your brochure should be catchy and attention-grabbing. Provide at least three facts or points of interest about this place. Remember to include details to make this place seem attractive to potential visitors. On the back flap, provide information that tells potential tourists where to find more information about this place. If you have time, draw or place pictures in your brochure. At the end of the lesson, your class will create a travel book of your brochures.

Scoring Guide

You created a travel brochure for your city or another interesting place.	15 points
The front flap of your brochure has catchy and attention-grabbing text.	10 points
You provide at least three facts or points of interest about this place with good details to make it seem attractive to potential visitors.	20 points each (60 points maximum)
You provide information where potential tourists can learn more about this place.	10 points
Your brochure is folded into three parts with information on the front and back.	5 points

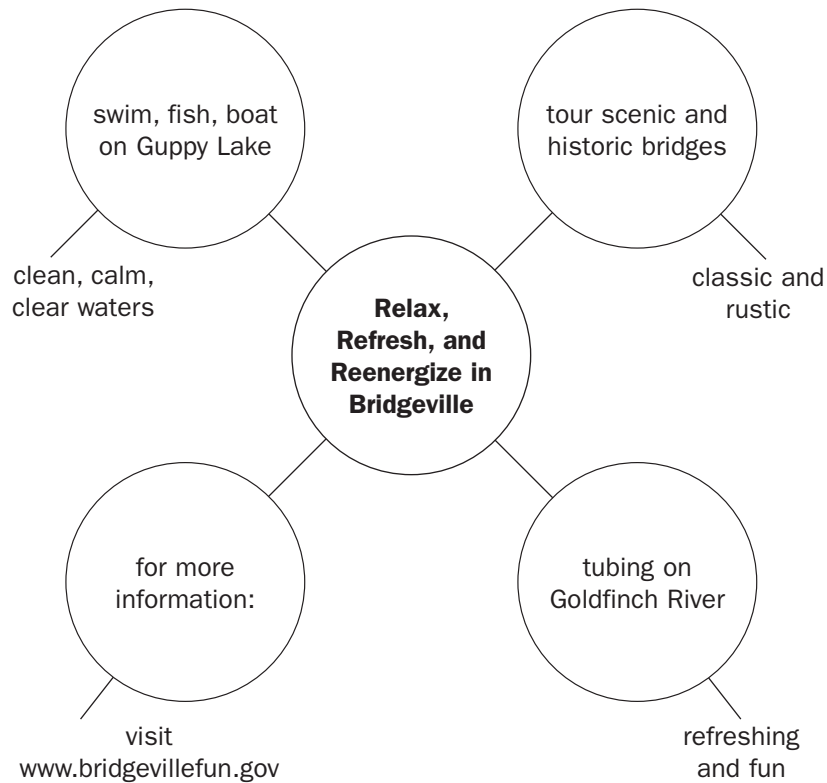
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

- 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.
- Discuss with students writing catchy and attention-grabbing text.

The first thing people will see on your brochure is the front flap. The text needs to grab their attention and make them want to learn more about your city or the interesting place you chose to write about. People will not want to read about a place that sounds boring.

- Display the following front flap text ideas.

Blackline master provided.

Bridgeville: A Nice Place to Visit
 History Alive in Bridgeville!
 Visit Bridgeville!
 Welcome to Bridgeville!
 Relax, Refresh, and Reenergize in Bridgeville



- Use **Random Reporter** to ask students which of these ideas might be the most attractive to potential tourists and why. (*Answers may vary.*) *The second and fifth ideas might be the most attractive. They give an idea of what a person might do in Bridgeville. Someone might wonder what history happened in Bridgeville. If someone wants a quiet vacation, relaxing, refreshing, and reenergizing might be attractive.*
- Point out to students that some of the sample front flap text ideas are not catchy because they do not offer a potential tourist a reason to be interested in Bridgeville.
- Tell students to think about how their town or place can grab someone's interest.
- 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 the information they provide on the back flap of their brochures is written correctly.

The back flap of your brochure should contain contact information or a place where potential tourists can go to learn more about your city or place of interest. You may provide an address for the tourist office, a website, or a phone number people may call. It is important to make sure this information is written correctly so potential tourists can find out more and visit your town.

- Display the following blackline master of ways to display information to learn more about students' cities or places of interest.

Blackline master provided.

Address:
 Bridgeville Tourist Office
 5432 Main Street
 Bridgeville, OH 54678
 Phone number:
 1-800-BRIDGES (274-3437)
 Website:
 www.bridgevillefun.gov

- Explain to students how each of these means of contact might help people in different situations.

People might need a variety of ways to find out more information about your city or place of interest. Each of the examples might help people in a different way. An address for the tourist office might help people who want to go to Bridgeville and learn more from a town representative. The tourist office might offer tours or activities for visitors. A phone number gives potential tourists someone to talk to about Bridgeville. The person on the phone might be able to make reservations for hotels or activities. A website might give people with access to the Internet a lot of information about Bridgeville. It might teach some of the history, offer ideas and activities, or provide links to museums, restaurants, or businesses in the town.

- Point out to students that providing good information is important and that addresses, phone numbers, and websites need to be written correctly. Use **Random Reporter** to ask students about contact information.

What could happen if you do not write an address in the correct format? *Tourists could get lost. They might not find the tourist office easily and not enjoy their trip to the city or place.* **Right. It is important that you provide the number, street address, town, state, and zip code so people can find your city or place. What happens if you do not write a phone number correctly?** *People might call the wrong number or call a number that does not exist.* **Good. Many places have toll free numbers for people to call,**

which means people are not charged money on their phone bills for calling them. These numbers usually begin “1-800.” Notice the number for Bridgeville spells something, but is still seven numbers long. Phone numbers all contain seven numbers. Finally, what could happen if you provide an incorrect web address? *The tourists will go to the wrong website or to a website that does not exist.* Good! Web addresses usually begin with the letters *www*, which stand for world wide web. Then the web address comes next. What is the address in the Bridgeville website? *bridgevillefun.* Good. This is followed by a three-letter domain name that tells you where the website is registered. Bridgeville’s website ends in *.gov*. This means the state or local government runs this website.

- Tell students to check the contact information on their brochures for accuracy. Point out that their addresses, phone numbers, and web addresses should still be formatted properly, even if they are not real.
- 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?

Today's big ships, called ocean liners, can be as long as several football fields from bow to stern. Hundreds of people can travel on these big ocean liners.



Plan your visit to Yellowstone National Park today!

Visit www.nps.gov/yell for information about operating hours, reservations, activities, and directions to the park.



Adventure Awaits in Yellowstone National Park, America's First National Park

Located mostly in the northwest corner of Wyoming and crossing into Idaho and Montana, Yellowstone National Park covers 3,472 square miles of largely untamed wilderness. The park is open to day trippers, campers, hikers, fishers, and more.

On your visit, see the natural beauty of Yellowstone. Volcanic activity provides visitors views of Earth at work with geysers, boiling mud pits, and hot springs. The park is also home to deer, elk, buffalo, wolves, and a variety of other wildlife.

Geological history and beauty and the best that nature has to offer await you in scenic Yellowstone National Park. It was made America's first national park in 1872, after photographer William Henry Jackson gave Congress evidence of the beautiful landscape.

Bridgeville: A Nice Place to Visit

History Alive in Bridgeville!

Visit Bridgeville!

Welcome to Bridgeville!

Relax, Refresh, and Reenergize in Bridgeville

Address:

Bridgeville Tourist Office

5432 Main Street

Bridgeville, OH 54678

Phone number:

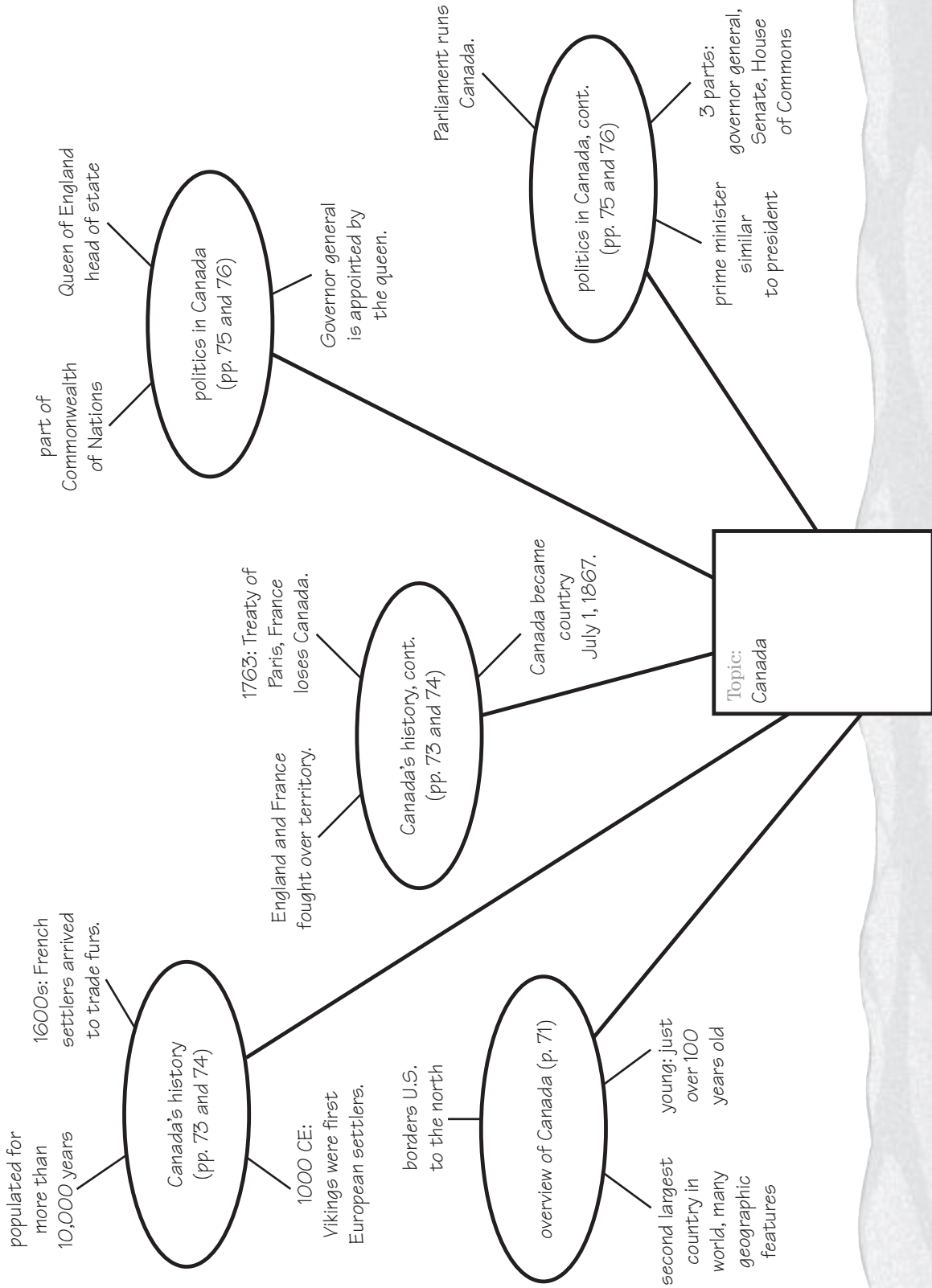
1-800-BRIDGES (274-3437)

Website: www.bridgevillefun.gov



Title: Canada: A Visit to the Great White North, cycle 1

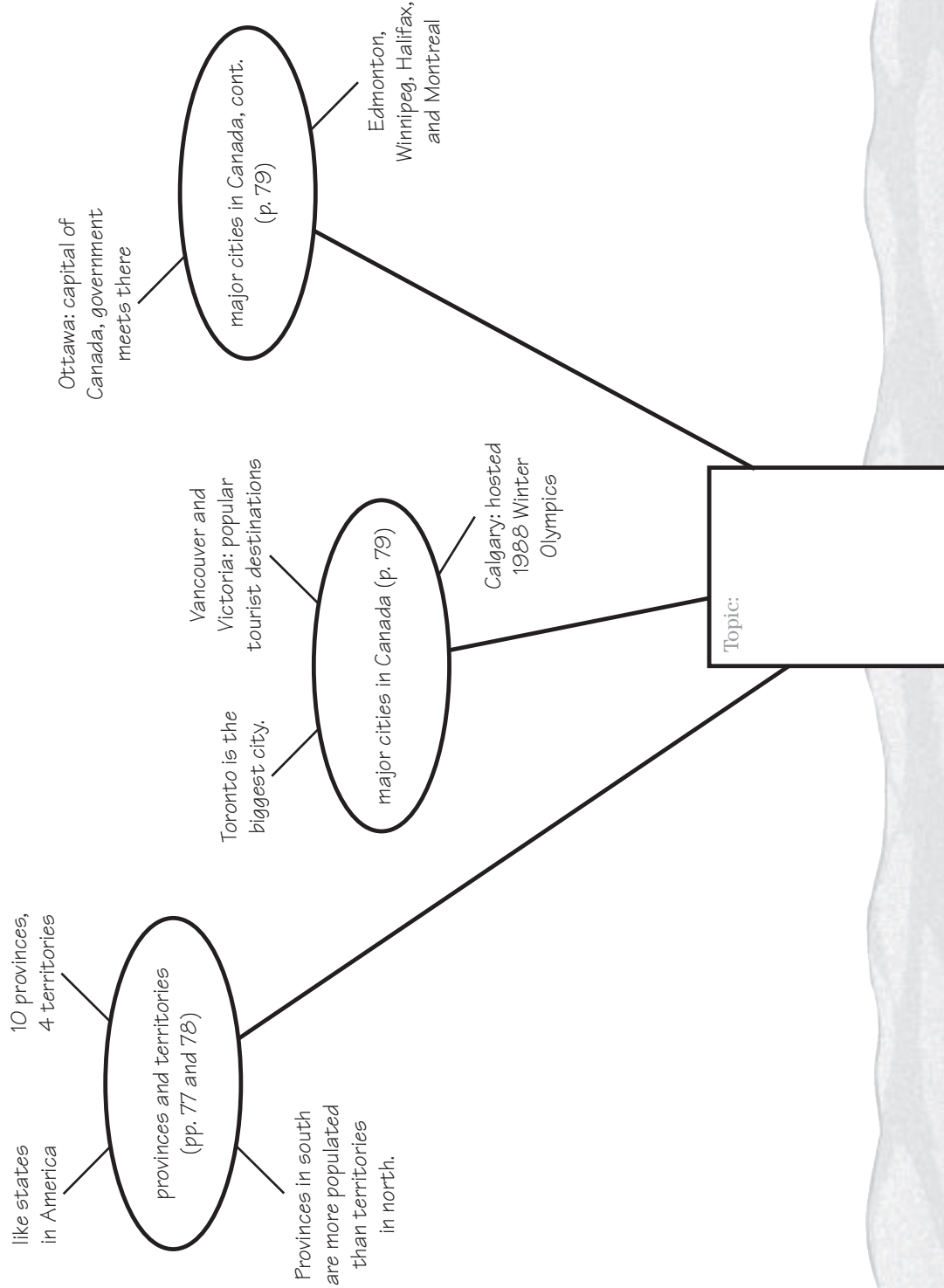
Idea Tree



Idea Tree



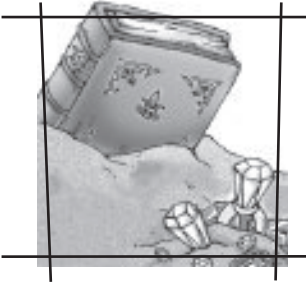
Title: Canada: A Visit to the Great White North, cycle 1, cont.



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Clarifying	Base word and ending	Write a business letter.
	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 break words into base words and endings and use the endings <i>-ion</i> , <i>-tion</i> , and <i>-sion</i> to increase their understanding of words.	Students will write business letters to the Canadian prime minister, asking for more information about Canada.

**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 *Canada: A Visit to the Great White North* by Ryan Murphy. 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 *Canada: A Visit to the Great White North* last time, we said it was about Canada. If I flip through the pages of the text, I see more pictures, headings, and text features about Canada. I think our topic is still Canada.

- 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 Canada. I think this is still true. I see a lot of information about Canada 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**
- 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-25
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
consequence page 81	chunk: con-se-quence	result, effect	Falling asleep during class is a <i>consequence</i> of not getting enough sleep at night.
several page 81	chunk: sev-er-al	many, more than a few	Joe went away for <i>several</i> months, so we missed him.
mild page 81	blend	pleasant, not too cold or warm	Papa Bear's porridge was too hot, Mama Bear's porridge was too cold, but Baby Bear's <i>mild</i> porridge was just right.
ancestry page 82	chunk: an-ces-try	family	Lorenzo's <i>ancestry</i> includes a long line of fishermen.
admiration page 83	base word + ending: admir(e) + ation	respect	President Smith won the <i>admiration</i> of the public by being wise and fair.
increase page 83	chunk: in-crease	growth	I noticed an <i>increase</i> in strength after exercising every day for a week.
premier page 86	-mier = /meer/ chunk: pre-mier	leading, highest	My uncle is one of the <i>premier</i> heart surgeons in the country and is often asked to do risky surgeries.
costly page 87	base word + ending: cost + ly	expensive	The new baseball glove was so <i>costly</i> that Matt had to save up a lot of money to buy it.

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, and they might not make sure they understand what they read as they read.* Use **Random Reporter** to share responses. List the responses on the board.
- Explain to students that the most common reason that the 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 astronauts on the moon.

Blackline master provided.

Landing Sites

Landing on the moon is not easy. The land is powdery and filled with rocks and craters. Neil Armstrong had a hard time finding a good place to make the first moon landing. He finally did and named the new place Tranquility Base.

A few months later, Pete Conrad and Al Bean dove into the Ocean of Storms. They set up experiments and cameras all over their landing site. They also chattered, joked, and laughed the entire time.

- Read the passage aloud, showing confusion about the idea that Pete Conrad and Al Bean dove into the Ocean of Storms. Use a **Think Aloud** to model using the heading to help you clarify the idea.

“Pete Conrad and Al Bean dove into the Ocean of Storms.” I don’t understand this idea, so I need to clarify it. This is from an article about

men on the moon. If they are on the moon, how can they dive into an ocean? Also, I've never heard of an ocean called the Ocean of Storms. 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 landing sites. Then I read about two men going into the Ocean of Storms. These men must have been landing in the Ocean of Storms. The Ocean of Storms must be one of the landing sites on the moon. I was confused about an idea, but I used a feature of the informational text to help me clarify.

- Tell students that they will clarify confusing ideas using text features and other strategies as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the first two paragraphs on page 80, stopping with the phrase “They run from the northern tip of the Yukon.” Model having trouble with the idea that mountains can run. Model clarifying that idea.

A Collection of Readings,
page 80

Geography and Weather

Geography

As the second-largest country on planet Earth and one that spans an entire continent, Canada has many different kinds of geography. From mountains to plains, from frozen tundra to arctic icecaps, Canada has it all. Let's explore the geography of Canada.

Like the United States, Canada has the Rocky Mountains running down its western side. The Canadian Rockies are some of the highest mountains in North America. They run from the northern tip of the Yukon all the way down through British Columbia and Alberta. It is a very long range of mountains. Some of the best skiing in the world is in the Canadian Rockies.

“They run from the northern tip of the Yukon.” Wait a minute. How can mountains run? They're mountains! People and animals can run, but mountains can't. Let me think about this. Okay, the heading on this page reminds me that this is an informational passage and that it's about geography. I know that geography is about maps and land. So maybe the author means that the mountains don't actually run, but that there are Rockies all along that part of Canada. Yes, that makes sense. Using a text feature, the heading, helped me clarify this idea.

- Read the rest of page 80 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.

A Collection of Readings,
page 80

A vast strip of tundra runs from the Arctic Circle to the tops of the border provinces (those that share borders with the United States). Tundra is flat, frozen plains. Tundra is usually quite treeless, and the soil beneath the surface never thaws out, even in the summertime. This soil is called permafrost. The Canadian tundra is sparsely populated by people although some Inuit live there. The tundra is full of wildlife. Caribou, musk ox, and wolves run wild in the tundra.

Just below the tundra are the Canadian plains and forest, which are also full of wildlife. Hunting and fishing are popular in these parts of Canada. To the east are the Maritime Provinces. The Maritime Provinces are called that because they are very close to the water. The Maritime Provinces span from the Great Lakes to the Atlantic Ocean.

High Point

Canada's highest mountain, the 19,550 feet tall Mt. Logan, is part of the Canadian Rockies in the Yukon.

- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will clarify confusing ideas as they read *Canada: A Visit to the Great White North*.

Preview Team Talk

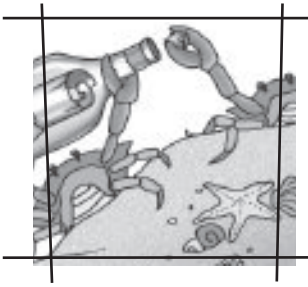
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 81, the author writes that Canada is called the "Great White North." What does that mean? How did you figure that out? (Write-On) |CL|
2. How are the First Nations different from the Inuit? |CC|
3. According to the author, most Canadians are strong, proud, kind, and brave. Do you think this is a fact or an opinion? Why? |FO|
4. What is an effect of Canada being settled by the French before the English? |CE • DC|
 - a. English is the only official language in Canada.
 - b. No one speaks English in Canada.
 - c. French is one of two official languages in Canada.
 - d. Canadians don't understand Americans.

- 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 81–84 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 81, the author writes that Canada is called the “Great White North.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = When the author writes that Canada is called the “Great White North” on page 81, he means that Canada gets a lot of snow, and parts of Canada are really cold. I figured this out by rereading the text box. The author mentions the cold and snow in Canada. I know that snow is white and that it has to be cold to snow a lot. Canada must be called the “Great White North” because it’s covered in a lot of snow. **90 points** = When the author writes that Canada is called the “Great White North” on page 81, he means that Canada gets a lot of snow, and parts of Canada are really cold. I figured this out by rereading the text box. The author mentions the cold and snow in Canada. **80 points** = He means that it is cold and snowy in Canada. I reread the box.

Team Talk *continued*

2. How are the First Nations different from the Inuit? |CC|

100 points = *The First Nations are different from the Inuit because they are not just one group of people, but many different tribes. They also live farther south in Canada and stretch from coast to coast. The First Nations tribes also live in the United States.* **90 points** = *The First Nations are different from the Inuit because they are not just one group of people, but many different tribes. They also live farther south in Canada.* **80 points** = *They are many tribes and not just one group of people.*

3. According to the author, most Canadians are strong, proud, kind, and brave. Do you think this is a fact or an opinion? Why? |FO|

100 points = *I think this is an opinion. This is how the author feels about people in Canada. He cannot prove that most Canadians are strong, proud, kind, and brave. People may not agree with these descriptions of Canadians.* **90 points** = *I think this is an opinion. This is how the author feels about people in Canada.* **80 points** = *It is an opinion. It is how the author feels.*

4. What is an effect of Canada being settled by the French before the English? |CE • DC|

- a. English is the only official language in Canada.
- b. No one speaks English in Canada.
- c. French is one of two official languages in Canada.
- d. Canadians don't understand Americans.

- 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**

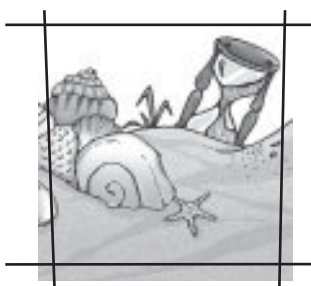
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**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>Knowing what the weather is like, which part of Canada would you prefer to live in and why?</p> <p>The Royal Canadian Mounted Police are just one police force in the world. What do you think makes them so famous and distinctive from other police forces? Support your response.</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 choppily, and finally without expression to show a lack of fluency skills.

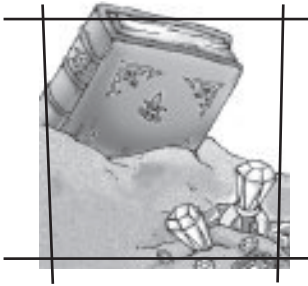
Page 82 (paragraphs 1 and 2)

- 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

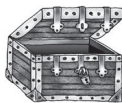
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 are the Inuit different from the First Nations?

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 some important ideas about Canada. We learned that the weather in Canada can change a lot depending on where you are. There are two groups of native people in Canada, called the Inuit and the First Nations. Canadians share a culture with the United States, but they also have a culture that comes from the French.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first two paragraphs of page 85 aloud, stopping at the phrase "...two wings, who play on the left and right of the center." Use a **Think Aloud** to model clarifying this phrase by making a mind movie.



A Collection of Readings,
page 85

Ice Hockey

Sports and recreation are important to Canada. Perhaps no sport is as important to Canadians as the sport of ice hockey. In 1994, the government declared that hockey was the official winter sport of Canada. Lacrosse, a sport originally played by the native people of Canada and the United States, is the official summer sport in Canada.

Ice hockey is played just about everywhere in Canada. In the colder parts, it's played outdoors on frozen ponds and rivers. In warmer areas, it's played indoors on imitation ponds called rinks. Hockey is played between two teams. Each team has six players. Each team has a center and two wings, who play on the left and right of the center.

"...two wings, who play on the left and right of the center." Wait a minute. I'm not sure I understand what this phrase means. Wings aren't people who play hockey. They are things that help birds fly. Maybe if I make a mind movie about wings, it'll help me figure out what the phrase means. When I think of the word *wings*, I do think of a bird. I see a bird with its wings stretched out. They are on either side of the bird's body. Oh, I think I see what it means to have wings in hockey. There is a player in the center, and he has a player on either side of him. They are like his wings and help him move the puck toward the goal. Now I understand what the phrase means.

- Read the rest of page 85 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 85

There are three other players who defend the goal. The point of hockey is to skate on the ice and pass a puck with a stick until you can shoot it into the opponent's goal to score.

The most famous ice hockey league in the world started with a few Canadian teams. Today there are hundreds of ice hockey teams in Canada. Small towns have teams. Big cities have teams. The teams in Montreal, Edmonton, Calgary, Toronto, and Ottawa even play other teams in the United States. Many kids start playing at young ages, and many dream of playing ice hockey professionally. During the Olympics, the Canadian national team often does well.

Go for the Gold

In the 2010 Winter Olympics, Team Canada won the gold medal in men's and women's ice hockey.

- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will clarify confusing ideas as they read *Canada: A Visit to the Great White North*.

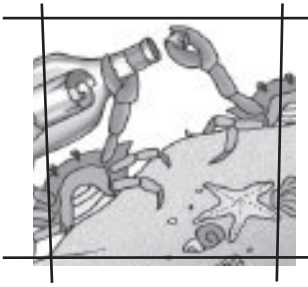
Preview Team Talk

- 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. Which of the following is a difference between Canadian football and American football? |CC|
 - a. American cities have teams.
 - b. Canadian football has a championship.
 - c. The players don't wear helmets.
 - d. The field is larger in Canadian football.
2. On page 87, the author uses the phrase "public universities." What does that mean? How did you figure that out? (Write-On) |CL|
3. Do Canadians get good educations? How can you tell? |DC|
4. Why do you think so many people use the border crossing at Niagara Falls? Support your answer. |DC|



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 86–88 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. Which of the following is a difference between Canadian football and American football? |CC|
 - a. American cities have teams.
 - b. Canadian football has a championship.
 - c. The players don't wear helmets.
 - d. *The field is larger in Canadian football.*

Team Talk *continued*

2. On page 87, the author uses the phrase “public universities.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author refers to “public universities” on page 87, he means that they are colleges run by the government and open to the public. I figured that out by reading ahead. The author explains how public Canadian universities and private American universities are different. All Canadian universities are run by the government and are less expensive than private American schools.* **90 points** = *When the author refers to “public universities” on page 87, he means that they are colleges run by the government and open to the public. I figured that out by reading ahead. The author explains how public Canadian universities and private American universities are different.* **80 points** = *They are colleges run by the government and open to the public. I read ahead to see how they are different from private universities.*

3. Do Canadians get good educations? How can you tell? |DC|

100 points = *Yes. Canadians get good educations. I can tell because their universities are open to all residents in the country. Young people go to Canadian universities to become doctors, lawyers, and other professions. Canada is one of the most highly educated nations in the world.*

90 points = *Yes. Canadians get good educations. I can tell because their universities are open to all residents in the country. Young people go to Canadian universities to become doctors, lawyers, and other professions.*

80 points = *Yes. Young people go to learn to be many different professions.*

4. Why do you think so many people use the border crossing at Niagara Falls? Support your answer. |DC|

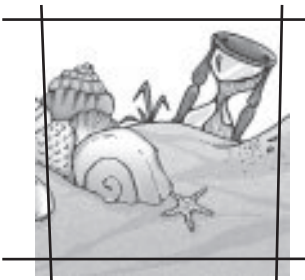
100 points = *I think so many people use the border crossing at Niagara Falls because it is a popular place to visit. I know Niagara Falls is a large and beautiful waterfall. I think a lot of people like to take a trip to Niagara Falls to see it. I think they would want to stop and see it while they drive to Canada.* **90 points** = *I think so many people use the border crossing at Niagara Falls because it is a popular place to visit. I know Niagara Falls is a large and beautiful waterfall.* **80 points** = *It is a popular place to visit because it is such a large waterfall.*

- 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; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think you would like going to college in a different country? How might it be different from going to a college near home?</p> <p>Crossing the border between Canada and the United States is relatively easy. What do you think this says about the relationship between these two countries?</p> </td> </tr> </table> <ul style="list-style-type: none"> - Award team celebration points. 	Team Talk Extenders	<p>Do you think you would like going to college in a different country? How might it be different from going to a college near home?</p> <p>Crossing the border between Canada and the United States is relatively easy. What do you think this says about the relationship between these two countries?</p>
Team Talk Extenders	<p>Do you think you would like going to college in a different country? How might it be different from going to a college near home?</p> <p>Crossing the border between Canada and the United States is relatively easy. What do you think this says about the relationship between these two countries?</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

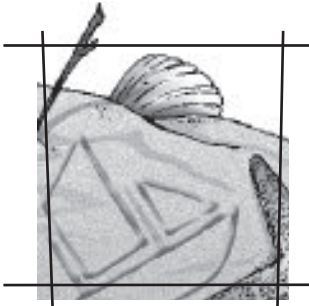
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-25

Page 86 (ending with “...camping in the world.”)

- 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.

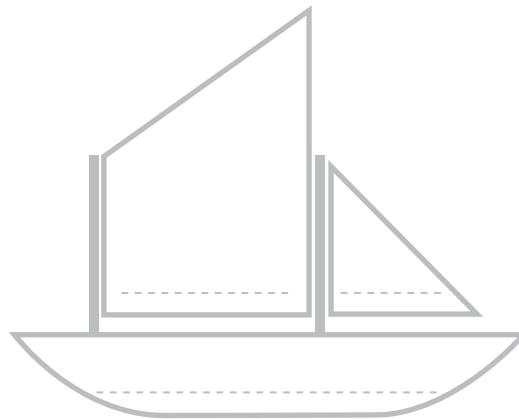


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.



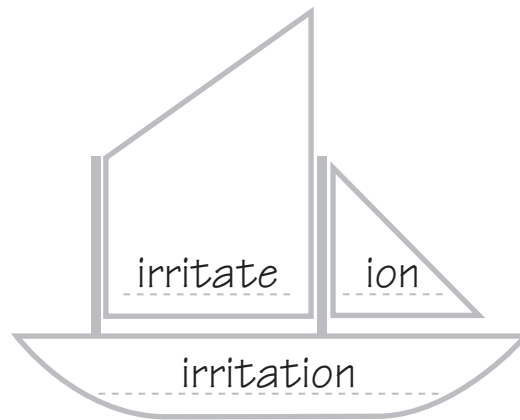
- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

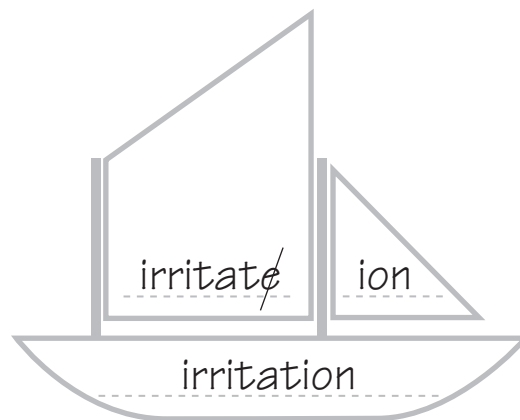
Some base words have additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word and figure out its meaning.

- Write the word "irritation" on the board. Use **Think-Pair-Share** to have students divide the base word from the suffix. Randomly select a few students to share. Write the base word and the suffix on the appropriate sails.



- Use the word parts written in the sails to pronounce the word *irritation*, and have students say the word with you.
- Explain that endings, or suffixes, change the meaning of the base words they are attached to. Tell students that suffixes can help us define the meaning of a word.
- Explain that the suffix *-ion* expresses an action or a state of being. Tell students that this suffix changes action verbs into nouns that relate to that verb. Point out that *irritation* means the act or state of being annoyed, or something that annoys.
- Tell students that sometimes the base word needs to be changed to add this suffix. Tell them that we use the scrubber tool to scrub out or erase the final *e* at the end of certain words. Demonstrate this on the board with the word *irritation*. Erase or cross out the *e* at the end of *irritate* to show how the *e* is removed to make the word *irritation*.



- Explain to students that the suffix *-ion* may also take on different forms, depending on how the base word is spelled. Write the endings *-ation*, *-tion*, and *-sion* on the board. Point out that these mean the same thing as *-ion*.
- Tell students that Captain Read More has found a word with a suffix in their vocabulary list for this cycle. Tell students to be on the lookout for the word with a suffix the next time they review their vocabulary words.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-26

Skill Practice

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. procession *process + ion; the act of marching or walking*
2. execution *execute + ion; the act of doing or carrying out a plan*

Building Meaning

consequence	several	mild	ancestry
admiration	increase	premier	costly

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

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

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

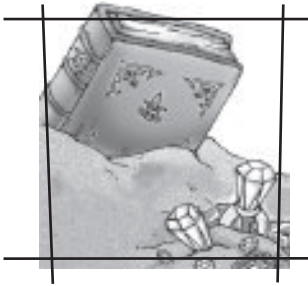
Terrel couldn't believe that he would be meeting one of the premier quarterbacks in professional football in just a few minutes.



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

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

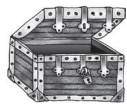
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why can many Canadians get a good education?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we learned more important ideas about Canada. A lot of sports and activities are popular with Canadians. They enjoy Canadian football, which is similar to American football. The outdoors also provides a lot of opportunities for fun. Canada provides a lot of educational opportunities for young people. It is also an easy country to travel to if you are from the United States.

- 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 80 aloud, stopping at the phrase "the soil beneath the surface never thaws out." Use a **Think Aloud** to model rereading and reading ahead to clarify this phrase.



A Collection of Readings,
page 80

Geography

As the second-largest country on planet Earth and one that spans an entire continent, Canada has many different kinds of geography. From mountains to plains, from frozen tundra to arctic icecaps, Canada has it all. Let's explore the geography of Canada.

Like the United States, Canada has the Rocky Mountains running down its western side. The Canadian Rockies are some of the highest mountains in North America. They run from the northern tip of the Yukon all the way down through British Columbia and Alberta. It is a very long range of mountains. Some of the best skiing in the world is in the Canadian Rockies.

A vast strip of tundra runs from the Arctic Circle to the tops of the border provinces (those that share borders with the United States). Tundra is flat, frozen plains. Tundra is usually quite treeless, and the soil beneath the surface never thaws out, even in the summertime.

"...the soil beneath the surface never thaws out..." Wait a minute. What does that mean? What does it mean to thaw out? Maybe if I reread, I'll figure out what it means. Reread the previous sentence. Oh, I think I understand it better. The tundra is frozen. That means the ground is icy. When ice thaws, it melts. I guess the ground on the tundra never melts

or gets soft. And if I read ahead a little, I see the word *permafrost*. That sounds like the words *permanent* and *frost* put together. That means it's always icy. I reread and read ahead to clarify a confusing idea.

- Finish reading page 80 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 80

This soil is called permafrost. The Canadian tundra is sparsely populated by people although some Inuit live there. The tundra is full of wildlife. Caribou, musk ox, and wolves run wild in the tundra.

Just below the tundra are the Canadian plains and forest, which are also full of wildlife. Hunting and fishing are popular in these parts of Canada. To the east are the Maritime Provinces. The Maritime Provinces are called that because they are very close to the water. The Maritime Provinces span from the Great Lakes to the Atlantic Ocean.

High Point

Canada's highest mountain, the 19,550 feet tall Mt. Logan, is part of the Canadian Rockies in the Yukon.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify confusing ideas as they read *Canada: A Visit to the Great White North*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

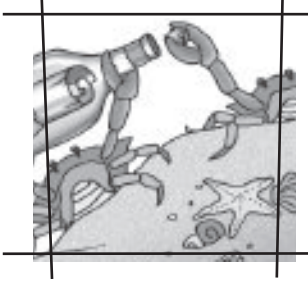
Student Edition, page S-27

Team Talk

1. Large areas of Canada are cold because they are— |CE|
 - a. filled with frozen rivers.
 - b. inside the Arctic Circle.
 - c. filled with polar bears.
 - d. near the warm oceans.
2. Do you think the Inuit are people who continue to follow old customs and ways of doing things? Use evidence from the text to support your answer. |DC|

Team Talk *continued*

3. On page 83, the author writes that Canadians “take in” a lot of American movies and television. What does that mean? How did you figure that out? (Write-On) |CL|
4. How does the text help you better understand how to pronounce the name *Quebec* correctly? |TF|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 81–84 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. Large areas of Canada are cold because they are— |CE|
 - a. filled with frozen rivers.
 - b. *inside the Arctic Circle.*
 - c. filled with polar bears.
 - d. near the warm oceans.

Team Talk *continued*

2. Do you think the Inuit are people who continue to follow old customs and ways of doing things? Use evidence from the text to support your answer. |DC|

100 points = *Yes. I think the Inuit are people who continue to follow old customs and ways of doing things. The text says they rely on the land for survival. They have to hunt for food and clothing. They even make their boats from animal skins.* **90 points** = *Yes. I think the Inuit are people who continue to follow old customs and ways of doing things. The text says they rely on the land for survival.* **80 points** = *Yes. They rely on the land for survival.*

3. On page 83, the author writes that Canadians “take in” a lot of American movies and television. What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes the phrase “take in” on page 83, he means Canadians watch a lot of movies and television shows that Americans make. The heading says the section is about Canadian culture and activities. Watching television and movies is an activity people enjoy. “Take in” must mean watch, because that is what you do with television or movies.* **90 points** = *When the author writes the phrase “take in” on page 83, he means Canadians watch a lot of movies and television shows that Americans make. The heading says the section is about Canadian culture and activities.* **80 points** = *He means they watch television and movies. The heading says it is an activity they enjoy.*

4. How does the text help you better understand how to pronounce the name Quebec correctly? |TF|

100 points = *The text helps me better understand how to pronounce the name Quebec correctly by giving me a guide. It breaks the word down into more familiar sounds.* **90 points** = *The text helps me better understand how to pronounce the name Quebec correctly by giving me a guide.* **80 points** = *It gives me a guide.*

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

Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

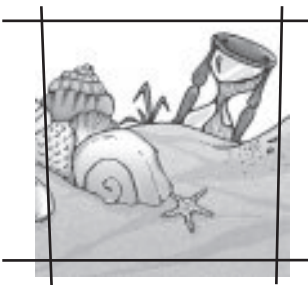
Many Inuit practice their traditions. Do you think you could live as an Inuit in the far north of Canada? Why or why not?

Some people who live in Quebec want to secede from Canada and make their own country. What does this tell you about their feelings for French Canada?

- 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

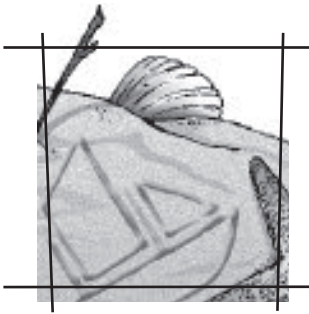
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25

Page 86 (ending with “...camping in the world.”) or 83 (paragraph 1)

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

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

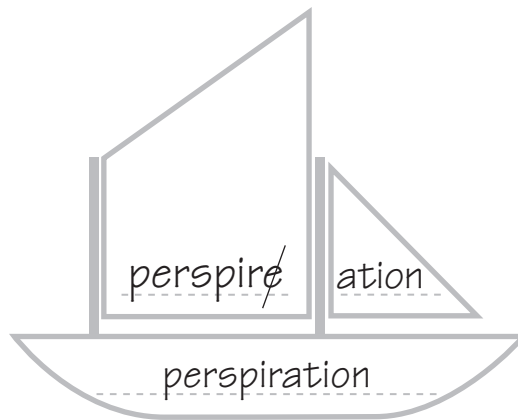


WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail). Have students identify the suffixes they are working with in this cycle. *The suffixes are -ion, -tion, -sion, and -ation.*
- Use **Think-Pair-Share** to have students look at their vocabulary list and find a word that has one of these endings. Randomly select a few students to identify the word and use the suffix to define the word. *Admiration; the act of looking on something with pleasure or pride.*
- Remind students that they are working with the scrubber this cycle. Point out that the base word *admire* has a final *e* that needs to be scrubbed off to add the ending. Also point out that the suffix takes on a different spelling as *-ation*.
- Have students practice applying the suffix *-ation*. Display the sail clue, and write the word “perspiration” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select students to respond. Write “perspire” on the big sail and “ation” on the little sail.



- Use **Team Huddle** to have students use the suffix to define the word. Use **Random Reporter** to select students to share. *The act of sweating.*
- 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 the words in your journal. Then write the base word and ending. Write a definition for each word.

- sensation *sens~~e~~ + ation; the act of feeling something*
- hesitation *hesitat~~e~~ + ion; a state of uncertainty*

Building Meaning

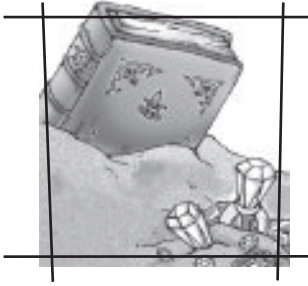
consequence	several	mild	ancestry
admiration	increase	premier	costly

- 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.*
- Choose the word that best fits in the blank.
 Getting a painful sunburn is a consequence of not wearing enough sun block when playing outside for a long time.

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

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

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

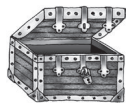
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 correct way to pronounce Quebec? How do you know?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we learned some more details about Canada as we reread the text. Canada can get quite cold in the areas above the Arctic Circle. The temperatures may drop to -75°F! But it also gets hot in Vancouver and stays pleasant in Toronto. The Inuit have learned to survive in the cold places by living off the land and using animals for fur, food, and warmth. The First Nations are made up of many different tribes, including the Iroquois, Algonquian, Crow, and Blackfoot Indians. Canadians enjoy a lot of the same television shows and movies we enjoy in America, and some of our most popular singers and stars are from Canada. The bear and beaver are important symbols to Canada, as well as their Mounties. French is one of the official languages in Canada, and is the official language in the province of Quebec.

- 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 85, stopping with the sentence that ends with the phrase "imitation ponds called rinks." Use a **Think Aloud** to model clarifying the phrase "imitation ponds."



A Collection of Readings,
page 85

Ice Hockey

Sports and recreation are important to Canada. Perhaps no sport is as important to Canadians as the sport of ice hockey. In 1994, the government declared that hockey was the official winter sport of Canada. Lacrosse, a sport originally played by the native people of Canada and the United States, is the official summer sport in Canada.

Ice hockey is played just about everywhere in Canada. In the colder parts, it's played outdoors on frozen ponds and rivers. In warmer areas, it's played indoors on imitation ponds called rinks.

“...imitation ponds called rinks.” Let’s stop for a minute. I’m not sure what the phrase “imitation ponds” means. What is an imitation pond? I think I’ll reread to figure out what this means. Reread starting from the beginning of the paragraph. OK. I think I get it now. Ice hockey is played on ice. Where it’s cold, the ponds can freeze over enough that people can play hockey outside on them. But where it’s warmer, the ponds don’t freeze enough. I think the phrase “imitation ponds” means fake ponds. They make ponds inside that they can make cold enough for people to play hockey. Rereading helped me clarify that phrase.

- Finish rereading page 85 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.

A Collection of Readings,
page 85

Hockey is played between two teams. Each team has six players. Each team has a center and two wings, who play on the left and right of the center.

There are three other players who defend the goal. The point of hockey is to skate on the ice and pass a puck with a stick until you can shoot it into the opponent’s goal to score.

The most famous ice hockey league in the world started with a few Canadian teams. Today there are hundreds of ice hockey teams in Canada. Small towns have teams. Big cities have teams. The teams in Montreal, Edmonton, Calgary, Toronto, and Ottawa even play other teams in the United States. Many kids start playing at young ages, and many dream of playing ice hockey professionally. During the Olympics, the Canadian national team often does well.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify confusing ideas as they read *Canada: A Visit to the Great White North*.

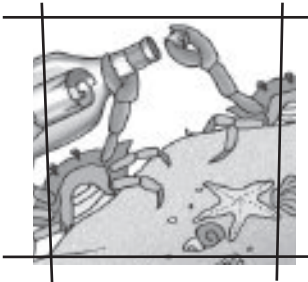
Preview Team Talk

- 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-27

Team Talk

1. Why do you think Canadian football shares many things in common with American football? Support your answer. |DC|
2. Skiing is popular in Canada because— |CE|
 - a. the Canadian Rockies provide good mountains.
 - b. there is so much snow that people use skis to travel.
 - c. skiing is the national sport of Canada.
 - d. it is the only activity people do besides hockey.
3. On page 88, the author writes that Canada and the United States “share a border.” What does that mean? How did you figure that out? (Write-On) |CL|
4. Use your graphic organizer to summarize information from this cycle’s reading of *Canada: A Visit to the Great White North*. |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 86–88 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why do you think Canadian football shares many things in common with American football? Support your answer. |DC|

100 points = *I think Canadian football shares many things in common with American football because Canadians enjoy watching American football. They wanted their own football teams so they could go to games near their homes instead of traveling to the United States.*

90 points = *I think Canadian football shares many things in common with American football because Canadians enjoy watching American football.*

80 points = *They enjoy watching American football.*

2. Skiing is popular in Canada because— |CE|

a. *the Canadian Rockies provide good mountains.*

b. *there is so much snow that people use skis to travel.*

c. *skiing is the national sport of Canada.*

d. *it is the only activity people do besides hockey.*

3. On page 88, the author writes that Canada and the United States “share a border.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes that Canada and the United States “share a border” on page 88, he means the U.S. and Canada touch each other. The heading tells me this section is about visiting Canada. Because they are next to each other, it is easy for Americans to go to Canada for a visit.*

90 points = *When the author writes that Canada and the United States “share a border” on page 88, he means the U.S. and Canada touch each other. The heading tells me this section is about visiting Canada.*

80 points = *It means they touch each other. It makes it easier to visit Canada.*

Team Talk *continued*

4. Use your graphic organizer to summarize information from this cycle's reading of *Canada: A Visit to the Great White North*. [SU]

100 points = *In Canada: A Visit to the Great White North, I learned that Canada is a place with a lot of different climates. In the far north, it is very cold. It can get hot in some places and stay pleasant in other places. The Inuit have learned to live in the far north, while the First Nations live further south. Canadians enjoy a lot of the same shows, movies, music, sports, and activities as Americans. French is very important to many Canadians. Canadians have many good universities and have a lot of opportunities to receive good educations. People enjoy traveling to Canada because it is close by and easy to travel over the border.*

90 points = *In Canada: A Visit to the Great White North, I learned that Canada is a place with a lot of different climates. The Inuit have learned to live in the far north, while the First Nations live further south. Canadians enjoy a lot of the kinds of entertainment as Americans. French is very important to many Canadians. Canadians have many opportunities to receive good educations. People enjoy traveling to Canada.*

80 points = *Canada is a place with a lot of different climates. The Inuit and First Nations live in different parts of Canada. Many Canadians speak French. They have good schools in Canada. It is a good place to travel to.*

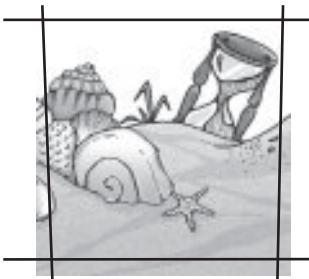
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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>Hiking, skiing, and camping are popular activities across Canada. Are these activities you can do near your home? Where might you need to travel to do the same kinds of activities?</p> <p>Look at the picture of the boundary markers on page 94. What is written on them? What do you think this tells you about the boundary at this location?</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.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

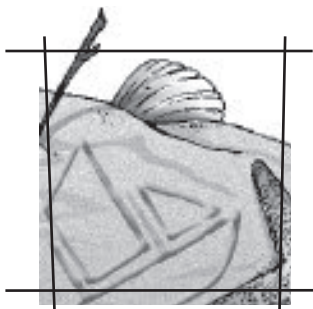
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25

Page 86 (ending with “...camping in the world.”), 83 (paragraph 1), or 87

- 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 (base word and ending).
- Use **Think-Pair-Share** to prompt students about why it is useful to learn different endings for base words and give an example. Randomly select a few students to share. *Different endings change word meanings slightly. For example, adding -ion to a word means it is an act of doing something or a state of being.*

th

- Direct students' attention to the Word Power Challenge. Have students **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify base word and ending.

Preparation: Display the Word Power Challenge.

Word Power Challenge

temptation

confusion

th

- Use **Random Reporter** to check pronunciation and meanings. *Temptation = tempt + ation, state of being persuaded; confusion = confus~~e~~ + ion, state of being bewildered.*

- 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 words in your journal. Then write the base word and ending. Write a definition for each word.

1. declaration *declar* + *ation*; the act of making an announcement
2. estimation *estim* + *ation*; the act of making a guess

Building Meaning

consequence	several	mild	ancestry
admiration	increase	premier	costly

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

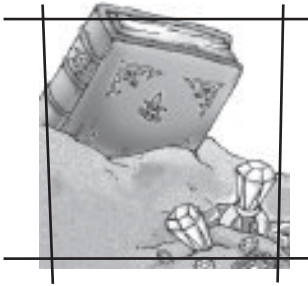
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

4. You can't tell when you look at a Chihuahua, but its ancestry goes back to wolves that roamed around North America. *Ancestry* means—
 - a. attitude.
 - b. family.
 - c. appearance.
 - d. quality.

- 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.

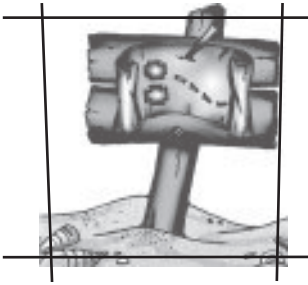
Today you will read about lacrosse. Lacrosse is a sport that is popular all across North America, especially in Canada and in the eastern United States.

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

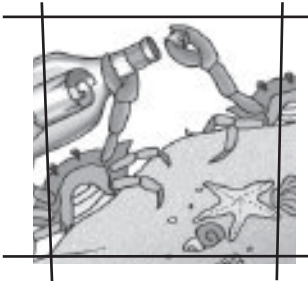
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they 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.

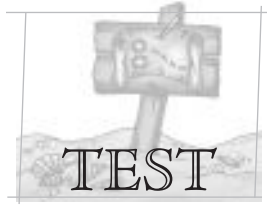


Class Discussion TP

- 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.

Lacrosse is a popular team sport in much of North America. It was originally played by American Indians living in Canada and on the East Coast of the United States. The game was often played between tribes to settle disputes. Instead of fighting wars, they played a game of lacrosse. The game is played with a small ball and a stick with a net on one end. You catch and throw the ball with the stick. The game did not catch on with European settlers right away. In 1867, Dr. William George Beers created rules for players to follow. Modern lacrosse was born from these rules.

Today lacrosse is one of the fastest growing sports in the world. It is the official summer sport of Canada and the official team sport of the state of Maryland. Lacrosse is played by boys and girls. Children can play it from grade school through college. Many cities have professional teams. Teams travel around the world to play championship games. The Iroquois Nation has a lacrosse team that competes internationally.

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 lacrosse. I know this is the topic because the first sentence tells me that lacrosse is a popular sport in North America. The rest of the passage tells me about lacrosse.* **15 points** = *The topic of this text is lacrosse. I know this is the topic because the first sentence tells me that lacrosse is a popular sport in North America.* **10 points** = *It is about lacrosse. The first sentence tells me this.*

30 points

2. What is the intent of the author? |AP|
- to teach me how to play lacrosse
 - to inform me about the sport of lacrosse*
 - to persuade me to start a lacrosse team
 - to compare lacrosse to other sports

How do you know?

20 points = *I know the intent of the author is to inform because I learned a lot of information about lacrosse. I learned that it was originally played by Indians in North America. It is played with a ball and a stick. Official rules were made for it. It is very popular with children across the country and is played internationally.* **15 points** = *I know the intent of the author is to inform because I learned a lot of information about lacrosse. I learned that it was originally played by Indians in North America. It is played with a ball and a stick.* **10 points** = *It was originally played by Indians in North America.*

20 points

3. In the first paragraph, the author says tribes played lacrosse to “settle disputes.” What does this mean? How did you figure this out? |CL|

20 points = *When the author says tribes played lacrosse to “settle disputes,” he or she means they used lacrosse to end arguments. I figured this out by reading ahead. It says that tribes would play a game of lacrosse instead of fight a war. I know that wars are usually started by arguments. They must have ended the arguments with the game.* **15 points** = *When the author says tribes played lacrosse to “settle disputes,” he or she means they used lacrosse to end arguments. I figured this out by reading ahead. It says that tribes would play a game of lacrosse instead of fight a war.* **10 points** = *They ended arguments with lacrosse. They played it instead of fighting wars.*

20 points

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

20 points = *Lacrosse is a sport that originated in North America and was played by Indians living there. It is a sport played with a small ball and a stick with a net on one end. Europeans settlers began playing it more after rules were written down for it. It is very popular for boys and girls to play in school. It is played professionally in some places. There are international championships for lacrosse.* **15 points** = *Lacrosse is a sport that originated in North America and was played by Indians living there. It is a sport played with a small ball and a stick. It is very popular for boys and girls to play. It is played professionally, and there are international championships for it.* **10 points** = *Lacrosse is a sport that originated in North America and was played by Indians living there. It is very popular for boys and girls to play. There are international championships for 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 words in your journal. Then write the base word and ending. Write a definition for each word.

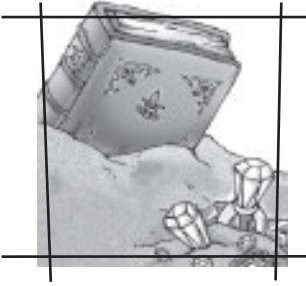
- 5 points** 1. situation *situat~~e~~ + ion, the act of being located in a place*
- 5 points** 2. discussion *discuss + ion, the act of speaking together*
- 5 points** 3. decision *decid~~e~~ + sion, the act of making up one's mind*
- 5 points** 4. alteration *alter + ation, the act of making changes to something*

Building Meaning

consequence	several	mild	ancestry
admiration	increase	premier	costly

- 10 points** 5. Write a meaningful sentence for the word *admiration*.
10 points = *My little sister has a great admiration for me because I can French braid her hair perfectly, while she can only do it sloppily.*
5 points = *My little sister has a great admiration for me because I can French braid her hair perfectly.* **1 point** = *My little sister has a great admiration for me.*
- 10 points** 6. Forest rangers have noticed an increase in the number of deer in the forest since wolves have been removed from the area.
- 10 points** 7. The first mild day of spring after a cold winter is always welcomed by people who dislike wearing heavy coats. *Mild* means—
a. sweltering.
b. miserable.
c. chilly.
d. *pleasant*.
- 10 points** 8. My ancestry can be traced back for hundreds of years because someone kept a very good record of births and marriages.

- 10 points** 9. I could see several kittens with their mother when I followed the meowing sounds to the space under my porch. *Several* means—
- many.*
 - one.*
 - spotted.*
 - lucky.*
- 10 points** 10. The world championship for soccer is where premier athletes gather together from around the world to find out who is the best.
- 10 points** 11. I was very careful with my music player because I knew it was costly, and I couldn't afford to lose it. *Costly* means—
- cheap.*
 - expensive.*
 - thrifty.*
 - replaceable.*
- 10 points** 12. A consequence of my rudeness during dinner was being sent to my room without dessert.

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

Set the Stage

- Introduce the writing goal.

Today you will write a business letter to the prime minister of Canada, asking him for more information and what you found to be the most interesting thing you learned about the Great White North.

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 business letter.

Most of you are probably familiar with friendly letters. They are letters you send to friends or family members to tell them about recent events and other information. Another type of letter is a business letter. This letter format and style is more formal and serious. You would not send this kind of letter to a friend. You would send this to the owner of a business, a school official, or a government leader.

- Display the following business letter.

Blackline master provided.

852 Palmetto Street
Sunset Grove, FL 54378
January 28, 2011

Mr. Lyle Meyers, President
Global Good Clothes
2398 Manufacturing Way
Sunrise Spring, FL 57834

Dear Mr. Meyers:

I am writing to tell you how happy I am to hear about your company's efforts to help people around the world and the environment. My fifth grade class at Sunset Grove Elementary School is interested in helping your company.

We plan to hold a clothing drive to donate a whole school's worth of clothes to your company. Between the students, teachers, and their families, we believe we can help your company make a difference in the lives of others. My class will advertise the clothing drive and tell people when and where they can donate their clothes. We would like to hold the drive starting Monday, February 9 through Friday, February 20. We would like to know if it is possible for representatives and workers from Global Good Clothes to come to our school on February 20 to help the fifth grade class organize the donated clothes. Then your workers can take the clothes for distribution.

We think this would be a good service project and a good way to make more people aware of your organization. If this event goes well, it could lead to a permanent partnership between Global Good Clothes and Sunset Grove Elementary.

I look forward to hearing back from you. Thank you for considering our project.

Sincerely,
Alicia Brown



- Discuss the differences between a business letter and a friendly letter with students. Use **Random Reporter** to share responses.

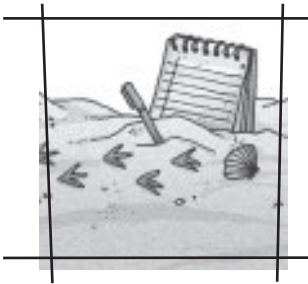
While business letters and friendly letters share many things in common, there are important differences to note when writing a business letter. First, at the top of the letter is the heading. The heading gives your complete address and the date. Below that, you write the recipient's name, title, and address. This is called the inside address. Do these appear in friendly letters? No. Friendly letters do not have a heading or an inside address. Friendly letters do have a date. Next, you write the greeting. You should always call the recipient Mr. or Ms. and his or her last name if you know the name of the recipient. If you do not know the name of the recipient, you might write "Dear Store Owner" or "Dear Sir or Madam." How is this different from a friendly letter? When you write a friendly letter, you probably use your friend or family member's first name. Unlike a

friendly letter, the greeting of a business letter ends with a colon. The body of a business letter is similar to the body of a friendly letter. This is where you tell the recipient why you are writing. A business letter has a closing. You should close your letter politely by saying “Sincerely” or “Yours truly.” What might you write for the closing of a friendly letter? You might write “Love” or “Your friend” in a friendly letter. Finally, you include your signature.

- Point out to students that the tone of business letter is formal and respectful.

When you write a letter to a government official or a business person, you want him or her to take you seriously. You want him or her to think you are a mature, serious, and reasonable person who has good ideas or suggestions. Your writing should show that. You should be polite and write respectfully. You would not use slang or casual language in a business letter.

- Tell students that they will write a business letter to the prime minister of Canada to ask him for more information and tell him what you find interesting about Canada.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a business letter to the prime minister of Canada.



- 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-28

Writing Prompt

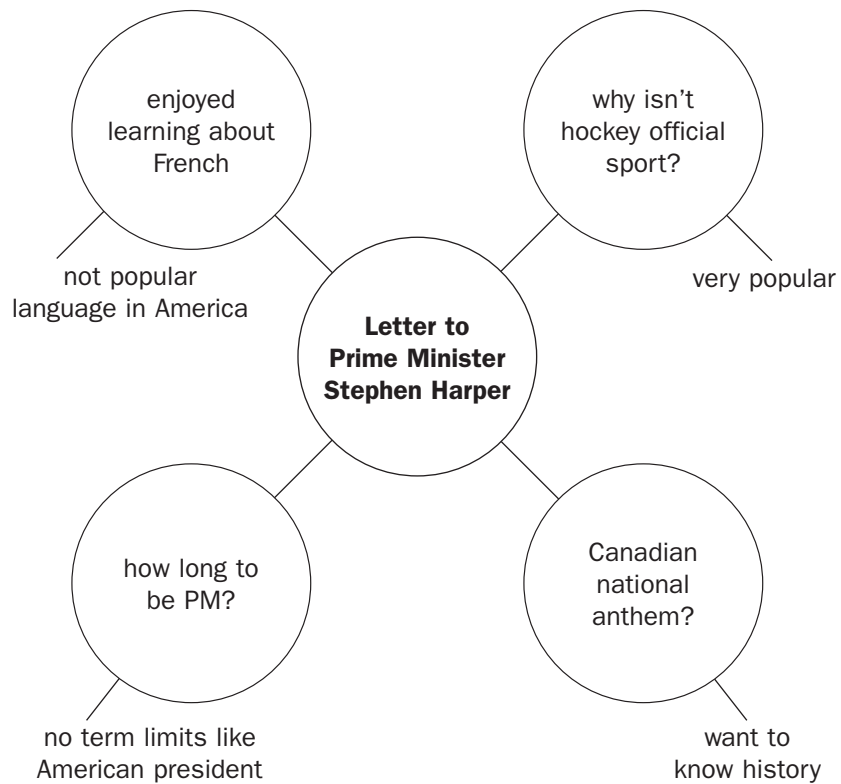
You have learned a lot about Canada over the past two cycles. Now you want to write a letter to the prime minister to ask him for more information about his country. In your letter, explain what you found most interesting about Canada. Then ask the prime minister three questions you still have about Canada, and why you are interested in the answers. Be sure to include the parts of a business letter (heading, inside address, greeting, body, closing, and signature).

Scoring Guide	
You wrote a letter to Canada's prime minister.	20 points
You explain what you found most interesting about Canada.	15 points
You ask the prime minister three questions you still have about Canada and why you are interested in the answers.	20 points each (60 points maximum)
Your letter is written in the business letter format (heading, inside address, greeting, body, closing, and signature).	5 points

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

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

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

Sample Graphic Organizer**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Point out to students that Canada's government has undergone change since the text was published.

Your text states that the prime minister of Canada is Paul Martin, who was elected in 2003. In 2006, Stephen Harper was elected to the position of prime minister. Your letters should be written to the current prime minister.

- Tell students that although they may not actually mail their letters to the prime minister, it is important to include his address in their business letters. Display the following address for students.

Blackline master provided.

Mr. Stephen Harper, Prime Minister
Office of the Prime Minister
80 Wellington Street
Ottawa
K1A 0A2



- Use **Random Reporter** to ask students how this Canadian address differs from an American address.
- 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.
- Point out to students that it is important to capitalize unfamiliar words that need capitalization and titles correctly.

As you write your letters to the prime minister, you may have to write some unfamiliar words. Some of these need to be capitalized because they are proper nouns. You might also write several titles, since you are addressing the prime minister of Canada. It is important to capitalize correctly.

- Display the following chart, showing which unfamiliar words, places, or titles should or should not be capitalized.

Blackline master provided.

Capitalize...	Do not capitalize...
The Northwest Territories are to the east of the Yukon.	There are four territories in Canada.
Please welcome Prime Minister Stephen Harper	Stephen Harper, prime minister of Canada
Nova Scotia is on the East Coast of Canada.	If you drive east through Nova Scotia, you will reach the coast.

- Explain to students the differences in capitalization.

There are three basic rules to capitalization. You capitalize words at the beginning of sentences, proper nouns, and the letter *I* as a personal pronoun. In the first example, the word *territories* is part of a proper noun. The Northwest Territories is the name of a territory in Canada. In the second example, the term *prime minister* is being used as a title with the name. You capitalize titles when they appear as a part of a name. When you are just referring to the position someone holds, it is lowercase. In the third example, you capitalize words that are being used to discuss a particular section of the country. You lowercase these same words if they are just showing direction.

- Tell students to check and correct any capitalization errors they may have made in their business letters.
- 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.

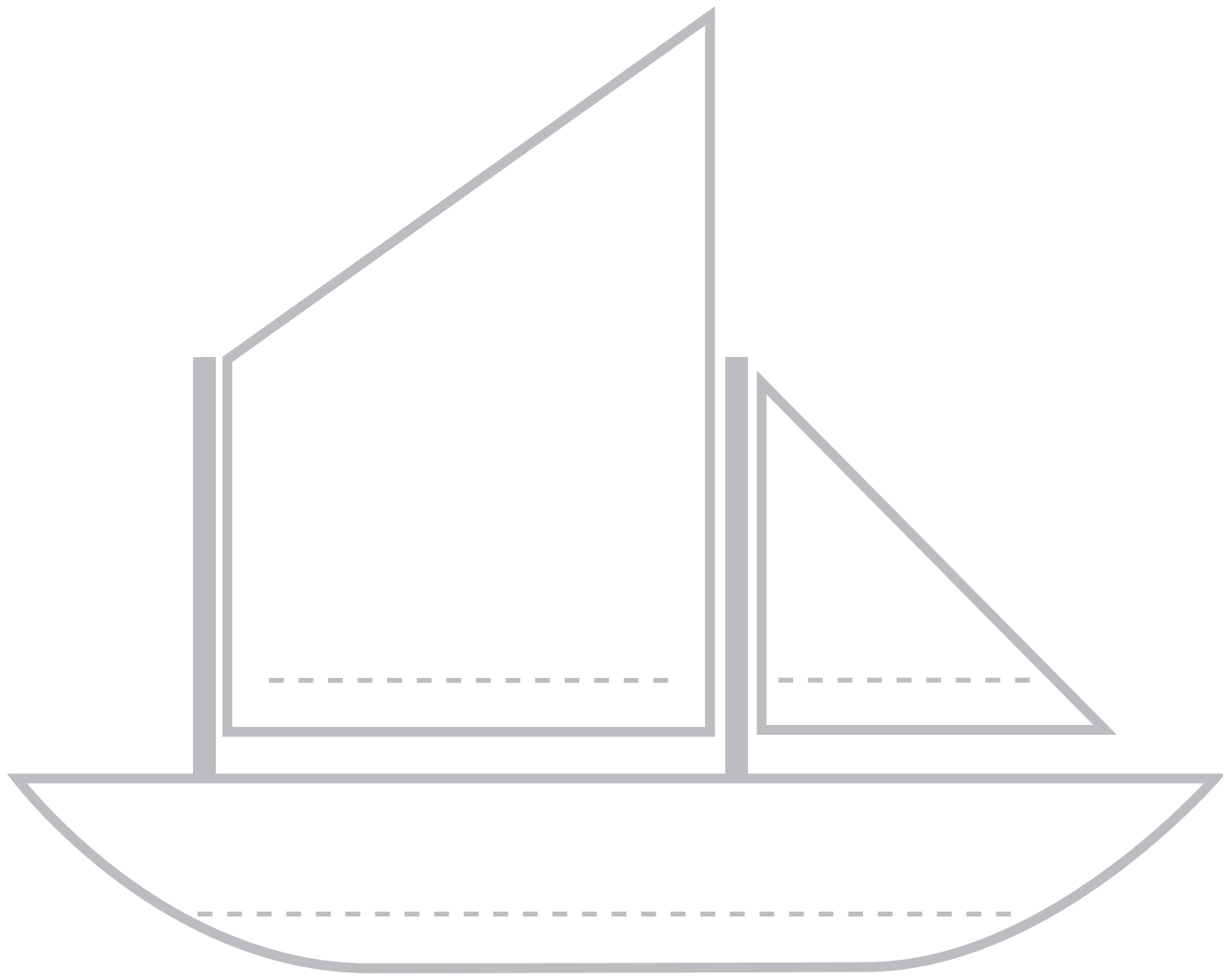
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

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?

Landing Sites

Landing on the moon is not easy. The land is powdery and filled with rocks and craters. Neil Armstrong had a hard time finding a good place to make the first moon landing. He finally did and named the new place Tranquility Base.

A few months later, Pete Conrad and Al Bean dove into the Ocean of Storms. They set up experiments and cameras all over their landing site. They also chattered, joked, and laughed the entire time.



852 Palmetto Street
Sunset Grove, FL 54378
January 28, 2011

Mr. Lyle Meyers, President
Global Good Clothes
2398 Manufacturing Way
Sunrise Spring, FL 57834

Dear Mr. Meyers:

I am writing to tell you how happy I am to hear about your company's efforts to help people around the world and the environment. My fifth grade class at Sunset Grove Elementary School is interested in helping your company.

We plan to hold a clothing drive to donate a whole school's worth of clothes to your company. Between the students, teachers, and their families, we believe we can help your company make a difference in the

lives of others. My class will advertise the clothing drive and tell people when and where they can donate their clothes. We would like to hold the drive starting Monday, February 9 through Friday, February 20. We would like to know if it is possible for representatives and workers from Global Good Clothes to come to our school on February 20 to help the fifth grade class organize the donated clothes. Then your workers can take the clothes for distribution.

We think this would be a good service project and a good way to make more people aware of your organization. If this event goes well, it could lead to a permanent partnership between Global Good Clothes and Sunset Grove Elementary.

I look forward to hearing back from you. Thank you for considering our project.

Sincerely,
Alicia Brown

Mr. Stephen Harper, Prime Minister

Office of the Prime Minister

80 Wellington Street

Ottawa

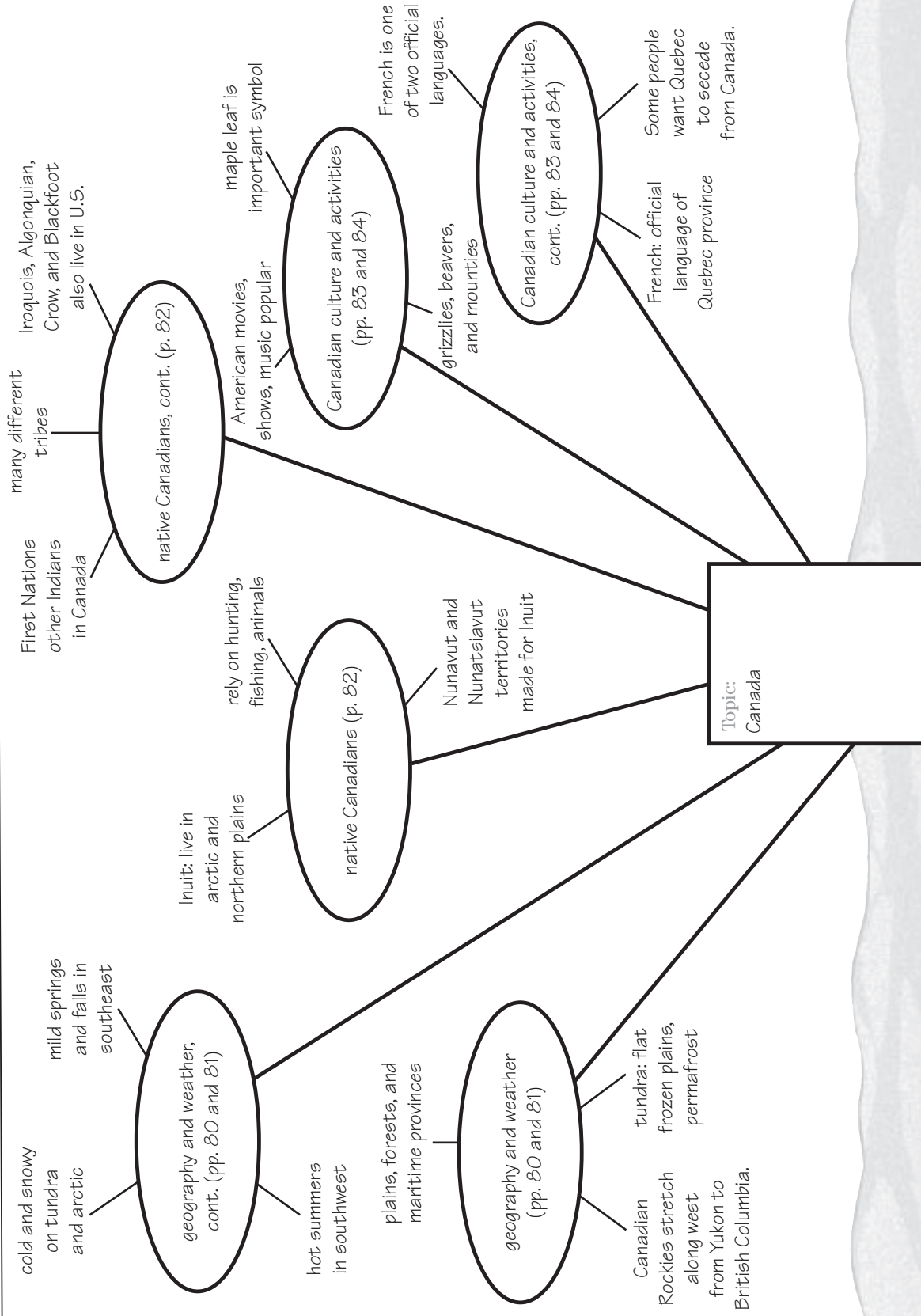
K1A 0A2

Capitalize...	Do not capitalize...
<p>The Northwest Territories are to the east of the Yukon.</p>	<p>There are four territories in Canada.</p>
<p>Please welcome Prime Minister Stephen Harper.</p>	<p>Stephen Harper, prime minister of Canada</p>
<p>Nova Scotia is on the East Coast of Canada.</p>	<p>If you drive east through Nova Scotia, you will reach the coast.</p>



Idea Tree

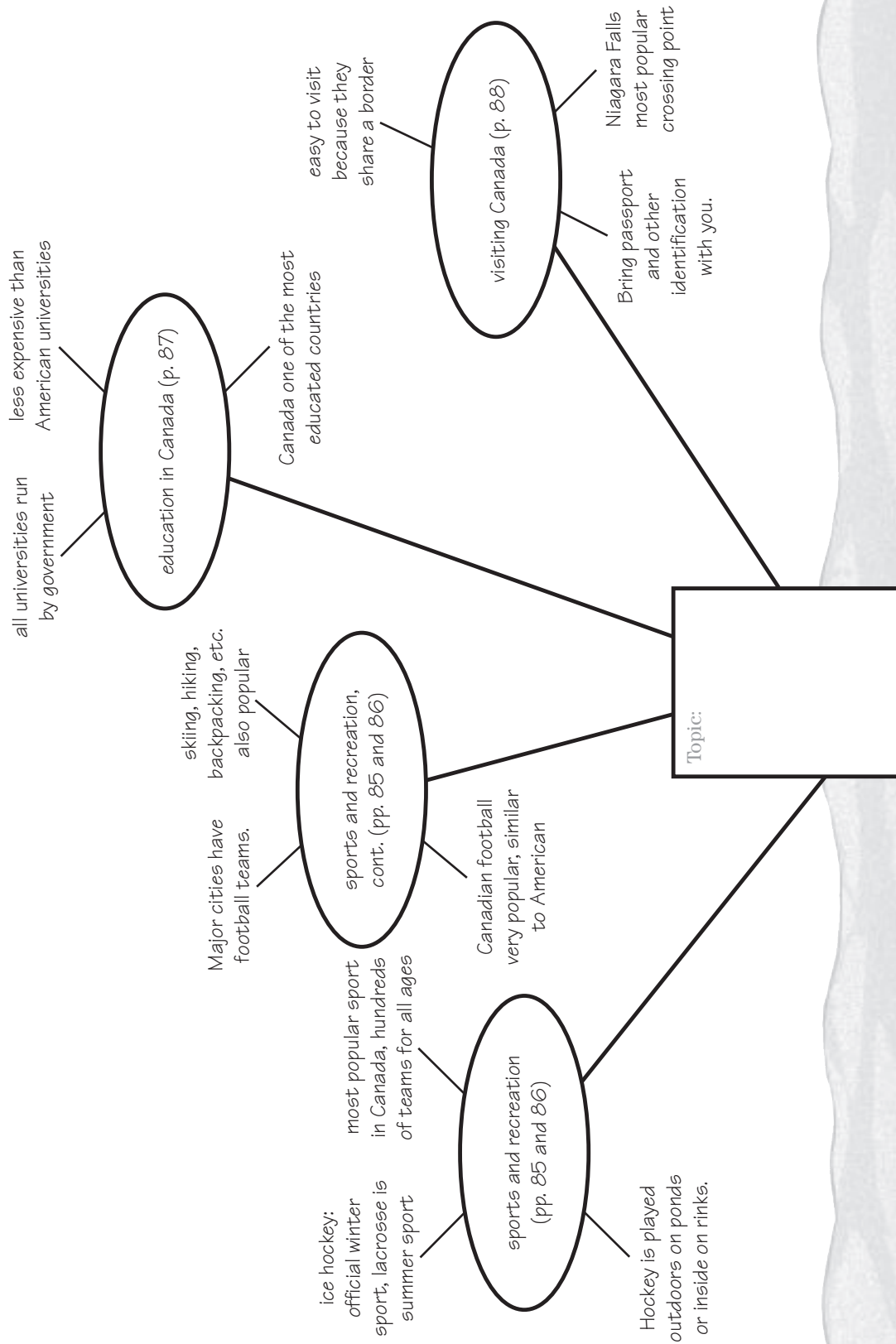
Title: Canada: A Visit to the Great White North, cycle 2



Idea Tree



Title: Canada: A Visit to the Great White North, cycle 2, 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 5 / <i>Canada: A Visit to the Great White North</i>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.5.3 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.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

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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.

Tyler Bradford Is the New Kid in School

Word	Identification Strategy	Definition	Sentence
faculty	chunk	group of teachers, instructors, and professors at a school	The <i>faculty</i> at Cumberland High School really loves their students.
glanced	base word + ending	looked at quickly	I <i>glanced</i> out the window at a dog running by.
sprinted	base word + ending	ran very fast	The horses <i>sprinted</i> out of the gate at the derby.
jotted	base word + ending	wrote down quickly	Molly <i>jotted</i> down Lisa's number so she wouldn't forget it.
glared	base word + ending	stared angrily	Talib <i>glared</i> at his brother when his brother barged into his room.
scheduled	sch = /sk/ base word + ending	planned, made time for in the future	The mayor <i>scheduled</i> the town meeting for next week, after the sheriff's return.
previous	chunk	prior, earlier	I had bought a basketball the <i>previous</i> time I went to the mall, so I didn't have to get one when I went with Jeffrey today.
obtain	chunk	get	The pilot had to <i>obtain</i> clearance from the tower before he was allowed to land.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 17	Page 17 or 24 (paragraphs 1–7)	Page 17, 24 (paragraphs 1–7), or 28 (paragraphs 1 and 2)

DAY 1

Team Talk

1. Which definition best fits the word *expecting* on page 8?
 - a. looking at
 - b. watching out
 - c. waiting for
 - d. listening toExplain why.
2. What is Principal Wilkins talking about when she mentions Tyler's situation? How do you know?
3. How does Tyler feel **after** meeting Principal Wilkins? How can you tell?
4. Why do the kids in Room 111 laugh at Tyler?

DAY 2

Team Talk

1. How does Tyler feel differently after lunch than before it?
2. Why does Mrs. Yarborough say "that's very welcoming of you" to Jerome?
3. Which definition best fits the word *pursuit* on page 16?
 - a. chase
 - b. lead
 - c. obey
 - d. commandExplain why you think so.
4. How does Tyler's dad feel about how Tyler did on his first day? How can you tell?

DAY 3

Team Talk

1. In one or two sentences, tell what happens on the bus ride home.
2. Which definition best fits the word *upbeat* on page 23?
 - a. in confusion
 - b. sad
 - c. with wonder
 - d. cheerfulExplain why.
3. Is Jerome surprised by what happened between Tyler and Charlie? How can you tell?
4. Tyler's dad seems worried about Tyler. How do his actions show this?

DAY 4

Team Talk

1. Why can't Tyler and Jerome sit with each other at the assembly?
 - a. They cause too much trouble when they sit together.
 - b. They are in different classes.
 - c. Their last names start with different letters.
 - d. They had a fight on the way to school.
2. Which definition best fits the word *erupted* on page 28?
 - a. spoke
 - b. exploded
 - c. vanished
 - d. arrived

Explain why. (Write-On)

3. What must the students do **before** they can try out for the football team?
4. Which boy is a more experienced football player, Tyler or Jerome? How can you tell?

DAY 6

Writing Prompt

Pretend that like Tyler, you have moved to a new city that is twelve hours away from your current home. That is a long distance! Write a letter to a friend back home, describing some of the things you miss about your old home, hometown, or your friends. Include at least two details that describe your new home. Include details about at least three things you miss. Be sure you include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).

Scoring Guide

You wrote a letter to a friend, telling him or her about your new home.	20 points
You provide at least two details about your new home.	15 points each (30 points maximum)
You explain three things you miss about your old home, hometown, or friends, and provide details.	15 points each (45 points maximum)
Your letter is in the proper format (a date, a greeting, the body, a closing, and a signature).	5 points

Tyler Bradford Is the New Kid in School

Word	Identification Strategy	Definition	Sentence
exhaled	base word + ending	breathed out	The diver finally <i>exhaled</i> when he surfaced after thirty seconds.
recalling	prefix + base word + ending	remembering, calling up from memory	We met old friends and spent an evening <i>recalling</i> good times from the past.
famished	base word + ending	very hungry, almost starving	Jules felt <i>famished</i> after not eating all day.
gigantic	chunk	huge	Jenny was unsure she could finish the <i>gigantic</i> bowl of cereal she had poured herself.
drifted	base word + ending	floated	The clouds <i>drifted</i> by on the wind.
makeshift	compound word	thrown or put together at the last minute	When the rain began to pour, we made a <i>makeshift</i> tent out of twigs, branches, and leaves.
spiraled	base word + ending	spun while moving out	The boomerang <i>spiraled</i> through the air after Dudley threw it.
conflicting	base word + ending	opposing	Tabitha had <i>conflicting</i> feelings; she wanted to go to the mall, but she also wanted to see her cousins.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 41 (paragraphs 1–5)	Page 41 (paragraphs 1–5) or 46 (paragraphs 1–4)	Page 41 (paragraphs 1–5), 46 (paragraphs 1–4), or 51 (paragraphs 3 and 4)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. On page 36, the author writes that Tyler would see what his dad’s “two cents” were. What does that phrase mean? How did you figure that out? (Write-On) 2. How is Tyler’s dad’s story similar to what is happening between Jerome and Charlie? 3. In one or two sentences, tell how Tyler and his dad celebrate the end of the first week of school. 4. Not thinking about the divorce, Jerome, or Charlie Baker makes Tyler feel— <ol style="list-style-type: none"> a. calm. b. angry. c. sad. d. glad.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Describe how Jerome feels about the problem he has with Charlie Baker. 2. How does Jerome reach his decision about Charlie Baker? <ol style="list-style-type: none"> a. He thinks about Charlie’s side of the story. b. He flips a coin. c. He gets in a fight with Charlie on Sunday. d. He draws straws. 3. How does Tyler’s dad feel about Jerome and Tyler’s friendship? 4. On page 43, the author writes that Tyler “choked up a little bit.” What does that phrase mean? Explain how you figured that out. (Write-On)
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Skill Practice	<p>Write the words in your journal. Then write the prefix and base word. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. remake 2. rebuild
----------------	---

Building Meaning	exhaled	recalling	famished	gigantic
	drifted	makeshift	spiraled	conflicting
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. Choose the word that best fits in the blank. After hiking in the woods all day without eating, we were _____ by the time we made a campfire. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. Tell how Tyler’s life at school has changed over the week. 2. Why is Sandra concerned with trying out for the football team? 3. On page 47, Jerome says that Sandra kicks the ball “like nobody’s business.” What does that mean? How did you figure that out? (Write-On) 4. Sandra and Vladimir hadn’t had their parents sign permission slips to try out for football. How does Tyler solve this problem?
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Skill Practice	<p>Write the words in your journal. Then write the prefix and base word. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. reuse 2. replay
----------------	---

Building Meaning	exhaled	recalling	famished	gigantic
	drifted	makeshift	spiraled	conflicting
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 4. A small feather <u>drifted</u> on top of the water on its way down the stream. <i>Drifted</i> means— <ol style="list-style-type: none"> a. swirled. b. tossed. c. floated. d. fluffed. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Describe the questions running through Tyler’s mind. What do they tell you about Tyler? 2. Do you think Tyler has a good chance of getting on the football team? How do you know? 3. On page 52, the author says Tyler focused on the “task at hand.” What does that phrase mean? Explain how you figured that out. (Write-On) 4. Describe how Jerome’s throw during his tryout is unlike any of his other throws. What does Tyler think about this?
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Skill Practice	<p>Write the words in your journal. Then write the prefix and base word. Write a definition for each word.</p> <p>1. renew 2. review</p>
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Building Meaning	exhaled	recalling	famished	gigantic
	drifted	makeshift	spiraled	conflicting
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>Sonia _____ a sigh of relief when she found out she wouldn't have to get up in front of the whole school to speak.</p>			

DAY 6

Writing Prompt	<p>Tyler loves football so much, he would write an ode about it if he was asked. Write your own ode to your favorite sport, game, or hobby. As you write your ode, think about the things you enjoy about your favorite activity, such as how it feels to take part in it or how you feel when a game or project is done. Your ode should be at least fifteen lines long and should describe at least three things about your favorite activity in detail. Your ode should contain at least four examples of literary techniques and figurative language. Remember to give your ode a title.</p>
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Scoring Guide	You wrote an ode about your favorite sport, game, or hobby.	25 points
	Your ode is at least fifteen lines long.	20 points
	It describes at least three things about your favorite activity in detail.	10 points each (30 points maximum)
	Your ode contains at least four examples of literary techniques and figurative language.	5 points each (20 points maximum)
	Your ode has a title.	5 points

Big Fun in the Big Easy: A Sensory Tour of New Orleans

Word	Identification Strategy	Definition	Sentence
commotion	chunk	noisy disturbance	“What is this <i>commotion</i> I hear when you’re supposed to be in bed?” Evan’s father asked.
inseparable	prefix + base word + ending	connected, united	Jody and his dog are <i>inseparable</i> from the time they wake up to the time they go to bed.
unpredictable	prefix + base word + ending	changeable	Butterflies are hard to catch because their flight pattern is so <i>unpredictable</i> .
prominent	chunk	important	The mayor is a <i>prominent</i> person in the city, and everyone always listens when he gives his opinion.
enticing	base word + ending	attractive	The <i>enticing</i> smell of the cake in the oven made Rory hungry for dessert.
refraining	base word + ending	doing without	Helen had a hard time <i>refraining</i> from biting her nails when she was nervous.
elaborate	chunk	detailed	Wendi’s <i>elaborate</i> ballet costumes always made her look beautiful on stage.
myriad	chunk	countless number	There are a <i>myriad</i> of things to do at an amusement park, so it’s hard to choose where to start.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”)	Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”) or page 62 (paragraphs 2 and 3, ending with “...lettuce, tomato, and mayonnaise.”)	Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”), page 62 (paragraphs 2 and 3, ending with “...lettuce, tomato, and mayonnaise.”), or 65 (paragraph 2, ending with “...more than one hundred years ago.”)

DAY 1

Team Talk

1. To what does the author compare the sound of zydeco music?
2. How was jazz music born?
3. Why aren't there jazz funerals and second-line parades in summer?
 - a. The weather is too hot.
 - b. People go on vacation.
 - c. It's against the law then.
 - d. No one dies in summer.
4. Page 62 is mainly about—
 - a. who invented gumbo.
 - b. a recipe for beignets.
 - c. food in New Orleans.
 - d. catching crawfish.

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

DAY 2

Team Talk

1. How can you tell the people of New Orleans are strong willed and like their traditions?
2. What conclusion can you draw about Mardi Gras based on the photographs on pages 63 and 64? Support your answer.
3. Page 65 is mainly about—
 - a. important sight-seeing spots.
 - b. porch railings.
 - c. how to play the calliope.
 - d. sailing on the Mississippi River.

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

4. What happens **after** the pipe organist presses one of the keys on the calliope?
 - a. The steamboat sounds a bell.
 - b. Steam shoots out of the pipe making the sound.
 - c. Fire shoots out of the pipe making the sound.
 - d. People listen for the music.

Skill Practice

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. expanding
2. expandable

Building Meaning	commotion	inseparable	unpredictable	prominent
	enticing	refraining	elaborate	myriad
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. Choose the word that best fits in the blank.</p> <p>“When you were a baby, you and your blanket were _____, and you cried if someone tried to take it from you!” Veronica’s mother said.</p>				

DAY 3

Team Talk	<p>1. How is jazz music different from other types of music?</p> <p>2. The text box on page 61 tells—</p> <ul style="list-style-type: none"> a. why clarinets are good at improvising. b. how to improvise a jazz funeral. c. how to improvise in jazz music. d. what the word <i>improvised</i> means. <p>3. Page 62 is mainly about foods in New Orleans. Which of the following is a detail that tells more about this main idea?</p> <ul style="list-style-type: none"> a. Crawfish turn bright red when they are boiled. b. Beignets are usually rectangular in shape. c. Seafood is important to many New Orleans dishes. d. Gumbo is cooked in a large pot over fire. <p>Tell two more details that support this main idea. (Write-On)</p> <p>4. Do you think foods in New Orleans are usually spicy or bland? Why?</p>
	<p>Write the words in your journal. Then write the base word and ending. Write a definition for each word.</p> <p>1. obtainable 2. exporting</p>

Skill Practice	<p>Write the words in your journal. Then write the base word and ending. Write a definition for each word.</p> <p>1. obtainable 2. exporting</p>
	<p>1. obtainable 2. exporting</p>

Building Meaning	commotion	inseparable	unpredictable	prominent
	enticing	refraining	elaborate	myriad
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>My grandma never made _____ cakes covered in frosting swirls or decorations, but they were always delicious.</p>				

DAY 4

Team Talk	<p>1. Owning a costume shop would be good in New Orleans because—</p> <ol style="list-style-type: none"> a. everyone plays tricks on one another in costume. b. no one in New Orleans wears normal clothes every day. c. people need costumes for their costume parties. d. people buy masks and costumes for Mardi Gras each year. <p>2. Page 65 is mainly about important sight-seeing spots in New Orleans. Which of the following is a detail that tells more about this main idea?</p> <ol style="list-style-type: none"> a. The tan and white houses reflect sunlight onto trees. b. New Orleans’s historic mansions are on Charles Avenue. c. You cannot hear the calliope play on Sundays. d. The calliope’s pipes light up when played. <p>Tell two more details that support this main idea. (Write-On)</p> <p>3. Why do you think mansions in New Orleans have beautiful wrought-iron porch railings and spindles?</p> <p>4. Summarize what you learned in <i>Big Fun in the Big Easy: A Sensory Tour of New Orleans</i>. Use your idea tree to help you identify main ideas and supporting details.</p>
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Skill Practice	<p>Write the words in your journal. Then write the base word and ending. Write a definition for each word.</p> <p>1. consumable 2. snarling</p>
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Building Meaning	commotion	inseparable	unpredictable	prominent
	enticing	refraining	elaborate	myriad
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>The smells coming from the chocolate shop were _____, but Manuel knew he couldn’t stop to buy any candy that day.</p>			

DAY 6

Writing Prompt	<p>Imagine that one of your classmates has been absent from school. He or she needs to catch up and needs information about New Orleans, Louisiana. Write a summary of one of the sections in <i>Big Fun in the Big Easy: A Sensory Tour of New Orleans</i>. The sections are: Introduction: A Rich Historical Culture, The Musical Landscape, Spicy Southern Appetite, Mardi Gras: A Neighborly Celebration, and The Must-See of the Big Easy. Your summary should mention at least four important facts or pieces of information from the section. Be sure to restate information in your own words. Your ideas should be written in complete sentences.</p>		
	Scoring Guide	<p>You wrote a summary of one of the following sections for an absent classmate: Introduction: A Rich Historical Culture, The Musical Landscape, Spicy Southern Appetite, Mardi Gras: A Neighborly Celebration, and The Must-See of the Big Easy.</p>	20 points
		<p>Your summary mentions at least four important facts or pieces of information from the section.</p>	15 points each (60 points maximum)
		<p>You restate information from the text in your own words.</p>	15 points
<p>The summary is written in complete sentences.</p>		5 points	

Canada: A Visit to the Great White North

Word	Identification Strategy	Definition	Sentence
tandem	chunk	together, as a team	The partners worked in <i>tandem</i> to make sure all the work was completed quickly.
ensure	chunk	make sure of, guarantee	Studying hard will <i>ensure</i> that you do well in school.
operate	chunk	work in a certain way	The machine will <i>operate</i> if you turn it on and put a coin in it.
conflicts	base word + ending	disagreements	Jack and Joseph had too many <i>conflicts</i> , so the teacher tried to help the boys work them out.
appoints	base word + ending	picks for a certain position	The principal <i>appoints</i> his assistants instead of letting the students vote.
populous	chunk	full of people	The city was so <i>populous</i> and crowded that traffic was often really bad.
vibrant	chunk	doing well, succeeding	The <i>vibrant</i> business was making a lot of money.
relay	chunk	pass on, sent along	My job is to get messages from John and <i>relay</i> them to Lisa.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 76 (paragraphs 2 and 3)	Page 76 (paragraphs 2 and 3) or 74	Page 76 (paragraphs 2 and 3), 74, or 78

DAY 1

Team Talk

1. What does Canada have in common with New Zealand and Australia?
2. How do we know Vikings lived in Canada?
3. Describe the order in which people settled Canada throughout history.
4. Which of the following means about the same as the word *skirmishes* on page 74?
 - a. discussions
 - b. battles
 - c. dangers
 - d. agreements

How did you figure that out? (Write-On)

DAY 2

Team Talk

1. Which of the following means about the same as the word *enact* on page 76?
 - a. make law
 - b. break law
 - c. change law
 - d. veto law

How did you figure that out? (Write-On)

2. Why are the territories governed differently from the provinces?
3. What is the purpose of the map on page 78?
4. Why do you think so many people choose to live in Toronto? Support your answer with information from the text.

Skill Practice

The Latin root *pop* means people. Use this information to answer the following questions.

1. What does *popular* mean?
 - a. approved by most people
 - b. made for common people
 - c. to keep secret from people
 - d. created and made by people
2. What does *population* mean?
 - a. the number of people who like the same things
 - b. the method of counting people
 - c. the number of people living in an area
 - d. a group of people that have the same jobs

Building Meaning	tandem	ensure	operate	conflicts
	appoints	populous	vibrant	relay

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

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

I don't think it's fair how my mom always _____ me to take out the trash just because I'm a boy.

DAY 3

Team Talk	<p>1. Canada's provinces and territories are similar to—</p> <ol style="list-style-type: none"> English commonwealths. foreign countries. American states. European city-states. <p>2. Which of the following means about the same as the word <i>seafaring</i> on page 73?</p> <ol style="list-style-type: none"> traveling in air traveling by horse traveling on water traveling by car <p>How did you figure that out? (Write-On)</p> <p>3. Why was Canada originally known as New France?</p> <p>4. Explain how the troubles in Canada between England and France ended.</p>
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Skill Practice	<p>1. The Latin root <i>centi</i> means hundred. Using this information, <i>centimeter</i> means—</p> <ol style="list-style-type: none"> one hundred tons. one hundred degrees. one hundred feet. one hundred meters. <p>2. The Latin root <i>ped</i> means foot, and the Latin root <i>quad</i> means four. Using this information, <i>quadruped</i> means—</p> <ol style="list-style-type: none"> rectangular. four-footed. box-like. square.
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Building Meaning	tandem	ensure	operate	conflicts
	appoints	populous	vibrant	relay
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Renee’s lemonade stand was <u>vibrant</u> due to the hot weather and its good location near the park. <i>Vibrant</i> means—</p> <ol style="list-style-type: none"> succeeding. losing. expanding. failing. 				

DAY 4

Team Talk	<ol style="list-style-type: none"> What do you learn from the text box at the bottom of page 77? Why is this information important? Which of the following means about the same as the word <i>dispersed</i> on page 78? <ol style="list-style-type: none"> spread lost jammed thrown <p>How did you figure that out? (Write-On)</p> How is Ottawa similar to Washington, D.C., in the United States? Use information from your graphic organizer to summarize what you learned in this cycle of <i>Canada: A Visit to the Great White North</i>.
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Skill Practice	<ol style="list-style-type: none"> The Latin root <i>pre</i> means before, and the Latin root <i>natal</i> means birth. Using this information, <i>prenatal</i> means— <ol style="list-style-type: none"> before one’s birth. before birthday celebrations. before opening presents. before one’s death. The Latin root <i>ped</i> means foot. Using this information, <i>pedaling</i> means— <ol style="list-style-type: none"> sounding like a foot. moving with the foot. looking like a foot. stopping with the foot.
----------------	---

Building Meaning	tandem	ensure	operate	conflicts
	appoints	populous	vibrant	relay
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>Sometimes our teacher has to solve _____ between disagreeing students on the playground.</p>			

DAY 6

Writing Prompt	<p>Pretend that you work for your city or another interesting place and need to make a brochure to attract tourists. Create a brochure to tell potential visitors about what this place has to offer. Remember to fold your brochure into three parts and to use the front and back of the brochure for information. The front flap of your brochure should be catchy and attention-grabbing. Provide at least three facts or points of interest about this place. Remember to include details to make this place seem attractive to potential visitors. On the back flap, provide information that tells potential tourists where to find more information about this place. If you have time, draw or place pictures in your brochure. At the end of the lesson, your class will create a travel book of your brochures.</p>		
	Scoring Guide	<p>You created a travel brochure for your city or another interesting place.</p>	15 points
		<p>The front flap of your brochure has catchy and attention-grabbing text.</p>	10 points
		<p>You provide at least three facts or points of interest about this place with good details to make it seem attractive to potential visitors.</p>	20 points each (60 points maximum)
		<p>You provide information where potential tourists can learn more about this place.</p>	10 points
<p>Your brochure is folded into three parts with information on the front and back.</p>		5 points	

Canada: A Visit to the Great White North

Word	Identification Strategy	Definition	Sentence
consequence	chunk	result, effect	Falling asleep during class is a <i>consequence</i> of not getting enough sleep at night.
several	chunk	many, more than a few	Joe went away for <i>several</i> months, so we missed him.
mild	blend	pleasant, not too cold or warm	Papa Bear's porridge was too hot, Mama Bear's porridge was too cold, but Baby Bear's <i>mild</i> porridge was just right.
ancestry	chunk	family	Lorenzo's <i>ancestry</i> includes a long line of fishermen.
admiration	base word + ending	respect	President Smith won the <i>admiration</i> of the public by being wise and fair.
increase	chunk	growth	I noticed an <i>increase</i> in strength after exercising every day for a week.
premier	-mier = /meer/ chunk	leading, highest	My uncle is one of the <i>premier</i> heart surgeons in the country and is often asked to do risky surgeries.
costly	base word + ending	expensive	The new baseball glove was so <i>costly</i> that Matt had to save up a lot of money to buy it.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 86 (ending with "...camping in the world.")	Page 86 (ending with "...camping in the world.") or 83 (paragraph 1)	Page 86 (ending with "...camping in the world."), 83 (paragraph 1), or 87

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. On page 81, the author writes that Canada is called the “Great White North.” What does that mean? How did you figure that out? (Write-On) 2. How are the First Nations different from the Inuit? 3. According to the author, most Canadians are strong, proud, kind, and brave. Do you think this is a fact or an opinion? Why? 4. What is an effect of Canada being settled by the French before the English? <ol style="list-style-type: none"> a. English is the only official language in Canada. b. No one speaks English in Canada. c. French is one of two official languages in Canada. d. Canadians don’t understand Americans.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Which of the following is a difference between Canadian football and American football? <ol style="list-style-type: none"> a. American cities have teams. b. Canadian football has a championship. c. The players don’t wear helmets. d. The field is larger in Canadian football. 2. On page 87, the author uses the phrase “public universities.” What does that mean? How did you figure that out? (Write-On) 3. Do Canadians get good educations? How can you tell? 4. Why do you think so many people use the border crossing at Niagara Falls? Support your answer.
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Skill Practice	<p>Write the words in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. procession 2. execution
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Building Meaning	consequence	several	mild	ancestry
	admiration	increase	premier	costly
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. Choose the word that best fits in the blank. Terrel couldn’t believe that he would be meeting one of the _____ quarterbacks in professional football in just a few minutes. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> Large areas of Canada are cold because they are— <ol style="list-style-type: none"> filled with frozen rivers. inside the Arctic Circle. filled with polar bears. near the warm oceans. Do you think the Inuit are people who continue to follow old customs and ways of doing things? Use evidence from the text to support your answer. On page 83, the author writes that Canadians “take in” a lot of American movies and television. What does that mean? How did you figure that out? (Write-On) How does the text help you better understand how to pronounce the name <i>Quebec</i> correctly?
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Skill Practice	<p>Write the words in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> sensation hesitation
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Building Meaning	consequence	several	mild	ancestry
	admiration	increase	premier	costly
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. Getting a painful sunburn is a _____ of not wearing enough sun block when playing outside for a long time. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Why do you think Canadian football shares many things in common with American football? Support your answer. Skiing is popular in Canada because— <ol style="list-style-type: none"> the Canadian Rockies provide good mountains. there is so much snow that people use skis to travel. skiing is the national sport of Canada. it is the only activity people do besides hockey. On page 88, the author writes that Canada and the United States “share a border.” What does that mean? How did you figure that out? (Write-On) Use your graphic organizer to summarize information from this cycle’s reading of <i>Canada: A Visit to the Great White North</i>.
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Skill Practice	<p>Write the words in your journal. Then write the base word and ending. Write a definition for each word.</p> <p>1. declaration 2. estimation</p>
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Building Meaning	consequence	several	mild	ancestry
	admiration	increase	premier	costly
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. You can't tell when you look at a Chihuahua, but its <u>ancestry</u> goes back to wolves that roamed around North America. <i>Ancestry</i> means—</p> <ul style="list-style-type: none"> a. attitude. b. family. c. appearance. d. quality. 			

DAY 6

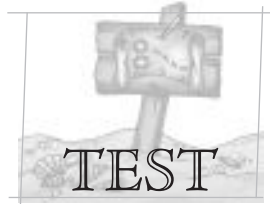
Writing Prompt	<p>You have learned a lot about Canada over the past two cycles. Now you want to write a letter to the prime minister to ask him for more information about his country. In your letter, explain what you found most interesting about Canada. Then ask the prime minister three questions you still have about Canada, and why you are interested in the answers. Be sure to include the parts of a business letter (heading, inside address, greeting, body, closing, and signature).</p>								
Scoring Guide	<table border="1"> <tr> <td>You wrote a letter to Canada's prime minister.</td> <td>20 points</td> </tr> <tr> <td>You explain what you found most interesting about Canada.</td> <td>15 points</td> </tr> <tr> <td>You ask the prime minister three questions you still have about Canada and why you are interested in the answers.</td> <td>20 points each (60 points maximum)</td> </tr> <tr> <td>Your letter is written in the business letter format (heading, inside address, greeting, body, closing, and signature).</td> <td>5 points</td> </tr> </table>	You wrote a letter to Canada's prime minister.	20 points	You explain what you found most interesting about Canada.	15 points	You ask the prime minister three questions you still have about Canada and why you are interested in the answers.	20 points each (60 points maximum)	Your letter is written in the business letter format (heading, inside address, greeting, body, closing, and signature).	5 points
You wrote a letter to Canada's prime minister.	20 points								
You explain what you found most interesting about Canada.	15 points								
You ask the prime minister three questions you still have about Canada and why you are interested in the answers.	20 points each (60 points maximum)								
Your letter is written in the business letter format (heading, inside address, greeting, body, closing, and signature).	5 points								

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Comprehension Questions

Read *Mummies*, and answer the following questions.

Mummies

A mummy is a dead body that has been well preserved so it will not decay over time. Some mummies have been preserved naturally. Cold, dry wind, and freezing temperatures can preserve a body. Also conditions that are acidic, dry, have little oxygen, or are very salty can produce mummies. Examples of naturally preserved mummies are ice mummies, mummies found buried in sand, and bog mummies.

Some mummies have been man-made by a method of embalming. The ancient Egyptians had a special way of preparing mummies. After death, the person's internal organs were removed and washed with wine. The organs were placed in jars. The brain was removed through the nose and thrown away. The body was washed with wine and the cavities packed with natron, a natural salt, and left for forty days. After forty days, when the body was dried out, it was treated with oils, perfumes, and spices. The body was then wrapped in yards of linen cloth, placed in a decorated coffin, and buried in a tomb.

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. “A mummy is a dead body that has been well preserved so it will not decay over time.” The word *preserved* means—
- found in sand.
 - kept from decaying.
 - cold.
 - hidden.

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

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

5. “The body was washed with wine and the cavities packed with natron, a natural salt, and left for forty days.” The word *natron* means—
- wine.
 - an internal organ.
 - a spice.
 - salt.

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

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

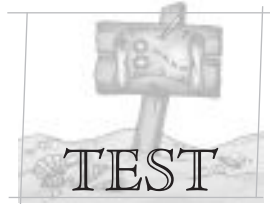
6. “After death, the person’s internal organs were removed and washed with wine.” The word *internal* means—
- dried out.
 - inside.
 - special.
 - old.

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

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?

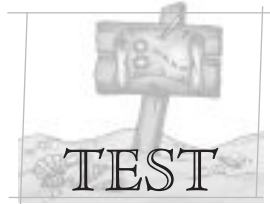


Comprehension Questions

Read pages 31 and 32 of *Tyler Bradford is the New Kid in School*, and answer the following questions.

1. How is the afternoon of Tyler's first day at school different from the morning?
 2. What has to be done **before** Tyler can play football?
3. Which definition best fits the word *perused* on page 31?
 - a. followed
 - b. misplaced
 - c. glanced
 - d. studied

Explain why.
4. Does Tyler's dad want him to play football? How can you tell?
 5. Which of the following predictions is the best one to make at this point in the story?
 - a. Only Tyler will try out for the team.
 - b. Only Jerome will try out for the team.
 - c. Tyler and Jerome will both try out for the team.
 - d. Neither Tyler nor Jerome will try out for the team.



Comprehension Questions

Read pages 54 and 55 of *Tyler Bradford is the New Kid in School*, and answer the following questions.

1. Which of the following best describes Jerome's thoughts over the weekend?
 - a. Jerome needs Tyler to tell him what to do about his problem with Charlie Baker.
 - b. Jerome doesn't know what he will do about his problem with Charlie Baker.
 - c. Jerome doesn't want to think about his problem with Charlie Baker all weekend.
 - d. Jerome knows exactly what he will do about his problem with Charlie Baker.
2. Having a group of friends makes Tyler feel—
 - a. happy.
 - b. confused.
 - c. like he is homesick.
 - d. like he wants to leave.
3. How could you tell that Tyler did well during his tryout?

4. On page 54, Tyler learns that he is the first-string wide receiver. What does the phrase "first string" mean? Explain how you figured that out.

5. What happens because Jerome throws badly during tryouts?
6. Do you think Tyler will do well at Ames Elementary? Support your prediction.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

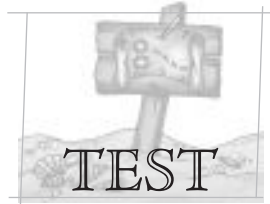
Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. relive
2. replant
3. rethink
4. retest

Building Meaning

exhaled	recalling	famished	gigantic
drifted	makeshift	spiraled	conflicting

5. Write a meaningful sentence for the word *makeshift*.
6. We _____ in the canoe because we got tired of paddling.
7. Bret held his breath to swim underwater, and he exhaled when he came up for more air. *Exhaled* means—
 - a. breathed out.
 - b. sank below.
 - c. breathed easy.
 - d. pushed hard.
8. When I threw the paper airplane, it _____ through the air and landed under the table.
9. There was a gigantic hot air balloon in the field behind Josh's house. *Gigantic* means—
 - a. odd.
 - b. full.
 - c. tall.
 - d. huge.
10. Jed had trouble _____ the exact date of his troop's camping trip.
11. The weather man gave conflicting reports about whether or not it was going to rain over the weekend. *Conflicting* means—
 - a. similar.
 - b. hopeful.
 - c. opposing.
 - d. expert.
12. Dad was famished after mowing the lawn and working in the yard all day without eating lunch. *Famished* means—
 - a. very grumpy.
 - b. very hungry.
 - c. very thirsty.
 - d. very excited.



Test Passage

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

The French Quarter in New Orleans is the oldest part of the city. New Orleans is located near the mouth of the Mississippi River. The French chose to build there so they could control trade up and down the river. The grid of streets now called the French Quarter or Vieux Carré (“Old Square”) was planned in 1722. The city grew slowly until it came under Spanish control. Then New Orleans became the biggest port in the Gulf of Mexico. Two fires destroyed the city in the late 1700s, but the Spanish rebuilt it. Many buildings have Spanish and French designs.

The French Quarter was mainly populated with people who called themselves Creoles. They are the children of French and Spanish settlers. The word often refers to people of both French and Spanish descent. The Creoles were proud of their blended culture. They were the wealthy class in New Orleans, and lived rich lifestyles in the old part of the city.

Source: www.nps.gov/history/NR/twhp/wwwlps/lessons/20vieux/20setting.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 inform the reader about the French Quarter
 - b. to show the reader what French designs look like
 - c. to persuade the reader to learn French or Spanish
 - d. to explain what a Creole person looks like

How do you know?

- | |
|---|
| <ol style="list-style-type: none"> 3. What details support the idea that French Quarter Creoles had a blended culture? |
|---|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

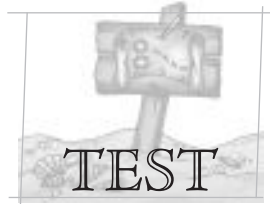
Write the words on your paper. Then write the base word and ending.

1. waddling 2. laughable 3. manageable 4. residing

Building Meaning

commotion	inseparable	unpredictable	prominent
enticing	refraining	elaborate	myriad

5. Write a meaningful sentence for the word *prominent*.
6. The class had a _____ of questions for the visiting author, but she only had time to answer a few of them.
7. At first Todd thought the two pieces of metal were inseparable, but then he realized they were held together with a screw. *Inseparable* means—
- unrelated.
 - twisted.
 - rusted.
 - connected.
8. Elsa heard a _____ and rushed outside to see her dog barking at a raccoon on the trash can.
9. My favorite dress is the one with the elaborate beadwork flowers all along the bottom edge of the dress. *Elaborate* means—
- detailed.
 - sloppy.
 - muscled.
 - dingy.
10. My cat's moods are _____, and you can never tell when he wants to cuddle or when he wants to be left alone.
11. Luke is trying to eat healthier, so he is refraining from eating potato chips and French fries at lunch. *Refraining* means—
- continuing.
 - doing without.
 - doing everything.
 - dispatching.
12. Randi's bed looked very _____ after a long day of playing in the volleyball tournament.



Test Passage

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

A War of Many Names

The French and Indian War was the first war in North America after European settlers arrived. It began when George Washington led troops to the Ohio territory to stop the French from building a fort. Washington lost two battles against the French. Local Indian tribes taught the French to use camouflage. They hid behind trees and rocks to fight. British troops were easy targets because they marched in straight lines wearing bright red coats.

The French did not keep winning. They gave up their lands east of the Mississippi River and Canada when they signed the Treaty of Paris in 1763. Some people call this war by different names. It is the War of Conquest in Canada. In Europe, it is the Seven Years' War. For Europeans, it was just part of a larger war. Many countries were fighting for land all over the world. Some have even called it the first “world war” since so many countries fought in it.

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 the best way to fight battles against the British
 - b. to persuade the reader to side with the French cause during the war
 - c. to entertain the reader with stories about George Washington
 - d. to give the reader information about the French and Indian War

How do you know?

- | |
|--|
| <ol style="list-style-type: none"> 3. What does the word <i>camouflage</i> mean in the first paragraph of the passage? How did you figure that out? |
|--|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

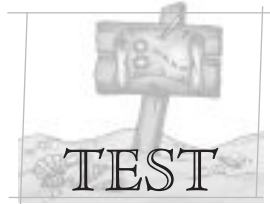
Use your understanding of Latin roots to answer the following questions.

1. The Latin root *pop* means people. Using this information, what does *populace* mean?
 - a. common cold
 - b. common voice
 - c. common people
 - d. common look
2. The Latin root *quad* means four, and the Latin root *lateral* means side. Which of the following would be a quadrilateral?
 - a. a circle
 - b. a square
 - c. a triangle
 - d. a globe
3. The Latin root *pre* means before. What does *prepay* mean?
 - a. buy as a gift
 - b. buy for someone
 - c. buy after the fact
 - d. buy in advance
4. The Latin root *cent* means hundred. What is a century?
 - a. one thousand seconds
 - b. one hundred years
 - c. one hundred cents
 - d. one thousand meters

Building Meaning

tandem	ensure	operate	conflicts
appoints	populous	vibrant	relay

5. Write a meaningful sentence for the word *ensure*.
6. The two teachers work in _____, helping each other teach the class.
7. The city became more and more populous as people moved there to live. *Populous* means—
 - a. busy.
 - b. full of people.
 - c. empty of life.
 - d. dirty.
8. Hector asked Kevon to _____ a message to his brother when he got home from school.
9. The car will operate better if you change the oil and take care of the engine. *Operate* means—
 - a. work.
 - b. speed.
 - c. turn.
 - d. sound.
10. Each week, Dad _____ a new member of the family to record notes from the family meeting.
11. I avoid conflicts by trying to listen to people who might disagree with me. *Conflicts* means—
 - a. compromises.
 - b. solutions.
 - c. agreements.
 - d. disagreements.
12. After a much-needed nap, Bill felt much more _____ and ready to keep working on his school project.



Test Passage

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

Lacrosse is a popular team sport in much of North America. It was originally played by American Indians living in Canada and on the East Coast of the United States. The game was often played between tribes to settle disputes. Instead of fighting wars, they played a game of lacrosse. The game is played with a small ball and a stick with a net on one end. You catch and throw the ball with the stick. The game did not catch on with European settlers right away. In 1867, Dr. William George Beers created rules for players to follow. Modern lacrosse was born from these rules.

Today lacrosse is one of the fastest growing sports in the world. It is the official summer sport of Canada and the official team sport of the state of Maryland. Lacrosse is played by boys and girls. Children can play it from grade school through college. Many cities have professional teams. Teams travel around the world to play championship games. The Iroquois Nation has a lacrosse team that competes internationally.

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 teach me how to play lacrosse
 - b. to inform me about the sport of lacrosse
 - c. to persuade me to start a lacrosse team
 - d. to compare lacrosse to other sports

How do you know?

- | |
|---|
| <ol style="list-style-type: none"> 3. In the first paragraph, the author says tribes played lacrosse to “settle disputes.” What does this mean? How did you figure this out? |
|---|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. situation 2. discussion 3. decision 4. alteration

Building Meaning

consequence	several	mild	ancestry
admiration	increase	premier	costly

5. Write a meaningful sentence for the word *admiration*.
6. Forest rangers have noticed an _____ in the number of deer in the forest since wolves have been removed from the area.
7. The first mild day of spring after a cold winter is always welcomed by people who dislike wearing heavy coats. *Mild* means—
- sweltering.
 - miserable.
 - chilly.
 - pleasant.
8. My _____ can be traced back for hundreds of years because someone kept a very good record of births and marriages.
9. I could see several kittens with their mother when I followed the meowing sounds to the space under my porch. *Several* means—
- many.
 - one.
 - spotted.
 - lucky.
10. The world championship for soccer is where _____ athletes gather together from around the world to find out who is the best.
11. I was very careful with my music player because I knew it was costly, and I couldn't afford to lose it. *Costly* means—
- cheap.
 - expensive.
 - thrifty.
 - replaceable.
12. A _____ of my rudeness during dinner was being sent to my room without dessert.