This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
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## The Savvy Reader—Predicting Level 5

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### Student Test

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**Summary**

Prairie Belle, the belle of the prairie, lives in a cabin with her father. When Pa must go away for several days, he trusts Belle to stay behind and take care of the family farm. But with a storm blowing across the prairie, will she be up to the task?

**Instructional Objectives**

<table>
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<th>Reading</th>
<th>Word Power</th>
<th>Writing</th>
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<tr>
<td><strong>Predicting (PR)</strong></td>
<td><strong>Synonyms</strong></td>
<td><strong>Write a journal entry.</strong></td>
</tr>
<tr>
<td>Students will use the text and background knowledge to make predictions throughout the story.</td>
<td>Students will use synonyms to improve their understanding of words.</td>
<td>Students will write a journal entry as if they were a child living on the prairie, just like Prairie Belle.</td>
</tr>
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</table>

**Teacher’s Note:** Students will write journal entries about living on a prairie. You may wish to provide students with additional resources so they can see more examples of what life was like on the American frontier. The following is a list of possible resources. Please note that much of the information in *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840* may still be appropriate when writing about the 1890s.


“Not for Ourselves Alone: A Day in the Life of a Frontier Girl,” PBS Kids, pbskids.org/stantonanthony/frontier_girl.html
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
- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team’s improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal
- Point out that this lesson’s team cooperation goal is explain your ideas/tell why, or choose one based on your class’s needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage
- Introduce the story, author, and reading objective.

This cycle we will read Prairie Belle, Belle of the Prairie by Sam R. McColl. As we read, we’ll make predictions about the story. Good readers use information they have read in the story and think about what might happen next.

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

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

- Tell students that they will read about a girl who lives on the prairie with her father. Use Team Huddle to have students discuss what they know about prairies. Use Random Reporter to select students to share. If necessary, explain that prairies are large areas of open land, mostly flat, but sometimes with low hills, that are covered in tall grasses and few trees.

- Use a map of the United States to show students where prairies, or the Great Plains, are located. Point out how prairies cover large parts of Texas, New Mexico, Oklahoma, Kansas, Colorado, Nebraska, Wyoming, South Dakota, North Dakota, and Montana. Display this map if you have an Internet connection: www.unl.edu/plains/about/map.shtml.

- Tell students that prairies exist all over the world but are often referred to by different names. For example, they are called *pampas* in South America, *savannahs* in Africa, and *steppes* in Asia.

Vocabulary

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

- Use Random Reporter to have teams share one word they know and one word they need to study further. Award team celebration points.

- Introduce the vocabulary words.

- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity.

- 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.

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<tr>
<th>Word and Page Number</th>
<th>Identification Strategy</th>
<th>Definition</th>
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<tr>
<td>irritating page 5</td>
<td>base word + ending: irritat(e) + ing</td>
<td>annoying, bothersome</td>
<td>The sound of the bulldozer was so irritating that I couldn’t concentrate on my book.</td>
</tr>
<tr>
<td>Word and Page Number</td>
<td>Identification Strategy</td>
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<tr>
<td>replenish page 5</td>
<td>chunk: re-plen-ish</td>
<td>fill up again, get more of</td>
<td>Victoria went to the store to replenish her family's milk supply after she drank it all.</td>
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<tr>
<td>shouldering page 10</td>
<td>base word + ending: shoulder + ing</td>
<td>carrying on your shoulders</td>
<td>The hikers were shouldering heavy backpacks as they trudged through the desert.</td>
</tr>
<tr>
<td>goading page 11</td>
<td>base word + ending: goad + ing</td>
<td>urging on, poking at, spurring to action</td>
<td>The boy was goading the toad gently with a stick to see if it would hop.</td>
</tr>
<tr>
<td>swath page 16</td>
<td>-a = /ah/ blend</td>
<td>path, usually of a storm or something destructive</td>
<td>The hurricane left a swath of destruction as it ripped along the street.</td>
</tr>
<tr>
<td>collapsed page 20</td>
<td>base word + ending: collap(s)e + ed</td>
<td>fell down with force</td>
<td>The old roof collapsed from the weight of the snow after the blizzard.</td>
</tr>
<tr>
<td>partial page 20</td>
<td>-tial = /shul/ chunk: par-tial</td>
<td>incomplete, not total</td>
<td>There was only partial light, so Andre couldn't see well enough to read.</td>
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**Using the Targeted Skill (Introduction and Definition)**

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

  Let's make a few predictions. Imagine that a clear sky began to grow dark with clouds. What would you predict the weather might be like later? **Share your thoughts with your partner.** After partners share, ask a volunteer to share with the class.

  Now suppose that this afternoon when you go home, someone in your family is cooking and you smell fried chicken. What would you predict that you will have for dinner? **After partners share, ask a volunteer to share with the class.**

- Explain that predictions are guesses we have about the future that are based on information we already know. Point out that our previous experiences tell...
us that some things will happen. As an example, point out that our previous experiences with dark, cloudy skies tell us that rain is likely; when we see dark clouds, we think that it will probably rain.

- Explain that the things we predict will often happen, but sometimes they do not. Continue with the above examples to illustrate this.

**The things that we predict sometimes happen. But sometimes they don’t.** In the cloudy sky example, it could rain or the clouds could move on before the storm actually hits. In the fried chicken example, you might have fried chicken for dinner later tonight, or you might learn that someone is frying chicken for a friend and that you’re having spaghetti for dinner instead. The predictions that you made, however, were strong guesses because you’ve had a lot of experiences that support what you thought would happen. Cloudy skies often bring rain. What you smell cooking in the afternoon is usually what you will have for dinner that evening.

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

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

- Remind students that the things good readers predict don’t always turn out to happen.

- Display the following sentence and read it aloud. Do not reveal the other sentences on the blackline master at this time.

  **Blackline master provided.**

  Marco stood at the edge of the diving board and prepared to jump.

- Use **Think-Pair-Share** to have students tell what they predict, or what they think will happen next. Have students tell why they think so. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction (Marco will jump off the diving board.), and ask how many students think the same thing.

- Display the next sentence, and read it aloud.

  **Blackline master provided.**

  Marco jumped and landed in the pool.

- Use **Think-Pair-Share** to have students tell whether what they predicted actually happened. Point out that what students predicted actually happened. **Marco jumped off the diving board.**
Display the next sentence, and read it aloud.

As Julia jogged through the woods, she didn’t see the deep hole in the ground in front of her.

Again use Think-Pair-Share to have students make predictions about what they think will happen next. Have students tell why they think so. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction [Julia will fall in the hole.], and ask how many students think the same thing.

Display the following sentence, and read it aloud.

At the last second, Julia saw the hole and leaped safely over it.

Use Think-Pair-Share to have students tell whether what they predicted actually happened.

Point out that what students predicted didn’t actually happen. Point out that students used clues to make their prediction, so it’s surprising that Julia didn’t fall in the hole.

Explain that making predictions, and reading on to see what happens, makes stories interesting. Point out that readers often feel satisfied when their predictions are confirmed and surprised when they are not.

Tell students that they will make predictions as they read Prairie Belle, Belle of the Prairie this cycle. Pass out the Predicting Strategy Cards, and review the steps of prediction on the front of the cards. Point out that these steps will remind students to make predictions and read on to see what really happens.

Listening Comprehension

Tell students that in Prairie Belle, Belle of the Prairie they will read about a girl who lives on the prairie with her father. Ask students if they are familiar with prairies. If not, explain that prairies are large areas of open land, mostly flat but sometimes with low hills. Prairies usually have tall grasses and very few trees.

Explain that previewing a story and thinking about what might happen in it is one kind of prediction.

Preview the text with students. Point out that there isn’t enough information to make a prediction about what the story might be about.

Tell students that you are about to read chapter 1 aloud. Explain that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and if you can you will make a prediction. Explain that at the end of the passage, you will make a final prediction and write it down.
Read pages 3 and 4 to students, using a Think Aloud after each page to model your thoughts, as shown in the examples that follow.

**Chapter 1**

My name is Prairie Belle Burney. That’s because when I was born, back in 1882, my father said I was the prettiest thing he’d ever seen. He said I was the “belle of the prairie” and named me so.

My father was a farmer, and my family lived off the land. I say family, but it was only just Pa and me. My mother had passed when I was very little, so little that I don’t remember her at all. Pa had a sepia-tone photograph of her on the mantle in his bedroom. Whenever he’d look at that picture, he would smile a dreamy smile like Ma was right there in the room with him. Sometimes at night I’d sit by Pa’s feet as he rocked in his chair and told stories about my mother. I’m sure he missed her, but he kept her alive through his stories. And that’s how I came to know my mother, too, through Pa’s stories.

We had nearly everything we needed right there on our farm. Sometimes we’d go into town, but not very often—only to buy supplies like salt, lard, and iron farm tools. I liked going into town because my father usually bought me something special. A peppermint stick from the candy shop, a shiny ribbon from the dressmaker—nothing terribly large. Pa would also sell some of his crops whenever we’d go into town. That’s how we bought seed for the next year’s planting or fabric for our clothes. If there was any money left over, we’d set it aside for lean times. Although we didn’t have much to spare, most years Pa and I had it pretty good.

But I remember one summer when things were different. We hadn’t gone into town for awhile. There hadn’t been many crops. You see, if you want to grow green vegetables, waving yellow wheat, and tall stalks of corn, you need rain. But the skies had gone dry, and so had the prairies. Pa tried to keep the crops alive with water from the well, but the well had begun to run dry too. There was barely enough water to drink, much less to shower on the thirsty crops.

Every morning when the rooster crowed, Pa would go outside to tend to the garden, slop the hogs, and see how Big Nellie, our only cow, had fared overnight. When I awoke, I’d go and help him. As he rubbed the dry cornhusks between his fingers, I’d see the worry in his eyes.

“You scared, Pa?” I’d ask.

He’d always put on a show of bravery. “No, Prairie Belle, I ain’t worried. The land always provides, and she always will.” But I could tell he didn’t really mean the things he said. I reckon he just didn’t want to worry me.

So I’d go back into the simple cabin that we called home. I’d make breakfast for Pa. I’d see the dwindling supplies of water and cornmeal. I was worried, but I trusted my pa more than I trusted anyone else, and I just hoped he’d figure something out. But it was scary when the scoop-spoon scraped the bottom of the cornmeal barrel, and when there were only a few ladlefuls of water left in the bucket from the well. After a while, I began to see that things weren’t getting much better. They were only getting worse.
Read page 3 aloud. **This page told me a bit about the setting of the story and the main characters, Prairie Belle and Pa. But it didn’t give me much information about what might happen. So I can’t really make a prediction at this point.**

Read page 4 aloud. **There seems to be a drought that is causing problems for Prairie Belle and her father. Food is running low. I predict that they’re going to run out of food sometime soon.** Write and display this prediction on chart paper, and write “page 4” next to it.

- Point out that you used a clue from the story, that food is running low, to make your prediction.

### Preview Team Talk

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

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<td>1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)</td>
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<tr>
<td>2. What is unusual about the morning on which the story takes place?</td>
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<tr>
<td>3. How does making coffee remind Prairie Belle that she and Pa are running out of supplies?</td>
</tr>
<tr>
<td>4. Which definition best fits the word <em>stand</em> in the phrase “stand of dogwood trees” on page 6?</td>
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</table>
  a. tolerate
  b. lack
  c. cluster
  d. rise

Explain why.

- 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:
  page 5 aloud with partners.
  pages 6 and 7 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Talk
1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|
   (Answers will vary.) 100 points = I predict that Big Nellie is dead. The clues I used to make this prediction were events and details in the story. I know Prairie Belle and Pa have one cow, and they milk her every morning. Pa looks troubled and keeps Prairie Belle from looking at the corral. The milk bucket is empty. Pa says he has bad news. These all make me think she died. 90 points = I predict that Big Nellie is dead. The clues I used to make this prediction were events and details in the story. I know Prairie Belle and Pa have one cow, and they milk her every morning. The milk bucket is empty, and Pa has bad news. 80 points = Big Nellie is dead. The milk bucket is empty, and Pa has bad news.
Team Talk continued

2. What is unusual about the morning on which the story takes place? |ST|
   
   **100 points =** The morning on which the story takes place is unusual for a couple reasons. Prairie Belle can’t sleep, so she wakes up earlier than usual. She also can’t find Pa outside in the garden, where he usually is in the morning. **90 points =** The morning on which the story takes place is unusual for a couple reasons. Prairie Belle can’t sleep, so she wakes up earlier than usual, and she can’t find Pa. **80 points =** Prairie Belle wakes up earlier than usual and can’t find Pa.

3. How does making coffee remind Prairie Belle that she and Pa are running out of supplies? |CE|
   
   **100 points =** Making coffee reminds Prairie Belle that she and Pa are running out of supplies because the coffee scoop scrapes against the bottom of the coffee jar. There isn’t much coffee left in the jar. **90 points =** Making coffee reminds Prairie Belle that she and Pa are running out of supplies because the coffee scoop scrapes against the bottom of the jar. **80 points =** The coffee scoop scrapes against the bottom of the jar.

4. Which definition best fits the word **stand** in the phrase “stand of dogwood trees” on page 6? |CL|
   
   a. tolerate
   b. lack
   c. cluster
   d. rise
   
   **100 points =** I think it means cluster because Prairie Belle describes a stand of trees that she walks around. It seems as though she is walking past a group or cluster of trees. **90 points =** I think it means cluster because Prairie Belle describes walking past a group or cluster of trees. **80 points =** Prairie Belle describes walking past a group of trees.

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

**Class Discussion TP**

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

**Strategy-Use Discussion**

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

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

Team Talk Extenders

- Life seems to be hard on the prairie. Do you think you would enjoy living there around the time Prairie Belle and Pa do? Why or why not?
- Prairie Belle lives on a farm. Do you think you could live on a farm and take care of farm animals? How do you think your responsibilities would be different from taking care of a pet, such as a dog or cat?
- 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 chopply, and finally without expression to show a lack of fluency skills.
- 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.

<table>
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<th>Team Celebration Points</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>- How many points did you earn today?</td>
</tr>
<tr>
<td>- How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
<td>- How can you earn more points?</td>
</tr>
</tbody>
</table>
ACTIVE INSTRUCTION
Timing Goal: 30 minutes

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

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

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

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

How does Prairie Belle know they need more supplies?

Listening Comprehension

Tell students that you are about to read chapter 3 aloud. Remind students that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Remind students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the chapter, you will make a final prediction and write it down.

Read pages 8 and 9 to students, using a Think Aloud after every page to model your thoughts, as shown in the examples below.

Chapter 3

I knew that when Pa spoke, what he had to say was important, so I straightened my shoulders and said, “Go ahead, Pa. I’m ready.”

“Well, you know we’ve had a real hot and dry summer ‘round these parts,” Pa said. I nodded. “So it’s been mighty stressful on Big Nellie. I reckon she’s been getting up there in years. I had her before you were born you know. I’ve been so worried about the health of our farm that I missed signs that Big Nellie wasn’t healthy herself. I didn’t notice that she’d lost her appetite and couldn’t shake a nasty cold. I got distracted and just didn’t see it. Belle, I’m sorry, but Big Nellie died last night. I came out here early this morning to milk her and there she lay.”

I couldn’t help it. Tears sprang to my eyes. Big Nellie was part of the family, even though she was just a cow. I used to come out to the corral when something was bothering me. I’d tell Big Nellie about it, and she’d just listen. She’d never disagree. She’d never argue. And now she was gone.

“What are we going to do, Pa?” I asked. “How are we going to get milk?”

Running out of milk was a concern for everyone living on the prairie. I’d hear stories in town about people trying to survive without milk. They wouldn’t get the vitamins they needed, and they’d become sick and weak. Pa used to tell me, “Drink your milk, Belle, so your bones will be strong.” And now our source of milk was gone.

Pa looked up at the empty sky and kicked a dirt clod with his boot. He was silent for a long time. When at last he spoke, it was with a sigh. “Well, I reckon I may have enough money saved up from last season to get us a new cow, though I ain’t sure. Problem is, Tom Ford’s ranch is about two days’ ride away. I’d be gone for quite a while.” He looked hard at me. “Belle, you figure you can hold down the fort while I’m gone?”

(continued on next page)
Pa had left me alone a couple of times before, but never for longer than a day. The prospect was at once frightening and exciting. As a prairie girl, I knew how to feed myself, keep house, and tend to the garden. I’d done it all before.

But on the other hand, what would I do if something bad happened? There’d be nobody to take care of me. We didn’t have any neighbors, not way out in the middle of the prairie. There was no place I could go for help. But still, I knew that we needed another cow. Pa would have to go. And I would have to stay behind.

“Sure, Pa. I can handle it. Let’s have some breakfast, and then you’d best be on your way.”

We walked back to the cabin hand in hand. I don’t know what Pa was thinking about, but my mind was racing with thoughts of being alone for the next few days.

At the cabin, I fixed up eggs and bacon for us. Pa made a list of chores that he wanted me to take care of while he was gone. He wanted me to water the wheat crops with whatever water remained in the well. He wanted me to keep the cabin clean and tend to the garden. We finished breakfast. As I cleaned the dishes, I heard Pa packing his bags.

Read page 8 aloud. **Big Nellie has passed away. Pa and Prairie Belle need to have milk. I predict that Pa will come up with a plan to get another cow.**

Read page 9 aloud. **I know that Pa wants to get another cow, and he’s packing his bags. I predict that he’s going to leave for the Ford ranch to get a new cow.** Write and display this prediction on chart paper, and write “page 9” next to it.

- Point out that you used a clue from the story, that Pa is packing his bags, to make your last prediction.
- Point out that students should write new predictions at the end of the passage. Remind students to include the clues from the text that they used to make the predictions.

**Preview Team Talk**

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) [PR]

2. How does Prairie Belle feel when Pa leaves? [CH]

3. What is the **first** thing Prairie Belle does when her father leaves? [SQ]

4. The mood at the end of this passage is— [MD]
   a. nervous.
   b. peaceful.
   c. worried.
   d. unhappy.

**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:
  - page 10 aloud with partners. [SR]
  - pages 11 and 12 silently.

- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion** **TP**

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

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. [SR]

- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.
### Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)  
   
   (Answers will vary.) **100 points** = I predict that Prairie Belle will have a peaceful day. I used events in the story to make my prediction. So far, Prairie Belle is having a good day. The weather is nice, and she has cleaned the cabin. She is eating lunch and taking a break. She isn’t scared about being alone. **90 points** = I predict that Prairie Belle will have a peaceful day. I used events in the story to make my prediction. So far, Prairie Belle is having a good day. The weather is nice, and she has cleaned the cabin. **80 points** = Prairie Belle will have a peaceful day. The weather is nice, and she has cleaned the cabin.

2. How does Prairie Belle feel when Pa leaves?  
   
   **100 points** = When Pa leaves, Prairie Belle feels both excited and scared. She is excited that she’s going to take care of the cabin on her own, but she is also a little scared at the thought of being completely alone. **90 points** = When Pa leaves, Prairie Belle feels both excited to take care of the cabin alone and scared to be by herself. **80 points** = She is both excited and scared.

3. What is the first thing Prairie Belle does when her father leaves?  
   
   **100 points** = The first thing Prairie Belle does when her father leaves is begin her chores. She sweeps the cabin. **90 points** = The first thing Prairie Belle does is sweep the cabinet. **80 points** = She sweeps the cabin.

4. The mood at the end of this passage is—  
   a. nervous.  
   b. peaceful.  
   c. worried.  
   d. unhappy.

### Class Discussion

- 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.

#### 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.
- 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.

### Think-and-Connect Discussion

**Team Talk Extenders**

- Look at your prediction from day 1. Did what you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed.
- Do you think Prairie Belle is responsible enough to be left alone? How can you tell?
- Earlier, Prairie Belle said that since she is a prairie girl, she can feed herself, keep house, and tend to the garden. Do you think these are things you can do? Why or why not?

- Award team celebration points.

### Write-On Discussion

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

### FLUENCY IN FIVE

**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.

**Page 10 (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.

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**WORD POWER**

**Timing Goal: 10 minutes**

**Preparation:** Display the following words: aggressive, vehicle.

Direct students to the words you have displayed. Use Think-Pair-Share to have students identify a word that shares the same meaning, or almost the same meaning, as each word. Randomly select a few students to share. Accept reasonable answers. Aggressive: mean; vehicle: car.

Display the Word Treasure clue, two shells that look the same. Use Think-Pair-Share to have students identify the treasure (skill). Randomly select a few students to share.

---

Reveal the Word Treasure (skill).

**Word Treasure**

Synonyms are words that mean the same or almost the same. If you’re having trouble understanding a word meaning, look for a synonym with a similar meaning and then make connections between the words.
Write the word “disturb” on the board. Use **Team Huddle** to have students give a synonym for *disturb*, and use **Random Reporter** to select students to share responses. *Disturb: bother, annoy.*

- If desired, write the word “disturb” on one shell and “bother” on the other shell.
- Point out that knowing synonyms helps you improve your understanding of words.
- Tell students that words on their vocabulary list have synonyms. Remind students to look for these words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin.

**Teacher’s Note:** Accept reasonable responses for skill-practice and test answers; most words have more than one synonym.

### Skill Practice

<table>
<thead>
<tr>
<th>Write a synonym for each of the following words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. monarch  <em>king</em></td>
</tr>
<tr>
<td>2. stomach  <em>belly</em></td>
</tr>
<tr>
<td>3. shuddering  <em>shaking</em></td>
</tr>
<tr>
<td>4. bulge  <em>bump</em></td>
</tr>
</tbody>
</table>
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

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

6. Which of the following is something you might find *irritating*?
   a. the smell of freshly washed clothes
   b. a cool pool on a hot day
   c. songbirds singing in trees
   d. a mosquito buzzing in your ear

- 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.

<table>
<thead>
<tr>
<th>Building Meaning</th>
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<td>irritating</td>
</tr>
<tr>
<td>goading</td>
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<td>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?</td>
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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.
- 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
- 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.
- 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.

**Why is Prairie Belle going to be alone?**

### Listening Comprehension

Tell students you are about to read chapter 5 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next and then make a prediction. Also remind students that at the end of the passage you will make and write down a final prediction.

Read pages 14 and 15 to students, using a *Think Aloud* after each page to model your thoughts, as shown in the examples below.

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**Chapter 5**

Late that afternoon, after I’d finished a few more chores, I sat again on the porch in the rocking chair. Back and forth I rocked, back and forth, reading from my book. I was reading *Gulliver’s Travels* by Jonathan Swift. The hero, Lemuel Gulliver, had landed on a funny little island, the island of Lilliput, where the people were no taller than the heels of Mr. Gulliver’s boots. Imagine that!

As I read, I pretended that I was on the island of Lilliput. The tiny birds frolicking in the sycamore tree and the prairie dogs playing across the trail—these were my own tiny Lilliputians. Here I was, a visitor to their fascinating island. I got lost in my fantasy, and then I got lost in the story of Gulliver and his travels. I must’ve read for hours. The time flew by.

When at last I looked up, I scanned the sycamore tree for my own Lilliputian birds. But there were no birds in the tree. There were no prairie dogs in the field. There was no sign of life anywhere. Only me. Even the air was dead silent, except for the swirling of dust from a hot wind that blew from the west. The worst of it was the color of the sky. As I had been reading, the late afternoon sky had turned from a sunny blue to a sickening green. Dark clouds were forming on the horizon.

At first I thought that the clouds might bring some much-needed rain to the prairie. I hoped for that. But then I remembered something that my father had told me last season. “When the sky turns green in the summer, Belle,” he had said, “you must take cover. For it means one thing, and one thing only.” Tornado.

Fear gripped me. I closed my book. What was I to do? I knew I could not stay sitting in this rocking chair if a tornado was coming. But I could not move. The air grew darker and greener. The swirling dust from the wind grew thicker.

(continued on next page)
“Take cover, Belle!” I heard my father’s urgent voice in my head. With that, I leaped up from the chair.
The smell of the dust was overpowering. It choked me. I ran inside, slamming the door behind me. My heart was racing, and my pulse pounded in my ears. Tears welled up, but I brushed them away. I sat at the window, looking out at the swirling dust and the sickly green sky. The wind began to blow harder, shaking the cabin door, and sweeping dust in through the crack underneath it.
I ran across the kitchen and pushed the table against the door, bracing it. Would that work? I didn’t know. Then I stuffed a few wet dishrags underneath the crack of the door. The wind grew stronger. I looked out the window again.
And that’s when I saw it.

Read page 14 aloud. Dark clouds are forming. That usually means it’s going to rain. I predict there will be a storm.
Read page 15 aloud. The sky has turned green. Prairie Belle’s father has said that when the sky turns green, a tornado is coming. So I predict that a tornado is going to strike. Write and display this prediction on chart paper, and write “page 15” next to it.

- Point out that you used a clue from the story, that the sky has turned green, to make your last prediction.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they use to make the prediction.

Preview Team Talk

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

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<th>Team Talk</th>
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<tbody>
<tr>
<td>1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)</td>
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<td>2. How does Prairie Belle use figurative language to describe the tornado?</td>
</tr>
<tr>
<td>3. How much damage does the tornado do?</td>
</tr>
<tr>
<td>4. How can you tell Prairie Belle is scared during the tornado?</td>
</tr>
</tbody>
</table>
TEAMWORK
Timing Goal: 45 minutes

Partner Reading

- Explain, or review if necessary, the Partner Reading routines for strategy use
  with sticky notes before having students read and restate:
  page 16 aloud with partners.
  page 17 silently.
- If some partners finish reading ahead of their teammates, have them take
  turns rereading the pages designated for Fluency in Five.

Team Discussion

- 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.
- Remind students that they will need to prepare each team member to
  discuss the team’s strategy use, Write-On discussion, and Think-and-Connect
  discussion to earn team celebration points during Class Discussion.

Team Talk

1. Make a new prediction about the story. What clues did you use to make this
   prediction? (Write-On) |PR|
   (Answers will vary.)
   **100 points** = I predict that Prairie Belle will find that most of her family's farm is destroyed by the tornado. I used events in the story to make this prediction. I know the tornado passed right by the cabin. Even though it didn't destroy the cabin, it probably destroyed most of the farm.
   **90 points** = I predict that Prairie Belle will find that most of her family's farm is destroyed by the tornado. I used events in the story to make this prediction. It must have passed through the farm.
   **80 points** = Most of the farm will be gone because of the tornado. It must have passed through the farm.
2. How does Prairie Belle use figurative language to describe the tornado?  

**100 points =** Prairie Belle uses figurative language to describe the tornado by comparing the deafening roar it makes to the sound of a thousand trees falling or of a million waterwheels churning. She compares its sound to other sounds. **90 points =** Prairie Belle uses figurative language to describe the tornado by comparing the deafening roar it makes to other familiar sounds. **80 points =** She compares the sound it makes to other sounds.

3. How much damage does the tornado do?  

**100 points =** The tornado does a lot of damage. It uproots a large oak tree. It breaks the glass windows and shakes the cabin like there is an earthquake happening. A photograph falls off the wall. Furniture moves, and pots and pans crash to the floor. **90 points =** The tornado does a lot of damage. It uproots a large oak tree. It breaks the glass windows and shakes the cabin like there is an earthquake happening. **80 points =** It does a lot of damage to trees and to the cabin.

4. How can you tell Prairie Belle is scared during the tornado?  

**100 points =** I can tell Prairie Belle is scared during the tornado from her actions and feelings. She cries while the tornado blows past the cabin. When she climbs from under the bed, her knees are still shaking. She needs to hold onto the bed to stand up. When people are scared, they sometimes feel weak or shake. **90 points =** I can tell Prairie Belle is scared during the tornado from her actions and feelings. She cries while the tornado blows past the cabin. When she climbs from under the bed, her knees are still shaking. **80 points =** She cries, and her knees shake when she stands up.

- 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

<table>
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<td>Use Random Reporter to select two or three students to describe their team’s strategy use with the class.</td>
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<td>Award team celebration points.</td>
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### Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.

- Allow students time to discuss your questions.

- Use **Random Reporter** to select students to respond to your questions.

#### Team Talk Extenders

- Look at your predictions from days 1 and 2. Did anything else that you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed.

- Do you think Prairie Belle acts well during the tornado? How do you think you would have acted?

- The plains and prairies see a lot of tornadoes. Do you live in an area that gets severe storms and tornadoes? Describe the weather in your area.

- 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

**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.

**Page 10 (paragraphs 1 and 2) or 16 (paragraphs 1–4)**
Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

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

Assign individual fluency goals as needed, monitor practice, and assign scores.

Select two or three students to read the fluency section that they practiced for a score.

Award team celebration points. Remember to add individual scores to the teacher cycle record form.

WORD POWER TP
Timing Goal: 10 minutes

Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue that Captain Read More uses (two shells that are alike).

Have students look at the vocabulary list. Refer to the words irritating, shouldering, and collapsed. Use Think-Pair-Share to have students suggest synonyms for these words. Randomly select a few students to share. Irritating: annoying, bothering, angering; shouldering: carrying, supporting; collapsed: fell, crumbled, broke.

Remind students that many words have multiple synonyms to give shades of meaning.

Have students review the example sentences for these words on the vocabulary chart.

Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

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

Write a synonym for each of the following words.

1. criminal    thief
2. flee         escape
3. glitter      sparkle
4. mutt         dog

Building Meaning

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<th>replenish</th>
<th>shouldering</th>
<th>burnished</th>
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<tbody>
<tr>
<td>goading</td>
<td>swath</td>
<td>collapsed</td>
<td>partial</td>
</tr>
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5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

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

6. Which of the following is not something you might find irritating?
   a. an icy cold shower
   b. the smell of cookies baking
   c. a pebble in your shoe
   d. a ringing in your ear

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

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<td>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.</td>
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<td>- How many points did you earn today?</td>
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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. 
- 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
- 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. 
- Use Random Reporter to check the review.
- Open the Vocabulary Vault, and celebrate students’ words. Have each team record their Vocabulary Vault words on the team score sheet.
- Award team celebration points.

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

**What happens as the tornado goes past the house?**

**Listening Comprehension**

- Tell students that you are about to read chapter 7 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the passage you will make a final prediction and write it down.

- Read pages 18 and 19 to students, using a **Think Aloud** after each page to model your thoughts, as shown in the examples below.

**Chapter 7**

The kitchen was a disaster. Its windows had been blown out. Broken glass sparkled on the floor. The two chairs were upended. Pots, pans, skillets, and silverware were everywhere. One of the cupboard doors hung limply from a single hinge. Dust covered almost every surface. But bracing the door with the heavy kitchen table had worked. The table was still in place. The door was still shut tight. I could only imagine what damage the tornado would have caused if the door had not held.

Slowly I slid the table away from the door. Its thick legs made tracks through the grayish-brown dust on the floor. Then I opened the front door of the cabin and stepped outside. What I saw took my breath away. I sat down heavily on the porch steps. I felt a sob rising in my throat and I cried out, “Oh, no!”

The wooden barn was gone. The tornado had ripped right through it. All that remained were some smashed wooden planks that littered the yard and a few support beams scattered by the wind. I walked over to the pile of wood. Pa and I had worked so hard to build that barn! We had spent three long days cutting boards and nailing them together. And now it was gone.

The scene was one of complete ruin. Straw and hay were mixed in with the pile of wood. I sifted through the wreckage, looking for anything I could salvage. Under one plank I found a sack of grain. The wooden tether pole that Pa always used for Prince was lying on the ground. Pa’s everyday saddle, the one he used whenever he rode around the spread, was gone. So were all of the brushes and combs that he used to groom Prince. I was relieved that Prince hadn’t been in the barn during the tornado. He wouldn’t have made it. I found one of the halters that we used to walk him around and picked it up.

(continued on next page)
Then it hit me.

While I had been tucked safely inside the house under Pa’s bed, Pa had been out in the open. What could he have done against the fury of the storm?

“Pa!” I whispered urgently.

Read page 18 aloud. After reading this page, I don’t have enough information to make a prediction. I just don’t know what will happen next. So at this point I can’t make a prediction.

Read page 19 aloud. Prairie Belle’s father was out in the open during the tornado. He didn’t have shelter like Prairie Belle did. Unfortunately, I predict that Prairie Belle is going to learn that something bad has happened to Pa. Write and display this prediction on chart paper, and write “page 19” next to it.

- Point out that you used a clue from the story, that Pa didn’t have any shelter, to make your last prediction.
- Point out that students should write new predictions at the end of the passage. Remind students to include the clues from the text that they used to make the prediction.

Preview Team Talk

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

Team Talk

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

2. What scares Prairie Belle even more than the tornado? How can you tell? [CH]

3. How are Prairie Belle’s tears different when she sees Pa? [CC]
   a. They are tears of sadness.
   b. They are tears of pain.
   c. They are tears of joy.
   d. They are tears from allergies.

4. Do you think Pa is relieved to see that Prairie Belle is okay after the tornado? How can you tell? [DC]
TEAMWORK

Timing Goal: 45 minutes

Partner Reading  TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR
  - page 20 aloud with partners.
  - page 21 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.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

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

(Answers will vary.) 100 points = I predict that Pa will tell Prairie Belle about his trip and how he stayed safe from the tornado. The clues I used to make this prediction are events in the story. Prairie Belle wants to know what happened out on the prairie. Pa tells her that they will go inside because he has quite a story to tell. 90 points = I predict that Pa will tell Prairie Belle about his trip and how he stayed safe from the tornado. The clues I used to make this prediction are events in the story. Pa says he has quite a story to tell. 80 points = Pa will tell how he survived the tornado. He says he has a story to tell.
Team Talk continued

2. What scares Prairie Belle even more than the tornado? How can you tell? [CH]

**100 points =** The thought of losing her father scares Prairie Belle even more than the tornado. I can tell because she gets dizzy when she thinks of it and needs to sit down. She puts her head in her hands. She begins crying until she falls asleep from exhaustion. **90 points =** The thought of losing her father scares Prairie Belle even more than the tornado. I can tell because she gets dizzy when she thinks of it and needs to sit down. **80 points =** The thought of losing her father. She gets dizzy.

3. How are Prairie Belle’s tears different when she sees Pa? [CC]

   a. They are tears of sadness.
   b. They are tears of pain.
   c. They are tears of joy.
   d. They are tears from allergies.

4. Do you think Pa is relieved to see that Prairie Belle is okay after the tornado? How can you tell? [DC]

**100 points =** Yes. I think Pa is relieved to see that Prairie Belle is okay after the tornado. When he gets near the farm, he calls for her. When he gets to the house, he jumps off his horse and leaps on the porch to hug Prairie Belle. He asks her if she’s okay. He says he’s glad she’s safe. **90 points =** Yes. I think Pa is relieved to see that Prairie Belle is okay after the tornado. When he gets to the house, he jumps off his horse and leaps on the porch to hug Prairie Belle. **80 points =** Yes. He jumps off his horse and onto the porch to hug her.

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

Class Discussion [TP]

- Use Random Reporter to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.
Think-and-Connect Discussion

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

Team Talk Extenders

- Look at your predictions from days 1–3. Did anything else you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed.
- How do you think Prairie Belle’s father feels after leaving her in danger? Do you think he feels as though it was his fault? Why?
- Whom do you think was safer during the tornado, Prairie Belle at home or Pa out on the prairie? Why?

- Award team celebration points.

Write-On Discussion

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

FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Student Edition, page S-1

Page 10 (paragraphs 1 and 2), 16 (paragraphs 1–4), or 21
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**

**Timing Goal: 10 minutes**

Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms (two shells that look alike).

Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections between words; synonyms help us choose different words when we speak and write.*

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

**Preparation:** Display the Word Power Challenge.

The dog happily gnawed on the fresh bone his master gave him.

“Do you think you could mend the hole in my coat pocket?” Travis asked.

Use **Random Reporter** to have students read the sentences aloud and give synonyms for the underlined words. *Gnawed: chewed, chomped, nibbled; mend: fix, repair, patch.*

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.
Skill Practice

Write a synonym for each of the following words.

1. stroll  
   walk

2. eternal  
   forever

3. jersey  
   uniform

4. assemble  
   build

Building Meaning

<table>
<thead>
<tr>
<th>irritating</th>
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<tr>
<td>goading</td>
<td>swath</td>
<td>collapsed</td>
<td>partial</td>
</tr>
</tbody>
</table>

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

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

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

Before people had glass mirrors, they used burnished pieces of silver or other metals as mirrors.

- 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?
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, we learned that Pa survived the tornado out on the prairie. Today we will find out what happened.

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.

Prepare Students for the Test
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about predicting.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners’ assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.
TEST
Timing Goal: 20 minutes

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

TEAMWORK
Timing Goal: 30 minutes

Team Discussion

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.
- 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

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

BOOK CLUB

Timing Goal: 20 minutes

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

Team Celebration Points

| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | - How many points did you earn today? |
| - How well did you use the team cooperation goal and behavior? |
| - How can you earn more points? |

Access Code: gqtzgy
Comprehension Questions

Read page 22 of *Prairie Belle, Belle of the Prairie*, and answer the following questions. The total score for comprehension questions equals 100 points.

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

   20 points = One of my predictions was that Big Nellie was dead. This did happen in the story. Big Nellie was getting old, and the hot, dry summer bothered her. She had been sick for awhile. She died during the night.

   15 points = One of my predictions was that Big Nellie was dead. This did happen in the story. She had been sick for awhile. 10 points = I said Big Nellie was dead. She was because she had been sick for a long time.

10 points 2. The thought that scares Prairie Belle the most is—[CH]

   a. losing her father to the tornado.
   b. the tornado returning to the cabin.
   c. having to repair the barn.
   d. being by herself on the farm.

10 points 3. What did Pa do when he saw where the tornado was traveling? [CE]

   a. He turned around and raced home.
   b. He raced to Mr. Ford’s farm for help.
   c. He hid until the storm was over.
   d. He sat down and cried in fear.

20 points 4. What does Pa say is the most important thing after their ordeal? [PS]

   20 points = Pa says that the most important thing after their ordeal is that they are both alive and safe. He says they can always build a new barn.

   15 points = Pa says that the most important thing after their ordeal is that they are both alive and safe. 10 points = It’s more important that they are alive and safe.

20 points 5. Why do you think Pa will take Prairie Belle with him when he goes to get the new dairy cow? [DC]

   20 points = I think Pa will take Prairie Belle with him when he goes to get the new dairy cow so he knows she is safe. He didn’t know what was happening to her during the tornado. If she comes with him, he will know where she is and that she is safe with him. 15 points = I think Pa will take Prairie Belle with him when he goes to get the new dairy cow so he knows she is safe. 10 points = He will know she is safe.
6. Read the following passage, which is from another Prairie Belle story. Make a prediction about what will happen next. Explain the clues you used to make your prediction. [PR]

One November, I awoke to a beautiful snowy morning. Drifts piled against the cabin, high as the windows. I jumped out of bed and put on my warmest clothes. I found my mittens, scarf, and coat and put them on. I raced to the kitchen door.

20 points = I predict that Prairie Belle will run outside to play in the snow. She dresses warmly. I know that people get excited when they see snow. Kids enjoy playing in the snow. She seems excited, and there is a lot of snow to play in. 15 points = I predict that Prairie Belle will run outside to play in the snow. She dresses warmly. I know that people get excited when they see snow. 10 points = Prairie Belle will play in the snow. She is excited when she sees it and dresses warmly.

Word Power

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

Skill Questions

Write a synonym for each of the following words.

5 points 1. snooze  sleep
5 points 2. shrub  bush
5 points 3. drain  empty
5 points 4. convert  change

Building Meaning

<table>
<thead>
<tr>
<th>irritating</th>
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<td>goading</td>
<td>swath</td>
<td>collapsed</td>
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</tr>
</tbody>
</table>

10 points 5. Write a meaningful sentence for the word replenish.

10 points = Alana went outside to replenish the birdfeeder with seeds and dried fruit after the birds ate everything. 5 points = Alana went outside to replenish the birdfeeder with seeds and dried fruit. 1 point = Alana went outside to replenish the birdfeeder.

10 points 6. “If you keep goading that old dog, he might growl at you,” Mr. Rafferty warned.
7. Mrs. Ahern suffers from partial blindness, so while she can see really large objects, she needs a cane to feel for small ones in her path. Partial means—
   a. complete.
   b. total.
   c. incomplete.
   d. whole.

8. The strong farmers were used to shouldering large bags of seeds to bring them out to the fields.

9. The twin boys left a swath of destruction through the house when they came in from playing outside. Swath means—
   a. cloth.
   b. hole.
   c. truck.
   d. path.

10. The house of cards collapsed when a slight breeze blew by it.

11. The burnished candlesticks reflected the soft glow of the candles on the table. Burnished means—
    a. dull.
    b. polished.
    c. muddy.
    d. gray.

12. The moth was really irritating me because it was making the light flicker as it fluttered around it.
ACTIVE INSTRUCTION
Timing Goal: 25 minutes

Set the Stage
- Introduce the writing goal.

Today you will write a journal entry as if you were a child living on the prairie, just like Prairie Belle. You learned a little bit about life out on the frontier this cycle, including what some farm chores would have been and difficulties faced by farmers on the prairie. Imagine that you lived on a farm back in the 1890s. What might you write in your journal? You will share your journal entries with your classmates.

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

Build Background
- Introduce the activity, writing a journal entry.

Have you ever wanted to write about the events of the day or your feelings? If you have, you could use a journal to record your thoughts. Journals are good ways to write about your daily life and important events. People have been keeping journals for hundreds of years. Sometimes journals have taught us about the past and how people lived. We have learned a lot about life in the past from people who kept journals. If Prairie Belle had kept a journal, you would have learned a lot about life on a prairie farm in the late 1800s. That is what you will write about today.

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

Access Code: jkhntd
December 17, 1773

Dear Journal,

There is a great amount of excitement and buzz in Boston today! I learned from our cook that a mob of men who oppose the king’s taxes stormed the British ships and dumped all the tea into the harbor. Mrs. Grable said some of the men dressed as Indians to disguise themselves. I asked Mother if I could go down to the harbor to see for myself, but she said I must do my chores first.

I hopped to it, for I heard there was still a crowd lingering around the harbor, waiting to see what the governor would do in response to the protest. I rushed outside with the bucket to pump water for boiling and cleaning. Then I went back outside to cut enough firewood to keep the kitchen fire hot for the day. I thought myself nearly done, but Mother had two more tasks for me. First, she wanted me to bring a freshly baked loaf of bread and some apples to Mrs. Cheshire down the lane, for she was feeling ill. Then, she wanted me to bring a letter to Uncle William to the post boys for delivery to Connecticut.

After that, she said I could stop at the harbor and find out all the news about the tea party, as Mrs. Grable called it. It was all very exciting, and I felt grown up to be among the people discussing last night’s events. My family was itching to hear my news when I got home for dinner. ’Tis very exciting and frightening to think about the future of our colonies if the people grow more weary of British taxes.

Until tomorrow,

George

Use Think-Pair-Share to have students identify during what time in American history this journal entry was written. This was written during colonial times. This was written after the Boston Tea Party occurred.

Use Team Huddle to have students identify what they learned about George from his journal entry. Use Random Reporter to select students to share. I learned that George has to do chores each day. He has to get water from a pump outside. He has to cut firewood for the kitchen fire. He has to bring some food to a sick neighbor. He has to bring a letter to the post boys so it will be delivered to his uncle.

Point out to students the language used in the journal entry.

The language you use in your journal entry is very important. You are supposed to write your journal entry from the perspective of a child in the late 1800s. Do you think children in the late 1800s spoke the same way you speak today? Wait for students’ responses. Right! It is true they may have spoken English, and that you would have understood each other, but they would not use the same slang as you. You might say something that is good is cool or awesome. To a child in the late 1800s, the word cool would probably only describe temperature, and the word awesome would describe something’s size or power. Does George’s journal entry...
have any modern slang in it? Wait for students’ responses. No. It does not have modern slang. George does use words you might not normally use today. For example, George describes an ill neighbor. The word ill means the same thing as sick, but today, you are probably hear someone describe himself or herself as sick rather than ill. Keep this information in mind as you write your journal entries.

- Explain to students that a journal entry is similar to a friendly letter.

The format for a journal entry is similar to a friendly letter. You can think of a journal entry as a letter to yourself. It should have a date at the top so you can remember when an event happened. Many people write a greeting in their journal, such as “Dear Journal.” Then there is the body of the entry, where you write your information. After that, many people write a closing, as if saying good-bye to their journals until the next time they write. A journal entry should always be signed with your name.

- Tell students that they will write a journal entry about their daily life on the prairie.

ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are a child living on the prairie in the late 1800s and will write a journal entry about your daily life.

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

This cycle, you learned about life on a late-1800s prairie farm from Prairie Belle. Imagine that you live on a farm similar to Prairie Belle's. What do you think your life would be like? What kinds of chores or work would you do on the farm? What would you do for fun? Write a journal entry about a typical day on the farm. Describe at least three chores or different jobs you did that day, and at least one thing you did for fun. Remember that your journal should use slang or language appropriate for the late 1800s. Your journal entry should be in the correct format (date, greeting, body, closing, and a signature).

Scoring Guide

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>25</td>
<td>You wrote a journal entry as a child living on a prairie farm in the late 1800s.</td>
</tr>
<tr>
<td>15</td>
<td>You describe at least three chores or jobs you did on the farm that day, and at least one thing you did for fun.</td>
</tr>
<tr>
<td>10</td>
<td>Your journal is written in language appropriate for the late 1800s.</td>
</tr>
<tr>
<td>5</td>
<td>The journal is written in the correct format (date, greeting, body, closing, and a signature).</td>
</tr>
</tbody>
</table>

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

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

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.

- Use Think-Pair-Share to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.

- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

**Sample Graphic Organizer**

- woke up early to help birth a calf
- led the cows out to pasture
- worked on my first quilt
- helped Momma bake bread

**July 15, 1895**

**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to think about how they would speak and write in the late 1800s.

*Remember that you are supposed to use language that is appropriate for the late 1800s. That means you need to think about how you would have spoken and written back then. You would not use modern slang or even modern definitions of words you commonly use today.*
Have students turn to pages 10 and 11 in their texts. Have students work in teams to scan the page for examples of language that Prairie Belle or Pa use that seem appropriate for the late 1800s. Use Random Reporter to have students provide examples from the text. Prairie Belle says the word reckon, which seems old fashioned. Pa says he is “right proud” of Prairie Belle. People do not usually say it that way. Prairie Belle says the word ain’t, which is old fashioned. We are taught now that ain’t is not a proper word.

Tell students they should use their text as a reference for writing their journal entries.

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.

Ask students to share and respond with their partners.

Using the chart in the student routines, review how to make revisions.

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.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
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<tbody>
<tr>
<td>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.</td>
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<td></td>
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<td></td>
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</tbody>
</table>
Marco stood at the edge of the diving board and prepared to jump.

Marco jumped and landed in the pool.

As Julia jogged through the woods, she didn’t see the deep hole in the ground in front of her.

At the last second, Julia saw the hole and leaped safely over it.
December 17, 1773

Dear Journal,

There is a great amount of excitement and buzz in Boston today! I learned from our cook that a mob of men who oppose the king’s taxes stormed the British ships and dumped all the tea into the harbor. Mrs. Grable said some of the men dressed as Indians to disguise themselves. I asked Mother if I could go down to the harbor to see for myself, but she said I must do my chores first.

I hopped to it, for I heard there was still a crowd lingering around the harbor, waiting to see what the governor would do in response to the protest. I rushed outside with the bucket to pump water for boiling and cleaning. Then I went back outside to cut enough firewood to keep the kitchen fire hot for the day. I thought myself nearly done, but Mother
had two more tasks for me. First, she wanted me to bring a freshly baked loaf of bread and some apples to Mrs. Cheshire down the lane, for she was feeling ill. Then, she wanted me to bring a letter to Uncle William to the post boys for delivery to Connecticut.

After that, she said I could stop at the harbor and find out all the news about the tea party, as Mrs. Grable called it. It was all very exciting, and I felt grown up to be among the people discussing last night’s events. My family was itching to hear my news when I got home for dinner. ’Tis very exciting and frightening to think about the future of our colonies if the people grow more weary of British taxes.

Until tomorrow,
George
Title: Prairie Belle, Belle of the Prairie

Characters:

Prairie Belle Burney
Pa

Setting:

Where: the farm on the prairie

When: late 1800s, summer

Problem:

There has been no rain in the prairie, and supplies are running low.

Event:

Belle looks for Pa, but she can’t find him.

Event:

Belle finds Pa, but he has bad news. Their milking cow, Big Nellie, has died.

Event:

Pa leaves for Tom Ford’s ranch to buy a new cow. He leaves Prairie Belle home alone.

Event:

Belle sees the sky turn green and realizes a tornado is coming. She hides from the storm under a bed. Belle sees the damage done to the house. The barn is gone, and she tries to salvage things from the wreckage. She worries about Pa.

Solution:

Pa returns safely. Belle tells him about the barn, but he tells her that all that matters is that they are both still alive. Belle realizes she can survive anything.
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.

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<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
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<td>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
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<td><strong>Text Types and Purposes</strong></td>
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<td>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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INFORMATIONAL (8 DAY)

Predicto Gets a Clue!

The Savvy Reader—Predicting, A Collection of Readings, pages 25–38
Success for All Foundation, 2011

Summary

Adam, Elinor, Amy, and Daniel, the students in the DVD Predicto Gets a Clue! will vote on the destination of their class trip. Their choices are the Maryland Science Center or the ship the USS Constellation. But how will they know which location will be more interesting and fun to visit? Perhaps they’ll find out by reading the brochures that their teacher gave them.

“But this is an informational text,” Daniel says, “and I think informational text is hard to read.”

So the friends devise a plan; they’ll consult The Incredible Predicto, a prognosticator who claims he can predict the content of any informational text. Surely Predicto will be able to predict the content of the brochures.

But it turns out that Predicto is not as incredible as he claims. He doesn’t have a predicting strategy; he doesn’t even have a clue! So the friends decide to try making predictions themselves.

Will they find clues in the text that give them ideas about the content? Will the clues help them access their background knowledge of the subject? Will predicting help them read and understand the brochures? Will Predicto actually learn how to predict? We predict that your students will learn the answers to these questions—and how to use the predicting strategy to enhance their reading comprehension—by watching Predicto Gets a Clue!

Instructional Objectives

<table>
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<th>Predicting (PR)</th>
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<tr>
<td><strong>CYCLE 1</strong></td>
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<tr>
<td>Students will learn that predicting—using their background knowledge and clues in the text to develop ideas about what’s ahead—can improve their understanding of informational texts.</td>
</tr>
</tbody>
</table>

Teacher’s Note: Predicto Gets a Clue! is an eight-day lesson cycle that focuses on the predicting strategy. It does not follow the standard structure of Targeted Treasure Hunts.
Preparation

- You will need the Savvy Reader media DVD (print customers only), *The Savvy Reader—Predicting, A Collection of Readings* for each partnership, a Predicting Strategy Card for each partnership, and journals for writing activities.
ACTIVE INSTRUCTION
Timing Goal: 55 minutes

Success Review and Keeping Score

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

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team’s improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Tell students that the questions on the Student Test relate to predicting.

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

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

- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
Use the items below to build or activate background knowledge about the text.

- Use **Team Huddle** to have students discuss a time when they tried to guess something about the future. What did you try to guess? Why were you trying to guess it? Did you guess correctly? Use **Random Reporter** to select students to share.

- Use **Team Huddle** to have students think of any jobs that people have where they have to guess or make predictions about what will happen in the future. Use **Random Reporter** to select students to share.

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

**Using the Targeted Skill (Introduction and Definition)**

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

We’re going to learn a strategy called predicting that can help us read and understand informational texts. An informational text helps us learn about a subject by giving us information about it. When we predict, we use what we already know to make a logical guess about something that will happen in the future. We make predictions all the time. For example, suppose that when you left home this morning, the sky was completely cloudy and you heard a few rumblings of thunder. What might you predict about the weather today? I **might predict** that it’s going to rain or storm. Why would you make this prediction? Because of the clues—the cloudy sky and thunder—and my past experience with weather clues. From a weather forecast on television. How would predicting that it’s going to rain help you get ready for the day? I could **prepare for the weather**. I **might decide** to take an umbrella or wear a raincoat. How would you know if your prediction came true? I’d know if it rained or stormed. So—if what you expected to happen actually happened, you’d know your prediction had come true. Your prediction would be confirmed.

Good readers make predictions too. They look for clues in a text to give them ideas about what’s ahead. Thinking about the clues and making predictions helps them get ready to read. And that helps them understand a text and learn more from it.

**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.
Team Talk

1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS Constellation Museum and the Maryland Science Center?

2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?

3. Predicto’s predictions were just wild guesses. What could he have done to make his predictions more realistic?

4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

- Randomly assign team leaders.

- Introduce the video.

  We’re about to meet four students—Adam, Elinor, Amy, and Daniel—who have an exciting challenge. They have a chance to vote on where to go for their class trip. They have two choices: the Maryland Science Center or the ship the USS Constellation. To help them make the choice, their teacher, Mr. Thompson, gave the students information to read about each place. We have it too. The brochures are on pages 27–32 of A Collection of Readings. Mr. Thompson told the students that making predictions makes it easier to read and understand informational texts. And it makes it more fun. He even gave them these Predicting Strategy Cards. Hand out Predicting Strategy Cards. Let’s find out if predicting helps the four friends decide where to go on their class trip.

- Play “Part 1: Look for Clues” (7½ minutes).
TEAMWORK

Timing Goal: 35 minutes

Team Discussion

- 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.
- 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 did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS Constellation Museum and the Maryland Science Center?

   **100 points** = The teacher suggested that the students look at the brochures for the USS Constellation Museum and the Maryland Science Center so they could learn about each place and decide which one they wanted to visit for the class trip. **90 points** = The teacher suggested that the students look at the brochures so they could decide which one they wanted to visit. **80 points** = So they could decide which place to visit.

2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?

   *(Answers may vary.)* **100 points** = An informational text is a text that gives information or explains a subject. I think Daniel and other students find it hard to read informational texts because they don’t tell a story. They might not be as exciting to read as literature. **90 points** = An informational text is a text that gives information. I think Daniel and other students find them hard to read because they don’t tell a story. **80 points** = It gives information about a subject. They don’t tell a story and aren’t as exciting.
3. Predicto’s predictions were just wild guesses. What could he have done to make his predictions more realistic?

- **100 points** = Predicto could have used the predicting strategy, previewed the text, or looked for clues about what’s ahead to make his predictions more realistic.
- **90 points** = Predicto could have used the predicting strategy to make them more realistic.
- **80 points** = He could have used the predicting strategy.

4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

(Answers will vary.)

- **100 points** = I think the Predicting Strategy Cards will remind them to use the clues in the text to make a prediction. The cards will also remind them of the clues to look for in informational texts.
- **90 points** = I think the Predicting Strategy Cards will remind them to use the clues in the text.
- **80 points** = They will remind them to use clues.

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

Introduce Predicto’s Challenge. Use this activity to reinforce the concept of predicting what a text is about before reading it by using information in text features as clues.

**Predicto really needs a strategy to improve his predictions.** Let’s see if we can help him out. Turn to Predicto’s Challenge, and read it with me.
Read Predicto’s Challenge aloud.

Greetings, Ladies and Gentlemen,

By listening to Adam and his friends, I’ve learned that I should be using clues in the text to make my predictions. I wish I had one of those Predicting Strategy Cards so I could remember what the clues are. Anyway, I looked at the table of contents for *Outlaws of the Sea* and predicted what I think the topic of the text is.

- Look over the table of contents for *Outlaws of the Sea*, and make a prediction about the topic too.
- Compare predictions and clues with your partners.
- Write your predictions and clues in your journals.

Yours truly,
The Incredible Predicto

Monitor the partners’ discussions for understanding. Check to see that they are using clues to make their predictions, discussing predictions with one another, and writing their predictions and clues. Guide students to make logical predictions based on clues.

Have partners discuss their predictions and clues with their teammates. Monitor the discussions.

Use Random Reporter to review the team discussions. Accept logical predictions.

Award team celebration points.

Class Discussion

Ensure participation by calling on teams to share responses to all discussions.

Remember to add individual scores to the teacher cycle record form.

Introduce the strategy-use discussion by telling students they will talk about Predicto’s Challenge.

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Strategy-Use Discussion

- Use Random Reporter to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.
Think-and-Connect Discussion

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

Team Talk Extenders

Do you think making predictions about an informational text before reading will help you better understand the information in it? Why or why not?

Have you ever tried to predict what an informational text was about before? What was the text about? When you read the text, was your prediction right?

- Award team celebration points.

Write-On Discussion

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

- Summarize the lesson for students.

Adam, Elinor, Amy, and Daniel have a difficult choice to make. Should they vote to take a class trip to the USS Constellation Museum or to the Maryland Science Center? Reading the brochures their teacher gave them could help them make a choice. But the brochures are informational text, and Daniel thought they would be hard to read. So the friends decided to ask The Incredible Predicto to predict what the brochures are about. But Predicto wasn’t a very good predictor, was he? So the friends decided to try the predicting strategy themselves. They reviewed the steps on the front of the strategy card. Review the steps on the card. Next, they looked at the clues for informational text on the back of it. Review informational clues. They also agreed on the topic of the first brochure that they’re going to read. Who remembers what the topic is? The USS Constellation Museum. If the friends hadn’t told us the topic, what clues could we have used to predict it? Title, headings, pictures, captions, sidebars, and bold text are possible clues. Why do you think it helps us to know the overall topic, or subject, of a text? Once we know what the author intends to tell us about, then we can look for information about that topic as we read.
As the friends talked about predicting the topic of the *Constellation* brochure, somebody was eavesdropping on them. You know who—Predicto! I wonder if listening to them will help Predicto learn how to predict. We’ll have to keep watching the DVD to find out.

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<td>How many points did you earn today?</td>
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</tr>
<tr>
<td>How can you earn more points?</td>
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ACTIVE INSTRUCTION
Timing Goal: 55 minutes

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

Set the Stage
- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Strategy (Introduction and Definition)
- Use Think-Pair-Share to have students discuss using text features as clues. Randomly select a few students to share.

The four friends in the DVD are using text features as clues to help them make predictions. Who can give me an example of a text feature? Accept responses. I’d like you and your partner to look at this page from a magazine and see if you can pick out the text features. You can use your Predicting Strategy Card to remind you of the text features. List all the text features that students identify on chart paper. You’ve done a good job finding the text features on this page. Can you and your partner think of any other examples of text features? Make as long a list as possible, and post the list as a reminder.

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.
Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS Constellation Museum will learn about the ship and sailors?

2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)

3. How will Adam and Elinor find out if their predictions come true?

Introduce the video.

Today Adam, Elinor, Amy, and Daniel are going to predict what the brochure on the USS Constellation Museum is mostly about. I wonder which text features they will use as clues. Turn to the information about the USS Constellation, and have your Predicting Strategy Card handy as we follow along with them.

Play “Part 2: What’s it all about?” (3 minutes).

Award team celebration points.

TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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.

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 text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS Constellation Museum will learn about the ship and sailors?

- **100 points** = The text features Elinor used were the title, headings, such as “Welcome Aboard” and “A Sailor’s Day Begins,” the illustrations of the ship and sailors, and the sidebar with dates from the ship’s history to make her prediction. These are all things visitors will see or learn about on the ship.
- **90 points** = The text features Elinor used were the title, headings, such as “Welcome Aboard” and “A Sailor’s Day Begins,” the illustrations, and the sidebar.
- **80 points** = She used the title, headings, illustrations, and sidebar.

2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)

(Answers will vary.) - **100 points** = Yes. I agree with Elinor that the more clues you look for and think about, the better your predictions will be. When you look for clues, you might be reminded of something you know or read about before. The more clues you use, the more chances you have of making connections to things you already know.
- **90 points** = Yes. I agree with Elinor that the more clues you look for and think about, the better your predictions will be. When you look for clues, you might be reminded of something you know or read about before.
- **80 points** = Yes. I agree. When you look for clues, you might be reminded of something you know or read about before.

3. How will Adam and Elinor find out if their predictions come true?

- **100 points** = Adam and Elinor will find out if their predictions come true by reading the brochure.
- **90 points** = They will find out if their predictions come true by reading.
- **80 points** = They’ll find out by reading.

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

- **Predicting**

  1. **Think** what clues do I have about what might happen?
     - Titles
     - Headings
     - Bold text
     - Captions
     - Sidebars
     - Pictures
  2. **Predict** what will happen.
  3. **Explain** your clues.
  4. Can you **confirm** your prediction?

- Review the informational side of the Predicting Strategy Card.
Introduce Predicto’s Challenge. Use this activity to have students practice using clues to make predictions as they read and looking for information that confirms, disproves, or changes a prediction.

**Predicto has another challenge for us. Let’s read it.**

Read Predicto’s Challenge aloud.

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 26 is pirates. But what do you think we’ll learn about pirates?

- Using the clues, like the headings, illustrations, and captions, see if you can predict what the text will be mostly about—what you will learn about pirates.
- Compare predictions with your partners; then write the predictions and clues in your journals.

Good luck!
The Incredible Predicto

Monitor the discussions for understanding. Prompt students to use the clues to make logical predictions.

Have students discuss their predictions and clues with their teammates and explain why they made those predictions. What clues did they use? Monitor the discussions.

Use Random Reporter to review the teams’ discussions. Accept logical predictions.

Award team celebration points.

**Class Discussion**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto’s Challenge.

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<tr>
<td>- Award team celebration points.</td>
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</table>
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

Elinor and Adam make different predictions even though they see the same clues in the brochure. Why do you think they come up with different predictions?

Do you think it would be harder to make a prediction with only one or two clues on a page? Why or why not?

- Award team celebration points.

Write-On Discussion

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

- Summarize the lesson for students.

Elinor and Adam predicted what they think the brochure on the Constellation will be mostly about. They each had a different prediction, but they both used clues in the text to explain their prediction. We’ll have to wait until we read the brochure to see whose prediction comes true. It will be fun to find out, won’t it?

Team Celebration Points

| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | - How many points did you earn today? |
| - How well did you use the team cooperation goal and behavior? |
| - How can you earn more points? |
ACTIVE INSTRUCTION
Timing Goal: 55 minutes

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

Set the Stage
- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)
- Use Think-Pair-Share to have partners review the concepts of main ideas and supporting details. Randomly select a few students to share.

The students in the DVD, Adam, Elinor, Amy, and Daniel, are going to use clues in the text to predict the main ideas of part one of the brochure about the USS Constellation. Let’s think about what we know about main ideas. When you summarize, you identify the main ideas in a section of a text. What are main ideas? Think about that..., and then tell your partner. They're the author's most important points in a section of text.

How do you pick out an author's main ideas? What will the author usually provide to help you find the main ideas? The author will usually provide details to support the main ideas.

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.
Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS *Constellation*?

2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS *Constellation*?

3. Did you confirm Amy’s or Daniel’s predictions? Share the notes you and your partner made during your discussion. (Write-On)

4. Amy made a mind movie of the USS *Constellation*. Do you have a mind movie of the ship based on what you’ve read about it? Describe your mind movie. How do mind movies help you understand what you’re reading?

- Introduce the video.

  **Amy and Daniel are going to predict the main ideas in part 1 of the brochure about the USS *Constellation* Museum.** Have your Predicting Strategy Card handy. Let’s find out what Amy and Daniel predict and why. Do you think Predicto will eavesdrop on them so he can learn more about the predicting strategy? I think so too.

- **Play “Part 3: What’s Ahead in Welcome Aboard”** (4½ minutes).

  Stop the DVD as directed, and have students complete the activities that are presented. Press Play to continue playing the DVD. Predicto will ask partners to read part 1 of the USS *Constellation* brochure, to discuss what it’s mostly about, to decide whether they can confirm or deny Amy’s or Daniel’s predictions and explain why or why not, and to take notes of their discussions to share with their teams.

- Award team celebration points.
TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

<table>
<thead>
<tr>
<th>Team Talk</th>
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| 1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS Constellation?  

**100 points =** The clues Amy used to predict that part 1 would be about what there is to see on each deck of the USS Constellation were the headings “Starting at the Top” and “Ready, Aim, Fire” and the illustration that shows each deck of the ship. **90 points =** The clues Amy used to predict that part 1 would be about what there is to see on each deck of the USS Constellation were the headings and illustration. **80 points =** She used the headings and illustration. |
| 2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS Constellation?  

**100 points =** Daniel said he predicted that part 1 would tell them about what there is to do on the USS Constellation because he thought the word experience in the bold heading “Experience life aboard a 19th-century naval vessel,” meant that there would be things to do on board the ship. **90 points =** Daniel said he predicted that part 1 would tell them about what there is to do on the USS Constellation because he thought the word experience in the heading meant that there would be things to do on board the ship. **80 points =** He thought the word experience in the heading meant that there would be things to do on board the ship. |
Team Talk continued

3. Did you confirm Amy’s or Daniel’s predictions? Share the notes you and your partner made during your discussion. (Write-On)

(Answers will vary.)  
**100 points** = Yes, I can deny Daniel’s prediction. He said that part 1 would tell about the things visitors could do on board the ship. Part 1 tells about each deck of the ship and the work sailors did on each deck. It does not give information about what visitors can do when they visit the ship.  
**90 points** = Yes, I can deny Daniel’s prediction. He said that part 1 would tell about the things visitors could do on board the ship. Part 1 tells about each deck of the ship and what sailors did.  
**80 points** = I can deny Daniel’s prediction. Part 1 tells about each deck of the ship and what sailors did.

4. Amy made a mind movie of the USS Constellation. Do you have a mind movie of the ship based on what you’ve read about it? Describe your mind movie. How do mind movies help you understand what you’re reading?

(Answers will vary.)  
**100 points** = Yes, I have a mind movie of the ship. It is large and has tall masts rising out of the deck. Sailors had to climb the masts. The decks inside the ship seemed cramped and crowded. The ship had to have everything the sailors might need on board. Mind movies help me understand what I’m reading because they help me make a picture of what the text is describing. This helps me see where things are or what they might look like.  
**90 points** = Yes, I have a mind movie of the ship. It is large and has tall masts rising out of the deck. Sailors had to climb the masts. Mind movies help me understand what I’m reading because they help me make a picture of what the text is describing.  
**80 points** = It is large and has tall masts rising out of the deck. Mind movies help me see what the text describes.

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

Review the informational side of the Predicting Strategy Card as necessary.
Introduce Predicto’s Challenge.

Predicto has sent us another challenge. Read along with me.

Read Predicto’s Challenge aloud.

Greetings, Ladies and Gentlemen,

Finally, my luck is turning! I have a Predicting Strategy Card of my own! Outstanding! I used it right away to help me predict the main ideas of each part of the article on pirates. Why don’t you try that too?

• Look for clues.
• Make predictions about the main ideas of each part.
• Discuss your predictions and clues with your partners.
• Write your predictions and clues in your journal.
• Take turns reading each part to see if your predictions come true.
• Check off confirmed predictions.

Good luck!
The Incredible Predicto

Monitor the discussions for understanding. Are students sharing predictions, explaining clues, and finding information that confirms or departs from their predictions?

Have partners share their predictions and clues with their teammates and discuss whether they confirmed their predictions. Monitor the discussions for understanding.

Use Random Reporter to review the teams’ discussions.

Award team celebration points.

Class Discussion

Ensure participation by calling on teams to share responses to all discussions.

Remember to add individual scores to the teacher cycle record form.

Introduce the strategy-use discussion by telling students they will talk about Predicto’s Challenge.

Strategy-Use Discussion

– Use Random Reporter to select two or three students to describe their team’s strategy use with the class.

– Award team celebration points.
Think-and-Connect Discussion

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

Team Talk Extenders

Daniel’s prediction turned out to be wrong. Does that mean Daniel did not read the clues as well as Amy did? Why or why not?

Amy makes a mind movie to help her think about the USS Constellation. Have you ever made a mind movie when you read information or when a friend told you information? How did doing so help you understand what you read or were told?

- Award team celebration points.

Write-On Discussion

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

Summarize the lesson for students.

Today Amy and Daniel predicted the main ideas in part 1 of the USS Constellation Museum brochure. They also explained the clues they used to make those predictions. Then they read part 1 to see whether they could confirm their predictions. Predicting seems to be helping the four friends read and learn about the USS Constellation. What’s one interesting thing you’ve learned about the Constellation so far? Responses will vary.

Team Celebration Points

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ACTIVE INSTRUCTION
Timing Goal: 55 minutes

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

Set the Stage
- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)
- Use Think-Pair-Share to have students clarify words from the brochure. Write the following words on chart paper: “spar deck,” “nautical,” “watch,” “agility,” and “hammock.”

In the DVD, Daniel said that he thinks informational text is hard to read because it often has words that he doesn’t know. I agree with him. In fact, I found several words in part 1 of the brochure on the USS Constellation that I didn’t understand. I wrote them down. I’d like you and your partner to see if you can figure out what the words mean. You can use the brochure, which is on page 27 of your Collection of Readings, to help you. Ask your students what the words mean and how they figured them out. As a group, define any words that students can’t clarify with their partners.

Spar deck – top deck of a sailing ship (a spar is a pole used to support the rope rigging on a sailing ship); nautical – having to do with ships or sailors; watch – a term for a sailor’s work shift; agility – ability to move quickly, lightly, easily; hammock – a hanging bed made of canvas and rope.

Figuring out unfamiliar words, like these, makes it a lot easier to understand and enjoy what we read.

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.

Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?

2. Did Predicto’s prediction come true? Explain how you know.

3. Is it okay if a prediction doesn’t come true? Why do you think that? (Write-On)

Introduce the video.

Adam, Elinor, Amy, and Daniel are about to predict what part 2 of the *USS Constellation* brochure, *Ahoy, Matey!*, is mostly about. I’ll bet Predicto is going to ask you to make predictions too. So turn to part 2 of the brochure. Have your Predicting Strategy Card handy so you’ll remember the clues. You may need some sticky notes too, in case you run into any unfamiliar words.

Play “Part 4: What’s Ahead in *Ahoy, Matey!*” (7 minutes).

Have students complete the activities that are presented. Predicto will ask students to:
- look for clues and predict what’s ahead—the main ideas—in *Ahoy, Matey!*
- compare predictions and clues;
- read *Ahoy, Matey!* to see if they can confirm their predictions with their teams;
- explain why they can or cannot confirm their predictions;
- discuss their predictions about part 2, the clues they used, and whether they confirmed their predictions; and
- check off confirmed predictions.

Award team celebration points.
TEAMWORK
Timing Goal: 35 minutes

Team Discussion

- 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.
- 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. Predicto is actually learning to use clues! What clues helped him to predict that Ahoy, Matey! would be about what the sailors did to relax?

   **100 points** = The clues that helped Predicto predict that Ahoy, Matey! would be about what sailors did to relax were the heading “At Ease,” his background knowledge of the word relaxation, his background knowledge of the phrase “at ease,” and the illustration of the sailor relaxing in his hammock.  
   **90 points** = The clues that helped Predicto predict that Ahoy, Matey! would be about what sailors did to relax were the heading and his background knowledge of the word relaxation.  
   **80 points** = The heading and his background knowledge of the word relaxation helped him.

2. Did Predicto’s prediction come true? Explain how you know.

   **100 points** = Yes. Predicto’s prediction was partly correct. He predicted one of the main ideas. He predicted that the section would tell about what sailors did to relax. He did not predict that part 2 would tell us what a day was like for the sailors and the kinds of jobs they had.  
   **90 points** = Yes. Predicto’s prediction was partly correct. He predicted one of the main ideas. He did not predict that part 2 would tell us what a day was like for the sailors.  
   **80 points** = His prediction was partly correct. He didn’t predict all the main ideas.
Team Talk continued

3. Is it okay if a prediction doesn’t come true? Why do you think that? (Write-On)

(Answers will vary.) **100 points** = Yes. It is okay if a prediction doesn’t come true. You make a prediction based on clues. You make a logical guess about the clues. Sometimes your guess isn’t correct. It’s okay to be surprised. **90 points** = Yes. It is okay if a prediction doesn’t come true. You make a prediction based on clues. **80 points** = You make a prediction based on clues, so it’s okay if they surprise you.

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

![Predicting Strategy Card]

**Informational**

1. **Think:** What clues do I have about what might happen?
   - Titles
   - Headings
   - Bold text
   - Captions
   - Sidebars
   - Pictures

2. **Predict** what will happen.

3. **Explain** your clues.

4. Can you **confirm** your prediction?

- Review the informational side of the Predicting Strategy Card as necessary.
- Introduce Predicto’s Challenge.

**Predicto has sent us another challenge. Let’s read it to find out what he’s up to today.**

- Read Predicto’s Challenge aloud.

---

Greetings, Ladies and Gentlemen,

A customer at the fair paid me 25 cents to predict the main ideas of parts 1 and 2 of the article *Sunken Treasures*. Once again, it’s a nautical theme. But that’s the only hint I’m going to give you. Test your powers of prediction!

- Using the text features as clues, predict the main ideas of parts 1 and 2.
- Compare predictions and clues with your partners.
- Write the predictions and clues in your journals.
- Then take turns reading parts 1 and 2 to see if you can confirm your predictions.
- Check off confirmed predictions.

Good luck!

The Incredible Predicto
Monitor the discussions for understanding. Are students using clues to make logical predictions? Are they using information in the text to confirm their predictions? Do they recognize when information departs from or changes a prediction?

Have partners compare their predictions and clues with their teammates. Did they confirm their predictions? Why or why not? Monitor the discussions.

Use Random Reporter to review the teams’ discussions.

Award team celebration points.

### Class Discussion

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto’s Challenge.

### Strategy-Use Discussion

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

### Think-and-Connect Discussion

<table>
<thead>
<tr>
<th>Team Talk Extenders</th>
<th>What clues could Predicto have used to correctly predict all the main ideas in part 2?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do you think it’s better to make a wrong prediction based on clues and logical guesses than to make a wrong prediction by making a wild guess? Why?</td>
</tr>
</tbody>
</table>
- Allow students time to discuss your questions.
- Use Random Reporter to select students to respond to your questions.
- 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.
- Award team celebration points.
Summarize the lesson for students.

Just like Adam, Elinor, Amy, and Daniel, you did a good job making predictions about *Ahoy, Matey!* And you read the section to find out whether you could confirm your predictions. Who can tell me about a teammate’s prediction that was different from yours? Did your prediction or your teammate’s prediction come true? How do you know?

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ACTIVE INSTRUCTION
Timing Goal: 55 minutes

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

Set the Stage
- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)
- Use Think-Pair-Share to have partners discuss why it helps to work with partners and teams when using the predicting strategy. Randomly select a few students to share.

Think back to the first part of the DVD. Do you remember why Adam, Elinor, Amy, and Daniel went to see Predicto at the fair? They were looking for a way to make it easier for Daniel to read informational text, weren't they? That's what good partners and teammates do; they help one another learn. Can you think of other things you’ve seen the friends do when they’re working as partners or a team that help one another learn the predicting strategy? Responses will vary and might include: they remind one another of the steps in the strategy; they ask prompting questions such as, “What were your clues?” and “Why did you predict that?”; they listen to one another's predictions; they share background knowledge; they encourage one another; Amy shared her strategy cards.

Do you think being good partners and teammates is helping them all learn more? Accept responses. I think so too.

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

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<td>1. What do you think Amy and Daniel did to be good partners for each other?</td>
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<tr>
<td>2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?</td>
</tr>
<tr>
<td>3. Did Elinor confirm her prediction? Did she learn anything that she didn’t predict? What was it? (Write-On)</td>
</tr>
<tr>
<td>4. Did you learn something about dinosaurs that you didn’t predict? What was it?</td>
</tr>
</tbody>
</table>

Introduce the video.

Making predictions helped Adam, Elinor, Amy, and Daniel learn about the USS Constellation Museum. But before they decide whether to vote to go there, they’ll need to read the Maryland Science Center brochure. I’ll bet making predictions will help them read and understand it. Turn to the brochure for the Maryland Science Center. As we watch the DVD, let’s pay attention to the way the friends work together as partners. Maybe we’ll learn something we can use to become better partners.

Play “Part 5: The Fascinating Science of…Maryland?” (6 minutes).

Stop the DVD as directed, and have students complete the activities that are presented. Predicto will ask students to:
- look for clues and predict what the Maryland Science Center brochure is mostly about;
- compare their predictions and clues with their partners;
- write their predictions and clues in their journals;
- look for clues and predict the main ideas of Part 1. Dinosaurs: Uncover the Mystery!;
- compare predictions and clues with their partners;
- write their predictions and clues in their journals;
- take turns reading the paragraphs in part 1 to see whether they can confirm their predictions; and
- check off confirmed predictions.

Award team celebration points.
TEAMWORK
Timing Goal: 35 minutes

Team Discussion

- 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 think Amy and Daniel did to be good partners for each other?

(Answers will vary.) 100 points = Amy and Daniel were good partners for each other because they prompted each other to make predictions, and they listened to each other. Amy also added on to Daniel’s predictions.

90 points = Amy and Daniel were good partners for each other because they prompted each other to make predictions.

80 points = They prompted each other to make predictions.

2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?

100 points = The clues Elinor used to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared were the heading and the sidebar about when dinosaurs appeared and disappeared. She knew that why they disappeared is a mystery.

90 points = The clues Elinor used to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared were the heading and sidebar.

80 points = She used the heading and sidebar.
Team Talk continued

3. Did Elinor confirm her prediction? Did she learn anything that she didn’t predict? What was it? (Write-On)

100 points = Elinor confirmed her prediction that part 1 would be about the mystery of why dinosaurs disappeared. She also discovered that there are other mysteries to be solved such as how many kinds of dinosaurs there were, how dinosaurs lived, and what the earth was like in the age of the dinosaurs. 90 points = Elinor confirmed her prediction that part 1 would be about the mystery of why dinosaurs disappeared. She also discovered that there are other mysteries to be solved such as how many kinds of dinosaurs there were. 80 points = Yes. She confirmed her prediction. She also learned about other mysteries about the dinosaurs.

4. Did you learn something about dinosaurs that you didn’t predict? What was it?
(Answers will vary.) 100 points = Yes. I learned something about dinosaurs that I didn’t predict. I learned that dinosaurs roamed all over North America. I also learned that I am most likely to find dinosaur bones in Montana, Utah, Colorado, and the Connecticut Valley. I learned that the first dinosaur footprints were found in the Connecticut Valley in 1902. 90 points = Yes. I learned something about dinosaurs that I didn’t predict. I learned that dinosaurs roamed all over North America. I also learned where I am most likely to find dinosaur bones in the United States. 80 points = Yes. I learned that dinosaurs roamed all over North America.

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

- Review the informational side of the Predicting Strategy Card as necessary.
Introduce Predicto’s Challenge.

*Predicto has another challenge for us. Let’s see how well we can work together as partners to respond to it. Read it with me.*

Read Predicto’s Challenge aloud.

Greetings, Ladies and Gentlemen,

I just happen to know that there’s another exciting exhibit at the Maryland Science Center. It’s called the *Birth of Aviation.* What do you think that’s all about? Let’s predict!

• On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 28.

• Discuss your predictions and clues with your partners.

• Write your predictions and clues in your journals.

• Take turns reading the paragraphs.

• Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,

The Incredible Predicto

Monitor the discussions for understanding. Are students prompting, supporting, or enhancing one another’s predictions? Are they finding the main ideas? Do they recognize when the main ideas confirm or depart from a prediction?

Have partners share their predictions, explain their clues, share the main ideas they identified, and discuss whether they confirmed their predictions with their teammates. Monitor the discussions.

Use Random Reporter to review the teams’ discussions. Accept logical predictions.

Award team celebration points.

**Class Discussion**

• Ensure participation by calling on teams to share responses to all discussions.

• Remember to add individual scores to the teacher cycle record form.

• Introduce the strategy-use discussion by telling students they will talk about Predicto’s Challenge.
Strategy-Use Discussion

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

Think-and-Connect Discussion

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

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<td>Why do you think it’s important to share ideas with a partner when you are making predictions?</td>
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<td>Do you think you and your partner always have to agree about your predictions? Why or why not?</td>
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<td>Elinor learned more than she thought she would when she predicted. How do you feel when you learn more information about something than you expected?</td>
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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.
- Summarize the lesson for students.

Adam, Elinor, Amy, and Daniel did a good job predicting what the Maryland Science Center brochure would be mostly about and the main ideas of part 1. You did too. I like the way you explained the clues you used. Wasn’t it great the way Elinor shared what she’d read about dinosaurs—that no one knows for sure why dinosaurs disappeared? How do you think that helped Adam? Adam was uncertain about what the mystery in the heading meant. Elinor’s information reminded him about what he knew about the meteor theory. It made them both excited about reading part 1. Sharing background information is one way partners can help each other make, change, or add on to their predictions. Who can tell me another way partners can help each other predict? Responses will vary.

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

Set the Stage
- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)
- Use Think-Pair-Share to have partners discuss making good predictions about main ideas. Randomly select a few students to share.

In the first part of the DVD, Predicto predicted what the brochures about the USS Constellation Museum and the Maryland Science Center would be about. Who remembers what he predicted about the Constellation brochure? He predicted the friends would learn they’d take a cruise on the Constellation. Who remembers what he predicted about the Maryland Science Center? He predicted they’d learn about the fascinating science of Maryland. Why do you think Predicto’s predictions were so off-track? Because he just guessed. He didn’t use clues in the text. Right, if Predicto had used the clues, his predictions might have been more logical. Why do you think using clues helps you predict? The clues help you recall what you’ve read or what you know about the topic.

In Predicto’s last challenge, we predicted the main ideas of the information on the Birth of Aviation exhibit. Who can tell us about some prior knowledge he or she had about the Wright brothers or aviation? Accept responses. Students may know about airplanes; have flown in a plane; read about the Wright brothers; visited an airport. Do you think using your prior knowledge helped you to understand the information on the aviation exhibit? I think so too. Thinking about what you already know about a topic can make it easier to read and understand new information about it.
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.

Team Talk

1. Daniel said that it was hard to predict what Your Body: The Inside Story was about because there weren’t many clues. What clues did he use to come up with the prediction that it’s about how to stay healthy?

2. How did you use your background knowledge to predict what Your Body: The Inside Story was about? (Write-On)

3. Based on what you read in both brochures, would you have voted to go to the USS Constellation Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

- Introduce the video.

Today you will predict what part 2 of the Maryland Science Center brochure will be about. You’ll have a chance to compare your predictions with the ones Adam, Elinor, Amy, and Daniel make. The exhibit is called Your Body: The Inside Story. Do you think you have some background knowledge you can use to make your predictions? I’ll bet you do.

- Play “Part 6: Predict the Inside Story of Your Body” (6½ minutes).

Stop the DVD as directed, and have students complete the tasks that are presented. Continue playing the DVD to hear the four friends’ predictions and their team discussion and to find out how Predicto Gets a Clue! ends. Predicto will ask students to:
- predict the main ideas of Your Body: The Inside Story;
- compare predictions and clues with their partners;
- write their predictions and clues in their journals;
- read to find out whether they can confirm their predictions;
- compare their predictions about parts 1 and 2 and the clues they used with their teams;
- discuss whether predictions were confirmed and why; and
- check off confirmed predictions.

- Award team celebration points.
TEAMWORK
Timing Goal: 35 minutes

Team Discussion

- 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.
- 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. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren’t many clues. What clues did he use to come up with the prediction that it’s about how to stay healthy?

   100 points = Daniel used the heading *Your Body: The Inside Story* and the illustration of an outline of a human body to make his prediction that the text is about how to stay healthy. 90 points = Daniel used the heading and the illustration of an outline of a human body to make his prediction. 80 points = He used the heading and illustration.

2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)

   (Answers will vary.) 100 points = I predicted that *Your Body: The Inside Story* would be about what happens inside our bodies. I used my knowledge of the phrase “inside story” to make my prediction. I know that when you read the inside story about something, you learn the innermost secrets about it. I thought that meant I would learn about the inside of the body. 90 points = I predicted that the passage would be about what happens inside our bodies. I used my knowledge of the phrase “inside story” to make my prediction. When you read the inside story about something, you learn the innermost secrets about it. 80 points = I thought it would be about the inside of the body. I used the phrase “inside story” to predict.
3. Based on what you read in both brochures, would you have voted to go to the USS Constellation Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

(Answers will vary.) 100 points = I think I would have voted to go to the Maryland Science Center. The brochure for the Maryland Science Center showed me that I would learn about a lot of different things. I would learn about dinosaurs and the human body. I also learned that I could do a lot of activities at the Maryland Science Center. I might have chosen to go to the USS Constellation Museum at first because being on a ship would be interesting. 90 points = I think I would have voted to go to the Maryland Science Center. The brochure for the Maryland Science Center showed me that I would learn about dinosaurs and the human body. I might have chosen to go to the USS Constellation Museum at first because being on a ship would be interesting. 80 points = I would vote for the Maryland Science Center because there is a lot to do there. I might have gone to the USS Constellation Museum first.

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

- Review the informational side of the Predicting Strategy Card as necessary.

- Introduce Predicto’s Challenge.

Predicto has one last challenge for us. Let’s find out how much he’s learned about predicting!
Read Predicto’s Challenge aloud.

Greetings, Ladies and Gentlemen,
Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I’d like to test my powers out on you.
I’ve discovered yet another amazing exhibit at the Maryland Science Center. There’s some information about it on page 29 in your copy of A Collection of Readings. I’ve predicted what I think are the main ideas of each part.
I’d like you to find out if my predictions come true!
• With your partners, take turns reading parts 1, 2, and 3.
• Find the main ideas.
• Compare the main ideas to my predictions.
• Write down which of my predictions came true, which didn’t, and why.
With fingers crossed,
The Incredible Predicto

Monitor the discussions for understanding, prompting students to work together to identify the main ideas and compare them with Predicto’s predictions.

Have partners discuss their predictions and clues with their teammates. Monitor the discussions.

Use Random Reporter to review the team discussions.

Award team celebration points.

Class Discussion TP

Ensure participation by calling on teams to share responses to all discussions.

Remember to add individual scores to the teacher cycle record form.

Introduce the strategy-use discussion by telling students they will talk about Predicto’s Challenge.

<table>
<thead>
<tr>
<th>Strategy-Use Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Random Reporter to select two or three students to describe their team’s strategy use with the class.</td>
</tr>
<tr>
<td>Award team celebration points.</td>
</tr>
</tbody>
</table>
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

- Daniel's prediction was partially correct. Do you think he made a logical prediction based on the clues on the page? Why or why not?
- Imagine that you voted on a field trip location without predicting or reading about the locations. How would you feel if the place wasn’t as interesting or fun as you thought it would be? Do you think you would better prepare for future field trips?
- Award team celebration points.

Write-On Discussion

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

- Summarize the lesson for students.

Daniel said that making predictions helped him read and understand the brochures. He and his friends found out they could learn so much about history at the USS Constellation Museum and so much about science at the Maryland Science Center that they convinced their teacher to let them visit both places. Good thinking!

I think predicting has really helped us too. You’ve done a great job of using the clues and what you already know about a topic to make predictions. It’s been fun finding out if your predictions came true. Even Predicto got a clue. Maybe he won’t have to look for a new job after all!

Team Celebration Points

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How many points did you earn today?</td>
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<tr>
<td>- How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
<td>- How can you earn more points?</td>
</tr>
</tbody>
</table>
DAY 7

ACTIVE INSTRUCTION
Timing Goal: 45 minutes

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

Set the Stage
- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)
- Remind students that they have been learning to make good predictions by using clues from the text while watching the video.

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

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

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

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On) |PR|

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

3. How are firefighters and police officers similar? |CC|

4. The word *appreciation* means— |CL|
   a. disapproval.
   b. gratitude.
   c. embarrassment.
   d. frustration.

---

**TEAMWORK**

**Timing Goal: 45 minutes**

**Partner Reading TP**

- Use the first paragraph of *Jobs That Give Back* to model predicting with a student. Read the passage aloud. Model the details that support and confirm your prediction.

Before reading the text, I predicted that it would be about becoming a firefighter. I made this prediction because of the first heading and because of the picture of firefighters. After I read the text, I realized that it is about firefighters, but it is also about police officers and EMTs.

**Jobs That Give Back**

**Part 1: Fighting Fires**

Firefighters are among the most well-respected people in a community. Why do you think people respect firefighters? For starters, they risk their lives to help others. Being a firefighter is not an easy job. Firefighters must react quickly in dangerous situations. Fires can happen any time of the day or night, so firefighters have to be ready at a moment’s notice. These special men and women also work very long hours to keep their communities safe. So the next time you see a firefighter, give a wave to show your appreciation for all of their hard work.
Tell students that it is important to think about clues that will help them make predictions and to use their predicting strategy cards while reading.

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

When reading informational texts, you should look at titles, headings, bold text, captions, sidebars, and pictures before making a prediction. You can remember all these elements by looking at your Predicting Strategy Card.

Have students read:

**Jobs That Give Back** aloud with partners.

Tell students to write their predictions and the clues that help them make these predictions in their journals.

Circulate and check for comprehension as partners work together. Prompt and reinforce students’ efforts to identify clues and make predictions.

If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

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.

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.

<table>
<thead>
<tr>
<th>Team Talk</th>
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</thead>
<tbody>
<tr>
<td>1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On)</td>
</tr>
</tbody>
</table>

**100 points** = Before reading the text, I predicted that the text would be about workers who help other people. The headings and pictures help me make this prediction. The headings “Fighting Fires,” “Fighting Crimes,” and “Saving Lives” make me think the text will be about firefighters, police officers, and doctors. **90 points** = Before reading the text, I predicted that the text would be about workers who help other people. The headings and pictures helped me make this prediction. **80 points** = I predicted that this text would be about workers who help other people. I used the headings and pictures.
Team Talk continued

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

100 points = Yes. My prediction was confirmed. The text gives information about firefighters, police officers, and EMTs. The people who have these jobs help other people. 90 points = Yes. My prediction was confirmed. The text gives information about firefighters, police officers, and EMTs.
80 points = Yes. I read about firefighters, police officers, and EMTs.

3. How are firefighters and police officers similar? [CC]

100 points = Firefighters and police officers are similar because they both have dangerous jobs. They both have to work long hours and always be ready for emergencies. 90 points = Firefighters and police officers are similar because they both have dangerous jobs. 80 points = They have dangerous jobs and have to work long hours.

4. The word *appreciation* means— [CL]
   a. disapproval.
   b. gratitude.
   c. embarrassment.
   d. frustration.

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

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

Strategy-Use Discussion
- Use Random Reporter to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.
Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.

- Allow students time to discuss your questions.

- Use Random Reporter to select students to respond to your questions.

<table>
<thead>
<tr>
<th>Team Talk Extenders</th>
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<tr>
<td>What does it mean if a prediction is confirmed?</td>
</tr>
<tr>
<td>What does it mean if a prediction is not confirmed? Does it mean your prediction was wrong? Why or why not?</td>
</tr>
</tbody>
</table>

- Award team celebration points.

Write-On Discussion

- Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.

- Award team celebration points.

- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

Team Celebration Points

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

Today we will read The Best You Can Be. We will find clues to help us make predictions. Then we will think about whether our predictions are confirmed and give details to support our predictions.

Prepare Students for the Test
- Distribute the test, and preview it with students without providing information about the answers. Point out that several questions ask about predicting.
- Ask students to underline key words or phrases in question #2.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners’ assistance.
- Remind students that they have 20 minutes for the test.
TEST
Timing Goal: 20 minutes

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

TEAMWORK
Timing Goal: 30 minutes

Team Discussion **TP**

- 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.
Class Discussion

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions.
- Award team celebration points.

### Team Celebration Points

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is your team celebration score?</td>
</tr>
<tr>
<td>- How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
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</table>
Comprehension Questions

Preview *The Best You Can Be* on page 38 of your copy of *A Collection of Readings*, and answer question #1. Then read *The Best You Can Be*, and answer the remaining questions. The total score for comprehension questions equals 100 points.

20 points 1. What do you predict about this reading? Explain the clues you used to make this prediction. [PR]

   20 points = I predict that this text is about eating healthy. I can make this prediction because of the headings “Part 1: What is Nutrition?” “Part 2: The Food Pyramid,” and “Part 3: Staying Healthy,” and the diagram of the food pyramid. 15 points = I predict that this text is about eating healthy. I can make this prediction because of the headings and the diagram of the food pyramid. 10 points = It is about eating healthy. I used the headings and diagram.

20 points 2. Was your prediction confirmed? Give two details from the story that support your answer. [PR]

   20 points = Yes. My prediction was confirmed. The text has information about nutrition and how to eat healthy using the food pyramid. I also learned that exercise is important for staying healthy. 15 points = Yes. My prediction was confirmed. The text has information about nutrition and how to eat healthy. 10 points = It was confirmed. It's about nutrition and eating healthy.

20 points 3. Is the amount of food you eat from the food pyramid the same for everyone? Why or why not? [CE]

   20 points = No. The amount of food you eat from the food pyramid is not the same for everyone. It isn't the same because how much you eat depends on your age and how much exercise you get. 15 points = No. The amount of food you eat from the food pyramid is not the same for everyone. It depends on your age and how much exercise you get. 10 points = No. It depends on your age and how much you exercise.

10 points 4. Which of the following clues helped you make a prediction about this reading? [PR]

   a. pictures and diagrams
   b. text boxes
   c. bold text
   d. all the above
5. Which of the following is not a group on the food pyramid?
   a. meats and beans
   b. milk
   c. sugars and sweets
   d. vegetables

6. What is the main idea of paragraph 1? How do you know? [MI]

   **20 points** = The main idea of paragraph 1 is nutrition. I know this is the main idea because of the heading “Part 1: What is nutrition?” The paragraph gives a lot of information about what nutrition is, why nutrition is important, and what we can do to have proper nutrition. **15 points** = The main idea of paragraph 1 is nutrition. I know this is the main idea because the heading tells me. **10 points** = It’s about nutrition. The heading tells me.
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.

<table>
<thead>
<tr>
<th>LEVEL 5 / Predicto Gets a Clue!</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no standard for predicting at this level.</td>
</tr>
</tbody>
</table>
INFORMATIONAL (6 DAY)

Signing Off! American Sign Language

Written by Kathleen Collins
The Savvy Reader—Predicting, A Collection of Readings, pages 39–59
Success for All Foundation, 2011

Summary

American Sign Language (ASL) is one of the most popular languages in the United States. Learn the history of speaking in sign and how ASL has shaped the lives and educations of the hearing impaired across the country.

Instructional Objectives

<table>
<thead>
<tr>
<th>CYCLE 1</th>
<th>Reading</th>
<th>Word Power</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting (PR)</td>
<td>Dictionary skills</td>
<td>Write a personal response.</td>
<td></td>
</tr>
<tr>
<td>Students will use background knowledge and clues from the text to predict what they will learn from the text.</td>
<td>Students will use dictionary entries to increase their understanding of words.</td>
<td>Students will write a personal response that describes how they think losing one of their senses would affect them.</td>
<td></td>
</tr>
</tbody>
</table>
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 story, author, and reading objective.

This cycle we will read Signing Off! American Sign Language by Kathleen Collins. Before we read parts of the text, we will predict what we think we will read about and learn. Good readers make predictions to help them have a purpose for reading and to understand the subject of the text.
- Point out the strategy target on the team score sheet.
Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.

Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.

Use a Think Aloud to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First I can read the title. Signing Off! American Sign Language. It sounds like the text will be about sign language. I know that people who are hearing impaired or deaf often can’t speak and can’t hear others speak to them. I have seen people using their hands to speak. I bet that’s what American Sign Language is. I can also look at the front cover and flip through the pages of the text and see if I find any more clues about the topic. Page through the text. I see a lot of illustrations of hands making signs and alphabets. I see illustrations that show how to gesture certain words, thoughts, or feelings. I think the topic of the text is American sign language.

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

- Use Team Huddle to have students discuss whether they have ever met someone who is hard of hearing or deaf. Tell students to think about how that person communicated with others or what devices he or she may have used to communicate. Use Random Reporter to select students to share.

- Use Think-Pair-Share to have students discuss what they think it would be like if they could not hear. Tell students to think about how their life would be different without hearing and how it would affect any of their hobbies or activities. Randomly select a few students to share.

- Share a few interesting or important facts about being deaf or hearing impaired or about sign language. For example, most people who are born deaf never learn to speak because they never hear language. Humans are not the only beings that can be deaf. Animals can be deaf as well. Some breeds of dogs are prone to deafness. They can learn hand signals for basic commands, just like people learn sign language.

Tell students the next step of TIGRRS. Use a Think Aloud to model identifying the intent of the author.

Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text,
or what she wants us to learn from reading it. When I looked through the pages of *Signing Off! American Sign Language*, I saw a lot of illustrations of hands and gestures. The headings tell me I will learn about signing. I think the author’s intent is to tell me about how sign languages were made and how people use sign language. When we read, we should look for information that tells us about sign language.

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

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

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

**Vocabulary**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.

- Introduce the vocabulary words.

- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity.

- 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**.
### Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

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

- Use Think-Pair-Share to have students make predictions about everyday events. Example questions are provided below.

Let's make a prediction. Imagine that you see the gym teacher bring a bunch of soccer balls to gym class. What activity do you predict you will do during gym class? Share your thoughts with your partner. After partners share, ask a volunteer to share with the class.

Let's make another prediction. Suppose that your teacher tells you to take out your math textbook. What do you predict will happen next? Share your thoughts with your partner. After partners share, ask a volunteer to share with the class.

- Explain that predictions are guesses we make about the future that are based on information we already have. Point out that our previous experiences tell us that a certain events will happen. As an example, point out that our previous experiences of seeing soccer balls in gym class tell us that we might play soccer.

- Explain that when we make predictions, the predictions we make will either happen or not happen. Use the above examples to illustrate the different possibilities.

The things that we predict will either happen or not. In the soccer ball example, you might play soccer during gym, or you might play dodgeball or have relays instead. In the math book example, you might work on math problems, or you might turn in your books for new ones. So the things we predicted could either happen or not. But whether your predictions happen, they are strong guesses because they are supported by experience. Often when we see soccer balls, it's because we're going to play soccer. And when we're told to take out our math textbooks, we usually work on math problems.

- Explain that good readers make predictions when they read. Point out that readers do this by thinking about what they have read, what they know, and by asking themselves if any clues in the text tell them what is ahead. Explain that once readers make predictions about what they will read or what they will learn, they read on to see whether their predictions match what they read.

- Tell students that readers' predictions aren't always confirmed. Explain that what they predict does not always happen or is not always proven true.
Display the following passage, and explain that it is a headline and the first part of an article from an old newspaper.

**New Stadium to Open Next Season**
(August 11, 1993) — Ballyhoo Local Stadium, the new soccer stadium, is set to open next season. The Ballyhoo Rangers soccer team will play there, according to head coach Marv Marshall.

“We are really looking forward to the new stadium,” Coach Marshall said, “and we hope that our fans enjoy the new stadium as much as they've enjoyed the older stadium.” The old stadium, Wilson Field, will be torn down....

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

Remember that we should look for clues that will help us predict what we might read about or learn in informational texts. Let me begin reading this article and see if I can make any predictions about what I will learn from it. Read the headline aloud. This article has a headline. That’s a type of text feature. I know that headlines are usually good clues about what I will read in the article. This headline says “New Stadium to Open Next Season.” I think this article will tell me about a new stadium where people can watch sporting events. Write this prediction on chart paper.

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

Now I need to see if my prediction is accurate. I used the headline as a clue to guess that the article would be about a new sports stadium. My prediction matched what I learned from the article. I read about the Ballyhoo Local Stadium that will open for the Ballyhoo Rangers soccer team. The old stadium will be torn down. My prediction matched this time, but it’s important to remember that sometimes our predictions might not match what is in the text.

Display the following passage.

**George Washington**
The USS *George Washington* is an aircraft carrier in the United States Navy. As with other aircraft carriers, planes take off and land on her deck. The USS *George Washington* has seen action in several conflicts during the twentieth century.
Read the heading aloud, and use a **Think Aloud** to model predicting what you will learn in the passage.

**The heading on this passage is “George Washington.”** I know who that is. He was our first president and a hero of the American Revolutionary War. I predict that this passage will tell me about George Washington.

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

**This time, I did not make a good prediction based on the clues I had.** I said it would tell me about George Washington the president. The passage doesn’t do this. It tells me about the USS *George Washington*, an aircraft carrier in the United States Navy. The ship is named after our first president. I learned how this aircraft carrier has seen action in conflicts.

Explain that making predictions and rereading to see what the text is about makes texts interesting. Point out that readers often feel satisfied when their predictions match the text and surprised when they do not.

Pass out the Predicting Strategy Cards, and review the steps for prediction on the Informational side of the card. Point out that these steps will remind students to make predictions, explain their clues, and confirm their predictions.

Tell students that they will predict as they read the text.

**Listening Comprehension**

Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.

Remind students of the topic, intent of the author, and the graphic organizer.

Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.

Preview page 41 by reading the heading and text box aloud and looking at the illustrations of hands. Use a **Think Aloud** to model making a prediction about this page using these clues, and write your prediction on chart paper.

**Let me make a prediction about what I will learn on this page. The heading says “A Silent World.”** I know the text is called *Signing Off! American Sign Language*. I must be about to read about not being able to hear and using sign language. There is also a text box on the page. Read the text box aloud. **This tells me other countries have their own sign languages.** There are some illustrations on the page. They show hands making different gestures. I think I will get an introduction to using sign language on this page.
A Silent World

Think about what you hear in different places. In school, you might hear your teacher writing on a chalkboard or the class next door reciting poetry. At the park, you might hear birds singing and the crack of a bat as children play baseball. At home, you might hear a television in the living room or someone leafing through the pages of the newspaper. These are all probably familiar sounds to you. But what if you couldn’t hear them? What if you couldn’t hear your teacher? What if you couldn’t hear the birds sing? What if you couldn’t hear your mom call you to dinner? That is what it is like to be deaf or hard of hearing. The world is silent or muffled.

That is where American Sign Language (ASL) comes in. This is the language of the deaf and hard of hearing. People use their hands and facial expressions to communicate with one another. ASL is one of the most popular languages in the United States because not only is it spoken throughout the deaf community, it is used by their friends and family members and by people who are just interested in learning it.

Did you know?

ASL isn’t the only form of sign language. Many other countries, such as France, Israel, and Russia, have their own official sign language.

Explain to students that you will confirm your prediction when you reread the page on day 3 to identify more details about the text.

Summarize the main ideas, and add them to the idea tree.

Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

Preview Team Talk

Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

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

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

2. Why were the deaf and hard of hearing treated poorly long ago? |CE|
Team Talk continued

3. How do the gestures for the letters J and Z differ from other letters? |CC|
   a. They are the easiest gestures to make.
   b. They require the speaker to move his or her hands more.
   c. They do not have gestures, and people have to write them.
   d. They look like the letters they represent.

4. How do ASL speakers make compound words? |SQ|

- Randomly assign team leaders.

TEAMWORK
Timing Goal: 45 minutes

Partner Reading TP

Teacher’s Note: The Partner Reading routine is different for the predicting strategy.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR
  
  pages 42–48 (paragraph 1) aloud with partners.

- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR

- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.
Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

(Answers will vary.) **100 points** = I predicted that the section titled “Learning to Spell” would be about spelling in sign language. One clue I used to make this prediction was the heading. Another clue was the graphic on page 44 that shows hands making different gestures with letters. I think this is an alphabet. I know you need to learn the alphabet before you can spell words. **90 points** = I predicted that the section titled “Learning to Spell” would be about spelling in sign language. One clue was the graphic on page 44 that shows hands making different gestures with letters. I think this is an alphabet. **80 points** = The section titled “Learning to Spell” will be about spelling in sign language. The graphic is a clue.

2. Why were the deaf and hard of hearing treated poorly long ago? |CE|

**100 points** = The deaf and hard of hearing were treated poorly long ago because people thought they were different. Plato and Aristotle wrote that the deaf couldn’t learn. People thought the deaf were cursed. **90 points** = The deaf and hard of hearing were treated poorly long ago because people thought they were different. They thought they couldn’t learn. **80 points** = People thought they couldn’t learn or were cursed.

3. How do the gestures for the letters J and Z differ from other letters? |CC|

a. They are the easiest gestures to make.

b. They require the speaker to move his or her hands more.

c. They do not have gestures, and people have to write them.

d. They look like the letters they represent.

4. How do ASL speakers make compound words? |SQ|

**100 points** = ASL speakers make compound words by combining the gestures for different words. They make the word husband by combining the gestures for boy and marriage. **90 points** = They make compound words by combining the gestures for different words. **80 points** = They combine gestures for words.

- 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

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

Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Do you think the deaf and hard of hearing are treated better today than they were long ago? Why or why not?
Did you try spelling your name with the AMA? How long did it take you to make the gestures? Do you think someone who regularly speaks ASL signs more quickly or more slowly than you? Why?

- Award team celebration points.

Write-On Discussion

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

Timing Goal: 5 minutes

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

Page 42 (paragraphs 1 and 2)

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

Team Celebration Points

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<th>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.</th>
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<tr>
<td>- How can you earn more points?</td>
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DAY 2

ACTIVE INSTRUCTION
Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use Random Reporter to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use Random Reporter to share the predictions with the class.
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 learning about American Sign Language. People who are deaf and hard of hearing can’t hear people speak, so they use hand gestures to communicate. Sign languages are among the oldest languages on the planet. Signers use the American Manual Alphabet to spell and ASL to communicate whole thoughts, words, or feelings.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Preview pages 48 (paragraph 2) and 49 (ending at paragraph 1) of the text. Use a Think Aloud to point out clues, such as the heading, photograph, and caption. Model making a prediction about this page using these clues, and write your prediction on chart paper.

Let’s see what predictions I can make about this section of the text using clues on the page. I see that the heading is “Helen Keller’s Miracle.” I will probably learn about someone named Helen Keller and something good that she did. I know a miracle is a special or extraordinary event. There is also a photograph and caption on the page. The caption says it is a photo of Helen Keller and her teacher, Anne Sullivan. I think I will learn how Anne Sullivan taught Helen Keller something. I used clues on the page to make a prediction.

- Read pages 48 (paragraph 2) and 49 (ending at paragraph 1) aloud, stopping to ask questions, make points, or focus students’ attention as needed.

Helen Keller’s Miracle

Helen Keller was born a healthy baby on June 27, 1880, in Tuscumbia, Alabama. At nineteen months old, she became very sick. She had a high fever for several days, and her parents thought she might die. At the time, people referred to her illness as brain fever, but doctors today think she may have had scarlet fever or meningitis. Helen’s fever eventually went away, and she got better. However, her mother noticed something was wrong. Helen didn’t respond to noises such as the dinner bell or her name being called. When something was waved in front of her face, Helen’s eyes didn’t follow it. Helen’s sickness had made her blind and deaf.

(continued on next page)
As Helen grew up, her situation frustrated her and her family. She threw temper tantrums and fought with, bit, and kicked everyone, all because she could not make others understand what she wanted. She was called a “wild child,” and some people thought she should go to a special home for the mentally ill. By the time she was six, her parents wanted to find a way to help Helen communicate with the world. They asked a prominent man who worked with the deaf, Alexander Graham Bell, to recommend a way to teach Helen to communicate. He put the Kellers in touch with the Perkins School for the Blind in Boston, and the school sent a young woman named Anne Sullivan to teach Helen.

Explain to students that you will confirm your prediction when you reread the page on day 4 to identify more details about the text.

Summarize the main ideas, and add them to the idea tree.

Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

Preview Team Talk

Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

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

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

2. Helen had trouble learning to communicate because— |CE|
   a. she couldn’t hear or see what Anne Sullivan was telling her.
   b. she couldn’t figure out the gestures for letters.
   c. she couldn’t pronounce the words she was spelling.
   d. she couldn’t put spelled words together with real objects.

3. Why do you think Gallaudet University is selective about accepting hearing students? |DC|

4. What is the same as speaking with your mouth full in ASL? Why is it rude? |CC|
TEAMWORK
Timing Goal: 45 minutes

Partner Reading  TP

Teacher’s Note: The Partner Reading routine is different for the predicting strategy.

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

  pages 49 (paragraph 1)–58 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.

- 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.

<table>
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<td>1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)</td>
</tr>
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(Answers will vary.) **100 points** = I predicted that the section titled “Signing in Different Languages” would be about sign language in other countries. One clue I used to make that prediction was the heading. Another clue I used is the graphic on page 51. It shows another alphabet, different from the one I saw earlier. I think this must be an alphabet from another country’s sign language. **90 points** = I predicted that the section titled “Signing in Different Languages” would be about sign language in other countries. One clue I used is the graphic on page 51. It shows a different alphabet. I think this must be an alphabet from another country. **80 points** = The section titled “Signing in Different Languages” will be about sign language in other countries. The graphic is a clue. |
Team Talk continued

2. Helen had trouble learning to communicate because— [CE]
   a. she couldn’t hear or see what Anne Sullivan was telling her.
   b. she couldn’t figure out the gestures for letters.
   c. she couldn’t pronounce the words she was spelling.
   d. she couldn’t put spelled words together with real objects.

3. Why do you think Gallaudet University is selective about accepting hearing students? [DC]
   100 points = I think Gallaudet University is selective about accepting hearing students because it is the only college that is specifically for the deaf and hard of hearing. I think they want to make sure that deaf and hard-of-hearing students have a place in the school. There are a lot of schools for hearing students to attend.
   90 points = I think Gallaudet University is selective about accepting hearing students because it is the only college that is specifically for the deaf and hard of hearing. There are a lot of schools for hearing students to attend.
   80 points = It is the only college that is specifically for the deaf and hard of hearing. There are a lot of schools for hearing students to attend.

4. What is the same as speaking with your mouth full in ASL? Why is it rude? [CC]
   100 points = Signing while holding objects in your hands is the same as speaking with your mouth full in ASL. It is rude because it makes it harder to understand what you are signing. The objects also distract the person you are talking to.
   90 points = Signing while holding objects in your hands is the same as speaking with your mouth full in ASL. It is rude because it makes it harder to understand what you are signing.
   80 points = Holding objects in your hands while signing. It makes it hard to understand you.

- 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

Helen Keller was often a troublesome student because she was frustrated. Do you think you would have been frustrated in her position? Why or why not?

Do you think it’s important that the deaf and hard of hearing have the same educational opportunities as other children? Why or why not?

- Award team celebration points.

Write-On Discussion

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

FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Page 49 (paragraphs 1 and 2)

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

Assign individual fluency goals as needed, monitor practice, and assign scores.

Select two or three students to read the fluency section that they practiced for a score.

Award team celebration points. Remember to add individual scores to the teacher cycle record form.

**WORD POWER**

**Timing Goal: 10 minutes**

Tell students that Captain Read More has sent another message. Display the Word Treasure clue for dictionary skills (a map).

Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Ask students how maps help them understand. Randomly select a few students to share.

Tell students that a dictionary is similar to a map because both provide helpful information. Just as a map can help us understand our surroundings, a dictionary shows us how to understand words.

Reveal the Word Treasure (skill).

**Word Treasure**

The dictionary provides information about words.

If you're having trouble reading and understanding the meaning of a word, check the dictionary.

Display the following dictionary entry, and read it aloud to the class.
The author wrote a preface in the front of her book to thank her sister for being a good friend and editor.

Dictionary entry for preface:

**preface** (pref-ıs)
n. 1 a preliminary statement or introduction in the book by the author or editor to explain the purpose or expectations of the author or give thanks. 2 an introductory part, as in a speech. *(The president told a few jokes in the preface of his speech.)* 3 something preliminary or introductory. *(The party was a preface to the dance later in the night.)* —v. 4 to introduce, as with a preface. *(Let me preface our next speaker by telling about his life.)*

- Explain to students that by using the dictionary entry, you know that the word *preface* in the sentence has meaning #1 and that you could substitute the word *introduction* in the sentence and not lose the meaning. Say the sentence again, inserting the word *introduction* for *preface*: The author wrote an introduction in the front of her book to thank her sister for being a good friend and editor.

- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

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

**Skill Practice**

Use the dictionary entry to answer the following question.

**a-lert**

adj. 1 fully aware; wide awake; keen *(an alert mind).* 2 swift; agile; nimble. —n. 3 a warning or alarm, as for an attack or storm. 4 the time when a warning or alarm is in effect. —v. 5 to warn others to prepare for action *(to alert the troops).* 6 to warn of a coming storm, attack, raid, etc. *(to alert residents to prepare for flooding).* 7 to advise or warn *(to alert gardeners to the dangers of pesticides).*

Which dictionary entry gives the best definition for *alert* as it is used in the following sentences?

1. Residents living near the volcano were alerted that they would need to evacuate the area to escape an eruption.  
   *Entry #5 or #6.*

2. As strong storms came closer to the town, a tornado alert was sounded.  
   *Entry #3.*
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.

Marnie was **transfixed** when she first saw the snake on the path, but then she ran away as fast as she could.

- 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.

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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.
- 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
- 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.
- 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.

Why does Gallaudet accept more deaf and hard of hearing students than hearing ones?

**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 about ASL. We read how the AMA helped Helen Keller learn to communicate. We learned that other countries have their own sign languages. There are still schools for the deaf all over the world, and Gallaudet is a college for the deaf in the United States. We also learned some facts about sign language.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that you made a prediction about page 41 when you read it on day 1.

When I first read this section, I made a prediction about it using clues on the page. I said it would be an introduction to using sign language. I used the heading, text box, and illustrations on the page to make that prediction.

- Reread page 41 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

**A Silent World**

Think about what you hear in different places. In school, you might hear your teacher writing on a chalkboard or the class next door reciting poetry. At the park, you might hear birds singing and the crack of a bat as children play baseball. At home, you might hear a television in the living room or someone leafing through the pages of the newspaper. These are all probably familiar sounds to you. But what if you couldn’t hear them? What if you couldn’t hear your teacher? What if you couldn’t hear the birds sing? What if you couldn’t hear your mom call you to dinner? That is what it is like to be deaf or hard of hearing. The world is silent or muffled.

*(continued on next page)*
That is where American Sign Language (ASL) comes in. This is the language of the deaf and hard of hearing. People use their hands and facial expressions to communicate with one another. ASL is one of the most popular languages in the United States because not only is it spoken throughout the deaf community, it is used by their friends and family members and by people who are just interested in learning it.

Did you know?

**ASL isn’t the only form of sign language. Many other countries, such as France, Israel, and Russia, have their own official sign language.**

When we reread during the TIGRRS process, we’re supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let’s see if my prediction matches what I learned. I read a description about what my world might be like if I couldn’t hear. Then I read that ASL is how the deaf and hard of hearing in the United States communicate with others. People who aren’t deaf also learn ASL to talk with the deaf community. I think my prediction does match what I learned. I was introduced to sign language, specifically ASL.

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

**Preview Team Talk**

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

**Team Talk**

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) [PR]
Team Talk continued

2. Why was Thomas Hopkins Gallaudet interested in bringing sign language to the United States? [CE]
   a. He wanted to help the deaf daughter of a friend.
   b. He was deaf and wanted to talk to people.
   c. He wanted a way to educate the deaf community.
   d. He was tired of having to write for the deaf.

3. What is the purpose of the text box on the bottom of page 43? [TF]

4. What problem does someone who is deaf and blind have? What is the solution? [PS]

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 42–48 (paragraph 1) aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

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

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) [PRI]

   (Answers may vary.) **100 points** = On day 1, I predicted that I would learn about spelling in ASL. What I learned matches what I predicted. I learned that the AMA is the alphabet of hand gestures for each letter. You have to use the AMA to spell certain words and ideas, such as your name and street addresses. I read about how some gestures look like the letters they represent. Some need extra movements. I also learned what counting looks like. **90 points** = On day 1, I predicted that I would learn about spelling in ASL. What I learned matches what I predicted. I learned that the AMA is the alphabet of hand gestures for each letter. You have to use the AMA to spell certain words and ideas, such as names. **80 points** = I predicted that I would learn about spelling in ASL. I learned about the AMA.

2. Why was Thomas Hopkins Gallaudet interested in bringing sign language to the United States? [CE]
   a. He wanted to help the deaf daughter of a friend.
   b. He was deaf and wanted to talk to people.
   c. He wanted a way to educate the deaf community.
   d. He was tired of having to write for the deaf.

3. What is the purpose of the text box on the bottom of page 43? [TF]

   **100 points** = The text box on the bottom of page 43 tells me about a form of sign language that existed before ASL. American Indians from different tribes used sign language to talk with one another. They created signs to help them trade and communicate when they didn’t speak the same language. **90 points** = The text box on the bottom of page 43 tells me about a form of sign language that existed before ASL. American Indians from different tribes used sign language to talk with one another. **80 points** = It tells me how American Indians used a type of sign language.

4. What problem does someone who is deaf and blind have? What is the solution? [PS]

   **100 points** = The problem someone who is deaf and blind has is that ASL relies heavily on sight. You have to see the gestures people are making to understand what they are saying. People who are deaf and blind can communicate with the AMA. They can feel the letters someone makes with their hands and communicate with fingerspelling. **90 points** = The problem someone who is deaf and blind has is that ASL relies heavily on sight. You have to see the gestures. People who are deaf and blind can communicate with the AMA and feel fingerspelled letters. **80 points** = They can’t see ASL gestures. They can communicate with the AMA and fingerspelling.

- 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

<table>
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<tr>
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<td>Use Random Reporter to select two or three students to describe their team’s strategy use with the class.</td>
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<td>Award team celebration points.</td>
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<table>
<thead>
<tr>
<th>Think-and-Connect Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Allow students time to discuss your questions.</td>
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<tr>
<td>Use Random Reporter to select students to respond to your questions.</td>
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<table>
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<tr>
<th>Team Talk Extenders</th>
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<tbody>
<tr>
<td>ASL has its own grammar. Do you think learning ASL would be just as difficult as learning a foreign language? Why or why not?</td>
</tr>
<tr>
<td>ASL can change slightly depending on where you are in the country. What kinds of words or ideas do you think people in different regions are most likely to make up their own signs for?</td>
</tr>
<tr>
<td>Award team celebration points.</td>
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</table>

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<tr>
<th>Write-On Discussion</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Award team celebration points.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Page 49 (paragraphs 1 and 2) or 46 (paragraphs 1 and 2)

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

WORD POWER

Timing Goal: 10 minutes

- Remind students of the Word Power skill (dictionary skills) and, if necessary, the Word Treasure clue that Captain Read More uses for dictionary skills (a map).
- Refer students to the definitions in their vocabulary list. Remind them that they can find more information about these words in a dictionary.
Display the following dictionary entry, and read it aloud.

**translate**

*v.* 1 to turn from one language into another (*translate Spanish*). 2 to change form, condition, nature, etc. of something (*translate words into actions*). 3 to explain in easier terms (*translate the doctor's diagnosis*). 4 to express a foreign currency as the local currency using an exchange rate (*translate Canadian dollars into American dollars*).

Remind students that *translated* is one of their vocabulary words. Point out that words usually appear in the dictionary as base words. Remind students that endings can change the meanings of words slightly, so it is important to consider the endings when choosing a definition for words.

Point out that the dictionary entry contains four definitions of the word *translate*. Tell students that when you translate something, it can be languages, money, difficult words, or objects, so *translate* has multiple meanings. Remind students that a dictionary helps readers determine the best meaning for words they read.

Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

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

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**Skill Practice**

Use the dictionary entry to answer the following question.

**goggle**

*n.* 1 protective eye coverings (*swim goggles*). 2 a bulging, wide-open look of the eyes; a stare. —*v.* 3 to stare with bulging or wide-open eyes. 4 to roll one's eyes. 5 (*of the eyes*) to bulge and be wide open in a stare. 6 (*of the eyes*) to roll.

Which dictionary entry gives the best definition for *goggle* as it is used in the following sentences?

1. Mr. Eckert made sure all of his students were wearing safety *goggles* before they began sawing their blocks of wood. 
   *Entry #1.*

2. “Don't *goggle* your eyes at me,” Lance's mom said after he made a face.
   *Entry #6.*
### Building Meaning

<table>
<thead>
<tr>
<th>incapable</th>
<th>translated</th>
<th>nonverbal</th>
<th>restored</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfixed</td>
<td>influenced</td>
<td>previously</td>
<td>primarily</td>
</tr>
</tbody>
</table>

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

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

4. The starter's pistol is a loud, nonverbal signal to start a race. *Nonverbal* means—
   a. shouted aloud.
   b. silenced.
   c. rumbled.
   d. *not spoken.*

- 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

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<th>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.</th>
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<td>How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
<td></td>
<td>How can you earn more points?</td>
</tr>
</tbody>
</table>
D A Y 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. 
- 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
- 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.
- 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.

Why did Thomas Hopkins Gallaudet bring sign language to the United States?

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 more details about ASL. We read that sign languages are some of the oldest ways of communicating. Scientists think this is how early humans communicated before they developed a spoken language. The deaf and hard of hearing were not always treated well in the past, and they weren’t given the same opportunities as other people. Charles Michel de l’Epee, an abbot, wanted to make one form of sign language that the deaf could use to speak and educate them like other people were educated. He created French Sign Language. Thomas Hopkins Gallaudet brought that back to the United States and created ASL. The deaf and hard of hearing learned to use the AMA and ASL to communicate with others.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that you made a prediction about pages 48 (paragraph 2) and 49 (ending at paragraph 1) when you read that section on day 2.

When I first read this section, I made a prediction about it using clues on the page. I said I would read about a girl named Helen Keller and something amazing or miraculous she did. I used the heading, photograph, and caption in the section to make that prediction.

- Reread pages 48 (paragraph 2) and 49 (ending at paragraph 1) aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a Think Aloud to model identifying details from the text that either support or do not support your prediction.
Helen Keller's Miracle

Helen Keller was born a healthy baby on June 27, 1880, in Tuscumbia, Alabama. At nineteen months old, she became very sick. She had a high fever for several days, and her parents thought she might die. At the time, people referred to her illness as brain fever, but doctors today think she may have had scarlet fever or meningitis. Helen's fever eventually went away, and she got better. However, her mother noticed something was wrong. Helen didn’t respond to noises such as the dinner bell or her name being called. When something was waved in front of her face, Helen's eyes didn't follow it. Helen's sickness had made her blind and deaf.

As Helen grew up, her situation frustrated her and her family. She threw temper tantrums and fought with, bit, and kicked everyone, all because she could not make others understand what she wanted. She was called a “wild child,” and some people thought she should go to a special home for the mentally ill. By the time she was six, her parents wanted to find a way to help Helen communicate with the world. They asked a prominent man who worked with the deaf, Alexander Graham Bell, to recommend a way to teach Helen to communicate. He put the Kellers in touch with the Perkins School for the Blind in Boston, and the school sent a young woman named Anne Sullivan to teach Helen.

When we reread during the TIGRRS process, we’re supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let’s see if my prediction matches what I learned. I read that Helen Keller began life as a healthy child but lost her sight and hearing after getting sick. She was very badly behaved because she couldn’t make people understand what she wanted or needed, and she couldn’t understand others. Her parents wanted to help her find a way to communicate. I don’t think my prediction quite matches what I learned. I learned about Helen Keller, but I didn’t learn about the amazing or wonderful thing she did in this section. Maybe I have to keep reading to find out.

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

Preview Team Talk

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

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

**Team Talk**

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) [PRI]

2. Tell at least one way ASL and BSL are different. [CC]

3. In the author’s opinion, why is it a good idea to learn sign language? [FO]
   a. You can speak with signers from different countries.
   b. Learning Spanish or French is not as interesting as learning ASL.
   c. There are more than 11 million deaf or hard-of-hearing people in the U.S.
   d. Gallaudet is an excellent college that you should attend.

4. Use information from your idea tree to write a summary about *Signing Off! American Sign Language*. [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 49 (paragraph 1)–58 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.

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<td>1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)</td>
</tr>
</tbody>
</table>

(Answers may vary.) 100 points = On day 2, I predicted that I would learn about sign languages in other countries. What I learned matches what I predicted. I learned that many countries have their own forms of sign language. Some sign languages are related to one another. Even though people in England and the United States speak the same language, ASL and British Sign Language are very different. 90 points = On day 2, I predicted that I would learn about sign languages in other countries. What I learned matches what I predicted. I learned that many countries have their own forms of sign language. 80 points = I predicted that I would learn about sign language in other countries. I learned how many countries have their own forms of sign language.

2. Tell at least one way ASL and BSL are different. [CC]

100 points = One way ASL and BSL are different is that when spelling in BSL, you need both hands. In ASL, you only need one hand. Another way ASL and BSL are different is that they have different hand gestures for the same words. 90 points = One way ASL and BSL are different is that when spelling in BSL, you need both hands. 80 points = You need both hands to spell in BSL.

3. In the author’s opinion, why is it a good idea to learn sign language? [FO]

a. You can speak with signers from different countries.

b. Learning Spanish or French is not as interesting as learning ASL.

c. There are more than 11 million deaf or hard-of-hearing people in the U.S.

d. Gallaudet is an excellent college that you should attend.
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<tr>
<td>4. Use information from your idea tree to write a summary about <em>Signing Off!</em> American Sign Language.</td>
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**100 points** = Sign languages are some of the earliest languages spoken by people. A French abbot named Charles Michel de l'Epee created FSL, the first standardized sign language. FSL was brought to the United States by Thomas Hopkins Gallaudet to create ASL. To speak ASL, you use a combination of fingerspelling with the AMA and gestures that represent words, thoughts, and feelings. Helen Keller was famous for using the AMA to communicate. Many countries have their own sign languages. Young people can attend special schools to learn in sign language. Hearing people can learn sign languages in many places in their communities.

**90 points** = Sign languages are some of the earliest languages spoken by people. A French abbot created FSL. FSL was brought to the United States to create ASL. To speak ASL, you use a combination of fingerspelling and gestures. Helen Keller was famous for using the AMA to communicate. Many countries have their own sign languages. Young people can attend special schools to learn in sign language. Hearing people can learn sign languages in their communities.

**80 points** = Sign languages are some of the earliest languages spoken by people. To speak ASL, you use a combination of fingerspelling and gestures. Many countries have their own sign languages. Young people can attend special schools to learn in sign language.

- 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**

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**Think-and-Connect Discussion**

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

**Team Talk Extenders**

According to the text, some parents teach their babies sign language. Do you think this would help a baby or small child learn to communicate better? Why or why not?

People who know ASL often help in their communities. Have you ever been to an event where someone was using sign language to help deaf or hard-of-hearing people enjoy the occasion? What was the event?

There are different ideas about rudeness and manners in the deaf community. Why do you think this is?

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

**Write-On Discussion**

- Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
FLUENCY IN FIVE
Timing Goal: 5 minutes

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

Page 49 (paragraphs 1 and 2), 46 (paragraphs 1 and 2), or 54 (paragraphs 1 and 2)

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

WORD POWER
Timing Goal: 10 minutes

- Remind students of the Word Power skill (dictionary skills).
- Use Think-Pair-Share to have students tell how a dictionary can help you understand what you read. Randomly select a few students to share. (Answers may vary.) The dictionary lists all the definitions for words. Many words can be used in different ways, and the dictionary helps you find the best meaning.
The audience marveled that the magician was able to escape from the water trap before drowning.

**marvel**

*n.* 1 something that causes wonder or amazement; a wonderful thing. *(The piano player is a marvel.)*  —*v.* 2 wonder at. *(I marvel that you could solve the puzzle.)* 3 are curious about. *(Children marvel that the sun disappears each day.)*

Tell students it is time for the Word Power Challenge. Have students read the dictionary entry and choose which entry is the definition of the underlined word in the sentence. Entry #2.

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**

Use the dictionary entry to answer the following question.

**notch**

*n.* 1 an angular or V-shaped cut in a surface or edge. 2 a cut or nick made in a stick for keeping record, such as a tally. 3 *(New England and upstate New York)* a deep, narrow opening or pass between mountains. 4 *(Informal)* a step or degree. *(This car is a notch better than that one.)*  —*v.* 5 to cut or make a nick in. 6 record by making notches. 7 to score, as in a game. *(He notched another basketball win.)*

Which dictionary entry gives the best definition for notch as it is used in the following sentences?

1. You can’t pass through the notch in the mountains between November and May because of snow.  
   *Entry #3.*

2. I need to notch this wooden board so I know where to cut it when I finish measuring it.  
   *Entry #5.*
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.

   Harlan's good behavior **influenced** his little brother to be polite as well.

- 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.

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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 Braille. Just as the deaf and hard of hearing needed a way to speak, the blind needed a way to read.

Vocabulary
- 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.

Prepare Students for the Test
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #3 ask about predicting.
- Ask students to underline key words or phrases in question #3.
- Tell students they will make a prediction about the test passage before reading or filling out their graphic organizers.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners’ assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.
TEST
Timing Goal: 35 minutes

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

TEAMWORK
Timing Goal: 35 minutes

Team Discussion

- 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

- 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.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?
Preview the test passage, and answer the following question.

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

20 points = I predict that this passage will be about a special way to read. I think it will be about how the blind read. A clue I used to make this prediction is the heading “Reading with Fingers.” I know most people read with their eyes. Another clue is the alphabet of dots. Most people read with letters, not dots.

15 points = I predict that this passage will be about a special way to read. A clue I used to make this prediction is the heading “Reading with Fingers.” I know most people read with their eyes.

10 points = It will be about a special way to read without seeing. The heading tells me.

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

Reading with Fingers

Before 1826, there was no good way for the blind to read. Some books were published with embossed letters that the blind could feel. However, these books were large and very expensive. Most blind children never learned to read. When a young boy named Louis Braille started attending the Royal Institution for Blind Youth in Paris, he wanted to find a way to read.

Braille talked with Charles Barbier, a captain in the French army, about a form of writing using raised dots. Barbier had created “night writing,” a secret code using raised dots, for the army. The army never used the code, and Braille knew why. The grid of twelve dots was too large to feel with one finger, and it was hard to learn. He worked on making the grid easier.

Before long, Braille made a simpler version of the code. His grid of six dots representing the letters of the alphabet was easy for other blind students to learn. Braille published books about this method of writing in 1829 and 1837, but it wasn’t widely taught until after his death. Today Braille is used by the blind all over the world. In addition to books, Braille appears on signs in the public spaces of many countries to help the blind.

Sources: www.afb.org/braillebug/louis_braille_bio.asp
www.nyise.org/blind/barbier2.htm
www.acb.org/resources/braille-history.html
Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points  2. What is the intent of the author? \[ \text{API} \]

\begin{itemize}
  \item a. to explain how Braille writing was invented
  \item b. to tell me how to write Braille on special typewriters
  \item c. to compare using Braille with ASL and the AMA
  \item d. to persuade me to learn to read in Braille
\end{itemize}

How do you know?

20 points = I know this is the author’s intent because I read information about how Louis Braille created this method of writing. I did not learn how to type it. There is no information comparing Braille to ASL or the AMA in the passage. There is no language that persuades me to do anything.

15 points = I know this is the author’s intent because I read information about how Louis Braille created this method of writing. 10 points = I read information about how Braille was made.

20 points  3. Does what you learned from the passage match your prediction? Support your answer. \[ \text{PR} \]

20 points = Yes. What I learned from the passage matches my prediction. I learned how Louis Braille created a way for the blind to read. The blind can touch dots on a page with their fingers and read books like everyone else. 15 points = Yes. What I learned from the passage matches my prediction. The blind can touch dots on a page with their fingers to read. 10 points = It does match. I read about how the blind can touch dots with their fingers to read.
20 points

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

20 points = Before the 1820s, there wasn’t a good way for the blind to read. Louis Braille was a blind student who wanted an easy way to read. He learned about an army code that used raised dots you touched. He made the code easier to read for students. His system, called Braille, is still used today all around the world. 15 points = Before the 1820s, there wasn’t a good way for the blind to read. Louis Braille learned about an army code that used raised dots. He made the code easier to read. Braille is still used today all around the world. 10 points = Before the 1820s, there wasn’t a way for the blind to read. Louis Braille created a way of writing using raised dots. Braille is still used today.

Word Power

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

Skill Questions

Use the dictionary entry to answer the following question.

| o-ver-look | n. 1 land, as on a cliff, that provides a good view. —v. 2 fail to notice or consider (overlooked the mistake). 3 ignore indulgently, as in a child’s behavior. 4 look over from a higher position. (The balcony overlooks the stage.) 5 rise above. (The tower overlooks the horizon as you near the castle.) 6 excuse or pardon (overlook your mistake this time). 7 look after, oversee, or supervise. (The teacher overlooks us as we work in the library.) |

Which dictionary entry gives the best definition for *overlook* as it is used in the following sentences?

5 points

1. “I’m going to overlook your argument with me because I know you’re upset about losing the contest,” Principal Donner said to Deshawn.

   *Entry #6.*

5 points

2. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.

   *Entry #2.*

5 points

3. Tall mountains begin to overlook the flat plains in the distance as you drive west through the United States.

   *Entry #4.*

5 points

4. The woman often overlooked her dog’s bad behavior because she thought he was too cute to punish.

   *Entry #3.*
Building Meaning

<table>
<thead>
<tr>
<th>incapable</th>
<th>translated</th>
<th>nonverbal</th>
<th>restored</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfixed</td>
<td>influenced</td>
<td>previously</td>
<td>primarily</td>
</tr>
</tbody>
</table>

5. Write a meaningful sentence for the word translated.
   10 points = Aarti translated her favorite Hindu song into English so all of her friends could understand it and see how clever the words were.
   5 points = Aarti translated her favorite Hindu song into English so all of her friends could understand it. 1 point = Aarti translated her favorite Hindu song into English.

6. My mother’s frown was a nonverbal cue that she wasn’t happy with my test score.

7. “If you remember from the book we read previously, sometimes characters have to make hard decisions,” Mr. Applegate said. Previously means—
   a. later.
   b. just now.
   c. next day.
   d. earlier.

8. The jeweler restored the silver necklace by replacing the chain and cleaning it.

9. Rhonda was incapable of moving when she heard her name announced as the winner of the prize. Incapable means—
   a. unable.
   b. willing.
   c. quick.
   d. afraid.

10. The stadium was primarily used for football games, but sometimes soccer games were played there as well.

11. Wanting to eat healthily always influenced Brandon’s opinion when he ordered dinner at restaurants. Influenced means—
   a. remained.
   b. bothered.
   c. affected.
   d. ignored.

12. The deer stood transfixed in the road when the car’s headlights shined on it.
Set the Stage

- Introduce the writing goal.

Today you will write a personal response about what you think it would be like to lose the use of one of your senses. You read about how ASL helps the deaf and hard of hearing communicate with others. People can lose their other senses, or be born without them, as well.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a personal response.

When we read, we should think about how the subject of the text relates to us. In literature, we might be able to relate to the characters in the story. In informational texts, we might understand the topic on a personal level or have an opinion about the topic. When you write a personal response, you are writing your opinions and feelings about the text.

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

Blackline master provided.

After reading about the civil rights marches in the 1960s, I was both inspired and angry. I was inspired that so many people, both black and white, believed that equality was something everyone deserved. These people gathered together, many of them complete strangers, to show the people of the United States that certain laws were unjust and unequal. They often faced violence when they marched peacefully. Many people were hurt or put in jail. But they didn't give up the fight.

I was also angered by some of the things I read. I was angry that so many people in the country believed that someone deserved less respect just because he or she was black. I was angry that so many people thought it was okay to treat black people poorly and unfairly. I am glad that I am growing up in a time when this is less of an issue and when more people than ever are accepting of those around them.
Use **Think-Pair-Share** to have students identify the topic of this personal response. Randomly select a few students to share. *The civil rights marches and the author’s opinion of them.*

- Explain to students that personal responses express opinions and emotions on a topic as they relate to the author. Use **Think-Pair-Share** to have students identify the author’s opinions and feelings. Randomly select a few students to share. *The author is both inspired and angry. The author is inspired by the people who fought for equal rights. The author is angry that so many people fought against those ideas in the past. The author is grateful that he or she lives in a time when this is less of an issue.*

- Point out to students that the author provides details that support his or her opinions and feelings on the civil rights marches.

- Explain to students that since they are writing a personal response, they can and should use personal pronouns, such as *I, me,* and *my.*

- Tell students that they will write their personal responses about what they think it would be like to lose one of their senses.

---

**ADVENTURES IN WRITING**

**Timing Goal: 65 minutes**

**Planning**

- Introduce the activity.

  *Remember that today you are writing a personal response about what you think it would be like to lose one of your senses.*

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

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>You read about how the deaf and hard of hearing have to adapt the way they communicate with others. You also read how the blind have to learn to read. How do you think losing one of your senses would affect you? Begin your response with an introductory sentence that tells what sense you will discuss losing. Tell at least four ways you think losing this sense would affect you. Think about what you would miss without this sense or what you might have to do to accommodate for your missing sense. End your personal response with a closing sentence that tells whether you think you could learn to get along without this sense. Remember that you can use personal pronouns in your writing.</td>
</tr>
</tbody>
</table>
**Scoring Guide**

| You wrote a personal response about how losing one of your senses would affect you. | 20 points |
| Your personal response begins with an introductory sentence that tells what sense you will discuss losing. | 10 points |
| You describe at least four ways you think losing this sense would affect you. | 15 points each (60 points maximum) |
| You end your personal response with a closing sentence that tells whether you think you could learn to get along without this sense. | 10 points |

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

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

- 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.
### Drafting

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

> It is always important to provide an opening sentence that introduces the main idea of your writing. This makes your writing stronger and also helps keep it organized. Your readers will be able to clearly understand the topic of your personal response if you provide an introductory sentence.
Display the following excerpt from an essay.

I believe that losing my sense of smell would make life difficult. I don’t think my favorite foods would taste as good without it. I know that smelling chili cooking on the stove makes me hungry for it. Just smelling it makes the flavors of the spices stand out on my tongue.

Use **Think-Pair-Share** to have students identify the main idea of this personal response. Randomly select a few students to share. The main idea is losing the sense of smell.

Use **Team Huddle** to have students discuss whether the topic of the personal response would be as clear or organized if the first sentence did not exist. (Answers may vary.) No. Readers might be confused about which sense the author lost. The first thing he or she discusses is how the sense of smell helps him or her taste foods better. Without the first sentence, readers might not be able to tell if the author lost his or her sense of smell or taste.

Tell students to check their drafts to make sure their personal responses have a good introductory sentence that clearly states the main idea.

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

---
New Stadium to Open Next Season

(August 11, 1993) — Ballyhoo Local Stadium, the new soccer stadium, is set to open next season. The Ballyhoo Rangers soccer team will play there, according to head coach Marv Marshall.

“We are really looking forward to the new stadium,” Coach Marshall said, “and we hope that our fans enjoy the new stadium as much as they’ve enjoyed the older stadium.” The old stadium, Wilson Field, will be torn down....
George Washington

The USS *George Washington* is an aircraft carrier in the United States Navy. As with other aircraft carriers, planes take off and land on her deck. The USS *George Washington* has seen action in several conflicts during the twentieth century.
The author wrote a preface in the front of her book to thank her sister for being a good friend and editor.

Dictionary entry for *preface*:

**pref-ace** (pref-is)
n. 1 a preliminary statement or introduction in the book by the author or editor to explain the purpose or expectations of the author or give thanks. 2 an introductory part, as in a speech. *(The president told a few jokes in the preface of his speech.)* 3 something preliminary or introductory. *(The party was a preface to the dance later in the night.)* —v. 4 to introduce, as with a preface. *(Let me preface our next speaker by telling about his life.)*
trans-late

v. 1 to turn from one language into another (translate Spanish). 2 to change form, condition, nature, etc. of something (translate words into actions). 3 to explain in easier terms (translate the doctor’s diagnosis). 4 to express a foreign currency as the local currency using an exchange rate (translate Canadian dollars into American dollars).
Word Power Challenge

The audience marveled that the magician was able to escape from the water trap before drowning.

mar-vel

*n. 1* something that causes wonder or amazement; a wonderful thing. *(The piano player is a marvel.)* —*v. 2* wonder at. *(I marvel that you could solve the puzzle.)* *3* are curious about. *(Children marvel that the sun disappears each day.)*
After reading about the civil rights marches in the 1960s, I was both inspired and angry. I was inspired that so many people, both black and white, believed that equality was something everyone deserved. These people gathered together, many of them complete strangers, to show the people of the United States that certain laws were unjust and unequal. They often faced violence when they marched peacefully. Many people were hurt or put in jail. But they didn’t give up the fight.

I was also angered by some of the things I read. I was angry that so many people in the country believed that someone deserved less respect just because he or she was black. I was angry that so many people thought it was okay to treat black people poorly and unfairly. I am glad that I am growing up in a time when this is less of an issue and when more people than ever are accepting of those around them.
I believe that losing my sense of smell would make life difficult. I don’t think my favorite foods would taste as good without it. I know that smelling chili cooking on the stove makes me hungry for it. Just smelling it makes the flavors of the spices stand out on my tongue.
humankind's oldest language
cont. (pp. 42 and 43)

dead and hard of
hearing treated poorly in the past

created first school for the
deaf in Paris

created first official sign
language: French Sign
language, and taught it
American Sign Language to
American Manual Alphabet

hand gestures form each letter
of alphabet

ASL has signs for
whole words,
thoughts, feeling, ideas.

put signs together to
form whole sentences

many signs common sense
and related to object, thought, feeling being
signed

American Indians used form of sign
language for communication before ASL

American Sign Language (ASL)

humankind's oldest language,
cont. (pp. 42 and 43)

earliest humans used signs
to speak before language

Thomas Hopkins
Gallaudet brought FSL back to U.S. to
create ASL

hand gestures for
counting

cont. (pp. 42 and 43)

use hands
and facial
expressions to
communicate

one of most
popular
languages
in U.S.: used
by hearing
people too

counting

put signs together to
form whole sentences

many signs common sense
and related to object, thought, feeling being
signed

language of the deaf and
hand of hearing

ASL (p. 41)

hearing impaired

human kind

signing thoughts and ideas

(45–48)

language of the deaf and
hand of hearing

American Sign Language (ASL)

humankind's oldest language,
cont. (pp. 42 and 43)

American Sign Language

learning to spell

(44 and 45)

American Manual Alphabet

hand gestures form each letter
of alphabet

American Indians used form of sign
language for communication before ASL

American Sign Language (ASL)
Helen Keller's miracle (pp. 48–50)

- badly behaved because she couldn't communicate
- born healthy, lost hearing and sight after sickness, possibly meningitis
- many countries have sign languages, many related like ASL is the FSL
- British Sign Language (BSL) is very different from ASL. different ways to fingerspell, gesture words

Helen Keller's miracle, cont. (pp. 48–50)

- Anne Sullivan lost sight, had it restored with surgery, came to teach Helen to fingerspell and use Braille
- Helen had trouble associating spelled words with real objects.
- figured it out when she felt water
- became advocate for educating blind and deaf around world

Signing Off! American Sign Language, cont.

- signing in different languages (pp. 51 and 52)
- parents teaching babies ASL
- where to learn ASL (pp. 52–54)
- Gallaudet University in Washington, D.C.
- Gallaudet only college for deaf in world
- hearing students can attend, but very few and hard to get into program
- places or classes in community to learn ASL

Topic:

ASL has own grammar, punctuation, and word order

ASL can change depending on region, just like spoken English.

ASL works for deaf, but not deaf and blind; they use AMA and fingerspelling.
Some baseball signals have roots in sign language. Signing with hands full is rude; makes it difficult to understand signs.

William "Dummy" Hoy asked coach to signal balls and strikes because he couldn't hear umpire.

Signing facts (pp. 56 and 57)

Signing Exact English: ASL gestures and grammatically correct English. Children often learn SEE in school when learning to read.

polite to stare in deaf community, impolite to look away

Signing facts, cont. (pp. 56 and 57)

Pidgin Signed English: hybrid of SEE and ASL. Often used between deaf and hearing signers.

uses English word order, but not perfect grammar

signing facts, cont. (pp. 56 and 57)
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.

<table>
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<th>LEVEL 5 / Signing Off! American Sign Language</th>
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</thead>
<tbody>
<tr>
<td><strong>English Language Arts Standards: Language</strong></td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
</tr>
<tr>
<td>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
</tbody>
</table>
The Savvy Reader—Predicting Level 5

Student Edition

Prairie Belle, Belle of the Prairie ................................................................. S-1
Predicto Gets a Clue! .................................................................................. S-5
Signing Off! American Sign Language ......................................................... S-11
<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>irritating</td>
<td>base word + ending</td>
<td>annoying, bothersome</td>
<td>The sound of the bulldozer was so irritating that I couldn’t concentrate on my book.</td>
</tr>
<tr>
<td>replenish</td>
<td>chunk</td>
<td>fill up again, get more of</td>
<td>Victoria went to the store to replenish her family’s milk supply after she drank it all.</td>
</tr>
<tr>
<td>shouldering</td>
<td>base word + ending</td>
<td>carrying on your shoulders</td>
<td>The hikers were shouldering heavy backpacks as they trudged through the desert.</td>
</tr>
<tr>
<td>burnished</td>
<td>chunk</td>
<td>shiny and polished</td>
<td>Edward’s burnished trophies shined in the sunlight.</td>
</tr>
<tr>
<td>goading</td>
<td>base word + ending</td>
<td>urging on, poking at, spurring to action</td>
<td>The boy was goading the toad gently with a stick to see if it would hop.</td>
</tr>
<tr>
<td>swath</td>
<td>-a = /ah/ blend</td>
<td>path, usually of a storm or something destructive</td>
<td>The hurricane left a swath of destruction as it ripped along the street.</td>
</tr>
<tr>
<td>collapsed</td>
<td>base word + ending</td>
<td>fell down with force</td>
<td>The old roof collapsed from the weight of the snow after the blizzard.</td>
</tr>
<tr>
<td>partial</td>
<td>-tial = /shul/ chunk</td>
<td>incomplete, not total</td>
<td>There was only partial light, so Andre couldn’t see well enough to read.</td>
</tr>
</tbody>
</table>

**Fluency in Five**

<table>
<thead>
<tr>
<th></th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Page 10 (paragraphs 1 and 2) or 16 (paragraphs 1–4)</td>
<td>Page 10 (paragraphs 1 and 2)</td>
<td>Page 10 (paragraphs 1 and 2), 16 (paragraphs 1–4), or 21</td>
</tr>
</tbody>
</table>
DAY 1

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)
2. What is unusual about the morning on which the story takes place?
3. How does making coffee remind Prairie Belle that she and Pa are running out of supplies?
4. Which definition best fits the word *stand* in the phrase “stand of dogwood trees” on page 6?
   a. tolerate
   b. lack
   c. cluster
   d. rise
   Explain why.

DAY 2

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. How does Prairie Belle feel when Pa leaves?
3. What is the first thing Prairie Belle does when her father leaves?
4. The mood at the end of this passage is—
   a. nervous.
   b. peaceful.
   c. worried.
   d. unhappy.

Write a synonym for each of the following words.
1. monarch 2. stomach 3. shuddering 4. bulge

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Which of the following is something you might find irritating?
   a. the smell of freshly washed clothes
   b. a cool pool on a hot day
   c. songbirds singing in trees
   d. a mosquito buzzing in your ear
DAY 3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. How does Prairie Belle use figurative language to describe the tornado?
3. How much damage does the tornado do?
4. How can you tell Prairie Belle is scared during the tornado?

Write a synonym for each of the following words.

1. criminal 2. flee 3. glitter 4. mutt

<table>
<thead>
<tr>
<th>irritating</th>
<th>replenish</th>
<th>shouldering</th>
<th>burnished</th>
</tr>
</thead>
<tbody>
<tr>
<td>goading</td>
<td>swath</td>
<td>collapsed</td>
<td>partial</td>
</tr>
</tbody>
</table>

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

6. Which of the following is not something you might find irritating?
   a. an icy cold shower
   b. the smell of cookies baking
   c. a pebble in your shoe
   d. a ringing in your ear

DAY 4

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What scares Prairie Belle even more than the tornado? How can you tell?
3. How are Prairie Belle’s tears different when she sees Pa?
   a. They are tears of sadness.
   b. They are tears of pain.
   c. They are tears of joy.
   d. They are tears from allergies.
4. Do you think Pa is relieved to see that Prairie Belle is okay after the tornado? How can you tell?

Write a synonym for each of the following words.

1. stroll 2. eternal 3. jersey 4. assemble
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Choose the word that best fits in the blank.
Before people had glass mirrors, they used __________ pieces of silver or other metals as mirrors.

---

**DAY 6**

**Writing Prompt**
This cycle, you learned about life on a late-1800s prairie farm from Prairie Belle. Imagine that you live on a farm similar to Prairie Belle's. What do you think your life would be like? What kinds of chores or work would you do on the farm? What would you do for fun? Write a journal entry about a typical day on the farm. Describe at least three chores or different jobs you did that day, and at least one thing you did for fun. Remember that your journal should use slang or language appropriate for the late 1800s. Your journal entry should be in the correct format (date, greeting, body, closing, and a signature).

**Scoring Guide**
You wrote a journal entry as a child living on a prairie farm in the late 1800s. 25 points
You describe at least three chores or jobs you did on the farm that day, and at least one thing you did for fun. 15 points each (60 points maximum)
Your journal is written in language appropriate for the late 1800s. 10 points
The journal is written in the correct format (date, greeting, body, closing, and a signature). 5 points
Predicto Gets a Clue!

**DAY 1**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS Constellation Museum and the Maryland Science Center?</td>
</tr>
<tr>
<td>2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?</td>
</tr>
<tr>
<td>3. Predicto’s predictions were just wild guesses. What could he have done to make his predictions more realistic?</td>
</tr>
<tr>
<td>4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)</td>
</tr>
</tbody>
</table>

**Predicto’s Challenge**

Greetings, Ladies and Gentlemen,

By listening to Adam and his friends, I’ve learned that I should be using clues in the text to make my predictions. I wish I had one of those Predicting Strategy Cards so I could remember what the clues are. Anyway, I looked at the table of contents for Outlaws of the Sea and predicted what I think the topic of the text is.

- Look over the table of contents for *Outlaws of the Sea*, and make a prediction about the topic too.
- Compare predictions and clues with your partners.
- Write your predictions and clues in your journals.

Yours truly,
The Incredible Predicto

**DAY 2**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS Constellation Museum will learn about the ship and sailors?</td>
</tr>
<tr>
<td>2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)</td>
</tr>
<tr>
<td>3. How will Adam and Elinor find out if their predictions come true?</td>
</tr>
</tbody>
</table>
Predicto Gets a Clue!

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 26 is pirates. But what do you think we’ll learn about pirates?

• Using the clues, like the headings, illustrations, and captions, see if you can predict what the text will be mostly about—what you will learn about pirates.

• Compare predictions with your partners; then write the predictions and clues in your journals.

Good luck!
The Incredible Predicto

DAY 3

Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS Constellation?

2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS Constellation?

3. Did you confirm Amy’s or Daniel’s predictions? Share the notes you and your partner made during your discussion. (Write-On)

4. Amy made a mind movie of the USS Constellation. Do you have a mind movie of the ship based on what you’ve read about it? Describe your mind movie. How do mind movies help you understand what you’re reading?

Predicto’s Challenge

Greetings, Ladies and Gentlemen,

Finally, my luck is turning! I have a Predicting Strategy Card of my own! Outstanding! I used it right away to help me predict the main ideas of each part of the article on pirates. Why don’t you try that too?

• Look for clues.

• Make predictions about the main ideas of each part.

• Discuss your predictions and clues with your partners.

• Write your predictions and clues in your journal.

• Take turns reading each part to see if your predictions come true.

• Check off confirmed predictions.

Good luck!
The Incredible Predicto
DAY 4

Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?
2. Did Predicto’s prediction come true? Explain how you know.
3. Is it okay if a prediction doesn’t come true? Why do you think that? (Write-On)

Predicto’s Challenge

Greetings, Ladies and Gentlemen,

A customer at the fair paid me 25 cents to predict the main ideas of parts 1 and 2 of the article *Sunken Treasures*. Once again, it’s a nautical theme. But that’s the only hint I’m going to give you. Test your powers of prediction!

- Using the text features as clues, predict the main ideas of parts 1 and 2.
- Compare predictions and clues with your partners.
- Write the predictions and clues in your journals.
- Then take turns reading parts 1 and 2 to see if you can confirm your predictions.
- Check off confirmed predictions.

Good luck!
The Incredible Predicto

DAY 5

Team Talk

1. What do you think Amy and Daniel did to be good partners for each other?
2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?
3. Did Elinor confirm her prediction? Did she learn anything that she didn’t predict? What was it? (Write-On)
4. Did you learn something about dinosaurs that you didn’t predict? What was it?
Greetings, Ladies and Gentlemen,

I just happen to know that there's another exciting exhibit at the Maryland Science Center. It's called the Birth of Aviation. What do you think that's all about? Let's predict!

• On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 28.
• Discuss your predictions and clues with your partners.
• Write your predictions and clues in your journals.
• Take turns reading the paragraphs.
• Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,

The Incredible Predicto

TEAM TALK

1. Daniel said that it was hard to predict what Your Body: The Inside Story was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?

2. How did you use your background knowledge to predict what Your Body: The Inside Story was about? (Write-On)

3. Based on what you read in both brochures, would you have voted to go to the USS Constellation Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

Greetings, Ladies and Gentlemen,

Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I'd like to test my powers out on you.

I've discovered yet another amazing exhibit at the Maryland Science Center. There's some information about it on page 29 in your copy of A Collection of Readings. I've predicted what I think are the main ideas of each part.

I'd like you to find out if my predictions come true!

• With your partners, take turns reading parts 1, 2, and 3.
• Find the main ideas.
• Compare the main ideas to my predictions.
• Write down which of my predictions came true, which didn't, and why.

With fingers crossed,

The Incredible Predicto
DAY 7

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On)

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

3. How are firefighters and police officers similar?

4. The word *appreciation* means—
   a. disapproval.
   b. gratitude.
   c. embarrassment.
   d. frustration.
### Signing Off! American Sign Language

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>incapable</td>
<td>prefix + base word</td>
<td>unable</td>
<td>Tori was <em>incapable</em> of answering the phone because she was sick and lost her voice.</td>
</tr>
<tr>
<td>translated</td>
<td>base word + ending</td>
<td>reworded from one language to another</td>
<td>Pablo’s grandmother couldn’t understand English, so he <em>translated</em> my question into Spanish.</td>
</tr>
<tr>
<td>nonverbal</td>
<td>chunk</td>
<td>not spoken</td>
<td>The conductor gave a <em>nonverbal</em> signal to the orchestra to begin playing.</td>
</tr>
<tr>
<td>restored</td>
<td>prefix + base word + ending</td>
<td>renewed, fixed</td>
<td>Noel’s grandfather <em>restored</em> the old bike he found at the junkyard and made it look new.</td>
</tr>
<tr>
<td>transfixed</td>
<td>chunk</td>
<td>motionless with surprise</td>
<td>The small children were <em>transfixed</em> when they walked into the museum and saw the giant skeleton of the <em>T. rex</em>.</td>
</tr>
<tr>
<td>influenced</td>
<td>base word + ending</td>
<td>affected</td>
<td>The bad weather has <em>influenced</em> our decision to have a party at home instead of in the park.</td>
</tr>
<tr>
<td>previously</td>
<td>base word + ending</td>
<td>earlier</td>
<td>The new movie reminded Gordon of a story he had read <em>previously</em>.</td>
</tr>
<tr>
<td>primarily</td>
<td>base word + ending</td>
<td>mostly</td>
<td>The purpose of playing games in gym is to <em>primarily</em> teach children how to exercise and work as a team.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 49 (paragraphs 1 and 2)</td>
<td>Page 49 (paragraphs 1 and 2) or 46 (paragraphs 1 and 2)</td>
<td>Page 49 (paragraphs 1 and 2), 46 (paragraphs 1 and 2), or 54 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
DAY 1

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)

2. Why were the deaf and hard of hearing treated poorly long ago?

3. How do the gestures for the letters J and Z differ from other letters?
   a. They are the easiest gestures to make.
   b. They require the speaker to move his or her hands more.
   c. They do not have gestures, and people have to write them.
   d. They look like the letters they represent.

4. How do ASL speakers make compound words?

DAY 2

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)

2. Helen had trouble learning to communicate because—
   a. she couldn’t hear or see what Anne Sullivan was telling her.
   b. she couldn’t figure out the gestures for letters.
   c. she couldn’t pronounce the words she was spelling.
   d. she couldn’t put spelled words together with real objects.

3. Why do you think Gallaudet University is selective about accepting hearing students?

4. What is the same as speaking with your mouth full in ASL? Why is it rude?

Use the dictionary entry to answer the following question.

**a-lert**

*adj. 1* fully aware; wide awake; keen (*an alert mind*). 2 swift; agile; nimble. —*n.* 3 a warning or alarm, as for an attack or storm. 4 the time when a warning or alarm is in effect. —*v.* 5 to warn others to prepare for action (*to alert the troops*). 6 to warn of a coming storm, attack, raid, etc. (*to alert residents to prepare for flooding*). 7 to advise or warn (*to alert gardeners to the dangers of pesticides*).

Which dictionary entry gives the best definition for *alert* as it is used in the following sentences?

1. Residents living near the volcano were alerted that they would need to evacuate the area to escape an eruption.

2. As strong storms came closer to the town, a tornado alert was sounded.
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.
   Marnie was ___________ when she first saw the snake on the path, but then she ran away as fast as she could.

**DAY 3**

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)

2. Why was Thomas Hopkins Gallaudet interested in bringing sign language to the United States?
   a. He wanted to help the deaf daughter of a friend.
   b. He was deaf and wanted to talk to people.
   c. He wanted a way to educate the deaf community.
   d. He was tired of having to write for the deaf.

3. What is the purpose of the text box on the bottom of page 43?

4. What problem does someone who is deaf and blind have? What is the solution?

**Skill Practice**

Use the dictionary entry to answer the following question.

**goggle**

n. 1 protective eye coverings (swim goggles). 2 a bulging, wide-open look of the eyes; a stare. —v. 3 to stare with bulging or wide-open eyes. 4 to roll one's eyes. 5 (of the eyes) to bulge and be wide open in a stare. 6 (of the eyes) to roll.

Which dictionary entry gives the best definition for *goggle* as it is used in the following sentences?

1. Mr. Eckert made sure all of his students were wearing safety *goggles* before they began sawing their blocks of wood.

2. “Don’t *goggle* your eyes at me,” Lance’s mom said after he made a face.
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. The starter’s pistol is a loud, nonverbal signal to start a race. Nonverbal means—
   a. shouted aloud.
   b. silenced.
   c. rumbled.
   d. not spoken.

**DAY 4**

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)

2. Tell at least one way ASL and BSL are different.

3. In the author’s opinion, why is it a good idea to learn sign language?
   a. You can speak with signers from different countries.
   b. Learning Spanish or French is not as interesting as learning ASL.
   c. There are more than 11 million deaf or hard-of-hearing people in the U.S.
   d. Gallaudet is an excellent college that you should attend.

4. Use information from your idea tree to write a summary about *Signing Off! American Sign Language*.

**Skill Practice**

Use the dictionary entry to answer the following question.

**notch**

\[ n. 1 \text{ an angular or V-shaped cut in a surface or edge.} 2 \text{ a cut or nick made in a stick for keeping record, such as a tally.} 3 \text{ (New England and upstate New York) a deep, narrow opening or pass between mountains.} 4 \text{ (Informal) a step or degree. (This car is a notch better than that one.)} —v. 5 \text{ to cut or make a nick in.} 6 \text{ record by making notches.} 7 \text{ to score, as in a game (he notched another basketball win).} \]

Which dictionary entry gives the best definition for *notch* as it is used in the following sentences?

1. You can’t pass through the notch in the mountains between November and May because of snow.
2. I need to notch this wooden board so I know where to cut it when I’ve finished measuring.
Building Meaning

<table>
<thead>
<tr>
<th>incapable</th>
<th>translated</th>
<th>nonverbal</th>
<th>restored</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfixed</td>
<td>influenced</td>
<td>previously</td>
<td>primarily</td>
</tr>
</tbody>
</table>

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

4. Choose the word that best fits in the blank.
   Harlan’s good behavior _________ his little brother to be polite as well.

**Day 6**

**Writing Prompt**

You read about how the deaf and hard of hearing have to adapt the way they communicate with others. You also read how the blind have to learn to read. You also read how the deaf and hard of hearing have to adapt the way they communicate with others. You also read how the blind have to learn to read. How do you think losing one of your senses would affect you? Begin your response with an introductory sentence that tells what sense you will discuss losing. Tell at least four ways you think losing this sense would affect you. Think about what you would miss without this sense or what you might have to do to accommodate for your missing sense. End your personal response with a closing sentence that tells whether you think you could learn to get along without this sense. Remember that you can use personal pronouns in your writing.

**Scoring Guide**

<table>
<thead>
<tr>
<th>You wrote a personal response about how losing one of your senses would affect you.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal response begins with an introductory sentence that tells what sense you will discuss losing.</td>
<td>10 points</td>
</tr>
<tr>
<td>You describe at least four ways you think losing this sense would affect you.</td>
<td>15 points each (60 points maximum)</td>
</tr>
<tr>
<td>You end your personal response with a closing sentence that tells whether you think you could learn to get along without this sense.</td>
<td>10 points</td>
</tr>
</tbody>
</table>
# Table of Contents

## The Savvy Reader—Predicting Level 5

### Student Test

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<tr>
<td>Prairie Belle, Belle of the Prairie</td>
<td>T-1</td>
</tr>
<tr>
<td>Predicto Gets a Clue!</td>
<td>T-3</td>
</tr>
<tr>
<td>Signing Off! American Sign Language</td>
<td>T-5</td>
</tr>
</tbody>
</table>
Comprehension Questions

Read page 22 of *Prairie Belle, Belle of the Prairie*, and answer the following questions.

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

2. The thought that scares Prairie Belle the most is—
   a. losing her father to the tornado.
   b. the tornado returning to the cabin.
   c. having to repair the barn.
   d. being by herself on the farm.

3. What did Pa do when he saw where the tornado was traveling?
   a. He turned around and raced home.
   b. He raced to Mr. Ford’s farm for help.
   c. He hid until the storm was over.
   d. He sat down and cried in fear.

4. What does Pa say is the most important thing after their ordeal?

5. Why do you think Pa will take Prairie Belle with him when he goes to get the new dairy cow?

6. Read the following passage, which is from another Prairie Belle story. Make a prediction about what will happen next. Explain the clues you used to make your prediction.

   One November, I awoke to a beautiful snowy morning. Drifts piled against the cabin, high as the windows. I jumped out of bed and put on my warmest clothes. I found my mittens, scarf, and coat and put them on. I raced to the kitchen door.
Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions
Write a synonym for each of the following words.

1. snooze 2. shrub 3. drain 4. convert

Building Meaning

<table>
<thead>
<tr>
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<td>swath</td>
<td>collapsed</td>
<td>partial</td>
</tr>
</tbody>
</table>

5. Write a meaningful sentence for the word replenish.

6. “If you keep ___________ that old dog, he might growl at you,” Mr. Rafferty warned.

7. Mrs. Ahern suffers from partial blindness, so while she can see really large objects, she needs a cane to feel for small ones in her path. Partial means—
   a. complete.
   b. total.
   c. incomplete.
   d. whole.

8. The strong farmers were used to ___________ large bags of seeds to bring them out to the fields.

9. The twin boys left a swath of destruction through the house when they came in from playing outside. Swath means—
   a. cloth.
   b. hole.
   c. truck.
   d. path.

10. The house of cards ___________ when a slight breeze blew by it.

11. The burnished candlesticks reflected the soft glow of the candles on the table. Burnished means—
    a. dull.
    b. polished.
    c. muddy.
    d. gray.

12. The moth was really ___________ me because it was making the light flicker as it fluttered around it.
Comprehension Questions

Preview *The Best You Can Be* on page 38 of your copy of *A Collection of Readings*, and answer question #1. Then read *The Best You Can Be*, and answer the remaining questions.

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

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

3. Is the amount of food you eat from the food pyramid the same for everyone? Why or why not?

4. Which of the following clues helped you make a prediction about this reading?
   a. pictures and diagrams
   b. text boxes
   c. bold text
   d. all the above

5. Which of the following is not a group on the food pyramid?
   a. meats and beans
   b. milk
   c. sugars and sweets
   d. vegetables

6. What is the main idea of paragraph 1? How do you know?
Reading with Fingers

Before 1826, there was no good way for the blind to read. Some books were published with embossed letters that the blind could feel. However, these books were large and very expensive. Most blind children never learned to read. When a young boy named Louis Braille started attending the Royal Institution for Blind Youth in Paris, he wanted to find a way to read.

Braille talked with Charles Barbier, a captain in the French army, about a form of writing using raised dots. Barbier had created “night writing,” a secret code using raised dots, for the army. The army never used the code, and Braille knew why. The grid of twelve dots was too large to feel with one finger, and it was hard to learn. He worked on making the grid easier.

Before long, Braille made a simpler version of the code. His grid of six dots representing the letters of the alphabet was easy for other blind students to learn. Braille published books about this method of writing in 1829 and 1837, but it wasn’t widely taught until after his death. Today Braille is used by the blind all over the world. In addition to books, Braille appears on signs in the public spaces of many countries to help the blind.

Sources: www.afb.org/braillebug/louis_braille_bio.asp
www.nyise.org/blind/barbier2.htm
www.acb.org/resources/braille-history.html
Comprehension Questions

Use your graphic organizer to answer the following questions.

2. What is the intent of the author?
   a. to explain how Braille writing was invented
   b. to tell me how to write Braille on special typewriters
   c. to compare using Braille with ASL and the AMA
   d. to persuade me to learn to read in Braille

How do you know?

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

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Use the dictionary entry to answer the following question.

**overlook**

*n.* 1 land, as on a cliff, that provides a good view. —*v.* 2 fail to notice or consider (overlooked the mistake). 3 ignore indulgently, as in a child’s behavior. 4 look over from a higher position. (The balcony overlooks the stage.) 5 rise above. (The tower overlooks the horizon as you near the castle.) 6 excuse or pardon (overlook your mistake this time). 7 look after, oversee, or supervise. (The teacher overlooks us as we work in the library.)

Which dictionary entry gives the best definition for **overlook** as it is used in the following sentences?

1. “I’m going to overlook your argument with me because I know you’re upset about losing the contest,” Principal Donner said to Deshawn.

2. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.

3. Tall mountains begin to overlook the flat plains in the distance as you drive west through the United States.

4. The woman often overlooked her dog’s bad behavior because she thought he was too cute to punish.
### Building Meaning

<table>
<thead>
<tr>
<th>incapable</th>
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<th>nonverbal</th>
<th>restored</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfixed</td>
<td>influenced</td>
<td>previously</td>
<td>primarily</td>
</tr>
</tbody>
</table>

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

6. My mother’s frown was a __________ cue that she wasn’t happy with my test score.

7. “If you remember from the book we read *previously*, sometimes characters have to make hard decisions,” Mr. Applegate said. *Previously* means—
   a. later.
   b. just now.
   c. next day.
   d. earlier.

8. The jeweler __________ the silver necklace by replacing the chain and cleaning it.

9. Rhonda was *incapable* of moving when she heard her name announced as the winner of the prize. *Incapable* means—
   a. unable.
   b. willing.
   c. quick.
   d. afraid.

10. The stadium was __________ used for football games, but sometimes soccer games were played there as well.

11. Wanting to eat healthily always *influenced* Brandon’s opinion when he ordered dinner at restaurants. *Influenced* means—
   a. remained.
   b. bothered.
   c. affected.
   d. ignored.

12. The deer stood __________ in the road when the car’s headlights shined on it.