



Clarifying

Level 6

Teacher Edition, Student Edition, and Student Test

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

The **Savvy
Reader**

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

The Savvy Reader—Clarifying

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Clarifying Sticky Situations with the Strategy Spies

Summary

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

Instructional Objectives

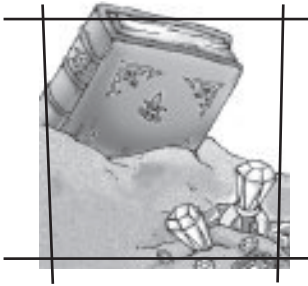
Reading	
CYCLE 1	Clarifying (CL)
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

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

Preparation

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

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

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

Timing Goal: 55 minutes

Creating Teams

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

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

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



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

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

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

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



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

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

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

Set the Stage

- Introduce the lesson and reading objective.

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

Using the Targeted Strategy (Introduction and Definition)

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

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

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

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

- Introduce the video.

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

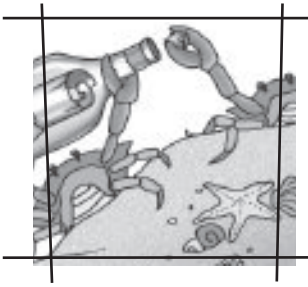
- Ask students to take out their Clarifying Strategy Card from their team folders.
- **Play** "Part 1: Word Pronunciation Strategies" (12 minutes). During the last segment of part 1, students will be asked to help Kate and Fred clarify two words.



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

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


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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion



Clarifying

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

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

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

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-1

Hi!

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

The Techno-Geeks,
Kate and Fred

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

Student Edition, page S-1

How do you say the underlined words?

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

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

Class Discussion **TP**

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

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

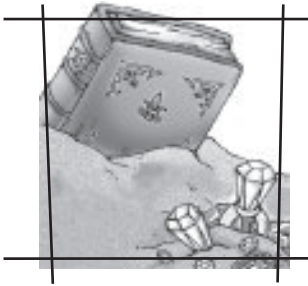


- Use **Random Reporter** to review sentences 2 and 3. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any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

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

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

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

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

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

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

Using the Targeted Strategy (Introduction and Definition)

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

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

- Introduce the video.

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



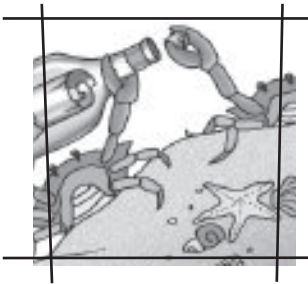
- **Play** “Part 2: Word Meaning Strategies” (6 minutes). During the last segment of part 2, students will be asked to help Fred and Kate figure out the meaning of two words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

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

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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

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

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-2

Hi!

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

Thanks!

Kate and Fred

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

Student Edition, page S-2

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

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

Message:

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

Standard alphabet:

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

Caesar's alphabet:

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

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

Class Discussion

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

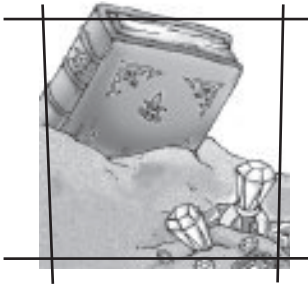
OK, Number X. Tell me how your team clarified a word in the Strategy Spies' Challenge. Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Tyson. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word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



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

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

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

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

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

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

Using the Targeted Strategy (Introduction and Definition)

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

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

- Introduce the video.

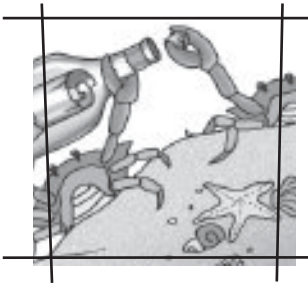
The Chocolate Underground is going to have the same problem we’ve had. They’re going to get stuck on the meaning of a whole sentence—even though they think they know all the words. Let’s see how they get themselves unstuck.



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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

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

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

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-3

Hi!

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

Good luck!

Kate and Fred

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

Student Edition, page S-3

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

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

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

Class Discussion

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

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

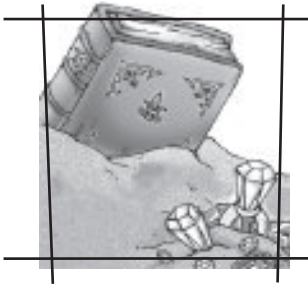


- Use **Random Reporter** to have students share more words they clarified as a team and to tell what each sentence means. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual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

- Summarize the lesson for students.

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

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

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

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

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

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



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

Set the Stage

- Remind students of the reading objective.

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

Using the Targeted Strategy (Introduction and Definition)

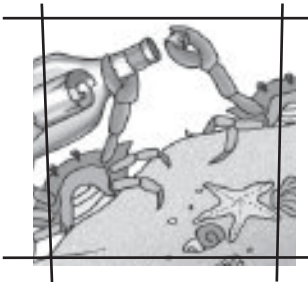
- Remind students that they have been using strategies to pronounce words and figure out their meanings.

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

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



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



TEAMWORK

Timing Goal: 35 minutes

Partner Reading

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

A Collection of Readings,
page 1

Manhattan

Five boroughs make up New York City. They are Manhattan, the Bronx, Brooklyn, Queens, and Staten Island. The biggest borough, or part of the city, is Manhattan. Many of the famous landmarks of New York City are located in Manhattan. You can find each of these places by knowing how Manhattan is divided. People who live in Manhattan describe location using the terms downtown (south), mid-town, and uptown (north). East and west can be figured out by knowing which side of Fifth Avenue a landmark is on.

Many smaller neighborhoods make up Manhattan. Many neighborhoods are known for specific reasons. For example, Greenwich Village is known for being an art and cultural district that is also home to New York University. TriBeCa, which stands for Triangle Below Canal Street, is another Manhattan neighborhood. A third important neighborhood in Manhattan is Harlem. A popular time in American and jazz music history, known as the Harlem Renaissance, took place there in the 1920s.

People not only recognize Manhattan by its neighborhoods, but also by its landmarks. The Empire State Building, Broadway—home to some of the country's best theaters—Times Square, Wall Street, and the Museum of Modern Art are all in Manhattan. Thus, the city lends itself to the many people who live there, as well as people who want to visit. There is something for everyone in the heart of the Big Apple!

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

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

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

I think this paragraph talks mostly about Manhattan being the biggest borough in New York City and how it is divided. Turn to your student partner. **Do you agree? Do you have anything to add?**

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

Team Discussion

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

Class Discussion **TP**

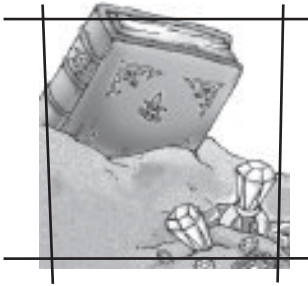
- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration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

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



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

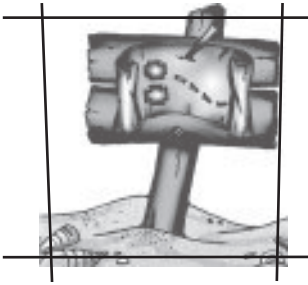
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details.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

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

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

Prepare Students for the Test

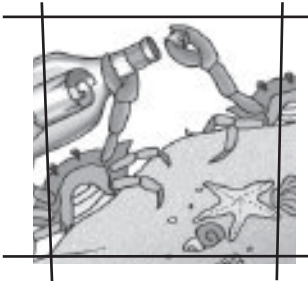
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 40 minutes

Team Discussion

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

Class Discussion

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



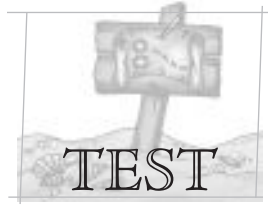


- **Play** the video.
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

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

Cycle Follow-up

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



Comprehension Questions

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

Central Park

Can you imagine a place where you can ride your bike, see a polar bear, and grab something to eat all within a few city blocks? Well, you can at Central Park, an historic landmark in Manhattan. Two men named Frederick Law Olmsted and Calvert Vaux designed the park in 1858. The park has had some good times and bad times. But, it's had mostly good times since the Central Park Conservancy was started in 1980.

The Central Park Conservancy works with the city of New York. They have a big job to keep up with the most-visited park in the United States! The group makes sure that the grass, plants, flowers, and trees in the park are taken care of. They also tend to the memorials, or statues, and bridges in the park. As if that weren't enough to see in the park, there is also a zoo, a jogging trail, two restaurants, plenty of room for a picnic, and an ice-skating rink. So, the next time you're in the city and need a break from all the cars and buildings, take a stroll in Central Park. You're bound to find something you'll like!

10 points

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

10 points

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

10 points

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

10 points

4. “Two men named Frederick Law Olmsted and Calvert Vaux designed the park in 1858.” The word *designed* means—
- thought of.
 - closed.
 - visited.
 - planned.*

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

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

10 points

5. “But, it’s had mostly good times since the Central Park Conservancy was started in 1980.” *Conservancy* means—
- a park that has a restaurant.
 - an organization that plans.
 - a place that keeps animals.
 - an organization that preserves.*

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

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

10 points

6. “You’re bound to find something you’ll like!” The word *bound* means—
- unlikely.
 - certain.*
 - doubtful.
 - only.

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

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

20 points

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

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

20 points

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

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

Common Core State Standards

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

LEVEL 6 / Clarifying Sticky Situations with the Strategy Spies

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

LITERATURE (6 DAY)

Anthony Johnson Leaves the Arcade

Written by Andy Wolinsky

Illustration by Nicole Tadgell

The Savvy Reader—Clarifying, A Collection of Readings, pages 3–25

Success for All Foundation, 2011

Summary

A new video arcade has come to town. Anthony and his friend Javon are pretty excited about it. But are video games really all they're cracked up to be? Are they worth the money and time they take to play?

Instructional Objectives

	Reading	Writing
CYCLE 1	Clarifying	Write a persuasive speech.
	Students will learn how to recognize when they don't understand a word's pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.	Students will write a persuasive speech from the point of view of Anthony or Javon about the value of playing video games at the arcade.

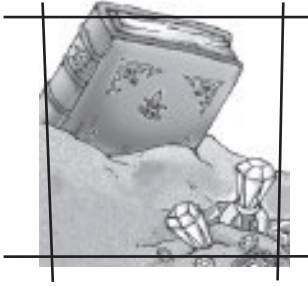
(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Clarifying	Compound words	Write a new story ending.
	Students will learn and practice how to clarify more than just words, using fix-it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will expand their use of the teamwork process to figure out unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about their meanings.	Students will write a new story ending in the form of chapter 19 of <i>Anthony Johnson Leaves the Arcade</i> . Students will tell what happens after the softball game.

CYCLE 1

Instructional Objectives

	Reading	Writing
CYCLE 1	Clarifying Students will learn how to recognize when they don't understand a word's pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.	Write a persuasive speech. Students will write a persuasive speech from the point of view of Anthony or Javon about the value of playing video games at the arcade.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score

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



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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

For the next two cycles, we will read *Anthony Johnson Leaves the Arcade* by Andy Wolinsky. As we read, we’ll practice figuring out words that we don’t understand. We call this clarifying. Good readers try to fix what they don’t understand so they can keep reading. That’s why we clarify.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Team Huddle** to have students discuss what kinds of games they might expect to find in an arcade. Tell students to think about what attracts people to arcades. Use **Random Reporter** to select students to share responses.
 - Point out to students that many video game systems today simulate playing sports very well. Use **Think-Pair-Share** to have students discuss whether they think it would be more fun to play sports in a video game or outside with other people. Randomly select a few students to share responses.
 - Use **Team Huddle** to have students think about the advantages and disadvantages of playing sports outside with friends or inside on a video game system. Tell students to think about the supplies, equipment, cost, or safety involved in either situation. Use **Random Reporter** to share responses.

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Vocabulary

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

- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by reading each word, having students repeat each word, and explaining how to use the identification strategies. Explain word meaning, using the example sentences if necessary.
- Ask teams to have teammates make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.
- Use a student partner to introduce the student routine for partner study of the vocabulary words. Ask the student to be the reader while you coach him or her.

Student Routines

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

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

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

Student Routines

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



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

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

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

Word and Page Number	Identification Strategy	Definition	Sentence
amassed page 6	base word + ending: amass + ed	stored up	The chipmunk <i>amassed</i> a huge pile of acorns to get him through the winter.
permission page 6	chunk: per-mis-sion	freedom to do something	You should get <i>permission</i> from your brother before you go into his room.
technology page 8	-ch = /k/ chunk: tech-no-lo-gy	advances in science and machines	The Internet is one of the best parts of twentieth-century <i>technology</i> .
press page 8	blend	magazines, newspapers, and other things people read for news; media	Some folks read the newspaper and other written <i>press</i> for news, but I prefer to watch television.
intact page 10	chunk: in-tact	in one piece	After Bill crashed his bike, he checked to make sure all of his bones were <i>intact</i> before he got up and rode away.
awesome page 10	chunk: awe-some	amazing, stunning	The <i>awesome</i> light show shocked us all into silence.
jovial page 12	chunk: jo-vi-al	happy, easy to get along with	Charlie was so <i>jovial</i> that he had friends all over the place.

Word and Page Number	Identification Strategy	Definition	Sentence
indignation page 12	chunk: in-dig-na-tion	anger	Joe felt a lot of <i>indignation</i> at the way he was mistreated by others.

Using the Targeted Skill (Introduction and Definition)

- Display the following sentences to demonstrate clarifying.

Blackline master provided.

Sentence 1

Dwayne was late for school because the chain on his cruper kept falling off when he pedaled fast.

Sentence 2

It was so torrid on Monday that you could fry an egg on the sidewalk.

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

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

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

Here's a sentence with a real word that you may not know. Point to *torrid*. **Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? Hot, scorching. How did you figure that out?**

- Point out that when students talk about and figure out what words mean, as they have just done, they are clarifying.

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

Listening Comprehension

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

A Collection of Readings,
page 5

Chapter 1

"Yo, Anthony!" Javon Walker called out as he rolled up on his battered, old bicycle, the noisy pedals squeaking in a desperate plea for grease. "Yo! Anthony! Get out here!"

Anthony Johnson was out back with his older brother, Terrell. The boys were working on Terrell's motorcycle, trying to tweak the starter. Terrell had been saying, "See, if we can just move this bolt around just a bit, just the slightest bit, this ride will start up with one kick every time." Anthony loved working on his brother's motorcycle. He knew that one day, when he finished high school, he might just have a motorcycle of his own. But that was a long way off. "You're still just a kid," Terrell would always say.

When Anthony heard Javon yelling from the front of the house, he put down his brother's wrench and trotted around the house. "What's up?" he asked as Javon coasted to a squeaky stop. It wasn't just the pedals that squeaked. The whole thing squeaked: the brakes, the tires, even the handlebars squeaked. "Man, get some oil for that ride! That squeaking is LOUD!" Anthony said with a laugh.

Javon ignored Anthony's teasing. He was obviously too excited to care. "Did you hear, man, did you hear?" he asked, breathlessly.

"What?" said Anthony.

"I was just talking with my cousin Joe," said Javon, "down at The Slice, and he said that he'd heard that they're opening a new video arcade right around the corner from the pizza place!"

"Really?" Anthony said. "When?" Anthony and Javon loved playing video games. The problem was that there were too few places to play them. Neither of them had a video-game system at home, and the ones in The Slice were too expensive. Anthony had heard that video arcades usually had plenty of games that cost only a quarter, or maybe fifty cents. That would be perfect!

Javon said, "The grand opening is tomorrow! Isn't that the coolest thing you've ever heard?"

Anthony had to admit that it was pretty cool.

"We should totally go tomorrow!" Javon exclaimed.

"I'll have to talk to my parents about it," Anthony said, "but that shouldn't be too much of a problem."

"Yeah, same here," said Javon. "I'll go do that right now." And off he rode, squeaking, down the street.

Preview Team Talk

- Preview the Team Talk questions with the class.

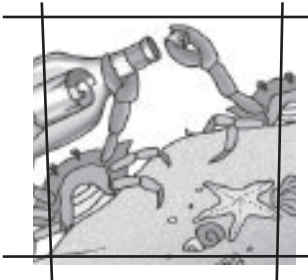
Student Edition, page S-6

Team Talk

- Where does Anthony keep his bank? Why do you think he keeps it in there? |DC|
- Which definition best fits the word *totaling* in the third paragraph? |CL|
 - dividing
 - subtracting
 - adding
 - following

Explain how you figured that out.
- What does Anthony's dad think about Anthony taking all of his coins to the video arcade? |CE|
- After Anthony talks to his dad, what is his plan? What does this tell you about Anthony? |CH|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Introduce partner reading. Tell students that they will clarify as they read.
- Tell students you will modeling clarifying while partner reading with a student partner. Randomly choose a partner.
- Display the following passage. Model partner clarifying using the words *bananas*, *mango*, and *kumquats*.

Blackline master provided.

Sue went to the grocery store and picked out some long, yellow bananas. She also picked up a large, round mango to see if it was ripe. Then Sue saw some nice-looking kumquats at the other end of the aisle. As she put the bright-orange kumquats in her cart, Sue thought, "These will make a nice fruit salad."

- Model putting a sticky note in the margin when you can't clarify a word or idea. Model what to do when your student partner can't help you.

Teacher (T): "...some long, yellow, ba-ban-bana...." I don't know this word. I'm having trouble sounding it out, too, so I'll mark it with a sticky note. Carlos, can you help me with it?

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

T: Oh! How did you know that?

S: *I just knew it.*

T: Good for you! Some words you'll know already. You can help your partner with those words. I'll put a check on my sticky note since Carlos clarified it for me.

- Continue to read to the word *mango*. Struggle to sound it out, and ask your partner for help. Ask the student to help you identify the word. An example follows.

T: Man...mane...mane-goo. Let me put a sticky note next to this word. Carlos, what is this word? I don't know it, and I can't figure it out.

S: *Let me try to chunk it. Man-go. Mango. I have heard that word before. It is a fruit*

T: Great. Let me put a check on my sticky note since you helped me clarify it.

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

T: "As she put the bright-orange kumquats in her cart..." I think that this word is *kumquats*, but I don't know what it means, so I'll mark it with a sticky note.

S: *I've never heard that word before.*

T: Since we can't clarify it, we'll leave it for Team Discussion.

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

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

- Pass out three sticky notes to each student (use your judgment to distribute fewer or more sticky notes than suggested), and have partners begin reading.
- Tell students that they have 15 minutes for this activity. Have students read and restate: **SR**
 page 6 (paragraphs 1–4) aloud with partners.
 page 6 (paragraphs 5–13) silently.
- Prompt and reinforce discussions as partners read and clarify.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

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

Let’s pretend that I’m the team leader on a team with (John), (Brian), and (Amelia), and it’s my turn to talk about clarifying. I’m going to use the word I struggled with earlier (*kumquats*). First I’ll read the passage again.

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

T: I have an unchecked sticky note beside the word *kumquats*. I think that’s how you say it, but I don’t know what it is. Do you know what it is?

S1: *No, I don’t know that word. Maybe I’ve heard it before, but I don’t know what it is.*

T: Could we figure it out? Maybe if we read ahead?

S2: *Yes! The last sentence says, “These will make a nice fruit salad.” Therefore, Sue is making a fruit salad. We know that bananas and mangos are fruits. That must mean that *kumquats* are fruits too.*

T: Good! So we can say the word—*kumquat*—and we know what it means: it’s a kind of fruit. We can say that we know that because it makes sense in the paragraph. Those are our checks. We can say it, we know what it means, and we know how we know. So we have now clarified a word we didn’t know at first. Good job, team.

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

Team Talk

1. Where does Anthony keep his bank? Why do you think he keeps it in there? |DC|

100 points = Anthony keeps his bank in his closet. I think he hides it there to keep it safe. He probably thinks people will not look in his closet for his bank. **90 points** = Anthony keeps his bank in his closet. I think he hides it there to keep it safe. **80 points** = He keeps it in the closet to keep it safe.

2. Which definition best fits the word *totaling* in the third paragraph? |CL|
- a. dividing
 - b. subtracting
 - c. adding
 - d. following

Explain how you figured that out.

100 points = I figured that out by reading ahead. After he finishes totaling his coins, Anthony knows how much money he has. That means he must have been adding the coins together to get a total amount.

90 points = I figured that out by reading ahead. After he finishes totaling his coins, Anthony knows how much money he has. **80 points** = I read ahead. He figures out how many coins he has.

3. What does Anthony’s dad think about Anthony taking all of his coins to the video arcade? |CE|

100 points = Anthony’s dad thinks it’s a bad idea for Anthony to take all of his coins to the video arcade. He doesn’t want Anthony to spend all of his money. **90 points** = Anthony’s dad thinks it’s a bad idea for Anthony to take all of his coins to the video arcade. **80 points** = He thinks it’s a bad idea.

Team Talk *continued*

4. After Anthony talks to his dad, what is his plan? What does this tell you about Anthony? |CH|

100 points = *After he talks to his dad, Anthony's plan is to take just a few of his coins to the arcade. This tells me he wants to have fun at the arcade, but he's also smart about saving his money. He also listens to his dad's advice.* **90 points** = *After he talks to his dad, Anthony's plan is to take just a few of his coins to the arcade. This tells me he wants to have fun at the arcade, but he's also smart about saving his money.* **80 points** = *He decides to only take a little money to the arcade. He's smart about saving his money.*

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

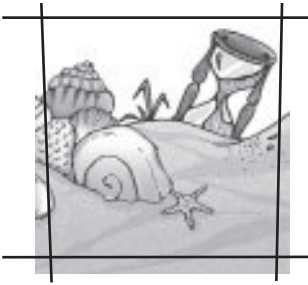
Class Discussion

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

**Strategy-Use Discussion**

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

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Page 6

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

Word Errors

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

- Tell students that you want them to listen carefully as you read aloud and count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric but missing one or two words. Mark where you stop reading. Count the total number of words in the passage.

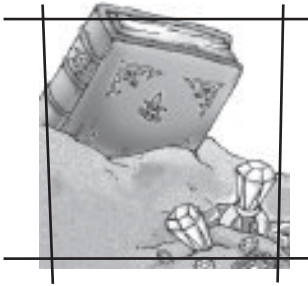


- Use **Random Reporter** to ask students how many words you missed, and then subtract that number from the total number of words in the passage. Write the number on the board, and explain that this is your fluency rate—how many words you read correctly in one minute.
- Point out that applying the skills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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

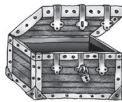
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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



What does Anthony's dad think about Anthony going to the arcade with all of his coins?

Listening Comprehension

- Read the first two paragraphs on page 7 aloud. Begin reading the third paragraph, but stop on the word *sheepishly*. Model clarifying this word by reading the rest of the paragraph.

A Collection of Readings,
page 7

Chapter 3

Over the phone, Anthony and Javon planned to meet outside the new video arcade at 11:00 am. That gave Anthony plenty of time to have breakfast and get some chores done before he took off. As he was getting ready to go, his brother asked, “You want a lift?”

Anthony’s dad overheard the boys. He said sternly, “There is no way Anthony is getting on the back of that motorcycle, Terrell. It’s bad enough that you give him all these ideas by letting him work on that thing with you. When he’s your age, he’ll probably want one. But he’s way too young to be riding around with you on that thing. Understand?”

“Yes, sir,” Terrell said sheepishly as his face turned red. He was embarrassed. He should have known better. So Anthony caught the #5 cross-town bus from the corner near his house to the corner near the new arcade. Anthony liked riding the bus, and school kids his age could ride for free. You’d better believe there were quite a few kids from Anthony’s school riding the bus that day, headed for the arcade. Tyrone was there sitting in the back, making cracks out the bus window until some grownup told him to stop. Franco was sitting across the aisle from Anthony, listening to music on his headphones. A few other kids that Anthony recognized were sitting here and there throughout the bus.

In his pocket, Anthony could feel the six quarters he’d brought with him. Anthony would reach into his pocket and jingle them around until his palms smelled like metal. There was no doubt about it, Anthony was excited.

When the bus stopped at the corner, most of the kids Anthony’s age got off. Anthony did too. He watched a lot of the kids scramble through the doors under the bright sign that read Lightsmith’s Funhouse and Palace of Games. Anthony wanted to go in, but he thought it would be best if he just waited until he saw Javon. So he looked around. After a few minutes, he saw Javon locking his old, rickety bike up to a parking meter. Anthony walked over to Javon.

“You don’t need to lock that scrapheap!” Anthony said with a laugh. “Nobody’s going to steal that thing.”

“Hey man, it’s my pride and joy, you know? I’ve got to protect it from harm!”

“You’ve got to be kidding me,” Anthony said, laughing, as they walked toward the doors and into the arcade.

“...he said sheepishly...” Wait a minute. I don’t know that word. I think I’ve heard it before, and I can pronounce it, but I don’t know what it means. Maybe I can figure it out if I read ahead. Continue reading ahead. “...as his face turned red. He was embarrassed. He should have known better.” So Terrell feels like he’s said something wrong. He’s sort of ashamed. So acting sheepishly is how you act when you know you’ve done something wrong. OK, so I’ve clarified the word, I can pronounce it, I know what it means now, and I know that I figured it out by reading ahead.

- Read the rest of page 7 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary.

Preview Team Talk

- Preview the Team Talk questions with the class.

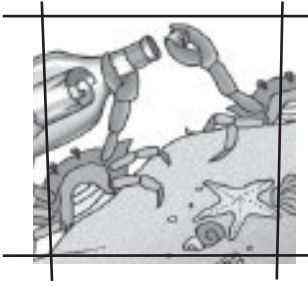
Student Edition, page S-6

Team Talk

1. Which of the following describes how Javon and Anthony feel when they walk into the arcade? |CH|
 - a. awed
 - b. bored
 - c. frightened
 - d. confused
2. Which of the following definitions fits the word *miniature* in the second paragraph? |CL|
 - a. huge
 - b. tiny
 - c. loud
 - d. quiet

Explain how you figured that out.

3. Have the boys ever heard of *Mega-Baseball 2006*? How can you tell? |DC|
4. Explain Anthony’s reaction when he sees how much the baseball game costs to play. Why does he play anyway? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 8 (paragraphs 1–3) aloud with partners.
page 8 (paragraphs 4–10) silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Which of the following describes how Javon and Anthony feel when they walk into the arcade? |CH|
 - a. awed
 - b. bored
 - c. frightened
 - d. confused

2. Which of the following definitions fits the word *miniature* in the second paragraph? |CL|
 - a. huge
 - b. tiny
 - c. loud
 - d. quiet

Explain how you figured that out.

100 points = *I figured that out by sounding the word out and noticed the word mini inside the word miniature. I know that things that are mini are tiny, so something that is a miniature must also be tiny.*

90 points = *I figured that out by sounding the word out and noticed the word mini inside the word miniature. I know that things that are mini are tiny.* **80 points** = *I sounded it out and saw the word mini, which means tiny.*

3. Have the boys ever heard of *Mega-Baseball 2006*? How can you tell? |DC|

100 points = *Yes. The boys have heard of Mega-Baseball 2006. I can tell because the text says they have been reading about the game. They have read magazine articles and seen television shows about the game.* **90 points** = *Yes. The boys have heard of Mega-Baseball 2006.*

I can tell because the text says they have been reading about the game.

80 points = *Yes. They have read magazine articles about it.*

4. Explain Anthony's reaction when he sees how much the baseball game costs to play. Why does he play anyway? |CE|

100 points = *Anthony is disappointed when he sees how much the baseball game costs to play. He says it is a scam. He plays it anyway because Javon really wants to play it. Javon says it is the best game in the world.*

90 points = *Anthony is disappointed when he sees how much the baseball game costs to play. He plays because Javon really wants to.* **80 points** = *He is disappointed in how much it costs. He plays because of Javon.*

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

Class Discussion

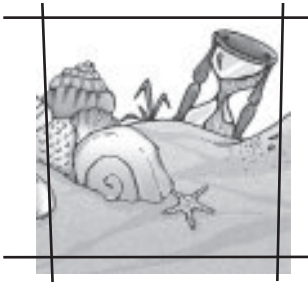
- Remind students to think about the Clarifying Strategy Card and rubric during Class Discussion.
- Begin the strategy-use discussion.



Strategy-Use Discussion

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

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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



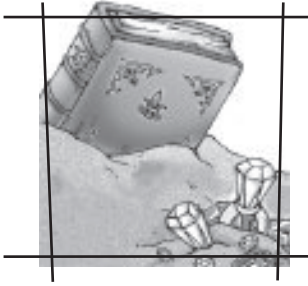
Student Edition, page S-5

Page 8

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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

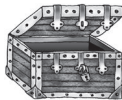
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- 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 do the boys feel when they first go into the arcade?

Listening Comprehension

- Read the first paragraph on page 9. Model clarifying the word *computerized* by sounding it out.

A Collection of Readings,
page 9

Chapter 5

But there were a few problems. Javon and Anthony weren't very good at the game. Maybe it was because they hadn't played it before OR maybe it was a tremendously difficult game. Either way, neither of the boys could score any runs when their teams were up to bat. Also, neither of the boys could strike out the computerized batters. Before they knew it, they'd lost the game. It hadn't taken any time at all.

"Man, we've got to play again! That was weak! I know we can do better!" Javon exclaimed. Anthony agreed. Before he knew what he was doing, Anthony put his last three quarters in the slot. Javon did the same. And, unfortunately, the result was the same. Neither boy could score against the computerized pitchers or strike out the computerized batters. Before they knew it, the game was over.

"Think we should play again?" Javon said.

Anthony reached into his pockets, which were empty. "I'd like to, but I can't. I'm all out of quarters. I'm spent."

Javon reached into his own pockets. "Oh, man! I'm out too! What are we going to do?" he asked.

"There isn't anything we can do," Anthony said as two other boys came up and pushed him and Anthony out of the way so they could play. "We've got to leave."

"Yeah, I guess you're right," Javon said. "We should've brought more quarters, you know?"

"Well, I'm not sure that's the right idea," Anthony said. Anthony hadn't had the amount of fun he'd hoped to have.

"Tell you what," Javon said. "We have a vacation day from school tomorrow. Let's meet here again, with more quarters. I know we can beat this game! It'll be fun!"

Right when Javon said that, Anthony heard the voice on the loudspeaker say, "Having fun is number one."

Anthony wasn't so sure.

Computerized. I'm not sure I know that word. Let me sound it out. Com-put-er-ized. OK, so the word *computer* is in there. And I've heard the ending *-ized* before. I've heard it before in the word *energized*, for example. That word means to make more energetic. So *computerized* probably means to make like a computer. Now that makes sense because Javon and Anthony aren't playing against real batters. They're playing against batters that are from a computer. So sounding it out helped me clarify that word. Now I can say the word. I know what it means, and I know that sounding it out helped.

- Read the rest of page 9 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

Preview Team Talk

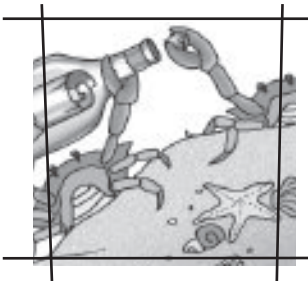
- Preview the Team Talk questions with the class.

Student Edition, page S-6

Team Talk

1. How do Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out? |CC|
2. Which of the following definitions best fits the word *pursuit* in paragraph 10? |CL|
 - a. act of jumping
 - b. act of chasing
 - c. act of sleeping
 - d. act of shouting

Explain how you figured that out.
3. How would this chapter be different if Anthony had caught the bus in time? |DC • CE|
4. Do you think Anthony would be a good softball player? Why or why not? |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 10 (paragraphs 1–8) aloud with partners.
page 10 (paragraphs 9–11) silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

T: OK, we all have our role cards. Mine says “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you. Everyone look at me so I know you’re listening. Here it is: How do Anthony’s feelings about the arcade change from the time he goes inside until the time he comes back out? Did everyone hear the question? OK. Now who has the card that says “Second”? You go next. What does your role card tell you to do?

S1: *My card says to answer the question. First I have to restate the question in my own words. The question asks me how Anthony’s feelings change about the arcade. My answer is that Anthony likes it at first, but then isn’t sure about it after playing the baseball game. Did everyone hear my answer?*

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

S2: *I’ll go first. This card tells me to agree or disagree. His answer was that Anthony likes the arcade at first, but then isn’t sure about it after playing the baseball game. I agree, but I would add that Anthony thinks the arcade is a little unfair, since he spent all of his money playing a game he couldn’t beat. So my answer is Anthony likes the arcade at first, but thinks it is unfair after he spends all of his money playing the baseball game he couldn’t beat. Did everyone hear my answer?*

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

S3: *I agree with her answer. But I just looked at the Think-and-Connect rubric, and it says to include the question in the answer. So I would just add that we should say Anthony’s feelings about the arcade change from the time he goes inside until the time he comes back out because at first he thinks it is fun, but then thinks it is unfair after he spends all of his money playing the baseball game he couldn’t beat. Did everybody hear that?*

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

S4: *OK, I get to summarize. Our answer is that Anthony thinks the arcade is fun at first, but then thinks it's unfair after he spends his money playing one game. Does everybody understand that answer? Can everybody remember it for Random Reporter in Class Discussion?*

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

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

Team Talk

1. How do Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out? |CC|

100 points = *Anthony's feelings about the arcade change from the time he goes inside until the time he comes out because at first he really likes the arcade. But after he plays the baseball game and leaves, he thinks the arcade isn't fun or fair. He uses all of his quarters playing a game he can't beat.*

90 points = *Anthony's feelings about the arcade change from the time he goes inside until the time he comes out because at first he really likes the arcade. But then he thinks the arcade isn't fun or fair.* **80 points** = *At first he thinks it is fun, but then thinks it is unfair.*

Team Talk *continued*

2. Which of the following definitions best fits the word *pursuit* in paragraph 10? |CL|
- act of jumping
 - act of chasing*
 - act of sleeping
 - act of shouting

Explain how you figured that out.

100 points = *I figured that out by rereading the paragraph. Anthony is trying to catch the bus, so he must be chasing it. He has to chase it to try and catch it.* **90 points** = *I figured that out by rereading the paragraph. Anthony is trying to catch the bus, so he must be chasing it.*

80 points = *I reread the paragraph. He chases the bus to catch it.*

3. How would this chapter be different if Anthony had caught the bus in time? |DC • CE|

100 points = *This chapter would be different if Anthony had caught the bus in time because he wouldn't have walked by the softball park. He wouldn't have watched his brother's team play softball. He wouldn't have caught the ball and thought about how fun it would be to play.* **90 points** = *This chapter would be different if Anthony had caught the bus in time because he wouldn't have walked by the softball park. He wouldn't have watched his brother's team play softball.* **80 points** = *If he caught the bus, he wouldn't have seen his brother's softball team play.*

4. Do you think Anthony would be a good softball player? Why or why not? |DC|

100 points = *Yes, I think Anthony would be a good softball player. He catches the ball Terrell hits to him without using a glove.* **90 points** = *Yes, I think Anthony would be a good softball player. He catches the ball Terrell hits to him.* **80 points** = *Yes, because he catches the ball.*

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

Class Discussion **TP**

Strategy-Use Discussion

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



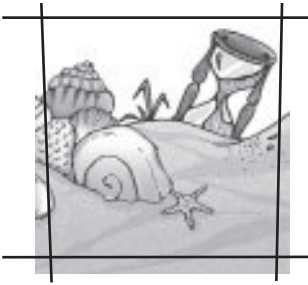
- Tell students that they will watch a video about the Think-and-Connect discussion. Tell them to look for student usage of role cards and the challenge-score rubric during the team discussions in the video.
- **Play** the video.



- Use **Think-Pair-Share** to have students discuss why it’s important to use the Think-and-Connect rubric during Class Discussion. Randomly select a few students to share. *It’s important to use the rubric during Class Discussion to make sure that we include all the important parts in our answers.*
- Use **Think-Pair-Share** to have students discuss how the team showed they were prepared for Class Discussion. Randomly select a few students to share. *Each student on the team was ready for Random Reporter; each student could say a complete, correct answer that contained the question stem and provided evidence or background knowledge.*
- Use **Think-Pair-Share** to have students tell how the teams were rewarded for good Think-and-Connect discussions. Randomly select a few students to share. *They were rewarded with team celebration points.*

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; text-align: center;">Team Talk Extenders</td> <td> <p>Would you prefer playing baseball on a computer screen or on a real field? Why or why not?</p> <p>Do you think Anthony will agree to play <i>Mega-Baseball 2006</i> with Javon tomorrow? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Would you prefer playing baseball on a computer screen or on a real field? Why or why not?</p> <p>Do you think Anthony will agree to play <i>Mega-Baseball 2006</i> with Javon tomorrow? Why or why not?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 		

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Student Edition, page S-5

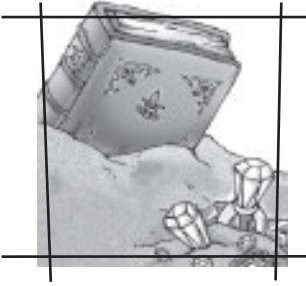
Page 8 or 10

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

Team Celebration Points

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

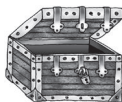
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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



What happens because Anthony misses the bus?

Listening Comprehension



- Read the first three paragraphs on page 11. In the third paragraph, deliberately misread *quarters* as *quaters* (omitting the first *r*), and model how to clarify that word with a **Think Aloud**.

A Collection of Readings,
page 11

Chapter 7

Even though Anthony had a good time watching the real softball game, he thought he'd give the virtual computerized game a second shot. So he called Javon the next morning. When Javon answered, he said, "Hey, Javon, let's meet at the arcade at eleven, just like yesterday."

"Cool, man, I'm glad you decided to give it another shot, you know? It's supposed to be a really cool game, and I know we can do better at it today."

"I certainly hope so," Anthony said, though he really wasn't sure. In fact, because he wasn't so sure, Anthony decided he'd only take another three quarters with him. He didn't want to spend any more than that, and he didn't really care if Javon did.

Like the day before, Anthony caught the #5 cross-town bus to get to the arcade. And, just like the day before, there were plenty of kids Anthony's age on the bus. They were all talking about the arcade. Franco and Tyrone were talking about all the games they'd played the day before.

Franco said, "Man, did you see me playing *Street-Court Basketball Jams*? I was doing awesome!"

"Hey, that's nothin'," replied Tyrone. "You should've seen me playing *Gridiron Pro Football 7*! I scored like ten touchdowns in five minutes!"

Anthony was thinking about the baseball game that he and Javon had played. He was thinking about how much fun it wasn't and how much fun he had not had. The other boys kept yakking on and on about the games they'd played. Two boys, the same two who had pushed Anthony and Javon out of the way at the baseball video game, were talking about that game.

"I hit a home run so far, all the lights on the machine started blinking," one boy said.

"Well, I threw a fastball so fast the batter didn't even have time to swing!" the other boy exclaimed.

Anthony had enough. He turned to Tyrone and Franco. "Hey, guys," he said, "have you ever played real basketball or football?"

They looked at him. "What do you mean, Anthony?" Tyrone asked.

Anthony didn't know exactly what he meant, but he said something anyway. He said, "I mean, don't you think the real sports are much more fun than the virtual, computerized games? I mean, really, don't you think so?"

All the other boys started laughing. "Man, that's whack!" Franco said.

Anthony blushed as he turned to face forward on the bus. He rode the rest of the way in silence.

...he'd only take three quaters..."

***Quaters?* What's that? Let me try to sound that out. Qu-quar-ters. Oh, there's an *r* in there. The word is *quarters*, like the coins. So sounding out a word helped me clarify it. Now I can say the word, I know what it means, and I can explain how I know.**

- Read the rest of page 11 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that students will individually write the answer to the Write-On question, #2, after they discuss it in their teams.
- Model underlining key words or phrases in the Write-On question. Tell students that this helps you determine what the question means. State the question in your own words.

OK. The Write-On question says, "Which definition best fits the word *vacant* in the sixth paragraph? Explain how you figured that out." I'm going to underline "best fits" and *explain*. These words help me know that the question means to tell which answer choice means almost the same as *vacant*, and then I need to tell why that's the correct choice.

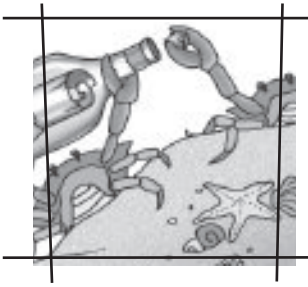
- Ask students if there are other key words or phrases they can underline. Tell them this will help them during Class Discussion.

Student Edition, page S-7

Team Talk

1. What do you think the author means when he says that the sign above the arcade went from "jovial and inviting" to "dull and silly"? |DC|
2. Which definition best fits the word *vacant* in the sixth paragraph? |CL|
 - a. not working well
 - b. very clean
 - c. highly popular
 - d. not in use

Explain how you figured that out. (Write-On)
3. Do the boys play the game any better today than they did the day before? |CC|
4. Explain what causes Javon and Anthony to argue. |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 12 (paragraphs 1–6) aloud with partners.
page 12 (paragraphs 7–12) silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. What do you think the author means when he says that the sign above the arcade went from “jovial and inviting” to “dull and silly”? |DC|

100 points = *When the author says the sign above the arcade went from “jovial and inviting” to “dull and silly,” I think he means that Anthony was excited to go inside the arcade when he first saw the sign. It seemed like a fun place. Now Anthony is not excited, and he knows there isn’t much to do inside the arcade after all.* **90 points** = *When the author says the sign above the arcade went from “jovial and inviting” to “dull and silly,” I think he means that Anthony was excited to go inside the arcade when he first saw the sign, but now he isn’t excited.* **80 points** = *He means Anthony was excited to go inside the arcade at first, but now he isn’t.*

2. Which definition best fits the word *vacant* in the sixth paragraph? |CL|
- not working well
 - very clean
 - highly popular
 - not in use*

Explain how you figured that out. (Write-On)

100 points = *I figured that out by rereading the sentence. The boys run over to the machine and play it right away. That must mean that no one else is using the machine.* **90 points** = *I figured that out by rereading the sentence. The boys run over to the machine and play it right away.* **80 points** = *I reread the sentence. The boys can play it right away.*

3. Do the boys play the game any better today than they did the day before? |CC|

100 points = *No. The boys do not play the game any better today than they did the day before. The same thing happens, and they lose the game really quickly.* **90 points** = *No. The boys do not play the game any better today than they did the day before. They lose quickly.* **80 points** = *No, they don’t. They lose again.*

4. Explain what causes Javon and Anthony to argue. |CE|

100 points = *Javon and Anthony argue because Anthony says he is done playing the game. Anthony only brought enough quarters to play once. He does not want Javon to waste his money on it either. Anthony tells Javon it is a stupid game, and Javon calls him a quitter.* **90 points** = *Javon and Anthony argue because Anthony says he is done playing the game. Anthony only brought enough quarters to play once. He does not want Javon to waste his money on it either.* **80 points** = *Anthony says he doesn’t want to play the game anymore.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Javon gets mad at Anthony for giving up on the baseball game. How would you describe Javon? Do you think he is a good friend?

Anthony and Javon, two good friends, are having an argument. What are some things that cause friends to have arguments?

- Award team celebration points.

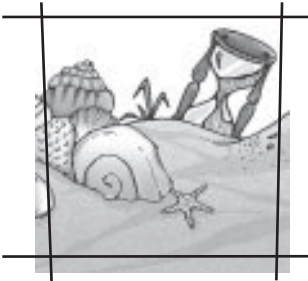
- Tell students that they will watch a video about the Write-On discussion. Tell them to look for student usage of the challenge-score rubrics during team discussions in the video.



- **Play** the video.
- Use **Think-Pair-Share** to have students discuss why it’s important to use the Write-On rubric during Class Discussion. Randomly select a few students to share. *It’s important to use the rubric to make sure that we include all the important parts in our written answers.*
- Use **Think-Pair-Share** to have students tell how the team showed they were prepared for Class Discussion. Randomly select a few students to share. *Each student on the team was ready for Random Reporter; each student could read a complete, correct answer containing the question stem and evidence or background knowledge.*
- Use **Think-Pair-Share** to have students tell how the teams were rewarded for good Think-and-Connect discussions. Randomly select a few students to share. *They were rewarded with team celebration points.*

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Student Edition, page S-5

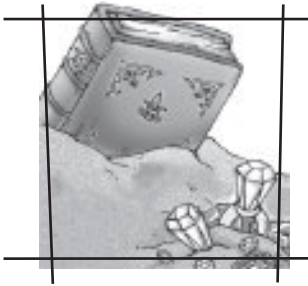
Page 8, 10, or 12

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

Team Celebration Points

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



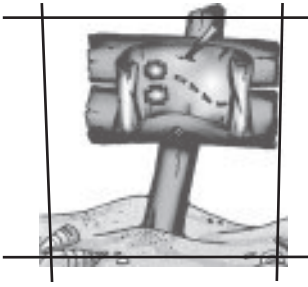
In yesterday's reading, Anthony told Javon that he was done playing the difficult baseball game. Today we will find out whether Anthony can find a better way to spend his time than playing video games.

Vocabulary TP

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

Prepare Students for the Test

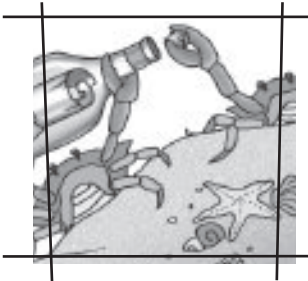
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3 like they did in their Write-On questions yesterday.
- Make sure that students understand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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

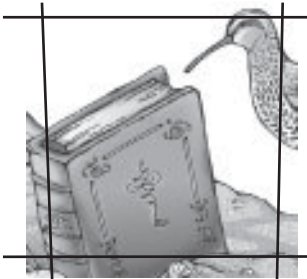
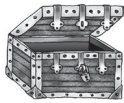
Team Discussion **TP**

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



Class Discussion TP

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



BOOK CLUB

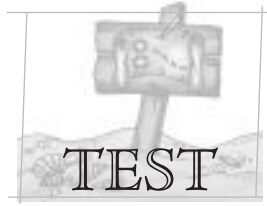
Timing Goal: 20 minutes

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

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

Cycle Follow-up

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



Comprehension Questions

Read page 13 of *Anthony Johnson Leaves the Arcade*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. How does Anthony's attitude about the arcade change during the story? |CCI|
 - a. He begins to like it a lot.
 - b. *He begins to dislike it a lot.*
 - c. He wants to go more often.
 - d. He wants to play everything.

20 points

2. What is the cause of Anthony and Javon's argument? |CE|

20 points = *The cause of Anthony and Javon's argument is that Anthony doesn't want to play the baseball game anymore. He thinks it is stupid and a waste of money. Javon wants to keep playing it.* **15 points** = *The cause of Anthony and Javon's argument is that Anthony doesn't want to play the baseball game anymore, but Javon does.* **10 points** = *Anthony doesn't want to play the game anymore.*

30 points

3. Which of the following definitions best fits the word *appealing* in the first paragraph? |CL|
 - a. *attractive*
 - b. *ugly*
 - c. *difficult*
 - d. *easy*

Explain how you figured that out.

20 points = *I figured that out by rereading the text. Anthony sees a lot of kids playing the games. He wonders what makes them come back to the arcade to waste their money. I know that when a person keeps wanting to go somewhere or do something, it attracts that person. He wants to know why the kids are attracted to the arcade.* **15 points** = *I figured that out by rereading the text. Anthony sees a lot of kids playing the games. He wonders what makes them come back to the arcade to waste their money. He wants to know why the kids are attracted to the arcade.* **10 points** = *He sees a lot of kids playing the games. He wants to know why they are attracted to them.*

20 points

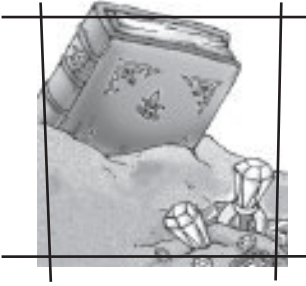
4. If Anthony had the opportunity to choose a real softball game or a video game, which do you think he would choose? Why? |DC|

20 points = *If Anthony had the opportunity to choose a real softball game or a video game, I think he would choose a real softball game. He remembers how much fun his brother Terrell seemed to be having. He thinks playing the video game is silly.* **15 points** = *If Anthony had the opportunity to choose a real softball game or a video game, I think he would choose a real softball game. He remembers how much fun his brother was having.* **10 points** = *He would choose a real softball game. He remembers how much fun his brother was having.*

20 points

5. Why is Anthony surprised at the end of this section? |CE|

20 points = *Anthony is surprised at the end of this section because he sees Terrell in the arcade. He doesn't know why Terrell would be at the arcade.* **15 points** = *Anthony is surprised at the end of this section because he sees Terrell in the arcade.* **10 points** = *He sees Terrell at the arcade.*

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are either Anthony or Javon and will write a persuasive speech about playing video games at the video arcade. Both boys are excited about the arcade at first, but Anthony soon sees it as a waste of money. Javon disagrees with Anthony. You will imagine that they have decided to have a class debate about the value of the video arcade.

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 persuasive speech.

When you speak persuasively, you try to convince someone to agree with you on a topic or to allow you to do something you want. You might persuade your mother to let you buy a candy bar, or you might persuade a friend to see a movie with you. When you write a persuasive speech, you are usually trying to convince a whole group of people to agree with you, but the techniques you use to persuade that group are the same techniques that you would use to persuade one person. Providing good, solid reasons is the best way to convince someone to agree with you.

- Display the two persuasive arguments. Have volunteers read the arguments aloud to the class.

Blackline master provided.

Example 1

Dodge ball is one of the most popular playground games in this country, and our principal wants to ban it. Dodge ball is a game that challenges children to work on a lot of skills. It requires students to work on their reflexes as they duck and dodge balls. They must pay attention to what is happening in the game at all times and learn to focus on many things at once to keep track of where the balls are and who is left on their team. It also helps children work on hand-eye coordination because players have to aim well to hit an opponent and catch balls that are thrown at them. The game is useful for teaching students important motor skills.

Example 2

Dodge ball is a playground game that serves no purpose during recess. The game is cruel and mean. Some people are easy targets because they do not have fast reflexes. They are always tagged out of the game first and are forced to sit on the sideline to watch. Some players can be violent and can throw the balls too hard. They hurt players on the opposing team with their throws and sometimes aim for sensitive areas, such as the head. Dodge ball also forces children to compete against one another and to think that winning is the most important thing in life. Children should concentrate on having fun and not on winning.



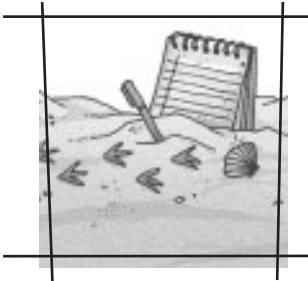
- Use **Think-Pair-Share** to have students identify the topic of these persuasive speeches. *The first speech is arguing in favor of allowing children to play dodge ball at recess. The second speech is arguing against children playing dodge ball at recess.*
- Randomly select a few students to discuss the arguments made in both speeches.

These speeches make arguments for and against allowing dodge ball to be played at school. The authors of the speeches provided reasons why the game should be allowed or not. Why should dodge ball be allowed? It requires children to use their reflexes and agility, to pay attention and strategize, and to work on hand-eye coordination. Good. The author does not just state those reasons. He or she also gives details. How do the details support the argument? Children need agility to duck and dodge the balls. Children need to pay attention to what is happening to know where the balls are and who is left on the team. Children need to aim to throw and catch the ball. Great! I think those arguments are pretty good. Let's look at the argument against allowing children to play dodge ball. What reasons does the author give in the argument against playing dodge ball? The game is cruel and mean; it can be violent; some children get hurt; and it teaches that winning is too important. Good. How does the author support those reasons? Some children are easier to tag out than others and are easy targets. Some children act like bullies and throw the balls too hard and aim for places like the head. Children should be having fun, not worrying about who is a winner and who is a loser. Great! These are also good arguments.

- Explain debating to students.

Have you ever heard of a debate? A debate happens when two people present two different sides to a topic, for example, playing and not playing dodge ball at recess. One person argues for it, while the other person argues against it. Some schools have debate teams, where students compete against other students. Each team has a set amount of time to present its argument. Then a judge decides the winner of the debate based on which argument was better and more convincing.

- Explain to students that each student will pretend to be either Anthony or Javon and will write a persuasive speech to support that position. Students will then hold a debate in their own classroom.
- Tell students that they will begin writing their speeches from Anthony's or Javon's point of view.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a persuasive speech for a debate. You will pretend to be either Anthony or Javon and will write from the point of view of the person that you choose.



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

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Writing Prompt

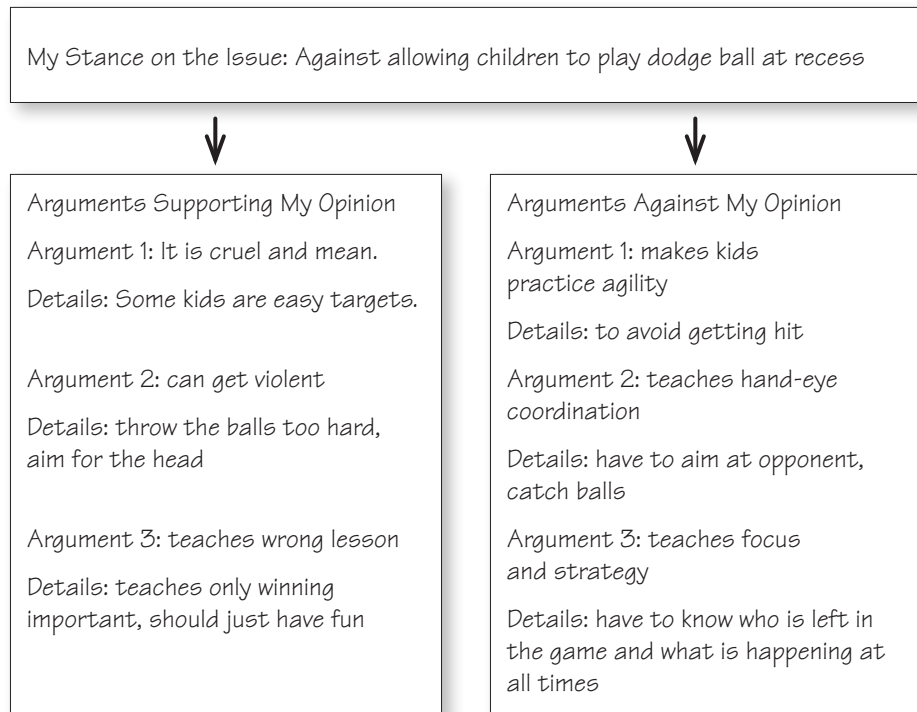
Anthony and Javon have different opinions about the new video arcade. They want to have a class debate to find out what their classmates think about the arcade. Choose one of the characters, and write a persuasive speech from his point of view. Think about why your character might have this opinion about the arcade and the kinds of reasons he would give to support his opinion. Your persuasive speech should provide at least three reasons in support of your character's position. Be sure to provide at least one detail for each reason to support your character's argument. Remember to keep your character's audience in mind as you write your speech.

Scoring Guide	
You wrote a persuasive speech from either Anthony's or Javon's point of view about the new video arcade.	15 points
You provide at least three reasons in support of your character's argument.	15 points each (45 points maximum)
You provide at least one detail for each reason to support your character's argument.	10 points each (30 points maximum)
You keep your character's audience in mind as you write your speech.	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 an argument chart. This will help us organize the arguments for and against our position.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Tell students that the argument organizer has space to write arguments against their opinions. Explain that it is helpful to think about the arguments against their opinions when writing a persuasive speech.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer**Drafting**

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

One of your requirements in the writing prompt and scoring guide is to keep your audience in mind. That means you have to consider who will listen to your speeches. Anthony and Javon are students about the same age as you. You can imagine that they have a class very similar to yours. How might that shape their arguments? What kinds of things are students your age interested in? How might you persuade someone to agree with your opinion about a video arcade? Thinking about your audience will help make your speech more clear and effective at persuading members of the audience to share your viewpoint.

- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.

- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students that they can help their partners determine whether they have written to the appropriate audience.

Remember that you are supposed to write your speeches with an appropriate audience in mind. You should write them to be appealing and persuasive to other students your age. You can help your partner identify whether his or her reasons and arguments are persuasive to students your age.

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

Blackline master provided.

One reason a video arcade serves no purpose is that people go in them and play virtual sports games, when they could play the same games outside in the fresh air and sunlight. Playing real football, baseball, or golf is more exciting than playing a video game, and it helps children to really learn how to play a sport or game. Another reason is that video games are expensive. We should be saving our money for retirement or to buy important things like a car or a home when we are older, not wasting it on games we can play for nearly free.



- Use **Random Reporter** to ask students whether the argument targets the correct audience.

First, which character write this passage? Who is making the argument?

Anthony is making the argument. He thinks the video arcade is boring. Good.

What is the first reason he gives to support his opinion? *Children can play the real games outside in the fresh air. Playing real games of football, baseball, or golf is more exciting than playing virtual games. Good.*

Do you think this is a good argument to make to students your age? Why or why not? *Yes. Kids want to do exciting things. A lot of kids might agree that it is silly to play arcade sports games when they can play the real thing. Great!*

Now let's look at the second reason in Anthony's argument. What does Anthony say? *It is a waste of money. Students should be saving their money to buy homes or cars when they are older. Yes.*

Is this a good argument for the audience? Why or why not? *Yes and no. Anthony does think playing video games is a*

waste of money. The games are expensive, but I don't think students my age are worried about homes or cars. Good! Telling students that they need to save money for a car or home is probably not a very strong argument. It is true that they should learn to save money, but most sixth graders are not really worried about a car or a home. A better argument might be that it is important to save money for the mall, special trips, or items they want to buy that will last longer than a few minutes at the arcade.

- Tell students to help their partners identify places where their reasons or supporting arguments do not target the correct audience.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Rewriting

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

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

Sentence 1

Dwayne was late for school because the chain on his cruper kept falling off when he pedaled fast.

Sentence 2

It was so torrid on Monday that you could fry an egg on the sidewalk.

Sue went to the grocery store and picked out some long, yellow bananas. She also picked up a large, round mango to see if it was ripe. Then Sue saw some nice-looking kumquats at the other end of the aisle. As she put the bright-orange kumquats in her cart, Sue thought, “These will make a nice fruit salad.”

Example 1

Dodge ball is one of the most popular playground games in this country, and our principal wants to ban it. Dodge ball is a game that challenges children to work on a lot of skills. It requires students to work on their reflexes as they duck and dodge balls. They must pay attention to what is happening in the game at all times and learn to focus on many things at once to keep track of where the balls are and who is left on their team. It also helps children work on hand-eye coordination because players have to aim well to hit an opponent and catch balls that are thrown at them. The game is useful for teaching students important motor skills.

Example 2

Dodge ball is a playground game that serves no purpose during recess. The game is cruel and mean. Some people are easy targets because they do not have fast reflexes. They are always tagged out of the game first and are forced to sit on the sideline to watch. Some players can be violent and can throw the balls too hard. They hurt players on the opposing team with their throws and sometimes aim for sensitive areas, such as the head. Dodge ball also forces children to compete against one another and to think that winning is the most important thing in life. Children should concentrate on having fun and not on winning.

One reason a video arcade serves no purpose is that people go in them and play virtual sports games, when they could play the same games outside in the fresh air and sunlight. Playing real football, baseball, or golf is more exciting than playing a video game, and it helps children to really learn how to play a sport or game. Another reason is that video games are expensive. We should be saving our money for retirement or to buy important things like a car or a home when we are older, not wasting it on games we can play for nearly free.

Story Map



Title: Anthony Johnson Leaves the Arcade, cycle 1

Characters:

Anthony Johnson
 Javon Walker
 Terrell Johnson
 Dad
 Mom

Setting:

Where: Lightsmith's Funhouse and Palace of Games; the softball field

When: weekend, after-school hours

Problem:

Anthony is excited when the new arcade opens, but he doesn't like how much money it costs or how quickly the games end.

Javon tells Anthony about the new arcade. Anthony takes money out of his piggy bank, and the boys
Event: play a video baseball game.

Anthony misses the bus and has to walk home. On his way, he passes his brother playing a softball
Event: game and stops to watch.

Anthony and Javon play the video game again, but Anthony decides he doesn't like it. He sees his
Event: brother at the arcade and is curious.

Event:

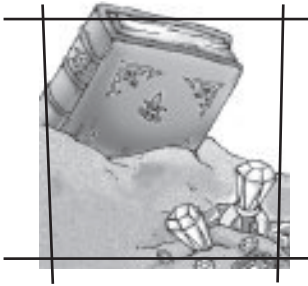
Event:

Solution:

CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Clarifying	Compound words	Write a new story ending.
CYCLE 2	Students will learn and practice how to clarify more than just words, using fix-it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will expand their use of the teamwork process to figure out unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about their meanings.	Students will write a new story ending in the form of chapter 19 of <i>Anthony Johnson Leaves the Arcade</i> . Students will tell what happens after the softball game.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

We're going to continue reading *Anthony Johnson Leaves the Arcade* this cycle. We'll also continue to practice clarifying, but now we'll work on figuring out more than just words we don't understand. Readers may understand words but still be confused by sentences, paragraphs, or larger parts of the story. To clarify, you must figure out what confuses you and try to fix it.

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

Vocabulary TP



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



Student Edition, page S-9
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
frail page 15	blend	weak	The <i>frail</i> baby lamb didn't quite have enough strength to stand on its own yet.
routinely page 15	base word + ending: routine + ly	normally, usually	It rains so seldom in our town that our grass <i>routinely</i> goes brown the day after we water it.
tolerable page 15	chunk: tol-er-a-ble	decent, acceptable	Chocolate is a <i>tolerable</i> flavor, but I really love vanilla.
eventually page 16	base word + ending: eventual + ly	guaranteed to happen, after some time	Dad kept driving, knowing that <i>eventually</i> we'd find the street address we were looking for.
wasteland page 17	compound word: waste + land	place where nothing lives or grows	The empty town became a <i>wasteland</i> when all the people moved away.

Word and Page Number	Identification Strategy	Definition	Sentence
asserted page 18	base word + ending: assert + ed	promised, claimed	Gigi <i>asserted</i> that she hadn't stolen the cookie, but nobody believed her.
determination page 19	base word + ending: determin(e) + ation	willpower	If you have enough <i>determination</i> to succeed, you can do anything.
conquer page 20	-qu = /k/ chunk: conqu-er	beat, top, overcome, outdo	The knight knew he had to <i>conquer</i> the evil king to earn the maiden's respect.

Using the Targeted Skill (Introduction and Definition)

- Use the following examples to demonstrate how ideas in sentences and larger parts of text can confuse readers.
- Display and read example 1.

Blackline master provided.

Example 1

Mark looked out the window and watched the snow pile into drifts. He shivered as the cold wind blew through cracks in the walls of the old cabin. Just then, Mark saw his little brother walking through the front gate in his bathing suit.

- Ask students to identify what is confusing and why. *It doesn't make sense for his little brother to be wearing a bathing suit in the snow.*

Are any of these ideas confusing? Which one? Wait for students' responses.

Right! It doesn't make sense that Mark's little brother would be wearing a bathing suit when it's so cold.

- Explain that most of the time sentences are not as plainly out of place as the one in this example. Point out that more often, readers get confused because they make errors as they read, or because they don't monitor their comprehension.

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

- Display example 2.

Blackline master provided.

Example 2

Charles held Michelle in his arms as the tears poured down her face. “I can’t believe Boomer is gone,” she said. “I just left the door open for a second and he ran out. He could be out there somewhere hurt or worse. Maybe he was hit by a car or attacked by another dog. Boomer has always been an inside dog. He doesn’t know how to protect himself.” Charles smiled and then started laughing uncontrollably.

“Cut!” the director screamed. “Charles, why are you laughing? This is the fourth time we’ve had to do this scene.”

Charles said, “I’m sorry, Tony. It’s all Michelle’s fault. She told me this hilarious joke right before we started filming, and I can’t get it out of my head.”

- Read up through the first paragraph, and then demonstrate clarifying the confusing idea.

Read the first paragraph, and then stop. **Wait. I’m confused, so I need to stop and clarify something. What is confusing me? Charles is comforting Michelle because her dog ran away. She’s upset and crying. Suddenly, Charles starts laughing. What is going on? Why would Charles laugh at a time like this? Maybe if I read on, I’ll figure it out.**

Finish reading example 2. **OK. Now I get it. They’re filming a scene for a movie or a TV show or something. Michelle isn’t really upset about losing her dog. She’s just acting. Also, Charles is laughing because he’d heard a funny joke earlier.**

- Tell students that when they read something that doesn’t make sense, they should do the same thing you just did; stop reading, decide what’s confusing, and then use a clarifying strategy to figure it out.
- Explain that this cycle, as students continue to read *Anthony Johnson Leaves the Arcade*, you want them to notice any words, sentences, paragraphs, or passages that confuse them and try to clarify these items.

Listening Comprehension

- Use **Think-Pair-Share** to have students list the story’s important points from the reading last cycle. Randomly select a few students to share. *A new video arcade came to town. Javon and Anthony go to play the baseball game. They waste their money. Anthony watches his brother play real softball. Javon and Anthony get in a fight about the video game.*



- Read the first three paragraphs on page 14 of the text aloud. As you read the next paragraph, deliberately skip a line of text. Use a **Think Aloud** to show confusion, and model rereading the paragraph to clarify.

A Collection of Readings,
page 14

Chapter 10

Anthony walked up to Terrell. “Hey, Terrell,” he said, barely loud enough for his brother to hear him over the sounds of the arcade. Terrell turned around to face him.

“Hey, little bro! What’s shakin’?” Terrell asked Anthony, giving him a pat on the shoulder.

Anthony was confused. “What are you doing here, Terrell? This place is stupid. All the games are dumb, especially the virtual sports games. Plus, they’re all a big old waste of money.”

Terrell chuckled and mussed up his little brother’s hair. “That’s right, bro,” he said, laughing. “Those virtual sports games and the action and adventure games are really silly. And they’re not good for you either. They hurt your eyes. They even rot your brain. I heard of this one kid, about your age, who spent so much time playing some fake football game, staring at a screen, that he forgot how to speak to other people! He forgot how to use language!”

“Really?” Anthony exclaimed, thinking about Tyrone, Franco, and Javon.

Terrell laughed. “No, not really. I made that up. But those games aren’t good for you.”

“So what ARE you doing here, then, big brother?” Anthony asked. He was really confused at this point.

“Well, I was headed over to the batting cages,” Terrell said.

“What are batting cages?” Anthony asked. He was so confused now, he had no idea what was going on.

Terrell smiled. “Just follow me,” he said.

Anthony followed Terrell all the way to the back of the arcade to a door that read Outdoor Arena. Terrell opened the door for Anthony, and they walked outside. Anthony couldn’t believe what he saw out there. He saw rows and rows of these cages. Each one was almost big enough to put a small house into. On one side of each cage was a home plate, just like on a real baseball or softball field. On the other end of the cage was a machine. It looked like a cannon. In most of the cages, people would stand holding aluminum bats. The cannons would shoot baseballs or softballs at the batter. Real, actual balls! Not fake, computerized, or virtual balls, but real ones!

The batter would then swing at the approaching ball, just as if it were in an actual game. The batter might hit the ball on the ground. The batter might swing and miss. If the batter hit the ball hard enough, the ball would slam against the far side of the cage. Anthony thought it was very cool. It seemed much neater than the computer games back inside.

(continued on next page)

Terrell led Anthony toward one of the cages farthest in the back. A group of people whom Anthony recognized were clustered around one of the cages. It was Terrell's softball team.

"Hey, guys," Terrell said as they approached the group. "This is my little brother, Anthony. You remember our cheering section yesterday? That was him."

A chorus of "Hey, Anthony, what's up" and "How's it going, man?" came from the group. Terrell introduced Anthony to everybody, though Anthony had trouble remembering so many names.

Then Terrell said, "Anthony's going to practice with us today."

"That works for me," said one of the girls on the team, a girl who Anthony believed was named Maggie. The girl smiled at Anthony. Anthony smiled back.

"Really?" Anthony said, looking at his brother.

"Sure, why not?" Terrell said.

"That would be awesome!" Anthony exclaimed.

"...And they're not good for you either. They hurt your eyes...much time playing some fake football games, staring at a screen..."

Wait a minute. I'm confused. That doesn't make any sense to me. I'm going to reread that section to see if I can clarify.

"..And they're not good for you. They hurt your eyes. They even rot your brain. I heard of this one kid, about your age, who spent so much time playing some fake football game, staring at a screen..."

Oh. Okay, I get it. I just misread the passage. But I was monitoring my comprehension, and when I didn't understand something, I figured out how to clarify it.

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

Preview Team Talk

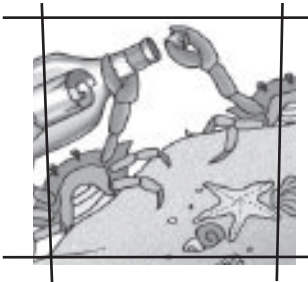
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-10

Team Talk

1. What are batting cages? How can you tell? |CL|
2. Is Anthony surprised at how well Maggie can hit the ball? Support your answer. |DC|
3. On page 15, Terrell says that the field his team plays on is “often booked.” What does that phrase mean, and how do you know? (Write-On) |CL|
4. Terrell misses his first pitch in the cage. Anthony says, “Nice work, bro!” Do you think Anthony is trying to be mean? Were Terrell’s feelings hurt? Support your answer. |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 15 (paragraphs 9–18) aloud with partners.
pages 15 (paragraph 19) and 16 (ending at chapter 12) silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What are batting cages? How can you tell? |CL|

100 points = *Batting cages are places where you can practice hitting baseballs or softballs. I can tell because the author explains what happens at the batting cages. Balls are pitched to players, who practice swinging at them.* **90 points** = *Batting cages are places where you can practice hitting baseballs or softballs. I can tell because the author explains what happens at the batting cages.* **80 points** = *They are a place where you can practice hitting baseballs and softballs. The author explains them.*

2. Is Anthony surprised at how well Maggie can hit the ball? Support your answer. |DC|

100 points = *Yes. Anthony is surprised by how well Maggie can hit the ball. When she hits the ball, Anthony yells, "Holy cow!" This shows that he was not expecting her to hit so hard.* **90 points** = *Yes. Anthony is surprised by how well Maggie can hit the ball. When she hits the ball, Anthony yells, "Holy cow!"* **80 points** = *Yes he is. He yells, "Holy cow!" when she hits the ball.*

3. On page 15, Terrell says that the field his team plays on is "often booked." What does that phrase mean, and how do you know? (Write-On) |CL|

100 points = *When Terrell says that the field his team plays on is "often booked" on page 15, he means that people often sign up to play on the field before Terrell's team can. I've heard that phrase before. When I read on, Terrell says the field is often overscheduled. I know this means there is too much happening on it. So the field must already be in use by other people.* **90 points** = *When Terrell says that the field his team plays on is "often booked" on page 15, he means that people often sign up to play on the field before Terrell's team can. I've heard that phrase before. When I read on, Terrell says the field is often overscheduled.* **80 points** = *It means that other people have already signed up to use the field. It's often overscheduled.*

4. Terrell misses his first pitch in the cage. Anthony says, "Nice work, bro!" Do you think Anthony is trying to be mean? Were Terrell's feelings hurt? Support your answer. |DC|

100 points = *When Anthony says, "Nice work, bro!" after Terrell misses his first pitch, I don't think Anthony is trying to be mean. I think he is teasing his brother. Terrell just told him to watch a master at work, and then he missed the ball. I also don't think Terrell's feelings are hurt. He smiles at Anthony and says that is why he is practicing.* **90 points** = *When Anthony says, "Nice work, bro!" after Terrell misses his first pitch, I don't think Anthony is trying to be mean. I think he is teasing his brother. I also don't think Terrell's feelings are hurt since he smiles.* **80 points** = *I think Anthony is just teasing his brother. I don't think his brother's feelings are hurt.*

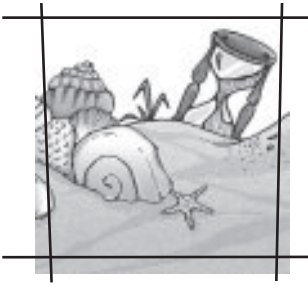
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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.



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Anthony seems surprised by Maggie’s hitting abilities. Do you think he assumed a girl wouldn’t hit very hard? Is this fair? Why or why not?</p> <p>Do you think Anthony and Terrell get along? What does it take to get along with people who are much younger or older than you are?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

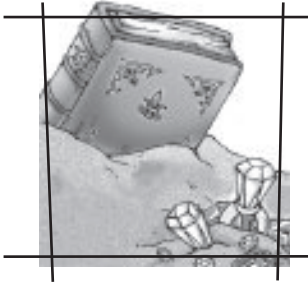
Pages 15 and 16 (chapter 11)

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

- Display the Two-Minute Edit and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- Have students complete the Two-Minute Edit. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

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



Strategic Review



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

What are batting cages? What happens there?

Listening Comprehension

- Read page 16 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

A Collection of Readings,
page 16

Chapter 12

Finally, it was Anthony's turn. He had to admit to himself that he was nervous. For some reason, he really wanted to impress his brother and his brother's friends way more than he even cared about impressing Javon with that silly video game. Carrying a bat, Anthony walked through the gate into the batting cage.

Maggie ran over to the other end of the cage, where the cannon was. She knelt by the machine and yelled, "Have you ever done this before, Anthony?"

"No, never once!" Anthony yelled back.

"Okay!" she responded. "I'll slow the machine down a bit, so the balls don't come at you so fast."

Anthony held the bat just like he had watched so many professional players do on television. He dug his feet into the dirt and waited. Soon the softball came hurtling out of the cannon right at him. Anthony waited, for just a second, and then swung as hard as he could.

THUD! The ball hit the mat behind him. "That was fast!" he yelled.

One of Terrell's friends laughed and said, "You swing like your brother!"

"Very funny, Joe!" said Terrell, though he was laughing too. For some reason, Anthony knew that they were just laughing and having a good time. They weren't making fun of him. Then Maggie ran over to Anthony's end of the batting cage.

She said, "I just paused the cannon for a minute. Okay, listen to what I say. Choke up on the bat. That means hold it a little higher up the handle. It'll give you more control over your swing. Keep your eye on the ball. You don't have to be a slugger. Don't try to hit a home run. Just try to make solid contact with the ball. Just try to be a consistent hitter. You ready?"

(continued on next page)

Anthony was a bit nervous. “Uh, I think so,” he said. He changed his grip on the bat. Then Maggie ran back to the cannon and flipped the switch. In just a moment, the softball came hurtling out of the cannon. Anthony watched it approach. When it came near him, Anthony swung. He didn’t swing as hard as he could. He just swung a little bit.

PONG! He hit the ball. The ball sailed toward the back end of the cage. It didn’t make it all the way, but landed on the ground and rolled about 10 feet!

“All right!” shouted Joe.

“Way to go!” shouted Maggie.

“That’s a base hit!” shouted Terrell. “Good work!”

Anthony was incredibly proud of himself. “Mind if I try a few more?” he asked the group.

“Go for it!” they all yelled. Anthony practiced for a while longer. He didn’t hit every pitch, but he hit most of them. Some didn’t go very far, but quite a few did. One even went far enough that the ball rolled up against the far wall of the cage.

Anthony was having the time of his life. “This is way better than that stupid *Mega-Baseball 2006*,” he said to himself. Then he thought about Javon. He wondered if Javon was still playing that game.

After a dozen pitches or so, Terrell called to him. “All right, little bro, let someone else have a shot.”

Anthony gladly sat down and watched the rest of the team practice.



- Reread the last full paragraph on page 16. Use a **Think Aloud** to indicate having trouble understanding the phrase “You don’t have to be a slugger.” Model reading ahead to clarify the phrases.

“...You don’t have to be a slugger.”

A slugger? What’s a slugger? I’m confused by what Maggie means. I’ll read on to see if I can figure it out.

“...Don’t try to hit a home run.”

Oh, I get it now. Maggie is telling Anthony not to hit the ball so hard. A slugger must be someone who hits home runs. Reading ahead helped me clarify that.

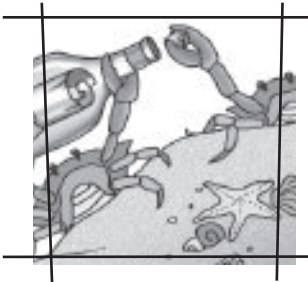
Preview Team Talk

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

Student Edition, page S-10

Team Talk

1. What does the term *rearview window* mean on page 17? Tell how you figured that out. (Write-On) |CL|
2. Why does Anthony offer to take the bus home? |CE|
 - a. He doesn't want to be a pest.
 - b. He doesn't like Terrell's motorcycle.
 - c. He doesn't want to ride in the car.
 - d. He doesn't like Terrell's friends.
3. On the ride home, Anthony and his brother give each other the thumbs up sign. What does that tell you about how they feel? |CH|
4. Why do you think Anthony and Terrell's dad mouths, "Thank you" to Terrell? |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 17 (starting at chapter 13) aloud with partners.
page 17 (ending at chapter 14) 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. What does the term *rearview window* mean on page 17? Tell how you figured that out. (Write-On) |CL|

100 points = *The term rearview window means the window in the back of the car. I reread the sentence to figure that out. Anthony is sitting in the backseat of the car, and he's looking out the rearview window and can see Terrell behind the car. He must be looking out a window that faces the back of the car.* **90 points** = *The term rearview window means the window in the back of the car. I reread the sentence to figure that out. Anthony is sitting in the backseat of the car, and he's looking out the rearview window and can see Terrell behind the car.* **80 points** = *It is a window in the back of a car. Anthony can see his brother behind the car through the window.*

2. Why does Anthony offer to take the bus home? |CE|

- a. He doesn't want to be a pest.
- b. He doesn't like Terrell's motorcycle.
- c. He doesn't want to ride in the car.
- d. He doesn't like Terrell's friends.

3. On the ride home, Anthony and his brother give each other the thumbs-up sign. What does that tell you about how they feel? |CH|

100 points = *When Anthony and Terrell give each other the thumbs-up sign, I can tell that they are both happy and having a good time hanging out together. I know that the thumbs-up sign is a sign that means everything is OK and going well.* **90 points** = *When Anthony and Terrell give each other the thumbs-up sign, I can tell that they are both happy and having a good time hanging out together.* **80 points** = *It means they are both happy.*

4. Why do you think Anthony and Terrell's dad mouths, "Thank you" to Terrell? |DC|

100 points = *I think Anthony and Terrell's dad mouths, "Thank you" to Terrell because he is thankful that Terrell showed Anthony something better than playing video games at the arcade. He is thankful that Anthony thinks playing outside is better than wasting money in the arcade.*

90 points = *I think Anthony and Terrell's dad mouths, "Thank you" to Terrell because he is thankful that Terrell showed Anthony something better than playing video games at the arcade.* **80 points** = *He is thankful that Terrell showed Anthony something better than video games.*

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

Class Discussion TP**Strategy-Use Discussion**

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

Think-and-Connect Discussion

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

Team Talk Extenders

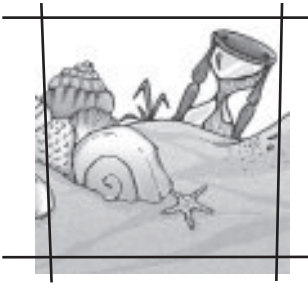
Anthony doesn't want to be an annoying little brother. How can you tell Terrell's friends aren't annoyed by Anthony practicing and hanging out with them?

Describe Anthony and Terrell's dad. What kind of person do you think he is based on his opinion of the arcade?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

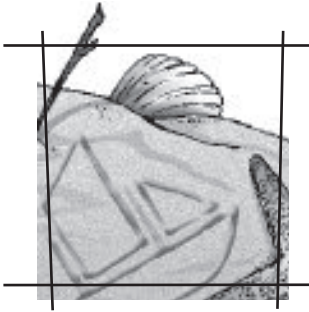
Timing Goal: 5 minutes

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

Student Edition, page S-9

Pages 17 and 18 (chapter 13)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce Word Power lessons and Captain Read More.

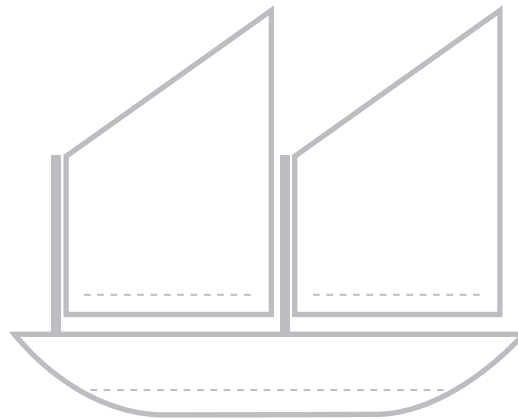
We are going to learn about different word skills and earn Word Treasures. Word Treasures are clues that help us figure out certain words. Captain Read More, a friend of mine, is going to help us learn how to do this.

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

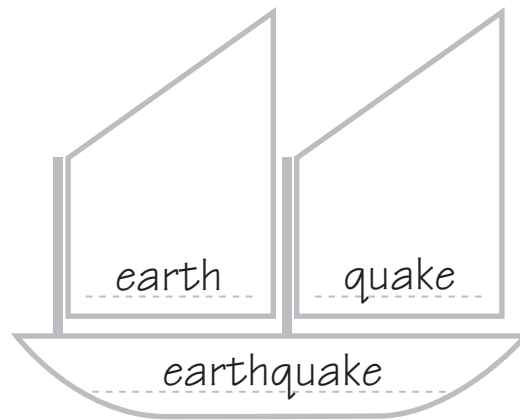
Preparation: Display a sailboat with two sails of equal size.

Blackline master provided.

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue (a sailboat with two sails of equal size).



- Use **Think-Pair-Share** to have students tell what the Word Treasure clue means. Randomly select a few students to share. *Two main or big sails mean there are two whole words.*
- Write the word “earthquake” on the bottom of the boat. Remind students that a word made up of two whole words is called a compound word.
- Use **Think-Pair-Share** to have students identify what words go on each sail. Randomly select a few students to share. Write each word on a sail as they are given. Earth *and* quake.



- Use the sails to read the word, and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps to define the compound word.
- Use **Team Huddle** to have students define the meaning of *earthquake*. Use **Random Reporter** to select students to share. *Earth is the planet where we live, and quake means to shake. An earthquake is when the earth shakes.*
- Review the Word Treasure (skill).



Word Treasure

Some words are compound words that are made of two words.

If you're having trouble reading these words, first separate the parts of the compound word, then read the whole word and figure out its meaning.

- Tell students that Captain Read More has found a word in their vocabulary list that is a compound word. Remind them to look for this word the next time they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another challenge score and that they can earn team celebration points for writing good meaningful sentences.
- Point out the meaningful sentence rubric on the back of the team folders. Tell students that they will watch a video about meaningful sentences.
- **Play** the video.
- Use **Team Huddle** to have students discuss what makes a sentence meaningful. Use **Random Reporter** to select students to share. *A meaningful sentence uses the word correctly and includes details to help make a mind movie.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**



Student Edition, page S-10

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. popcorn *pop + corn; corn that pops*
2. seaweed *sea + weed; a weed or plant that grows in the sea*
3. weekend *week + end; the end of a week*
4. wildfire *wild + fire; a fire that happens in the wild*

Building Meaning

frail	routinely	tolerable	eventually
wasteland	asserted	determination	conquer

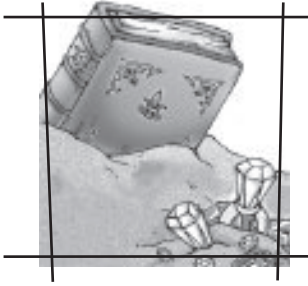
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

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. List two things that would be considered frail.
(Answers will vary.) An old woman; a young colt; a tiny bird's leg; a sick person.

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

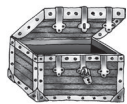
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

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

Do you think Anthony and Terrell are good friends and good brothers? Why or why not?

Listening Comprehension



- Read pages 18 and 19 (stopping at chapter 15) aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary. On page 19, use a **Think Aloud** to model clarifying the phrase "He was crushed."

A Collection of Readings,
pages 18 and 19

Chapter 14

The three-day weekend was over. The next day was a Tuesday, and Anthony had to go back to school. All day, from the bus ride through his classes, Anthony kept thinking about how much fun he'd had at the batting cages. He couldn't focus on Mrs. Miniver's math class or Mr. Seiborg's science class. He thought about nothing but the batting cages. In fact, during lunch, he listened to Tyrone and Franco talk about *Street-Court Basketball Jams* and *Gridiron Pro Football 7*. As he listened, he thought to himself, "These guys don't know what they're missing." Anthony knew, he just knew, that he'd had a better time than the other guys. But, he figured, what they didn't know wouldn't hurt them.

When the final bell rang, Anthony and Javon were getting ready to go. As they walked toward the bike racks so Javon could get his bike, Javon said, "Hey, let's go back to the arcade and work on *Mega-Baseball 2006* some more. What do you say?"

Anthony said, "Nah, man. That's kids' stuff. I've got the real deal going on."

"Kids' stuff?! What are you talking about, man? That game is awesome! Besides, what do you have better to do? Huh? C'mon, tell me."

Anthony knew that Terrell had a softball game this afternoon, after Terrell got off work. So Anthony said, "I've got a real, actual softball game to play."

As they reached Javon's bike, Javon said, "What? You don't have any softball game to play. What are you talking about? You're lying."

"I am not," said Anthony.

"Whatever, dude," Javon said. Then he unlocked his bike and rode away toward the arcade.

Anthony ran to catch the #5 cross-town bus. He made it just in time. When he neared the softball field, he pulled the little yellow rope that told the bus driver to stop at the next stop. The bus stopped, and Anthony got off. Anthony saw that Terrell and the rest of the team were just about ready to start the first inning. Anthony ran up to them.

"Hey, guys," he said, panting.

(continued on next page)

“Hey, guys,” he said, panting.

Joe said, “What are you doing here, little man?” Anthony was confused. He was here to play, of course, so he said so.

Terrell laughed a short laugh. Then he said, “You’re not on the team yet, little bro.”

Anthony couldn’t understand what was happening. “But I did so well in practice! We all had a good time! I thought because I did so well, I’d be on the team!”

Terrell looked at him and said, “Bro, you haven’t practiced enough yet. You haven’t practiced fielding or throwing. You’ve only practiced hitting. Know what I mean?”

Anthony didn’t know what to say. He was crushed. He could feel tears welling up in his eyes. Maggie could see it, and she kindly put her hand on his shoulder.

“Oh, Anthony,” she tried to say. But before she had the chance, Anthony knocked her hand away. He ran the rest of the way home.

The story says that Anthony was crushed. What does that mean? I know what crushed means, but that’s something you do to things you want to make smaller. Let me think about this paragraph some more to see if I can figure it out. Oh, okay, I get it. He wasn’t actually crushed, he was just really sad. I know that because tears were welling up in his eyes. So being crushed must also mean being really sad, disappointed, or let down.

- Finish reading the rest of chapter 14.

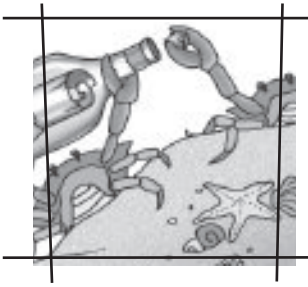
Preview Team Talk

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

Student Edition, page S-11

Team Talk

1. Describe how Anthony shows his anger. |CH|
2. What do you think Terrell and his dad talk about on the lawn? Support your answer. |DC|
3. What does the phrase “That would show Terrell” mean on page 20? How did you figure that out? (Write-On) |CL|
4. On page 20, Javon says he is “totally down” with Anthony’s plan. What does he mean? How can you tell? |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 19 (starting at chapter 15) aloud with partners.
page 20 (ending at chapter 16) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Describe how Anthony shows his anger. |CHI|

100 points = Anthony shows his anger by shouting at his dad that he does not want to talk about what is bothering him. He runs through the door and slams it shut. He listens to loud music. He flops down on his bed instead of sitting down calmly. **90 points** = Anthony shows his anger by shouting at his dad that he does not want to talk about what is bothering him. He runs through the door and slams it shut. **80 points** = He shouts and slams doors.

2. What do you think Terrell and his dad talk about on the lawn? Support your answer. |DC|

100 points = I think Terrell and his dad talk about what happened to Anthony. I think their dad asks Terrell what happened to make Anthony so upset. He points up at Anthony's window. **90 points** = I think Terrell and his dad talk about what happened to Anthony. I think their dad asks Terrell what happened to make Anthony so upset. **80 points** = They talk about why Anthony is upset.

Team Talk *continued*

3. What does the phrase “That would show Terrell” mean on page 20? How did you figure that out? (Write-On) |CL|

100 points = *The phrase “That would show Terrell” on page 20 means that Anthony is mad at Terrell and wants to get back at him for not letting him play softball. He thinks spending all of his money at the arcade will somehow get back at Terrell.* **90 points** = *The phrase “That would show Terrell” on page 20 means that Anthony is mad at Terrell and wants to get back at him for not letting him play softball by spending all of his money.* **80 points** = *He is mad at Terrell and wants to get back at him.*

4. On page 20, Javon says he is “totally down” with Anthony’s plan. What does he mean? How can you tell? |CL|

100 points = *When Javon says he is “totally down” with Anthony’s plan on page 20, he means he agrees with Anthony’s plan. He is excited to have all that money to use at the arcade. He is excited about beating the baseball game.* **90 points** = *When Javon says he is “totally down” with Anthony’s plan on page 20, he means he agrees with Anthony’s plan. He is excited to have all that money to use at the arcade.* **80 points** = *He agrees with Anthony’s plan and is excited about it.*

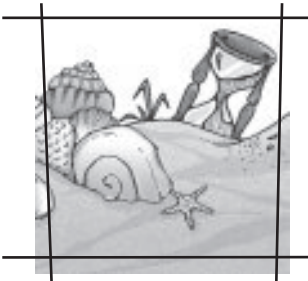
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**Strategy-Use
Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Do you think Terrell’s brother could have handled things at the softball field better than he did? What could he have done differently to make everyone happy?</p> <p>What do you think about Anthony’s plan to go back to the arcade? What is the problem with making plans when you’re really upset?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

Timing Goal: 5 minutes

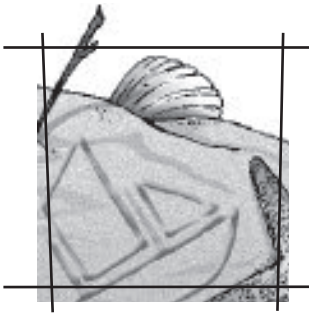
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-9

Pages 17 and 18 (chapter 13) or 19 and 20 (chapter 15)

- 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.

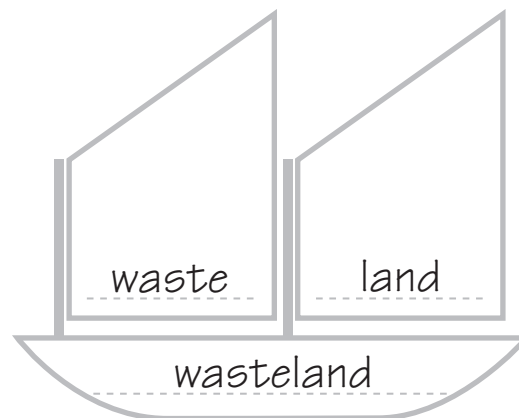


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue Captain Read More uses (two big sails).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Team Huddle** to have students identify the compound word in their vocabulary list and to question them about the two words that make up the word. Randomly select a few students to share, and record their answers on the boat. *Wasteland; waste + land.*

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- Remind students that we can use the meanings of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning. Randomly select a few students to share. *Waste means useless or not needed; land is a region or place. Wasteland must mean a place that is useless or not needed.*

- Compare the meaning with the definition provided in the vocabulary chart (a place where nothing lives or grows) to further clarify students’ understanding of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-11

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. houseboat *house + boat; a boat that people live on*
2. flagpole *flag + pole; a pole that a flag hangs on*
3. windstorm *wind + storm; a storm with a lot of wind*
4. caretaker *care + taker; a person who takes care of something*

Building Meaning

frail	routinely	tolerable	eventually
wasteland	asserted	determination	conquer

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.*

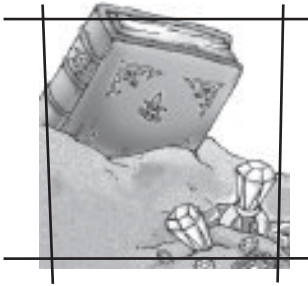
6. List two things that would not be considered frail.
(Answers will vary.) A truck; a bull; an athlete; a mighty oak tree.



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

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

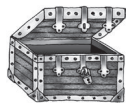
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

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

Why is Anthony so upset?

Listening Comprehension

- Read the first paragraph of chapter 16 on page 20. Use **Think-Pair-Share** to have students clarify the word *psyched*. Randomly select a few student to share. *Excited, looking forward to something.*
- Read the rest of pages 20 and 21 aloud, stopping to clarify confusing words or ideas, ask questions, or focus student’s attention as necessary.

A Collection of Readings,
pages 20 and 21

Chapter 16

The next day, before class, Javon and Anthony met in the hallway. “Man, this is going to be so awesome! We’re going to totally rule with that game! I’m so psyched!”

Anthony tried to be as excited as he had been before. But it was difficult. “Yeah,” he said, without much enthusiasm, “it should be fun.” Although when he said it, he wasn’t sure he meant it. He felt all the coins jiggling around in his backpack. Was he beginning to regret what he was doing?

Things didn’t get much better at lunch. Anthony and Javon sat down with Tyrone and Franco. Javon said, “Check this out, guys. After class, Anthony and I are going to the arcade. We’re going to win *Mega-Baseball 2006*! I guarantee it!”

Tyrone laughed. “Man,” he said, “I’ve seen how bad you are at that game. You couldn’t win that game if you played it for a week straight!”

Javon said, “No, check it out! We’ve got so many quarters, we’ll be unstoppable! Anthony’s got like fourteen dollars!”

“Wow!” said Tyrone. “That’s a lot of quarters! You guys just might do okay! I’ll be sure to watch.”

“You’d better,” Javon said, “because it’s going to be awesome.” Anthony just sat in silence. He didn’t know what to think anymore.

When the school day ended, Anthony and Javon walked out of school together.

“Tell you what, man,” Javon said. “I’ll just leave my bike here, and you and I can walk over to the arcade together.

“Whatever,” Anthony said. Then all of a sudden, Anthony heard a familiar horn honking. It was his dad’s truck, pulling into the school’s drive. But his dad wasn’t driving it. Terrell was behind the wheel. The truck pulled up next to the two boys. Terrell rolled down the window. “What do you want?” Anthony said, angrily.

“I’ve got something for you,” Terrell said, and then reached onto the seat next to him. He pulled out an old paper sack and tossed it to Anthony. Anthony caught it and opened it. Inside was an old, worn, and weathered softball glove.

(continued on next page)

“What’s this?” Anthony asked.

“It’s Dad’s old softball glove. He said he wanted you to have it,” Terrell said. He continued, “You’re going to need it. We’ve got fielding practice in 15 minutes.”

“Seriously?” Anthony exclaimed. He couldn’t believe it.

“Yep, hop in,” Terrell said. Anthony walked over to the truck until he heard Javon clear his throat.

Javon! What was Anthony going to do? He turned to face Javon. “Uh,” he began.

Javon cut him off. He said, “Man, get in the truck. The video game can wait.”

Anthony could see that Javon was upset, but Anthony knew Javon was just trying to do the right thing.

“Are you sure, man?” Anthony asked.

Javon wiped his eyes with his sleeve and said, “Yeah, man, I’m sure. Get out of here.”

“Thanks, man,” Anthony said as he hopped in the truck. Then he thought for a minute. “Do you want to come?” he asked Javon.

Javon thought for a minute. “Nah,” he finally said, “that’s all right. You guys go on ahead.”

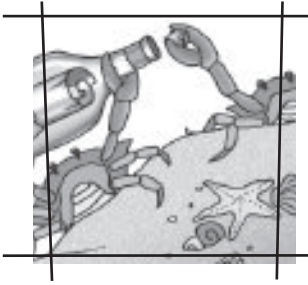
Preview Team Talk

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

Student Edition, page S-11

Team Talk

1. Why does Terrell take Anthony to the ballpark? |CE|
 - a. to practice with the team
 - b. to play an actual game
 - c. to act as umpire for the game
 - d. to keep score for the team
2. Will Anthony definitely be on the softball team? How does he feel about that? |DC|
3. The author writes that Anthony fired the ball over to Terrell on page 22. What does that mean? (Write-On) |CL|
4. Would Anthony make a good all-around softball player? Support your answer. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 22 (paragraphs 1–7) aloud with partners.
page 22 (paragraphs 8–15) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why does Terrell take Anthony to the ballpark? |CE|
 - a. to practice with the team
 - b. to play an actual game
 - c. to act as umpire for the game
 - d. to keep score for the team

2. Will Anthony definitely be on the softball team? How does he feel about that? |DC|

100 points = *No. Anthony won't necessarily be on the softball team. He has to learn how to catch and throw balls in the field before he is good enough to be on the team. He might be on the team someday, but he will not be on it right now.* **90 points** = *No. Anthony won't necessarily be on the softball team. He has to learn how to catch and throw balls in the field before he is good enough to be on the team. He might be on the team someday.* **80 points** = *No, he will not be on it right now. He might be on it later.*

Team Talk *continued*

3. The author writes that Anthony fired the ball over to Terrell on page 22. What does that mean? (Write-On) |CL|

100 points = *When the author says Anthony fired the ball to Terrell, he means he threw the ball fast and hard. When there is a fire, it moves quickly. When you fire a weapon, it shoots quickly. Anthony must have thrown the ball quickly.* **90 points** = *When the author says Anthony fired the ball to Terrell, he means he threw the ball fast and hard. When there is a fire, it moves quickly.* **80 points** = *He means Anthony threw the ball quickly. Things that are fired move quickly.*

4. Would Anthony make a good all-around softball player? Support your answer. |DC|

100 points = *Yes. I think Anthony would make a good all-around softball player. He is able to grab the ball off the ground. He can catch it in the air. He's good at throwing the ball fast. He can hit the ball. He is good at a lot of things in softball.* **90 points** = *Yes. I think Anthony would make a good all-around softball player. He is good at a lot of things in softball.* **80 points** = *Yes, because he can do a lot of things in softball.*

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

Class Discussion **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

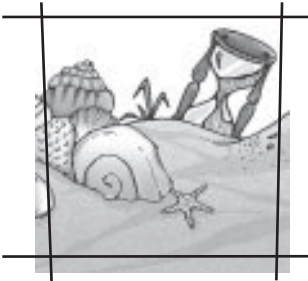
Team Talk Extenders

Should Anthony be allowed to join the team? Why or why not? Could he be too young to play with Terrell and his friends?
 How do you think Anthony can work to ensure himself a spot on the softball team? What do you think he should do?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

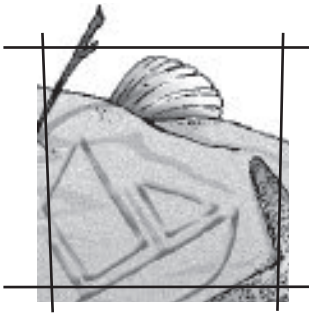
Timing Goal: 5 minutes

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

Student Edition, page S-9

Pages 17 and 18 (chapter 13), 19 and 20 (chapter 15), or page 22

- 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

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- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to have students tell why it is useful to learn compound words. Randomly select a few students to share. *Compound words are made up of two different words. Understanding the meaning of each word helps us define the meaning of the compound word.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

seafood

troublemaker

th



- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the two words in the compound word. Use **Random Reporter** to check pronunciations and meanings. Seafood = sea + food, *means food from the sea*; troublemaker = trouble + maker, *means a person who makes trouble*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-11 and S-12

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. sunglasses *sun + glasses; glasses you wear in the sun*
2. surfboard *surf + board; a board you use to surf*
3. rowboat *row + boat; a boat you move by rowing*
4. watchdog *watch + dog; a dog that watches or protects*

Building Meaning			
frail	routinely	tolerable	eventually
wasteland	asserted	determination	conquer

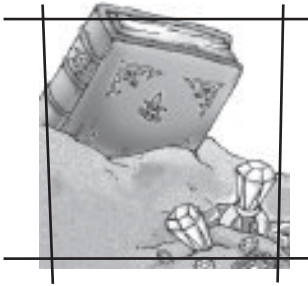
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

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. The dentist complimented Lisa for routinely flossing her teeth every night. *Routinely* means—
- happily.
 - hardly.
 - seldom.
 - usually.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



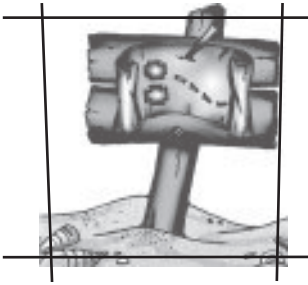
In yesterday's reading, Anthony had a good time practicing with Terrell's softball team and learning to play in the field. Today we will find out how Terrell enjoys watching the game and supporting his brother.

Vocabulary TP

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

Prepare Students for the Test

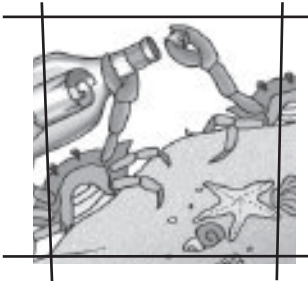
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about clarifying.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

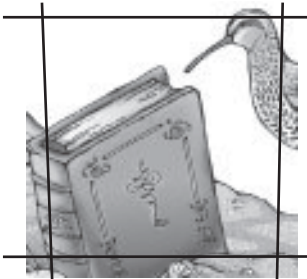
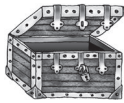
Team Discussion **TP**

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



Class Discussion TP

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

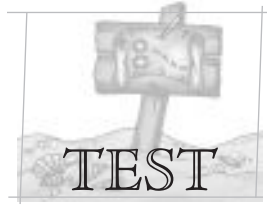


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 24 and 25 of *Anthony Johnson Leaves the Arcade*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What happens at the batting cages? What does Anthony learn there? |CE|

20 points = The team practices hitting softballs at the batting cages. Anthony learns that he is an okay hitter there. He also learns that playing softball is more fun in real life than on a video game. **15 points** = The team practices hitting softballs at the batting cages. Anthony learns that he is an okay hitter there. **10 points** = The team practices hitting there. He learns that he is an okay hitter.

20 points

2. How do Anthony's feelings get hurt? |CE|

20 points = Anthony's feelings get hurt when he shows up for the softball game and Terrell tells him he isn't on the team. Anthony thinks he will play since he did well at hitting practice the day before. **15 points** = Anthony's feelings get hurt when he shows up for the softball game and Terrell tells him he isn't on the team. **10 points** = Terrell tells him he isn't on the team.

20 points

3. How has Javon changed since the beginning of this cycle's reading? |CC|

20 points = Since the beginning of this cycle's reading, Javon has changed by realizing that the baseball video game is a waste of time and money. He thought the game was a lot of fun and wanted to keep playing it before. **15 points** = Since the beginning of this cycle's reading, Javon has changed by realizing that the baseball video game is a waste of time and money. It was fun before. **10 points** = Now he thinks the video game is a waste of time and money.

20 points

4. The umpire asks Anthony if he's "up for" playing the game on page 25. What does he mean? Tell how you figured that out. |CL|

20 points = When the umpire asks if Anthony is "up for" playing the game on page 25, he is asking if Anthony is ready and wants to play. Anthony looks to his brother, who nods that Anthony is good to play. Then Anthony agrees and runs out on the field. If Anthony didn't feel ready or want to play, he wouldn't agree to do it. **15 points** = When the umpire asks if Anthony is "up for" playing the game on page 25, he is asking if Anthony is ready and wants to play. Anthony says yes and runs out on the field. **10 points** = He is asking if Anthony is ready and wants to play. Anthony agrees and runs on the field.

20 points

5. Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction. [PR]

20 points = *I think Anthony will catch the ball and Terrell’s softball team will win the game. Anthony is good at playing in the field and likes it better than batting. He is good at catching the ball, and knows it is important.*

15 points = *I think Anthony will catch the ball, and Terrell’s softball team will win the game. Anthony is good at playing in the field and likes it better than batting.* **10 points** = *He will catch it, and the team will win. He is good at playing in the field.*

Word Power

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

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

5 points

1. motorboat *motor + boat; a boat that moves by motor*

5 points

2. wallpaper *wall + paper; paper that covers a wall*

5 points

3. bedtime *bed + time; the time to go to bed*

5 points

4. sawdust *saw + dust; dust from cutting something with a saw*

Building Meaning

frail	routinely	tolerable	eventually
wasteland	asserted	determination	conquer

10 points

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

10 points = *Erin was very good about routinely checking her bicycle to make sure all the parts were operating smoothly.* **5 points** = *Erin was very good about routinely checking her bicycle before she went riding.* **1 point** = *Erin was good about routinely checking her bicycle.*

10 points

6. The hot weather was tolerable, but Sandy preferred to be outside when it was cooler.

10 points

7. Sarah’s ankle was very frail after she broke it. *Frail* means—
 - a. tender.
 - b. vital.
 - c. weak.
 - d. solid.

10 points

8. The lawyer asserted in court that his client was innocent of all charges.

10 points

9. We knew we'd get to the beach eventually if we kept driving toward the ocean.

10 points

10. After the earthquake knocked down several buildings, the area looked like a wasteland. *Wasteland* means—

- a. *place where nothing lives or grows.*
- b. *place where trucks dump garbage.*
- c. *place where animals sleep at night.*
- d. *place where everything will grow.*

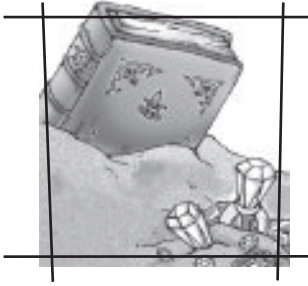
10 points

11. The hero of the movie had to conquer the space robots that were trying to take over the planet.

10 points

12. Though he had limited materials, Lee had the determination to build himself a tree house where he could hang out. *Determination* means—

- a. *concept.*
- b. *approval.*
- c. *assistance.*
- d. *willpower.*

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write chapter 19 of the story *Anthony Johnson Leaves the Arcade*. The present story ends with Anthony hoping to catch the ball and make the final out for his brother's softball team. This ending leaves the reader with a mystery. What do you think happens in the next chapter of the story?

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.

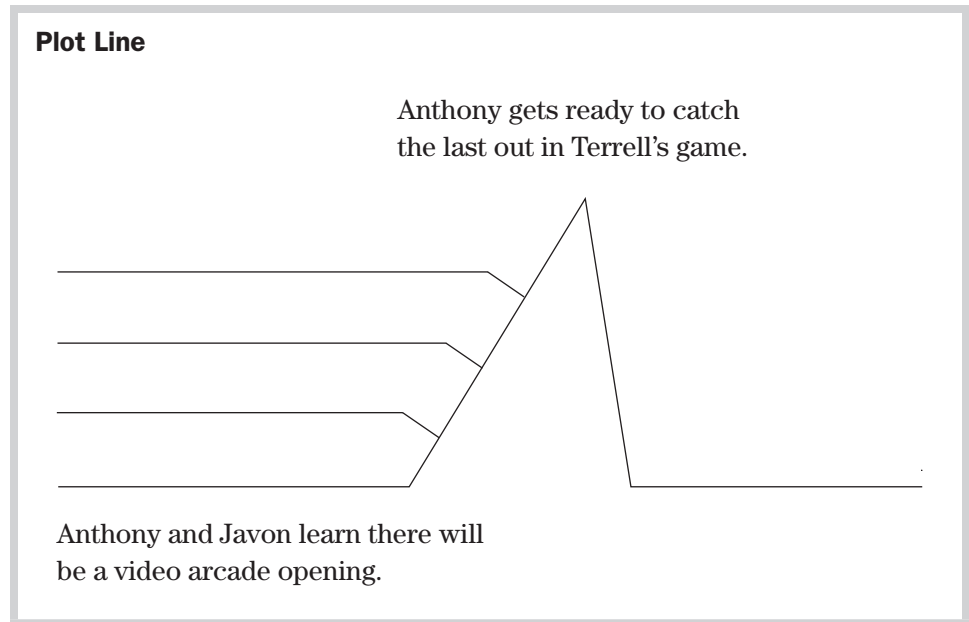
Build Background

- Introduce the activity, writing a new story ending.

Have you ever read a story and wanted to know just a little more about what happened to the characters? You might have wished there was more to the ending. The story we read, *Anthony Johnson Leaves the Arcade*, ends right at one of the most exciting parts of the story! Anthony really wants to prove that he is a good softball player, and he wants to catch the ball to make the last out to help his brother. He cannot wait to play on his brother's team. But we do not even find out if he catches the ball! If we looked at this story on a plot line, we could say that this story needs a resolution.

- Display the following plot line for the story.

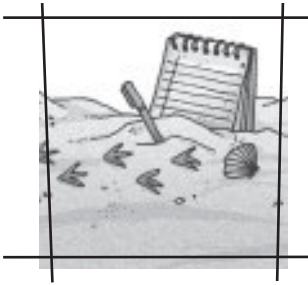
Blackline master provided.



- Explain a plot line to students. Use **Random Reporter** to have students fill in events on the plot line.

Creating a plot line is one way to map out and plan a story. The first flat line in the plot line is called the exposition, or introduction. This is where you meet the main characters of the story and are introduced to the problem. This information is stated on the plot line. In our story, we are introduced to Anthony and Javon, and we learn about the new arcade. On the plot line, you also see an arrow pointing upward. This is called the rising action, which includes the events that happen as the main character tries to solve the problem. These are blank on this plot line. What are some things that happen to Anthony? Possible responses: Anthony learns that arcade games are hard and expensive. He watches one of Terrell's softball games and thinks it is exciting. Anthony is bored with the arcade. He practices batting in the batting cages with Terrell. He gets upset when he is told he is not on the softball team yet. He practices fielding with Terrell's team. He brings Javon to Terrell's game. Terrell gets hurt in the game and cannot play. **Good! These are all events you can put on the plot line.** The rising action builds tension and excitement to get readers to the climax. This is the most exciting part of the story. The plot line says the climax is Anthony getting ready to catch the ball that could be the last out and the winning catch for Terrell's team. The downward arrow is the falling action. These are the events that happen after the climax. They tie up the loose ends. The character might learn something about him or herself. The resolution is the end of the story. Sometimes the falling action and resolution are very closely related. This is why the line for the falling action is steep. These events happen quickly.

- Point out that the plot line for *Anthony Johnson Leaves the Arcade* does not have events for the falling action or a resolution because the story ends at the climax. Explain that students will create the missing events as they plan and write another chapter for *Anthony Johnson Leaves the Arcade*.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a new story ending for *Anthony Johnson Leaves the Arcade* to describe what happens after Anthony plays in the softball game.



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

Student Edition, page S-12

Writing Prompt

Anthony Johnson Leaves the Arcade leaves us wondering what happens next in the story. Does Anthony catch the ball? What does his softball career look like after this game? What does Javon do? Explain what happens in chapter 19, and create a new ending for the story. Describe at least three events that happen as a part of the falling action and resolution of the story. Include at least four lines of dialogue between the characters, and remember to write your ideas in complete sentences.

Scoring Guide

You created a new story ending by writing chapter 19 of <i>Anthony Johnson Leaves the Arcade</i> .	25 points
At least three events happen during the falling action and resolution of the story.	15 points each (45 points maximum)
There are at least four lines of dialogue in your new chapter.	5 points each (20 points maximum)
The new story ending is written in complete sentences.	10 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic

organizer. Today we will use a sequence chain. This will help us put our thoughts in the right order as we write our new story endings.

- 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

Sequence Chain

Anthony, Terrell, and their parents sit at the dinner table.



Anthony tosses the game ball around and tells his parents about the game.



Terrell explains how his shoulder will be better in no time.



Anthony tells Terrell that he and Javon want to start a softball league for younger players.



Dad tells Anthony he is proud of him for learning a lesson about the arcade.

Drafting

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

Dialogue helps make a story interesting. It needs to be formatted correctly so readers can read it clearly and understand who is saying what in the story.

- Display the following lines of dialogue from *Anthony Johnson Leaves the Arcade*.

Blackline master provided.

Joe said, "What are you doing here, little man?"

Anthony was confused. He was here to play, of course, so he said so.

Terrell laughed a short laugh. Then he said, "You're not on the team yet, little bro."

Anthony couldn't understand what was happening. "But I did so well in practice! We all had a good time! I thought because I did so well, I'd be on the team!"

- Point out the format for dialogue.

Let's look at this dialogue for some examples of how you should format your dialogue. Look at the first paragraph. The sentence starts by telling us who will say the quote. Joe will say the quote. This is called attribution. There is a comma after the word *said* to separate the dialogue from the rest of the sentence. The actual dialogue begins with a quotation mark, and the sentence begins with a capital letter. Since Joe is asking a question, the sentence ends with a question mark inside the end quotation mark. A quote ending in an exclamation point would be formatted the same way. This is the basic format for dialogue. The attribution can also come at the end of the sentence. Look at the second paragraph. Let's rewrite Terrell's quote to say, "'You're not on the team yet, little bro,' he said." Write the reworded dialogue on the board or overhead. Now we have moved the attribution to the end. Notice how this line of dialogue differs. It is a statement that should end in a period. If you write dialogue that ends in a period, followed by the attribution, the period should appear as a comma inside the quotation marks. Whenever a new character is going to speak, that character's dialogue should start in a new paragraph. Notice the sample from the text. Joe, Terrell, and

Anthony have lines of dialogue. Each of their lines of dialogue appears in a new paragraph.

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

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students it is important to check that their dialogue is formatted correctly.
- Display the following sample passage from a new story ending.

Blackline master provided.

“You should have been there, Dad! You should have seen the winning catch I made for Terrell in today’s softball game!” Anthony exclaimed as he tossed the game softball from hand to hand at the dinner table.

Anthony’s dad smiled and clapped him on the shoulder. “I’m glad you were able to help finish the game after Terrell hurt his shoulder.” he said. “By the way, Terrell, what did the athletic trainer at the game say about your shoulder?” Terrell winced as he shrugged his shoulder. “He said it would be sore for a few days but that no permanent damage was done. He poked and prodded it a lot and determined that nothing was broken or torn. I just have to take it easy and I’ll be good to play in no time”!

“Good!” Dad exclaimed. “Just don’t go catching anymore balls with your shoulder!”



- Use **Random Reporter** to have students identify mistakes in the dialogue format. *There is a period inside Anthony’s dad’s quote in the second paragraph. The period should be a comma. Terrell speaks some lines of dialogue, but it should appear in a new paragraph instead of with his dad’s dialogue. An exclamation point appears outside the quotation marks in Terrell’s quotes. It should be inside the quotation marks.*
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners’ drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners’ papers.
- Have students share their edits with their partners.

Rewriting

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

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

Example 1

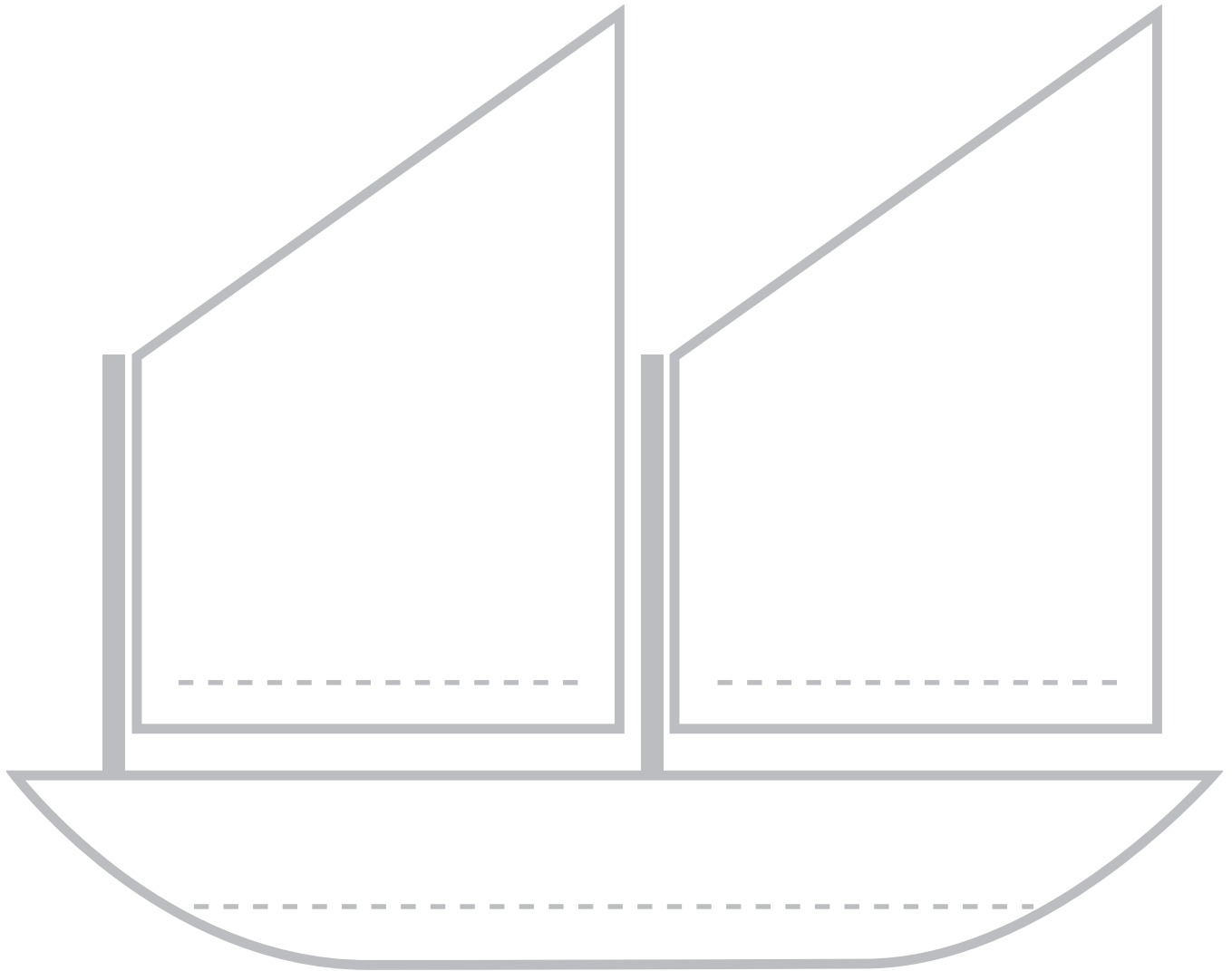
Mark looked out the window and watched the snow pile into drifts. He shivered as the cold wind blew through cracks in the walls of the old cabin. Just then, Mark saw his little brother walking through the front gate in his bathing suit.

Example 2

Charles held Michelle in his arms as the tears poured down her face. “I can’t believe Boomer is gone,” she said. “I just left the door open for a second and he ran out. He could be out there somewhere hurt or worse. Maybe he was hit by a car or attacked by another dog. Boomer has always been an inside dog. He doesn’t know how to protect himself.” Charles smiled and then started laughing uncontrollably.

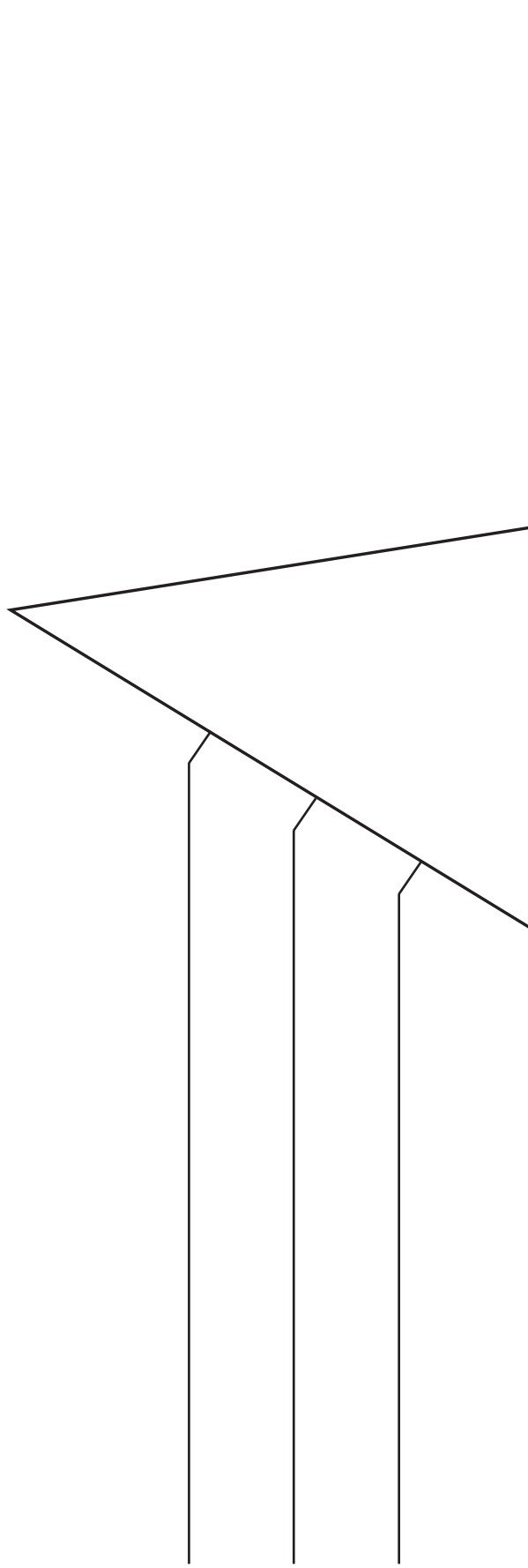
“Cut!” the director screamed. “Charles, why are you laughing? This is the fourth time we’ve had to do this scene.”

Charles said, “I’m sorry, Tony. It’s all Michelle’s fault. She told me this hilarious joke right before we started filming, and I can’t get it out of my head.”



Plot Line

Anthony gets ready to catch
the last out in Terrell's game.



Anthony and Javon learn there
will be a video arcade opening.

Joe said, “What are you doing here, little man?”

Anthony was confused. He was here to play, of course, so he said so.

Terrell laughed a short laugh. Then he said, “You’re not on the team yet, little bro.”

Anthony couldn’t understand what was happening.

“But I did so well in practice! We all had a good time! I thought because I did so well, I’d be on the team!”

“You should have been there, Dad! You should have seen the winning catch I made for Terrell in today’s softball game!” Anthony exclaimed as he tossed the game softball from hand to hand at the dinner table.

Anthony’s dad smiled and clapped him on the shoulder. “I’m glad you were able to help finish the game after Terrell hurt his shoulder.” he said. “By the way, Terrell, what did the athletic trainer at the game say about your shoulder?” Terrell winced as he shrugged his shoulder. “He said it would be sore for a few days but that no permanent damage was done. He poked and prodded it a lot and determined that nothing was broken or torn. I just have to take it easy and I’ll be good to play in no time”!

“Good!” Dad exclaimed. “Just don’t go catching anymore balls with your shoulder!”

Story Map



Title: Anthony Johnson Leaves the Arcade, cycle 2

Characters:

Anthony Johnson
 Javon Walker
 Terrell Johnson
 Dad
 Mom
 Maggie
 Joe

Setting:

Where: Lightsmith's Funhouse and Palace of Games; the softball field

When: weekend, after-school hours

Problem:

Anthony is excited when the new arcade opens, but he doesn't like how much money it costs or how quickly the games end.

Javon tells Anthony about the new arcade. Anthony takes money out of his piggy bank, and the boys
Event: play a video baseball game.

Anthony misses the bus and has to walk home. On his way, he passes his brother playing a softball
Event: game and stops to watch.

Anthony and Javon play the video game again, but Anthony decides he doesn't like it. He sees his
Event: brother at the arcade and is curious.

Anthony practices with Terrell and his friends in the batting cages. He has a great time and thinks
Event: actually playing ball is much better than playing it on a video game.

Anthony assumes he's on the softball team, so he's disappointed when the players tell him he's not. He
Event: decides to go back to the arcade, but Terrell takes him to practice with the team instead.

Solution:

Terrell hurts his shoulder during a softball game, and he calls Anthony in to take his place. Anthony gets to play a real softball game.

Common Core State Standards

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

LEVEL 6 / Anthony Johnson Leaves the Arcade

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INFORMATIONAL (6 DAY)

All That Jazz! American Music, American Musicians

Written by Tanya Jackson

The Savvy Reader—Clarifying, A Collection of Readings, pages 27–47

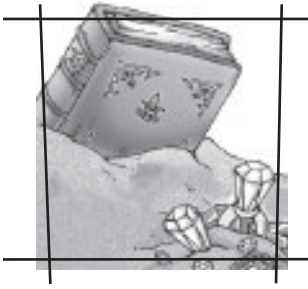
Success for All Foundation, 2011

Summary

Learn all about the most-American art form—jazz music. Take a short trip through the history of jazz, and meet six of the most important jazz musicians of all time.

Instructional Objectives

	Reading	Word Power	Writing
	Main idea (MI)	Base word and ending	Write an informative paragraph.
CYCLE 1	Students will find the main ideas and supporting details of different sections of the text.	Students will break words into base words and endings and use the endings <i>-ment</i> , <i>-ed</i> , <i>-ly</i> , and <i>-ion</i> to increase their understanding of words. Students will recognize that words can have more than one ending and that some words need to be changed to add the ending.	Students will write informative paragraphs about the music they like. They will provide supporting details to inform their classmates why they enjoy a particular song or type of music.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *All That Jazz! American Music, American Musicians* by Tanya Jackson. As we read, we'll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information.

- Point out the strategy target on the team score sheet.
- Introduce informational text to students. Use the text to show how informational texts differ from literature.

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

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

Let's take a look through this text to see how it differs from a story. Point to the pictures on each page. There are pictures on each page, but they don't seem to tell a story like they would in literature. Point to the diagrams.

There are also text boxes in this text. I know text boxes are a way to give information about a subject. Literature doesn't have text boxes.

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

Blackline master provided.



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

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

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

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

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

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



I know that figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I'll figure out the topic by paging through the text before I read it. Page through the text, noting different text features. **I see that the title of the book is *All That Jazz! American Music, American Musicians*. There is a picture of an American flag and a man playing trumpet on the cover. As I look through the text, I also see pictures of instruments, people, and people playing instruments. All of these pictures seem to go with the text to help me understand it. I think the topic has to be jazz music and musicians.**

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss the different types of music they know and the characteristics of those types of music. Use **Random Reporter** to select students to share.
 - Use **Team Huddle** to have students discuss the origins of their favorite types of music. Tell students to think about who started a particular type of music, or when their favorite type of music first became popular. Use **Random Reporter** to select students to share.
 - Share a few important or interesting facts about jazz. For example, jazz is not just one type of music, but many different related kinds of music with distinct sounds. Play examples of different jazz sounds from different composers, such as those found in this text, Billie Holiday, and Glenn Miller. Some audio clips may be found at <http://www.pbs.org/jazz/beat/>.
- Tell students the next step of TIGRRS is to identify the author's intent. Use a **Think Aloud** to model identifying the author's intent.



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

Blackline master provided.

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

Let me look at the different organizers that I have to use when reading informational texts. They all seem to have different purposes. There is an idea tree where I can write main ideas and supporting details. There is a T-chart. I remember that I use that to write causes and effects. The Venn diagram helps when I need to compare and contrast. And the sequence chain helps me keep steps in order.

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

Blackline master provided.

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

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

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

Vocabulary **TP**

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
cherished page 33	base word + ending: cherish + ed	beloved	The author's wonderful children's books were <i>cherished</i> by children all over the world.
spanned page 33	base word + ending: span + n + ed	crossed	The bridge <i>spanned</i> the river, allowing cars to cross it easily without a ferry.
accompanied page 34	base word + ending: accompan(y) + i + ed	went along with	My teacher <i>accompanied</i> me on piano while I played the flute during my recital.
debut page 36	de = /day/ but = /byew/ chunk: de-but	first time	The pitcher's <i>debut</i> in a major league game occurred when he was only twenty-three years old.
impressed page 36	base word + ending: impress + ed	inspired, thrilled	The professional soccer players <i>impressed</i> Mona, making her want to join a team right away.
achievement page 37	base word + ending: achieve + ment	feat, accomplishment	The mountain climber's best <i>achievement</i> occurred when he climbed the highest mountain in the world.
imitations page 38	base word + endings: imitat(e) + ion + s	copies, impersonations	Original pieces of art are expensive and rare, but <i>imitations</i> are cheaper and often just as beautiful.
attire page 45	chunk: at-tire	clothing	A policeman's <i>attire</i> is usually made up of a blue uniform and a hat.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

This cycle we will focus on identifying main ideas and supporting details. This is especially important to understand the topic in informational texts. A main idea is the most important idea in a passage or section of text.

Main ideas are always about the big topic of the text. Supporting details tell about the main ideas. Knowing main ideas and supporting details helps us to understand the topic.



- Use **Think-Pair-Share** to have students discuss what they did last weekend. Randomly select a few students to share.

We're going to talk about what we did over the weekend. That's our topic. Think about what you did. Give students time to think. **Now pair with your partner and tell what you did.** Randomly select a few students to share activities from the weekend.

- Use **Think-Pair-Share** to have students tell details about their activities. Prompt them as necessary. Randomly select a few students to share.

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

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

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

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

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that the next part of TIGRRS is reading the text. Tell them that the first time you read the text you will look for main ideas.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.

- Explain to students that the author of a text does not always state the main idea.

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

- Read page 31 of the text aloud. Use a **Think Aloud** to model identifying the main idea of the section and the clues that led you to it. Fill in the idea tree accordingly.

A Collection of Readings,
page 31

Introduction

Where Today’s Music Comes From

Most young people like a certain type of contemporary music. For some, it might be rock and roll. Some really get into rhythm and blues. For others, it might be country and western. For still others, it might be rap, or maybe rap’s more poetic cousin, hip-hop. Regardless, people listen to the music they like. Listening to popular music is enjoyable. It helps you relax, and it can take your mind off things. It’s also something that you can do with your friends, as you all listen and enjoy music together.

Let’s take a look at the text to see what clues I can identify that will help tell us more about the main idea. I know the main idea is jazz music and musicians. On this page, I think the author is going to talk about the origins of modern music. One clue is the heading. It says “Where Today’s Music Comes From.” That tells me the text is going to explain what led to modern music. Since the text is about jazz, I think jazz might have had a role in creating modern music. There is also a text box that defines the word *contemporary*. I think this also might have something to do with modern music.

- Remind students that they will identify main ideas as they read *All That Jazz! American Music, American Musicians*.
- Tell students that they should look for main ideas and clues about the main ideas as they read. Remind them to ask themselves, “What is the author mainly writing about?”

Preview Team Talk

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

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

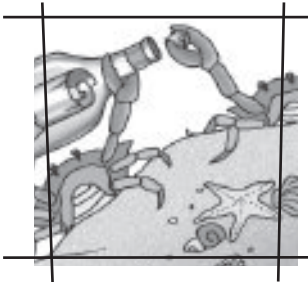
Student Edition, page S-14

Team Talk

1. What are pages 32 and 33 mostly about? |MI|
 - a. African American communities
 - b. jazz instruments
 - c. the history of jazz
 - d. where all music comes from

What clues led you to this main idea? (Write-On)
2. What major effect did Louis Armstrong have on jazz music? |CE|
3. Do you think “First Lady of Song” was a good nickname for Ella Fitzgerald? Why or why not? |DC|
4. In which way was Duke Ellington similar to Louis Armstrong and Ella Fitzgerald? |CC|
 - a. He started playing piano at a very young age.
 - b. He was helped by an older, more established musician.
 - c. He played the cornet on street corners after school.
 - d. He sang scat at the famous Apollo Theater.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 32–39 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 are pages 32 and 33 mostly about? |MI|

- a. African American communities
- b. jazz instruments
- c. *the history of jazz*
- d. where all music comes from

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

100 points = *One clue that led me to this main idea is the heading, “The History of Jazz.” Another clue is a map of the United States that has arrows pointing to different cities. I think it might be showing me where jazz comes from. There is also a text box that says “Know Your Jazz.” I think it is telling me something about jazz history.* **90 points** = *One clue that led me to this main idea is the heading, “The History of Jazz.”* **80 points** = *The heading on the page is “The History of Jazz.”*

2. What major effect did Louis Armstrong have on jazz music? |CE|

100 points = *The major effect Louis Armstrong had on jazz music was the improvised solo. He taught other jazz musicians to be bold and expressive while they played alone or accompanied by drums.* **90 points** = *The major effect Louis Armstrong had on jazz music was the improvised solo. He taught other jazz musicians to be bold and expressive.* **80 points** = *He created the improvised solo.*

3. Do you think “First Lady of Song” was a good nickname for Ella Fitzgerald? Why or why not? |DC|

100 points = *I think “First Lady of Song” was a good nickname for Ella Fitzgerald. Because she was a woman, it was unexpected for her to be popular, and she was one of the first and most popular female jazz singers.* **90 points** = *I think “First Lady of Song” was a good nickname for Ella Fitzgerald. Because she was a woman, it was unexpected for her to be popular.* **80 points** = *Yes, it is a good nickname. She was one of the first female jazz singers.*

4. In which way was Duke Ellington similar to Louis Armstrong and Ella Fitzgerald? |CC|

- a. He started playing piano at a very young age.
- b. *He was helped by an older, more established musician.*
- c. He played the cornet on street corners after school.
- d. He sang scat at the famous Apollo Theater.

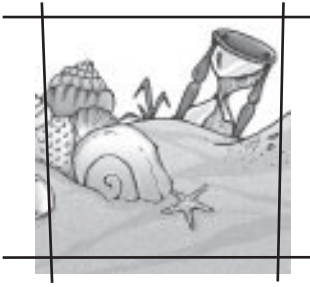
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

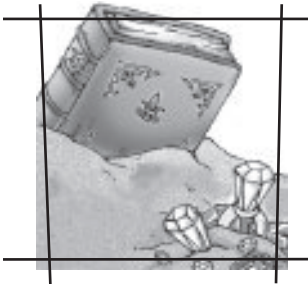
Pages 32 and 33

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

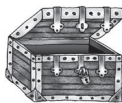
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



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

Strategic Review

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

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

How did Ella Fitzgerald get the nickname “First Lady of Song”?

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we began reading about the history of jazz and jazz musicians. We learned how different forms of jazz started in the South and East, and how jazz grew in African American communities. We also read about Louis Armstrong, Ella Fitzgerald, and Duke Ellington.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.



Remember, as we read, we should ask ourselves, what this section is mainly about. To help, I’ll look for key words or information in pictures and diagrams that can lead me to the main idea.

- Read pages 40 and 41 (ending at paragraph 1) aloud. Use a **Think Aloud** to model identifying the main idea of these pages and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

A Collection of Readings,
pages 40 and 41

Thelonious Monk King of the Ivories

Now let’s turn to another famous jazz pianist, a man who was also one of the most important. His name was Thelonious (thuh-LONE-ee-us) Monk. Monk was born in North Carolina in 1917. But like many jazz musicians, Monk was raised in New York City; his family moved there shortly after he was born.

Also, like many great jazz musicians, Monk started playing piano at an early age. Monk started playing at age six, essentially teaching himself to play. After leaving high school as a teen to pursue music, Monk found work playing the piano, or tinkling the ivories, in local clubs and restaurants in New York City.

In 1941, Monk was hired as the house pianist at Minton’s Playhouse, the then-legendary jazz club in Manhattan. It was there that Monk perfected his unusual style of improvisation. Monk enjoyed playing the works of musicians who had come before him, as well as the music of other musicians that he admired and respected. Monk especially enjoyed playing the music of Duke Ellington, while adding his own special tricks to the songs.

Let's see if I can identify the main idea of this passage. I think the main idea of this passage is Thelonious Monk. The heading on the page tells me this musician's name. I think he must have been a piano player. There is a picture of a piano. He also seems to have the nickname "King of the Ivories." I know that pianos used to have keys made of ivory. I think I will learn about Thelonious Monk and how he played jazz music on the piano.

- Remind students that they will identify main ideas as they read *All That Jazz! American Music, American Musicians*.
- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, "What is the author mainly writing about?"

Preview Team Talk

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

Student Edition, page S-14

Team Talk

1. How does a text box on page 41 help you learn more about Thelonious Monk's influence on other jazz musicians? |TF|
2. How is free jazz different from improvisation? |CC|
3. What is the main idea of pages 44 and 45? |MI|
 - a. a trumpet-playing prince
 - b. wearing suits and ties
 - c. Miles Davis and his trumpet
 - d. composing jazz music

What clues led you to this main idea? (Write-On)
4. Have people forgotten about jazz music? 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 and TIGRRS before having students read and restate: **SR** **pages 41 (paragraph 1)–46 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does a text box on page 41 help you learn more about Thelonious Monk's influence on other jazz musicians? [TF]

100 points = *A text box on page 41 helps me learn more about Thelonious Monk's influence on other jazz musicians by telling me how Thelonious Monk influenced former president Bill Clinton. I learn that Bill Clinton is also a jazz musician and was influenced by Monk.* **90 points** = *A text box on page 41 helps me learn more about Thelonious Monk's influence on other jazz musicians by telling me how Thelonious Monk influenced former president Bill Clinton.* **80 points** = *I learned that former president Bill Clinton was influenced by Monk.*

Team Talk *continued*

2. How is free jazz different from improvisation? |CC|

100 points = *Free jazz is different from improvisation because in free jazz, the musician does not follow any rules, and the songs don't appear to have a structure or form. When a musician improvises, he or she just adds his or her own tricks to a song that was already written.* **90 points** = *Free jazz is different from improvisation because in free jazz, the musician does not follow any rules. When you improvise, you just add tricks to an already existing song.* **80 points** = *In free jazz, there are no rules and songs don't have structure. When you improvise, you just add tricks to an existing song.*

3. What is the main idea of pages 44 and 45? |MI|

- a. a trumpet-playing prince
- b. wearing suits and ties
- c. *Miles Davis and his trumpet*
- d. composing jazz music

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

100 points = *One clue that led me to this main idea is the heading tells me a name. It tells me the section is mostly about Miles Davis. Another clue that led me to this main idea is the picture of the trumpet. I think Miles Davis must be a trumpet player.* **90 points** = *One clue that led me to this main idea is the heading tells me a name. It tells me the section is mostly about Miles Davis.* **80 points** = *The heading says the section is about Miles Davis.*

4. Have people forgotten about jazz music? How can you tell? |DC|

100 points = *No. People have not forgotten about jazz music. It is still popular. There are still jazz clubs. Newer music groups are influenced by jazz. You can hear jazz sounds in their songs.* **90 points** = *No. People have not forgotten about jazz music. It is still popular. There are still jazz clubs.* **80 points** = *Jazz is still popular to listen to. There are jazz clubs people go to.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

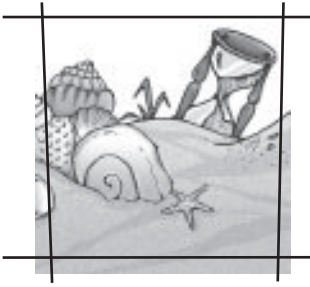
How do you think watching too much television or staring at a computer screen could strain your eyes?

You read about protecting your eyes. Have you ever been told not to do something because it could hurt your eyes? What was it?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

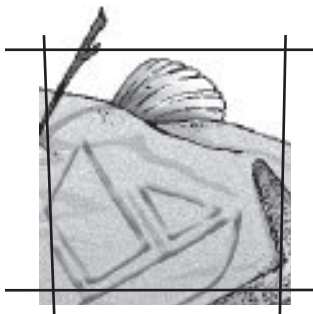
Timing Goal: 5 minutes

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

Student Edition, page S-13

Pages 42 and 43

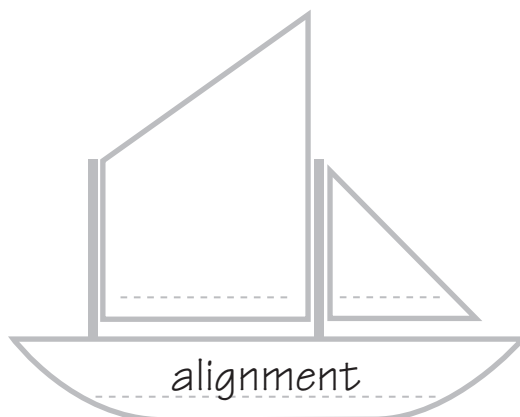
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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



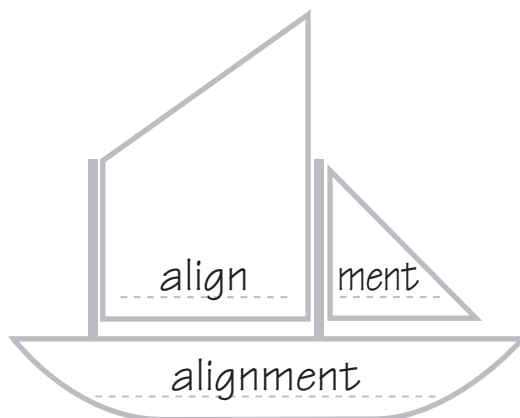
WORD POWER **TP**

Timing Goal: 10 minutes

Blackline master provided.



- Pretend to take a message from the bottle. Use the message to introduce the Word Treasure clue for reading base words and endings. Display the clue—a sailboat with one main sail and a small sail. Write “alignment” on the bottom of the boat, “align” on the big sail, and “ment” on the little sail.



- Reveal the Word Treasure (skill) for this cycle.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some base words have additional endings.</p> <p>If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word to figure out its meaning.</p>
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- Remind students that many words have endings that add meaning to the base word.

- Review the endings *-ed*, *-ion*, *-* and *-ly*, and point out what the endings mean (*-ed* shows that the action happened in the past or is in a state due to that action; *-tion* makes a noun that expresses an action or state of being; *-ly* means in the manner of).
- Introduce the ending *-ment* and give its meaning (showing an action, the resulting state from that action, or a process). Give an example of this ending (*disagreement*—the act of not getting along or a state of arguing). Show the division of the base word and ending (*disagreement = disagree + ment*).
- Remind students that when a base word ends in *y*, it must be scrubbed off and an *i* added using Captain Read More’s needle and thread to add the endings *-ed* and *-ly*. Use the word *certified* as an example (*certify* / *i* + *ed*).
- Point out that other letters may need to be patched in using Captain Read More’s needle and thread as well when endings are added to words.
- Remind students that when a base word ends in *e*, it is often scrubbed off before the ending is added. Use the word *desolation* as an example (*desolat* / *e* + *ion*).
- Remind students that some words can have more than one ending. Use *lubrications* as an example (*lubricat* / *e* + *ion* + *s*).
- Tell students that Captain Read More has found words with endings in the vocabulary list. Tell students to be on the lookout 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. **SR**

Student Edition, page S-14

Skill Practice

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

1. government *govern + ment; the result of being led by officials*
2. endangerment *endanger + ment; the state of being in harm’s way*

Building Meaning			
cherished	spanned	accompanied	debut
impressed	achievement	imitations	attire

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

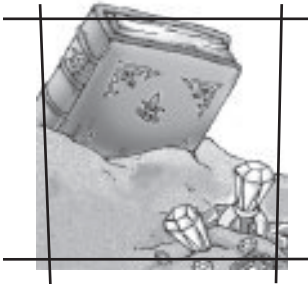
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. List two things that might be considered attire.
(Answers will vary.) *Blue jeans, a t-shirt.*



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

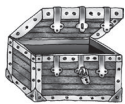
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

How is improvising jazz different from playing it freely?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about more famous jazz musicians. We read about Thelonious Monk, John Coltrane, and Miles Davis. We also read about how jazz music is still alive and popular today.

- Tell students that today you will begin rereading the text you have already read. Explain that rereading helps you look for details that support the main ideas you found when you read the text the first time.
- Tell students that you will add supporting details to the graphic organizer as you reread. Tell students that you will also add any important information you missed the first time you read.
- Reread page 31 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 1. Add the supporting details to the idea tree accordingly.



**A Collection of Readings,
page 31**

Introduction

Where Today's Music Comes From

Most young people like a certain type of contemporary music. For some, it might be rock and roll. Some really get into rhythm and blues. For others, it might be country and western. For still others, it might be rap, or maybe rap's more poetic cousin, hip-hop. Regardless, people listen to the music they like. Listening to popular music is enjoyable. It helps you relax, and it can take your mind off things. It's also something that you can do with your friends, as you all listen and enjoy music together.

However, did you know that modern music doesn't come from thin air? In other words, it has to come from somewhere. All music is an outgrowth of music that came before it. All of today's music has some elements of music that came earlier. Not that new music sounds the same as old music, but if you know the history of music, you'll be able to tell how new music connects with old music. And one of the more popular and long-lasting musical styles of the 20th and 21st centuries is a style called jazz. Let's learn a little about this musical form, including some of the more famous men and women who made jazz the lasting musical force that it has been for so long.

Remember that I said that the main idea of this section is the origins of modern music. Now I can identify more details about this main idea. The text says that people like a lot of different kinds of contemporary, or modern, music. It mentions rock and roll, rhythm and blues, country and western, and rap and hip-hop. The text says that all these types of music are born from something that came before them. They are heavily influenced by older forms of music. Jazz is one type of music that has influenced many different kinds of music. These are details I can add to my idea tree.

- Remind students that they will identify supporting details as they reread *All That Jazz! American Music, American Musicians*.

Preview Team Talk

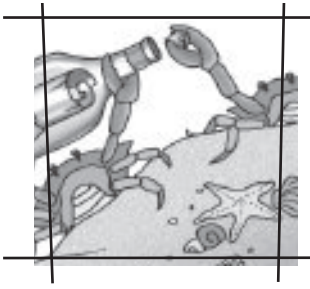
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-15

Team Talk

- Pages 32 and 33 are mainly about the history of jazz. Which of the following is a detail that tells more about this main idea? |MI|
 - People listened to jazz on the radio.
 - Jazz sounds different in every city that plays it.
 - Jazz is the ultimate American creation.
 - Spirituals sung by slaves are one origin of jazz.

Tell two more details that support this main idea. (Write-On)
- Where did Louis Armstrong's nickname "Satchmo" come from? |CL|
- Is it a fact or an opinion that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century? Support your answer. |FO|
- Why did President Richard Nixon award Duke Ellington the Presidential Medal of Freedom? |CE|
 - He played piano in the house band for the Cotton Club.
 - Ellington was one of the best American music composers.
 - Ellington played the piano in the White House every year.
 - He was the most famous African American in the world.



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 32–39 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Pages 32 and 33 are mainly about the history of jazz. Which of the following is a detail that tells more about this main idea? **MI**
 - a. People listened to jazz on the radio.
 - b. Jazz sounds different in every city that plays it.
 - c. Jazz is the ultimate American creation.
 - d. *Spirituals sung by slaves are one origin of jazz.*

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

100 points = *One detail that supports this main idea is that African Americans began adding instruments to their hymns and blues songs in churches. Another detail that supports the main idea is that ragtime developed in the Midwest as former slaves settled in new towns. Another detail that supports the main idea is that groups of people got together in dance halls and music clubs to perform their new songs.*

90 points = *One detail that supports this main idea is that African Americans began adding instruments to their hymns and blues songs in churches. Music such as ragtime formed where freed slaves settled.*

80 points = *African Americans added instruments to their spirituals. Some music, such as ragtime, formed where former slaves settled.*

Team Talk *continued*

2. Where did Louis Armstrong's nickname "Satchmo" come from? |CL|

100 points = *Louis Armstrong's nickname "Satchmo" came from the words satchel and mouth. When he played the trumpet, he puffed out his cheeks. People thought this made it look like he had bags or satchels on his face. People called him "Satchel Mouth" and then shortened it to "Satchmo."*

90 points = *Louis Armstrong's nickname "Satchmo" came from the words satchel and mouth. People called him "Satchel Mouth" and then shortened it to "Satchmo."* **80 points** = *It comes from the words satchel and mouth.*

3. Is it a fact or an opinion that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century? Support your answer. |FO|

100 points = *It is a fact that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century. I can tell because her career was very successful. She toured the United States and Europe to perform. She acted in movies. The Society of Singers Lifetime Achievement Award was renamed the Ella in her honor. She made more than 200 albums and recorded more than 2,000 songs. If Ella wasn't popular, she would not have been so successful.* **90 points** = *It is a fact that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century. I can tell because her career was very successful. She toured the United States and Europe to perform. She acted in movies.* **80 points** = *It is a fact. She had a very successful career as a musician.*

4. Why did President Richard Nixon award Duke Ellington the Presidential Medal of Freedom? |CE|
- He played piano in the house band for the Cotton Club.
 - Ellington was one of the best American music composers.
 - Ellington played the piano in the White House every year.
 - He was the most famous African American in the world.

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

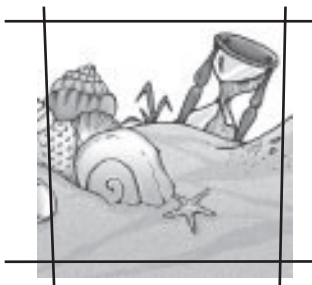
Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Jazz is a truly American art form. How do you think this influences many Americans' passion for this type of music?</p> <p>Louis Armstrong, Ella Fitzgerald, and Duke Ellington all had help from more established musicians. Who is someone in your life that inspires or mentors you? How does this person help you?</p>
<ul style="list-style-type: none"> – Award team celebration points. 		

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

Timing Goal: 5 minutes

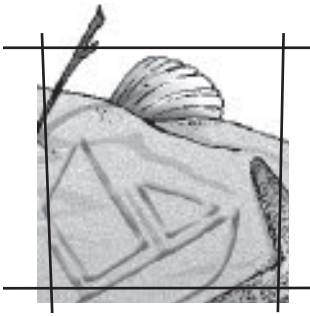
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-13

Pages 42 and 43 or 36 and 37

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

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail). Use **Team Huddle** to have students identify the suffixes they are working with in this cycle. Use **Random Reporter** to select students to share. *Suffixes are -ment, -ed, -ly, -ion.*
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings. Randomly select a few students to share responses. *The words are cherished, spanned, accompanied, impressed, achievement, imitations.*
- Have students divide the ending from the base word, reminding them to use the scrubber and needle and thread as necessary. *Cherished = cherish + ed; spanned = span + n + ed; accompanied = accompany + i + ed; impressed = impress + ed; achievement = achieve + ment; imitations = imitate + ion + s.*
- Point out that the needle and thread was used in the word *spanned* to patch in the second *n* when the ending was added, and in the word *accompanied* to patch in the *i*. Point out where the *e* was scrubbed in the word *imitations*.
- Have students review the definitions of these six words and read the sample sentences in their vocabulary list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.



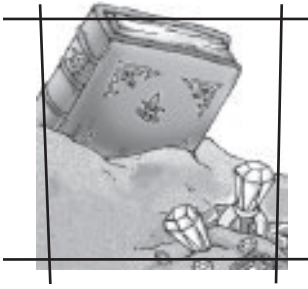
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-15

Skill Practice			
Write each word in your journal. Then write the base word and ending. Write a definition for each word.			
1. thriftily <i>thrifty + i + ly; in a frugal manner</i>			
2. involvement <i>involve + ment; the state of being included</i>			
Building Meaning			
cherished	spanned	accompanied	debut
impressed	achievement	imitations	attire
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. List two things that are not <u>attire</u> . <i>(Answers will vary.) Hair, fingernails.</i>			

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

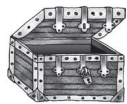
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.
- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How was Duke Ellington recognized for his hard work?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday I added some more details about jazz music and musicians. Jazz music was born from the spirituals slaves sang on plantations. As former slaves moved into cities, they changed their music. Ragtime grew to be fast, danceable music. African Americans added instruments to their spirituals and blues music and began playing in dance halls. Louis Armstrong learned to play cornet because it kept him from getting in trouble. He puffed his cheeks out when he played, earning him the nickname "Satchmo." He is one of the best known jazz musicians in the world and is known for his raspy singing voice and his trumpet playing. Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century. She is known for her scat singing and imitations of other artists. She made movies, toured Europe, and recorded thousands of songs. She has an award named after her. Duke Ellington learned to play piano at a young age and devoted his life to music. He is one of America's best musical composers and won the Presidential Medal of Freedom for his work.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information that you missed the first time you read the text.



A Collection of Readings,
pages 40 and 41

- Reread pages 40 and 41 (ending at paragraph 1) aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.

Thelonious Monk **King of the Ivories**

Now let's turn to another famous jazz pianist, a man who was also one of the most important. His name was Thelonious (thuh-LONE-ee-us) Monk. Monk was born in North Carolina in 1917. But like many jazz musicians, Monk was raised in New York City; his family moved there shortly after he was born.

Also, like many great jazz musicians, Monk started playing piano at an early age. Monk started playing at age six, essentially teaching himself to play. After leaving high school as a teen to pursue music, Monk found work playing the piano, or tinkling the ivories, in local clubs and restaurants in New York City.

In 1941, Monk was hired as the house pianist at Minton's Playhouse, the then-legendary jazz club in Manhattan. It was there that Monk perfected his unusual style of improvisation. Monk enjoyed playing the works of musicians who had come before him, as well as the music of other musicians that he admired and respected. Monk especially enjoyed playing the music of Duke Ellington, while adding his own special tricks to the songs.

I remember that this section of the text mainly talked about Thelonious Monk. He is an important jazz pianist. He taught himself how to play piano when he was six years old. He had a special style of improvisation. He improvised while playing songs written by other famous musicians, such as Duke Ellington. I can add these details to my idea tree.

- Remind students that they will identify supporting details as they reread *All That Jazz! American Music, American Musicians*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.
- Explain that good summaries tell the main ideas and supporting details, but leave out less important details. Provide support for summaries as necessary.

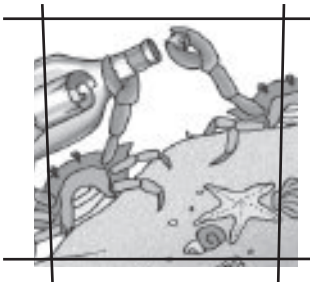
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Team Talk

1. Why did John Coltrane turn to music and learn to play clarinet and saxophone? |CE|
2. Pages 44 and 45 are mainly about Miles Davis, a trumpet player. Which of the following is a detail that tells more about this main idea? |MI|
 - a. A side man is a musician who plays in another person's band.
 - b. He learned the tricks to play jazz trumpet when he was sixteen.
 - c. Tubas and French horns were unusual instruments in jazz bands.
 - d. He preferred dressing well in suits and ties during music gigs.

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

3. Why does the author tell you that libraries often have books about jazz or records you can borrow? |AP|
 - a. to inform the reader about how to locate jazz history books there
 - b. to show the reader how to play jazz records
 - c. to explain how to read jazz sheet music
 - d. to persuade the reader to visit the library to read about or listen to jazz
4. Summarize what you learned in *All That Jazz! American Music, American Musicians*. Use your idea tree to help you identify main ideas and supporting details. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 41 (paragraph 1)–46 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. Why did John Coltrane turn to music and learn to play clarinet and saxophone? **ICEI**
100 points = *John Coltrane turned to music and learned to play clarinet and saxophone because he suffered a lot of losses in his life. He lost three of his family members in one year. He played music as a way to deal with his grief and sadness.* **90 points** = *John Coltrane turned to music and learned to play clarinet and saxophone because he suffered a lot of losses in his life. He lost three of his family members in one year.* **80 points** = *He lost three of his family members in one year and needed to express his grief.*
2. Pages 44 and 45 are mainly about Miles Davis, a trumpet player. Which of the following is a detail that tells more about this main idea? **MI**
 - a. A side man is a musician who plays in another person's band.
 - b. He learned the tricks to play jazz trumpet when he was sixteen.
 - c. Tubas and French horns were unusual instruments in jazz bands.
 - d. He preferred dressing well in suits and ties during music gigs.

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

100 points = *One detail that supports this main idea is that Miles Davis went to New York with the intention of going to music school, but met jazz band leader Charlie Parker instead. Parker hired Davis to play trumpet in his band. Another clue that supports this main idea is that Miles Davis was such an excellent trumpet player and composer that some believe he was a better musician than Duke Ellington or Louis Armstrong. Another clue is that Miles Davis had a long career and composed and recorded music until late in his life.* **90 points** = *One detail that supports this main idea is that Miles Davis went to New York with the intention of going to music school, but met jazz band leader Charlie Parker instead. He was also an excellent trumpet player and composer.* **80 points** = *Miles Davis went to New York with the intention of going to music school, but met jazz band leader Charlie Parker instead. He was also an excellent trumpet player and composer.*

Team Talk *continued*

3. Why does the author tell you that libraries often have books about jazz or records you can borrow? |AP|
 - a. to inform the reader about how to locate jazz history books there
 - b. to show the reader how to play jazz records
 - c. to explain how to read jazz sheet music
 - d. *to persuade the reader to visit the library to read about or listen to jazz*
4. Summarize what you learned in *All That Jazz! American Music, American Musicians*. Use your idea tree to help you identify main ideas and supporting details. |SU|

100 points = *In All That Jazz! American Music, American Musicians, I learned that jazz music has its roots in the songs and spirituals of slaves on plantations. When they were freed, they brought their music to the cities, where they added instruments. Many jazz artists became famous for their special skills. Louis Armstrong played cornet, trumpet, and had a distinct raspy voice. Ella Fitzgerald was one of the most famous female jazz singers in the twentieth century. Duke Ellington is one of America's best composers. Thelonious Monk brought new styles to jazz music. John Coltrane played saxophone, played with Miles Davis, and developed free jazz. Miles Davis was one of the best musicians and composers ever. Many modern artists are still inspired by jazz music.*

90 points = *In All That Jazz! American Music, American Musicians, I learned that jazz music has its roots in the songs and spirituals of slaves on plantations. When they were freed, they brought their music to the cities, where they added instruments. Many jazz artists became famous for their special skills. Many modern artists are still inspired by jazz music.*

80 points = *Jazz has its roots in slave spirituals that were sung on plantations. Jazz musicians became famous for special talents and skills with trumpets, pianos, singing, saxophones, and composing. Musicians are still inspired by jazz music.*

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

Class Discussion TP



Strategy-Use Discussion

- 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

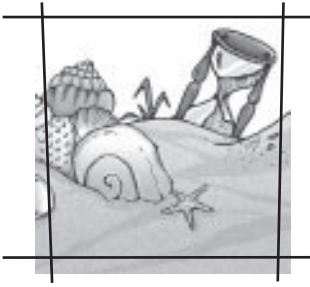
You read about a lot of different kinds of jazz and instruments. What type of jazz do you think you’d like to listen to or play? Which instrument do you think you’d like to play, or would you rather sing? Why?

How were a lot of the musicians you read about this cycle alike? How were their musical styles distinct or different from one another?

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

Write-On Discussion

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



FLUENCY IN FIVE **TP**

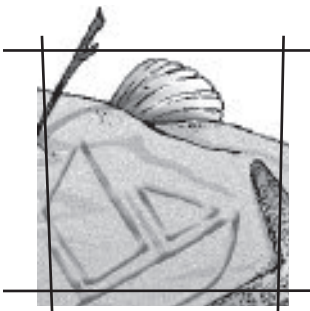
Timing Goal: 5 minutes

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

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Pages 42 and 43, 36 and 37, or 44 and 45

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (base word and endings).
- Use **Think-Pair-Share** to have students tell why it is useful to learn different endings for base words and give an example. *Different endings change word meanings slightly. For example, adding -ed to an action word means the action took place in the past.*

Preparation: Display the Word Power Challenge.

<h2 style="margin: 0;">Word Power Challenge</h2>	scorched
	inspection

- Direct students’ attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the words and give a meaning for each word. Randomly select a few students to share responses. Scorched = *burned in the past*; inspection = *the act of examining*.
- If necessary, have students use the sail clues and identify the base word and ending. *Scorch + ed; inspect + ion*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

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

1. modified *modify + i + ed; fixed or changed in the past*
2. containment *contain + ment; the state of being locked up*

Building Meaning

cherished	spanned	accompanied	debut
impressed	achievement	imitations	attire

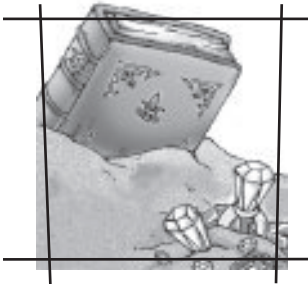
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Choose the word that best fits in the blank.
 I was really impressed with Miki’s homemade brownies, so I asked her for the recipe.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

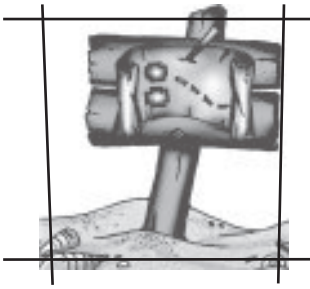
Today you will read about Glenn Miller. Glenn Miller made a type of jazz called swing very popular in the 1940s.

Vocabulary **TP**

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

Prepare Students for the Test

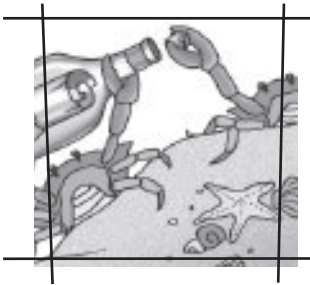
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about main ideas and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

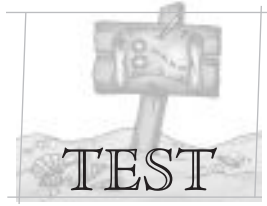


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

Glenn Miller

One of the most recognizable forms of jazz music is swing. Trombonist and band leader Glenn Miller helped it become one of America's favorite types of music. It was different from other types of jazz. Miller did not like a lot of improvisation. His music was well planned, including the solos. Some critics said Miller's music wasn't true jazz because of this. People loved the sound of the big bands anyway.

Miller was a member of several bands until he started the Glenn Miller Orchestra in 1938. His band became very popular and recorded several hit songs. Live broadcasts of the orchestra's music played over the radio three times a week. Miller's music was lively and fun to dance to. It gave birth to swing dancing.

In 1942, Miller broke up his band to join the United States Army Air Force during World War II. He was made a captain and had permission to create a band. Their job was to boost the mood of troops in Europe. The Army Air Force band performed for troops live and over the radio. Unfortunately Miller was on a plane that disappeared over the English Channel in 1944. The Army Air Force Band continued playing in his honor until the end of the war.

Source: www.glennmiller.com/about/bio.htm

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? [MI]

20 points = *The topic of this text is Glenn Miller. I know this is the topic because the heading has his name in it. I also learned a lot of information about Glenn Miller and his music.*

15 points = *The topic of this text is Glenn Miller. I know this is the topic because the heading has his name in it.*

10 points = *It is about Glenn Miller.*

30 points

2. What is the intent of the author? |AP|
- to inform the reader about jazz musician Glenn Miller
 - to explain to the reader how to join the Army Air Force Band
 - to persuade the reader to take swing dancing lessons
 - to tell the reader how to solo in swing music

How do you know?

20 points = I know this is the intent of the author because I learned a lot of information about Glenn Miller. I learned that he played the trombone. He started an orchestra. He had many hit songs. He played music for the United States Army Air Force. **15 points** = I know this is the intent of the author because I learned a lot of information about Glenn Miller. I learned that he played the trombone. He started an orchestra. **10 points** = I learned a lot of information about Glenn Miller. He played the trombone.

20 points

3. What is the main idea of the third paragraph in the passage? What details support this main idea? |MI|

20 points = The main idea of the third paragraph in the passage is Glenn Miller's work for the U.S. Army Air Force. One detail that supports this main idea is that Miller broke up his orchestra to join the Army Air Force. He was a captain and led the Army Air Force Band. They played for the troops. He died while flying over the English Channel. His band continued to play in his honor. **15 points** = The main idea of the third paragraph in the passage is Glenn Miller's work for the U.S. Army Air Force. One detail that supports this main idea is that Miller broke up his orchestra to join the Army Air Force. He was a captain and led the Army Air Force Band. **10 points** = It is about Glenn Miller's work for the Army Air Force. He broke up his orchestra to join the Army Air Force.

20 points

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

20 points = Glenn Miller helped make a type of jazz music called swing very popular. It is different from other types of jazz music because there is no improvisation in it. People enjoy dancing to it. Miller's orchestra recorded several hit songs. Miller joined the U.S. Army Air Force and started a band there. They played for the troops, even after Miller went missing when his plane disappeared. **15 points** = Glenn Miller helped make a type of jazz music called swing very popular. It is different from other types of jazz music. People enjoy dancing to it. Miller's band was popular. He joined the U.S. Army Air Force and started a band there. He died during the war. **10 points** = Glenn Miller made swing music very popular. People enjoyed dancing to it. His orchestra was popular. He joined the military, and died during the war.

Word Power

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

Skill Questions

Write the word on your paper. Then write the base word and ending. Write a definition for each word.

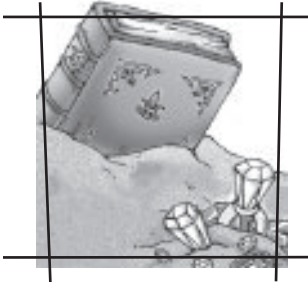
- 5 points** 1. promotion *promot* + *ion*; the act of being moved forward or up
- 5 points** 2. judgement *judge* + *ment*; an act of stating one's opinion
- 5 points** 3. identified *identif* + *y* + *i* + *ed*; recognized someone in the past
- 5 points** 4. typically *typical* + *ly*; in a normal manner

Building Meaning

cherished	spanned	accompanied	debut
impressed	achievement	imitations	attire

- 10 points** 5. Write a meaningful sentence for the word *achievement*.
10 points = Breaking the school record in the one mile race was quite an achievement for Mason because he had broken his leg several months ago.
5 points = Breaking the school record in the one mile race was quite an achievement for Mason because he had broken his leg. **1 point** = Breaking the school record was quite an achievement for Mason.
- 10 points** 6. Jonah's bird *imitations* were so good that people thought they were hearing the real thing inside the classroom.
- 10 points** 7. The students at Wilson High were sad to see their *cherished* Ms. Jackson retire after fifty years of teaching. *Cherished* means—
a. hated.
b. beloved.
c. greeted.
d. missed.
- 10 points** 8. Ansel was *impressed* by the photographs he saw in the nature magazine and decided he wanted to be a nature photographer as well.

- 10 points** 9. Lisa's debut on the stage was just the beginning of a long, great career as a singer. *Debut* means—
- last time.
 - only.
 - middle.
 - first time*.
- 10 points** 10. My older brother accompanied me on a tour of my new school so I wouldn't feel lost or alone.
- 10 points** 11. The roof of the dome spanned the entire length of the football field, providing shelter for all the fans. *Spanned* means—
- followed.
 - crossed*.
 - moved.
 - answered.
- 10 points** 12. For our school's Revisit the Past party, we all dressed up in attire from the 1930s and 1940s.

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

Set the Stage

- Introduce the writing goal.

Today you will write an informative paragraph about a song or a type of music that you enjoy. You learned about jazz music this cycle, which may or may not be a type of music you have listened to in the past. Everyone has different tastes in music, so at the end of the lesson, you will create a book of favorite songs and types of music to show the variety of music your class enjoys.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing an informative paragraph.

When we write to share information, whether it is about ourselves or about something we know about, we have to think about what details another person needs to know about a topic. Details are important to include in informative writing. They support the main idea and provide all the information. An informative paragraph without details would not be very informative!

- Display the following sample passages, covering the second passage with a sheet of paper. Read the first sample aloud to students.

Blackline master provided.

Sample 1

The kiwi is a small flightless bird native to New Zealand. It is brown and has feathers. It eats insects.

Sample 2

The kiwi is a small flightless bird native to New Zealand. An adult kiwi grows to about the size of a chicken. Its brown coloring helps it blend in and hide in the forests and grasslands of New Zealand. Unlike most other birds, kiwis have bristlelike feathers that look more like hair than normal feathers. They do not have tails, and their two-inch wings leave them unable to fly. These birds mainly hunt for worms and grubs, but they may supplement their diet with leaves, berries, or seeds.



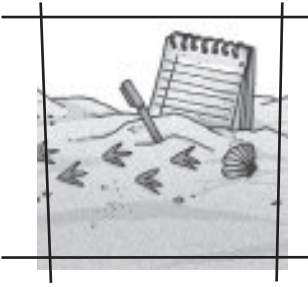
- Use **Think-Pair-Share** to have students identify the main idea of the sample passage and what details they learned from it. *The passage is about kiwis. They are flightless birds. They are native to New Zealand. They have brown feathers. They eat insects.*



- Uncover the second sample passage, and read it aloud to students. Use **Random Reporter** to ask students to identify the main idea and details in the passage. *This paragraph is also about kiwis. They are about the size of a chicken. They are brown, so they can hide in the forests and grasslands of New Zealand. Their feathers are more like hair than normal feathers. They do not have tails or large enough wings to fly. They eat worms and grubs, but will also eat leaves, berries, or seeds.*
- Ask students which passage provided more information about kiwis. *The second passage provided more information.*
- Point out that the two passages discussed the same ideas about kiwis.

The sample passages both discussed the same things about kiwis. They mentioned their size, that they are flightless, where they live, their coloring, their feathers, and their food. The difference is in the details. The second passage provided more information through details. We learned how large kiwis are. We learned why their feathers are brown and that their feathers are different from other birds. We learned why they are flightless birds. We learned what kinds of foods they eat. These details help us to better understand kiwis.

- Tell students that they will provide supporting details as they write informative paragraphs about their favorite song or type of music.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an informative paragraph about your favorite song or type of music.



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

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Writing Prompt

You have been learning about jazz music and musicians. Write an informative paragraph about your favorite song or type of music. It can be a song from the radio, television, or something your family sings. Begin your paragraph with a sentence that introduces the song and the person who sings it or the type of music that you enjoy. Provide four reasons, with supporting details, that explain why you like this song or type of music. Think about what you like about the song or type of music—the lyrics, the rhythm, the meaning? Close your paragraph with a sentence that restates the main idea. You will share your paragraph with your classmates to make a book that shows the variety of music your class enjoys.

Scoring Guide

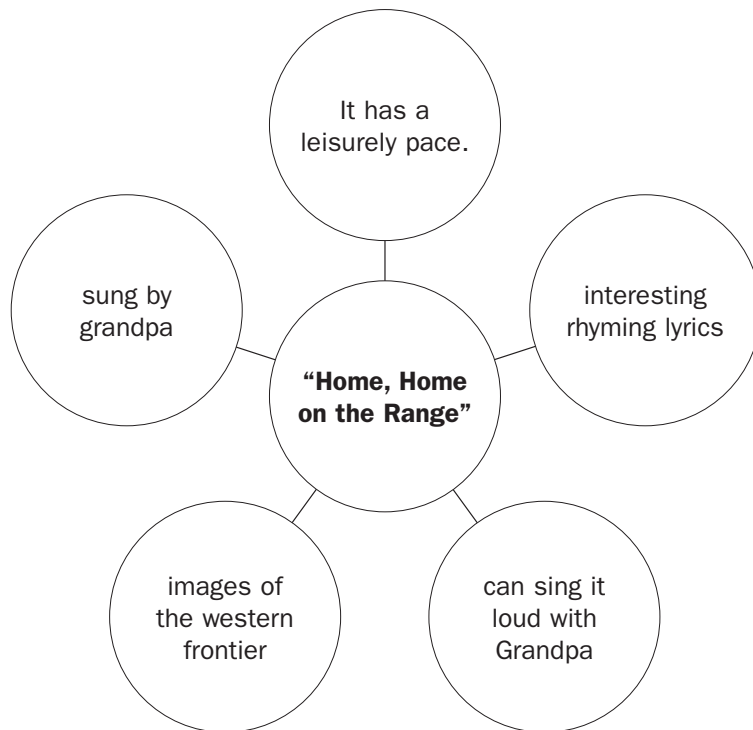
You wrote an informative paragraph about your favorite song or type of music to share with your classmates.	20 points
Your paragraph has an opening sentence that introduces the song and artist or type of music you enjoy.	10 points
You provide four reasons, with supporting details, about why you enjoy this song or type of music.	15 points each (60 points maximum)
Your paragraph ends with a sentence that restates the main idea.	10 points

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

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

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

Sample Graphic Organizer



Drafting

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

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students that song titles and album names should be formatted correctly.

Titles are treated a special way in writing to offset published works from the rest of the text. Books, poems, songs, and albums are all things you format to show that they are published works. A large published work, such as a book or a music album, should be italicized if you are typing or underlined if you are writing by hand. A poem, a song, or a story within a larger book should be put inside quotation marks.

- Display the following sample list.

Blackline master provided.

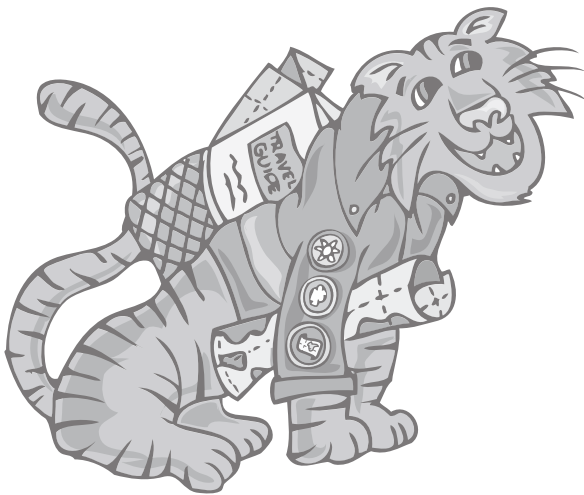
Titles in Quotation Marks	Titles Italicized or Underlined
Short story "The Hare and the Tortoise"	Book <i>Aesop's Fables</i>
Poem "The Raven"	Book of poetry <i>Edgar Allan Poe: The Complete Tales & Poems</i>
Song "Dance of the Sugar Plum Fairy"	Album or complete musical work <i>The Nutcracker</i>

- Point out to students that they may have used the name of a song or an album in their paragraphs. Tell students to check their paragraphs for proper punctuation and formatting of songs or albums.
- Have students copy the checklist in their journals for future reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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



T-Chart

Title: _____

A large, light gray T-shaped graphic is centered on the page. The top bar of the T is divided into two equal rectangular sections. Below the T, there is a decorative wavy line representing a ground surface.

Sequence Chain

Title: _____

A vertical sequence of five empty rectangular boxes is shown. Each box is connected to the one below it by a downward-pointing arrow. At the bottom of the sequence, there is a decorative wavy line representing a ground surface.

Idea Tree

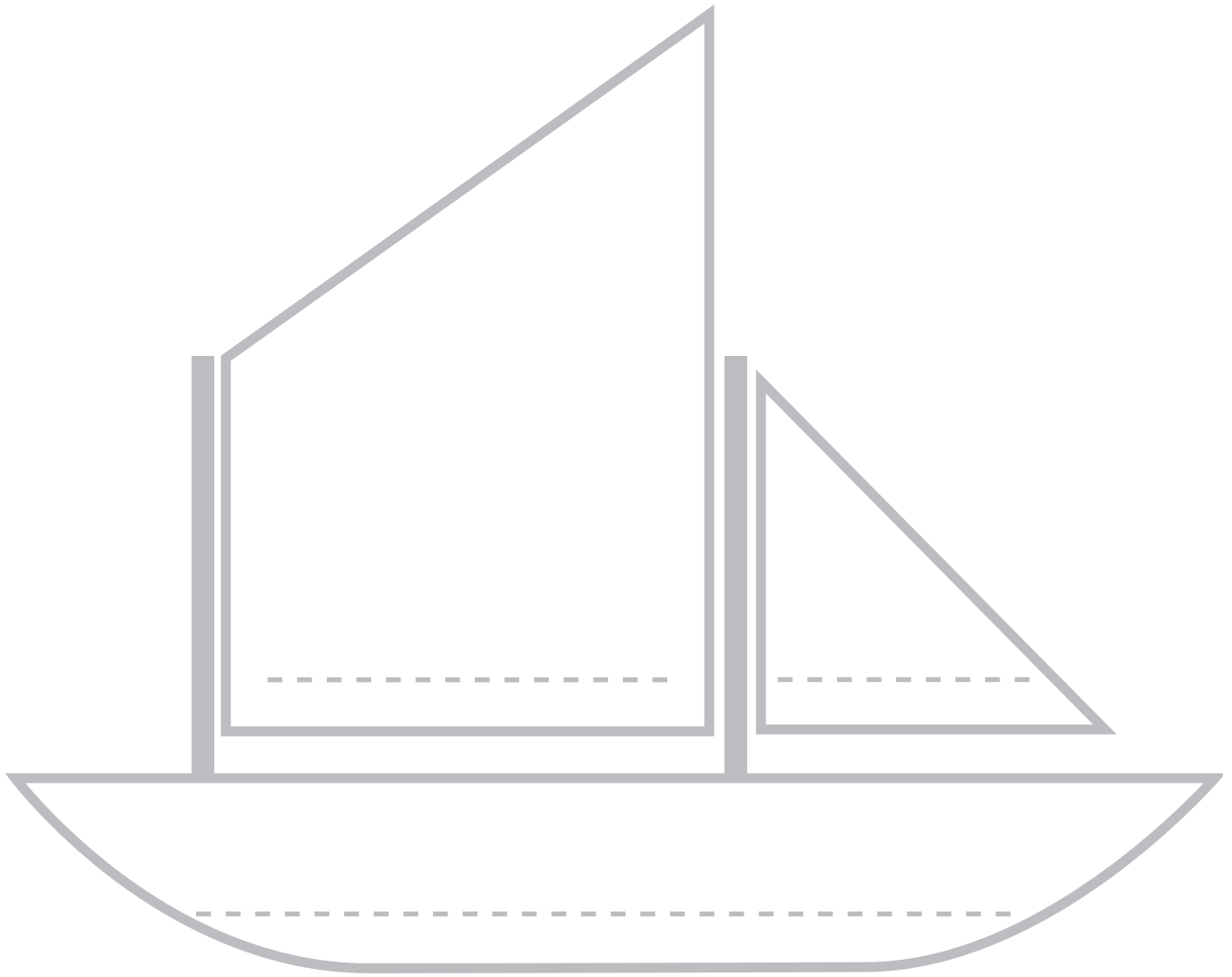
Title: _____

A tree diagram is shown. At the base is a central square box labeled "Topic:". Six lines radiate from this box to six oval shapes, representing branches. The branches are arranged in two columns of three. On the right side of the diagram, there is a vertical wavy line representing a tree trunk.

Venn Diagram

Title: _____

Two large, empty circles overlap in the center, forming a Venn diagram. The circles are positioned vertically, with the top circle overlapping the bottom circle.



Sample 1

The kiwi is a small flightless bird native to New Zealand. It is brown and has feathers. It eats insects.

Sample 2

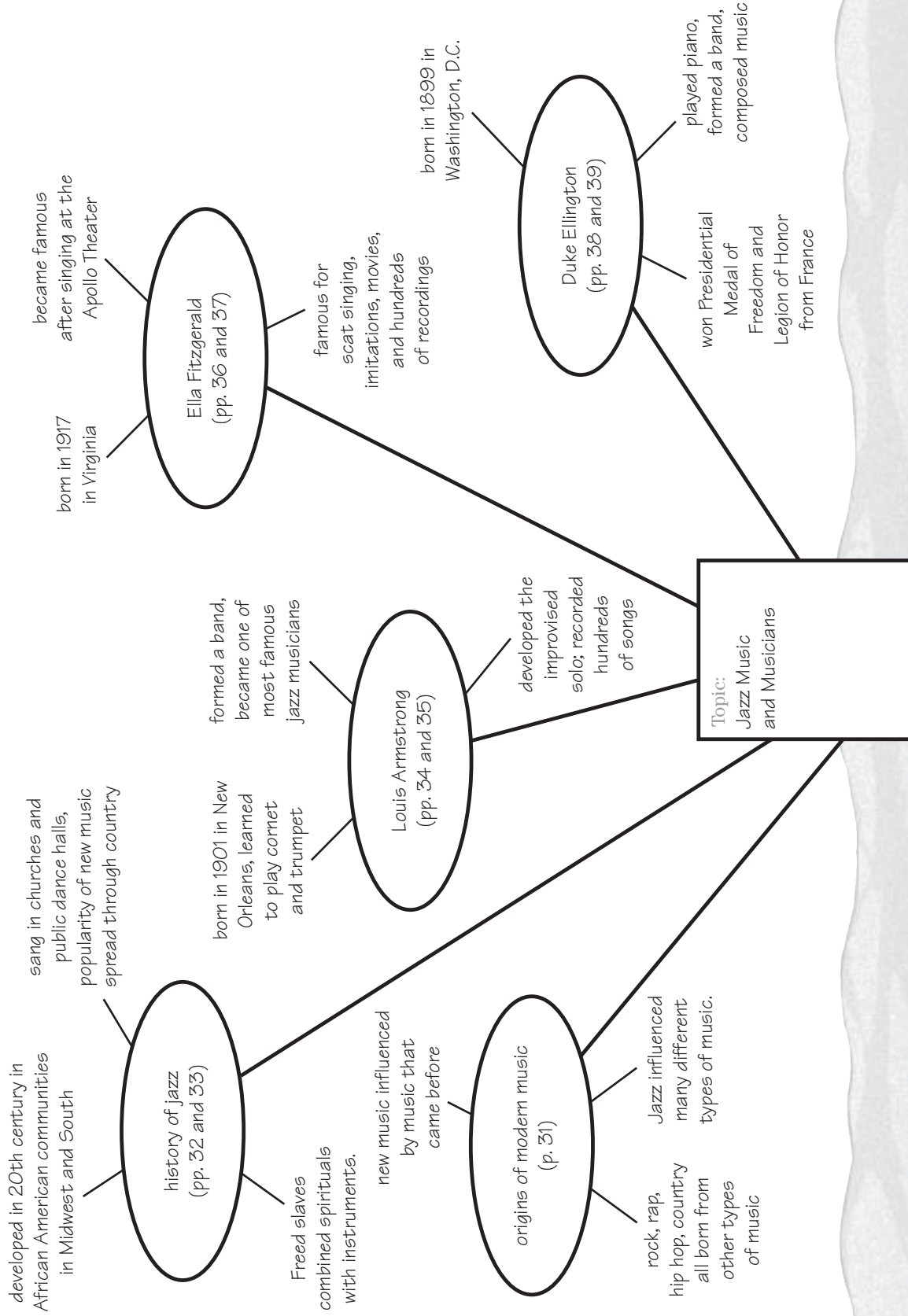
The kiwi is a small flightless bird native to New Zealand. An adult kiwi grows to about the size of a chicken. Its brown coloring helps it blend in and hide in the forests and grasslands of New Zealand. Unlike most other birds, kiwis have bristlelike feathers that look more like hair than normal feathers. They do not have tails, and their two-inch wings leave them unable to fly. These birds mainly hunt for worms and grubs, but they may supplement their diet with leaves, berries, or seeds.

Titles in Quotation Marks	Titles Italicized or Underlined
<p>Short story</p> <p>“The Hare and the Tortoise”</p>	<p>Book</p> <p><i>Aesop’s Fables</i></p>
<p>Poem</p> <p>“The Raven”</p>	<p>Book of poetry</p> <p><i>Edgar Allan Poe: The Complete Tales & Poems</i></p>
<p>Song</p> <p>“Dance of the Sugar Plum Fairy”</p>	<p>Album or complete musical work</p> <p><i>The Nutcracker</i></p>



Idea Tree

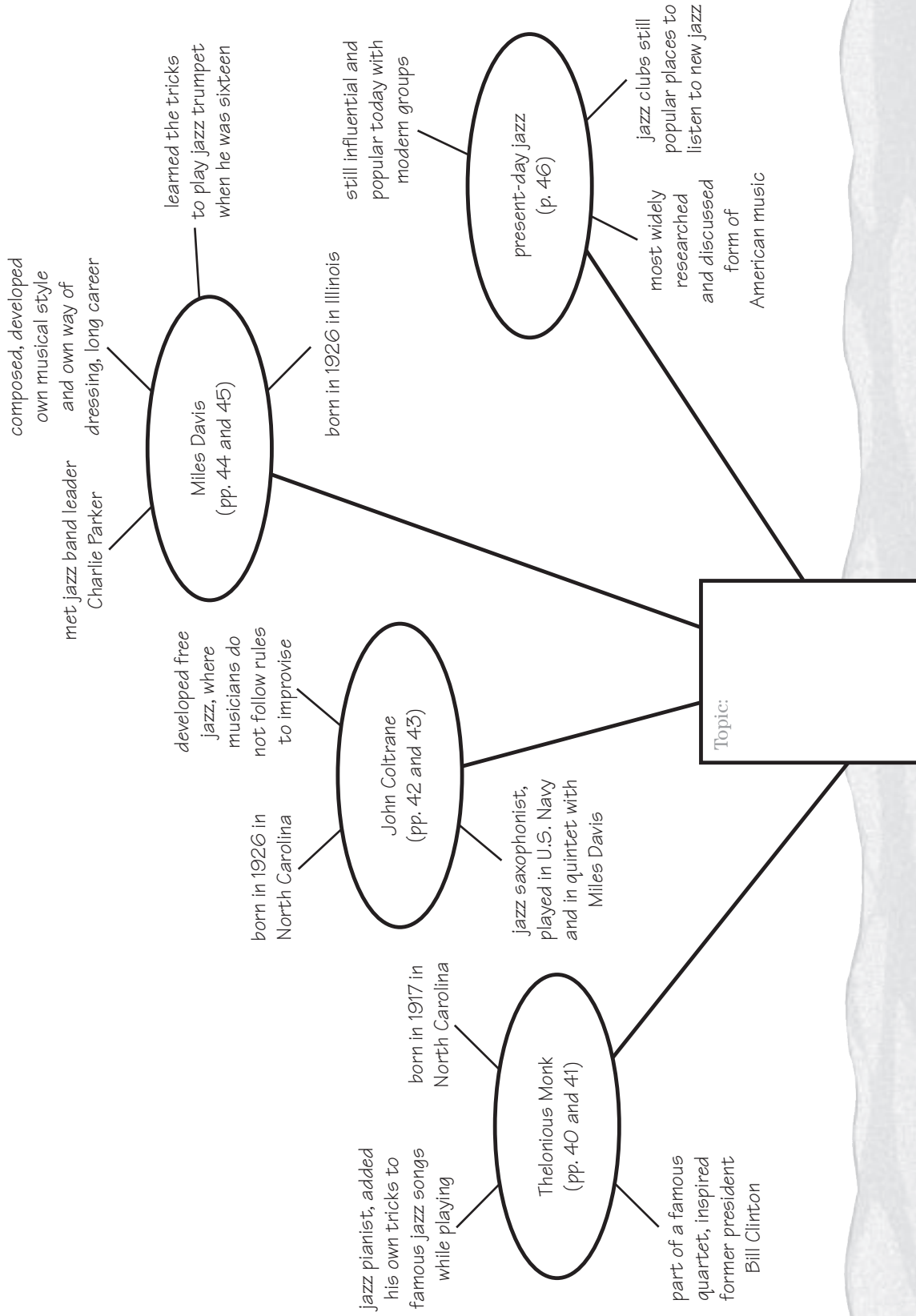
Title: All That Jazz! American Music, American Musicians



Idea Tree



Title: All That Jazz! American Music, American Musicians, cont.



Common Core State Standards

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

LEVEL 6 / *All That Jazz! American Music, American Musicians*

English Language Arts Standards: *Reading: Informational*

Key Ideas and Details

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INFORMATIONAL (6 DAY)

Australia and New Zealand: The Crowns of Oceania

Written by Adrian Mathenia

The Savvy Reader—Clarifying, A Collection of Readings, pages 49–68

Success for All Foundation, 2011

Summary

Australia and New Zealand are the two biggest islands in the collection of islands known as Oceania. Learn about these two islands, which have interesting native cultures, environments, and animals, thanks to thousands of years of isolation in the Pacific Ocean.

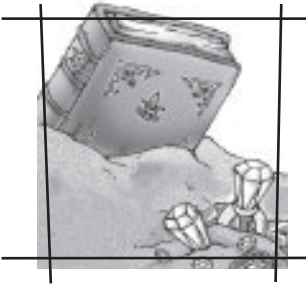
Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Clarifying Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Synonyms Students will use synonyms to improve their understanding of words.	Write a business letter. Students will write business letters to the director of Parks Australia asking for more information about either the Daintree Rainforest or Great Barrier Reef.
	Clarifying Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Latin roots Students will use the Latin roots <i>de-</i> , <i>dis-</i> , and <i>ex-</i> to increase their understanding of words.	Write a proposal. Students will write a proposal for their class to take a field trip to Tongariro National Park or Poor Knights Marine Reserve.

CYCLE 1

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Clarifying Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Synonyms Students will use synonyms to improve their understanding of words.	Write a business letter. Students will write business letters to the director of Parks Australia asking for more information about either the Daintree Rainforest or Great Barrier Reef.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Australia and New Zealand: The Crowns of Oceania* by Adrian Mathenia. As we read, we'll clarify words we don't understand. We already know some clarifying strategies. We'll also learn a new strategy for clarifying words in informational texts. Good readers clarify as they read informational texts to make sure they understand what the author wants them to learn.

- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.



When I read, I use TIGRRS to make sure that I understand all the important information an author has to share with me. The first step of TIGRRS is to tell the topic of the text. The title of this book tells me I am probably going to read about Australia and New Zealand. When I page through the text, I see pictures of landscapes, maps, animals, and people. The pictures show me things about Australia and New Zealand. I think these countries are the topic of this text.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss what they already know about Australia and New Zealand. Tell students to think about the environment, landscape, culture, or animals that live in these countries. Use **Random Reporter** to share responses.
 - Tell students that Australia and New Zealand are both countries that have been separated from a mainland for millions of years. Use **Team Huddle** to have students think about how this might have affected animals on the islands, or people who traveled to them.
 - Share a few interesting or important facts about Australia and New Zealand with students. For example, 99 percent of the people in Australia live on just 1 percent of the land. New Zealand used to be home to moa, giant birds that stood more than twelve feet tall. Monotremes are mammals that lay eggs, and Australia is one of the two places they call home.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



The next step of TIGRRS is to identify the author's intent, or the reason why the author wrote the book. When I looked through the pages of *Australia and New Zealand: The Crowns of Oceania*, I saw pictures of different people and places in Australia and New Zealand. I think the author's intent is to inform readers about these countries.

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

the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

The third step of TIGRRS is to choose which organizer we should use to record the important ideas we hear in the text. Let me take a look at the text to see if I can find any clues. I see the text is divided into sections. Sections are usually groups of similar main ideas. It looks like each section is about one big idea. The pictures and other text features on the pages give additional details about these ideas. I think the best organizer to use is an idea tree. Display an idea tree. The topic of the text is the first thing I should record on the idea tree in the section called “Topic.” I know I will write main ideas in the circles at the end of the longer branches. I will then write supporting details next to the lines coming out of the circles.

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

Vocabulary TP

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



Student Edition, page S-19
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
arid page 52	chunk: a-rid	dry	A few hours in the <i>arid</i> desert without shade or a source of water could put your life in danger.
tolerating page 52	base word + ending: tolerat(e) + ing	enduring	My dog is very good at <i>tolerating</i> my cats, which enjoy pouncing on his tail and swatting his nose.

Word and Page Number	Identification Strategy	Definition	Sentence
array page 52	chunk: ar-ray	collection	I love playing dress-up at my aunt's house because she has a wide <i>array</i> of hats and shoes to wear.
exotic page 53	chunk: ex-ot-ic	strange, unusual	The flower looked similar to a lily, but it had an <i>exotic</i> smell that made Zena think of the jungle.
prohibits page 54	base word + ending: prohibit + s	stops, prevents	The movie theater <i>prohibits</i> customers from sneaking their own snacks into their shows.
ingenious page 57	chunk: in-gen-i-ous	very clever	Carlos's <i>ingenious</i> invention cracked eggs without making a mess or getting eggshells in the food.
resilient page 57	chunk: re-sil-i-ent	flexible	Palm trees are made to be <i>resilient</i> so they survive the strong winds of hurricanes.
vaulted page 58	base word + ending: vault + ed	arched	The <i>vaulted</i> ceiling in the castle was so high, there was just darkness above Kylie's head.

Using the Targeted Skill (Introduction and Definition)



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

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

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

Blackline master provided.

Climbing on ice can be difficult, slippery...and dangerous! Before you start climbing on ice, check all of your equipment. Make sure your crampons are tightly lashed to your boots. These spikes will help keep you from slipping as you climb.

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

“Make sure your crampons are tightly lashed to your boots.” Crampons? That word doesn’t make any sense to me. What are crampons? I need to clarify this word. Let me think about what this text is about. I know the big topic is mountain climbing, and this particular section is about the equipment you use when you’re ice climbing. So, maybe crampons are part of the equipment you would need. Let me read on to see if that makes sense. Read the rest of the passage aloud. Okay. I clarified the word. Crampons are part of the equipment you’d need. They are spikes that you lash to your boots. They help keep you from slipping. That makes sense. The big topic helped me, and after reading ahead, I was sure.
- Tell students that they will clarify words they do not know using strategies as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Begin reading page 51 aloud, stopping to show confusion over the word *remote*. Use a **Think Aloud** to model using strategies to clarify this word.

**A Collection of Readings,
page 51**

Deep in the Southern Hemisphere, between the Indian and Pacific oceans, there is a region called Oceania. It is a group of remote islands with stunning landscapes, fascinating cultures, and beautiful cities large and small.

“It is a group of remote islands....” Wait a minute. What is the word *remote* doing here? I thought I was reading about Oceania, not the device I use to change the channel on the television. I think I need to clarify

this word. I'll reread and use clues from the text to help me figure this out. When I reread, I see that I am reading about islands that are in the Pacific Ocean. I know the Pacific Ocean is really big. Most of the islands in it are small, and some are really far away from one another. There is a clue on the page that also helps me figure out what *remote* means. The map shows me the islands that are a part of Oceania. A lot of them are really far away from anything big. I think I've figured out what the word *remote* means. It means something is far away or distant. Rereading and using clues from the text helped me figure that out.

- Read page 51 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.
- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they read *Australia and New Zealand: The Crowns of Oceania*.

Preview Team Talk

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

Student Edition, page S-20

Team Talk

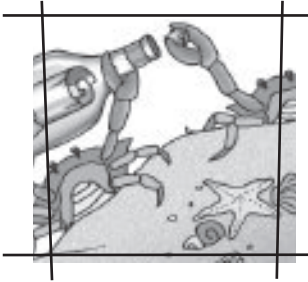
1. Prisoners were often shipped to Australia to live in penal colonies. Why do you think the British wanted criminals out of their homeland? |DC|
2. A growing coral reef is a sign of— |CE|
 - a. pollution and waste.
 - b. too many creatures.
 - c. a healthy habitat.
 - d. too little sunlight.
3. Which of the following means about the same as the word *marine* on page 53? |CL|
 - a. mountain
 - b. desert
 - c. cave
 - d. ocean

How did you figure that out? (Write-On)

Team Talk *continued*

- How does the Great Barrier Reef Marine Park Authority plan to preserve the Great Barrier Reef? |PS|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 52–54 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

- Prisoners were often shipped to Australia to live in penal colonies. Why do you think the British wanted criminals out of their homeland? |DC|

100 points = *I think the British wanted criminals out of their homeland so the criminals could not cause problems at home anymore. They wanted bad people to leave the country. They also wanted to punish people by sending them to live far away from home.*

90 points = *I think the British wanted criminals out of their homeland so the criminals could not cause problems at home anymore. They wanted bad people to leave the country.*

80 points = *They wanted criminals to leave the country so they couldn't cause problems there anymore.*

Team Talk *continued*

2. A growing coral reef is a sign of— |CE|
- pollution and waste.
 - too many creatures.
 - a healthy habitat.*
 - too little sunlight.
3. Which of the following means about the same as the word *marine* on page 53? |CL|
- mountain
 - desert
 - cave
 - ocean*

How did you figure that out? (Write-On)

100 points = *I figured this out by thinking about the big topic and rereading the text. I know the big topic of the text is Australia and New Zealand. These are both islands. They are surrounded by water. When I reread the page, I see that I am reading about waters off the coast of Australia. The ocean is made of water. The word marine must mean ocean.*

90 points = *I figured this out by thinking about the big topic and rereading the text. I know the big topic of the text is Australia and New Zealand. These are both islands. They are surrounded by ocean water.*

80 points = *I thought about the big topic. I am reading about islands surrounded by ocean water.*

4. How does the Great Barrier Reef Marine Park Authority plan to preserve the Great Barrier Reef? |PS|

100 points = *The Great Barrier Reef Marine Park Authority plans to preserve the Great Barrier Reef with a twenty-five-year strategic plan. They want to better educate people about the reef. They want to monitor the reef carefully. They want to prevent people from mining the area and disturbing the reef.*

90 points = *The Great Barrier Reef Marine Park Authority plans to preserve the Great Barrier Reef with a twenty-five year strategic plan. They will educate people about it.*

80 points = *They have a strategic plan that involves better educating people about the reef.*

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

Class Discussion TP

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


Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

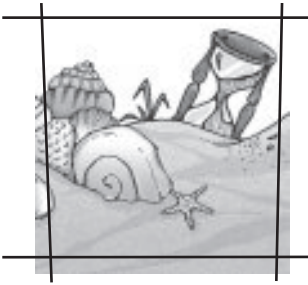
England is more than 10,000 miles away from Australia. How do you think prisoners felt about being sent to live in a colony that far away from home? How would you feel if you had to live that far from your home?

The Great Barrier Reef is home to thousands of species of animals. What do you think might happen if we do not protect the reef?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

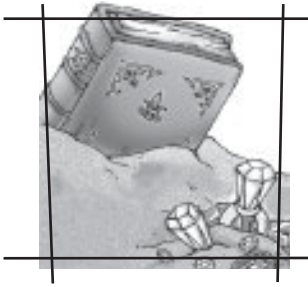
Page 52

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

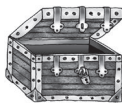
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



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

Strategic Review

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

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

Why were many people sent to live in Australia?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading about Australia. We learned some important ideas about this country. We learned that when it was discovered, the British used it for their prisoners before other settlers traveled there. We learned that Australia is home to the Great Barrier Reef, a giant coral reef that is home to many different species of animals. There are organizations that want to protect the reef from harm.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 55 aloud, stopping to show confusion over the word *vital*. Use a **Think Aloud** to model clarifying the word *vital* by reading ahead.



A Collection of Readings,
page 55

The Daintree Rainforest: Precious Land

Under the dark cover of the forest canopy the sunlight barely hits the ground. A sly python slithers carefully and quietly through the dense vegetation looking for a meal. A tree kangaroo spots him and hops from tree to tree, keeping a safe distance. The dark blue waters of Cooper Creek trickle over mossy stones as a little kingfisher dips into the water twitching his feathers and splashing to clean himself. In northern Australia the warm tropical climates feed a precious rainforest.

The Daintree Rainforest is the oldest rainforest in the world. It houses many rare animals, prehistoric plant life, and native Aborigine tribes. The rare animals that call the Daintree home are vital to the survival of the rainforest because they maintain the food chain and help spread the seeds of the important plant life.

“The rare animals that call the Daintree home are vital to the survival...”
Hold on. I'm not sure I understand what the word *vital* means there. I'm not sure what it means to be vital to something. Maybe if I read ahead, I'll figure the word out. Finish reading the sentence. I see that the rare animals spread seeds in the forest. This keeps plants growing in the forest. I think I figured out what the word *vital* means. It must mean important. The animals are important to keeping the forest alive. I read ahead to clarify a word.

- Continue reading the rest of pages 55 and 56 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

**A Collection of Readings,
pages 55 and 56**

Many of the plants and animals in the Daintree are found nowhere else in the world. The Australian government works very hard to preserve the flora and fauna of the Daintree Rainforest so generations to come can enjoy their rare beauty. But long before the government became involved, Australia's rainforests were protected by the Wujal Wujal people, an Aboriginal tribe that lives in the rainforest and are traditional owners of the land.

The best way to see the Daintree Rainforest up close is to take a tour guided by a member of the Wujal Wujal tribe. They take tourists deep into their beautiful homeland and teach the tourists how they have survived for thousands of years in such a challenging environment. The Wujal Wujal welcome visitors so they can educate people on the importance of keeping the rainforest healthy. It is a great way to learn about the Wujal Wujal culture and lifestyle and to see one of the most beautiful and important rainforests in the world.

The Daintree Rainforest is important to Australia for several reasons. This particular rainforest is unique in its flora and fauna, and Australia carries the responsibility of preserving it. They use the money earned from tours to pay for careful scientific monitoring of the rainforest. The rest of the world still has much to learn from the rare life forms that call the Daintree home. Also, the Wujal Wujal tribe is a unique branch of Aboriginal culture that lives differently from the rest of the tribes. Australia works to protect their culture by heeding their direction on the care and maintenance of the rainforest and educating other Australians on the history of the Wujal Wujal tribe.

traditional owner: noun – A group that occupied and cared for a piece of land before it was claimed by a government.

flora: noun – The plants of a particular region.

fauna: noun – The animals of a particular region

- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they read *Australia and New Zealand: The Crowns of Oceania*.

Preview Team Talk

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

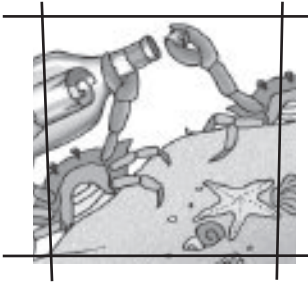
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-20

Team Talk

1. Which of the following means about the same as the word *midflight* on page 57? |CL|
 - a. start of a sea voyage
 - b. halfway through a journey
 - c. beginning of a vacation
 - d. end of a trip

How did you figure that out? (Write-On)
2. What effect has being a group of hunter-gatherers had on the Aborigines in Australia? |CE|
3. How is the Sydney Harbor Bridge different from other bridges in the world? |CC|
4. The text says Bondi Beach has reliable waves. What does this mean? Why do you think this makes it popular for surfers? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 57–59 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

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

Team Talk

1. Which of the following means about the same as the word *midflight* on page 57? |CL|
 - a. start of a sea voyage
 - b. *halfway through a journey*
 - c. beginning of a vacation
 - d. end of a trip

How did you figure that out? (Write-On)

100 points = *I figured this out by rereading. The text is talking about boomerangs. These are things you throw in the air, so they fly. Flying is a journey. The returning boomerang turns around during its flight to return to where it started. I know that mid reminds me of the word middle, which makes me think of halves. The boomerang must return after half of its journey in the air.* **90 points** = *I figured this out by rereading. The text is talking about boomerangs. They journey through the air. Mid makes me think of middle, which means half.* **80 points** = *Returning boomerangs return to where they started after half of their journey through the air.*

2. What effect has being a group of hunter-gatherers had on the Aborigines in Australia? |CE|

100 points = *Being a group of hunter-gatherers has made the Aborigines in Australia very good land navigators. They wrote songs that served as maps to different kinds of hunting grounds. They are also used to the different weather conditions around Australia.* **90 points** = *Being a group of hunter-gatherers has made the Aborigines in Australia very good land navigators. They wrote songs that served as maps to different kinds of hunting grounds.* **80 points** = *It has made them good land navigators.*

3. How is the Sydney Harbor Bridge different from other bridges in the world? |CC|

100 points = *The Sydney Harbor Bridge is different from other bridges in the world because it is the widest long-span bridge in the world. It has eight lanes for cars, two lanes for trains, a walkway, and a bicycle lane.* **90 points** = *The Sydney Harbor Bridge is different from other bridges in the world because it is the widest long-span bridge in the world.* **80 points** = *It is the widest long-span bridge in the world.*

Team Talk *continued*

4. The text says Bondi Beach has reliable waves. What does this mean? Why do you think this makes it popular for surfers? |DC|

100 points = *Bondi Beach having reliable waves means that it always has big waves. I think this makes it popular for surfers because they know they can practice surfing there. Surfers need good waves to learn how to surf. They will go to beaches where they know they can catch a lot of good waves.*

90 points = *Bondi Beach having reliable waves means that it always has big waves. I think this makes it popular for surfers because they know they can practice surfing there.* **80 points** = *It has a lot of good waves. Surfers go there to practice because they know there will be good waves.*

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

Class Discussion **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

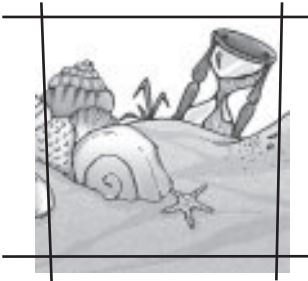
The Aborigines of Australia are good land navigators. Do you think you have a good sense of direction? What tools do you use to know where you are around your town?

Surfing is very popular in Australia. Have you ever gone surfing? Do you think this is a sport you could learn? Why or why not?

- Award team celebration points.

Write-On Discussion

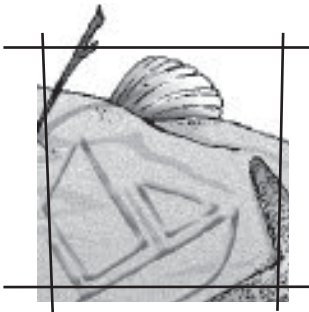
- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss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

**FLUENCY IN FIVE** **TP****Timing Goal: 5 minutes**

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

Student Edition, page S-19**Page 57**

- 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.



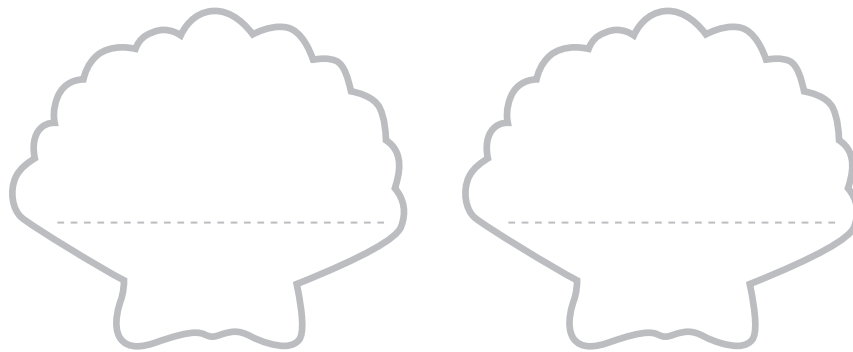
WORD POWER **TP**

Timing Goal: 10 minutes



- 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.

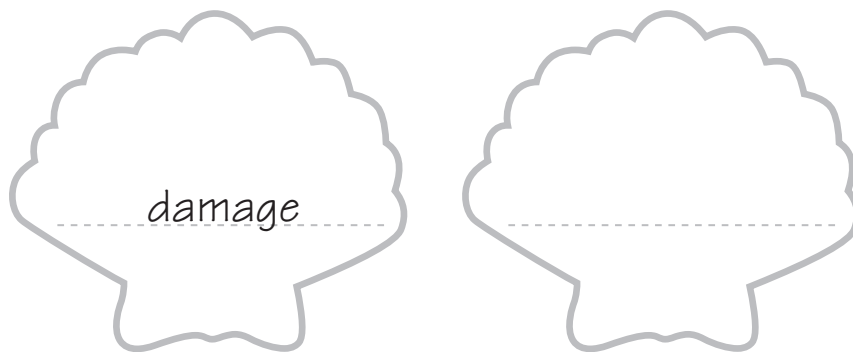
Blackline master provided.

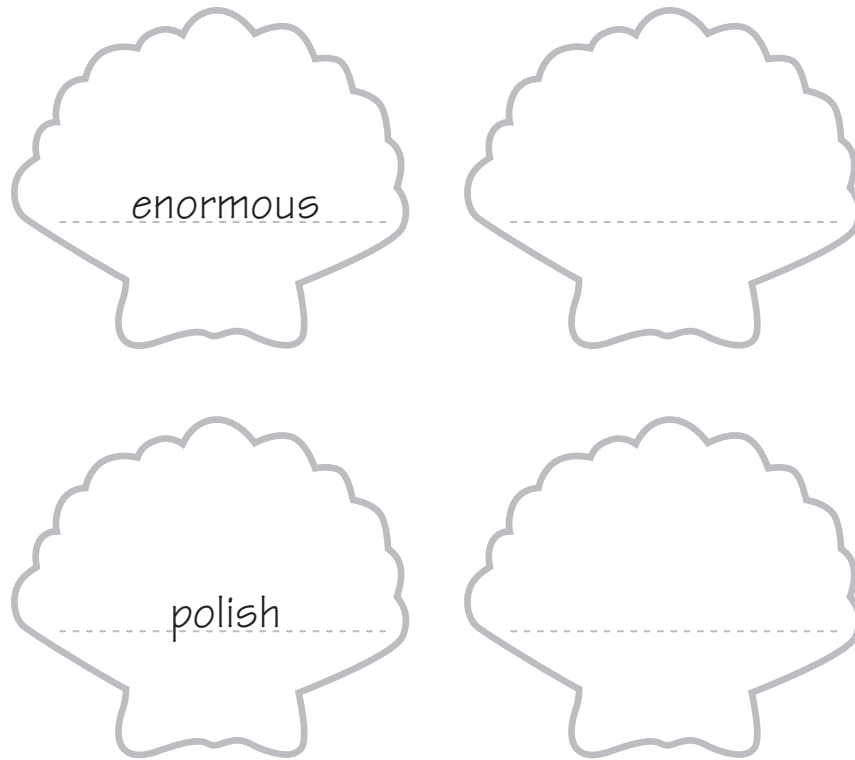


- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Synonyms are words that mean the same.</p> <p>If you're having trouble understanding a word meaning, look for a synonym with a similar meaning and make connections between the words.</p>
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Preparation: Display three sets of shells. On the first shell in each set write one of the following words: *damage*, *enormous*, and *polish*.





- Display the shells with the words *damage*, *enormous*, and *polish*. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word you displayed. Randomly select a few students to share. Write the synonym on the matching shell for each word. *Damage: destroy or ruin; enormous: large or huge; polish: shine.*
- Remind students that words that mean the same or almost the same are called synonyms. Refer to the Word Treasure clue for synonyms: two shells that look alike.
- Use **Think-Pair-Share** to have students explain why it is helpful to know synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections between words.*
- Tell students that some of the words in 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. **SR**

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

Student Edition,
pages S-20 and S-21

Skill Practice

Write the two words in each list that are synonyms.

1. collect, give, gather, lose *collect, gather*
2. gain, defeat, beat, collect *defeat, beat*
3. wilt, strong, simple, hardy *strong, hardy*
4. persuade, inform, bargain, convince *persuade, convince*

Building Meaning

arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

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

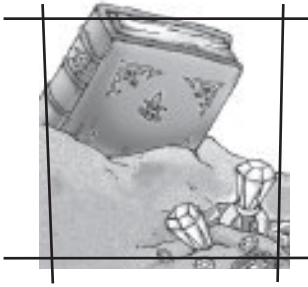
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. List two things that might be resilient.
(Answers will vary.) A rubber band; a strong person recovering from an injury; trees that bend with the wind.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

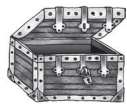
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

Why is Bondi Beach a popular place for surfers?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read some more important ideas about Australia. We learned about the Aborigines, Australia's indigenous people. We also learned about Sydney, the biggest city in Australia.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 51 aloud, stopping at the word *surf*. Use a **Think Aloud** to model thinking about the big topic and rereading to clarify the word *surf*.



A Collection of Readings,
page 51

Deep in the Southern Hemisphere, between the Indian and Pacific oceans, there is a region called Oceania. It is a group of remote islands with stunning landscapes, fascinating cultures, and beautiful cities large and small. Beaches serve up surf and sun.

“...surf and sun.” *Surf?* I'm not sure if that word makes sense to me. I know I read about surfing yesterday, but what is *surf*? Let me think about the big topic and reread the sentence to figure this out. I know this section of the text is talking about Australia, which is a big island. It's surrounded by water. When I reread the sentence, I see that it mentions beaches. This makes sense, since islands usually have beaches. People go surfing at beaches because there are waves. I think I figured out what the word *surf* means. It means waves. This must be where the word *surfing* comes from, since you ride waves when you go surfing. I used strategies to figure out a word I didn't understand.

- Finish rereading the rest of page 51 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

**A Collection of Readings,
page 51**

Exotic rainforests shelter prehistoric animals. There are war cries, shark hunters, and entire civilizations built out of dreams. Approximately 25,000 islands make up Oceania, most of them very small. But three of the largest islands make up the two nations that we will explore. Australia and New Zealand are neighbors in Oceania and have a lot in common, but it is their differences that make them interesting to explore, so we will take a trip down under.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they reread *Australia and New Zealand: The Crowns of Oceania*.

Preview Team Talk

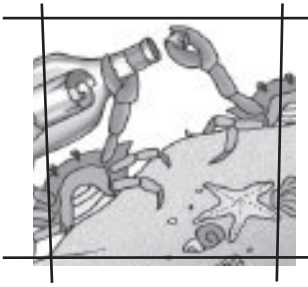
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-21**Team Talk**

1. How does Australia's climate change as you travel around the island? |CC|
2. The Great Barrier Reef is colorful because of— |CE|
 - a. microscopic algae.
 - b. an artist and paint.
 - c. water acting like a prism.
 - d. camouflage for hiding.
3. Which of the following means about the same as the word *immune* on page 54? |CL|
 - a. in danger
 - b. vulnerable
 - c. in question
 - d. protected

How did you figure that out? (Write-On)

4. Do you think the ecosystem of the Great Barrier Reef exists only under water? Why or why not? Support your response. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 52–54 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does Australia's climate change as you travel around the island? |CC|
100 points = *Australia's climate changes a lot as you travel around the island. In the north, the island has a tropical climate and rainforests. The middle of Australia is mostly grasslands and dry deserts, called the Outback. In the southeast, the climate is mostly temperate and the ocean brings rain to this area.* **90 points** = *Australia's climate changes a lot as you travel around the island. It is tropical in the north, dry in the middle, and temperate in the southeast.* **80 points** = *It is tropical in the north, dry in the middle, and temperate in the southeast.*
2. The Great Barrier Reef is colorful because of— |CE|
 - a. microscopic algae.
 - b. an artist and paint.
 - c. water acting like a prism.
 - d. camouflage for hiding.

Team Talk *continued*

3. Which of the following means about the same as the word *immune* on page 54? |CL|
- in danger
 - vulnerable
 - in question
 - protected*

How did you figure that out? (Write-On)

100 points = *I figured this out by reading ahead. I read that the anemone has a poisonous sting, so it must be dangerous. But the clownfish can live in an anemone without being hurt. The anemone protects it by keeping away other fish that must get hurt by the poison. Being immune to something must mean you are protected from it.* **90 points** = *I figured this out by reading ahead. I read that the anemone has a poisonous sting, so it must be dangerous. But the clownfish can live in an anemone without being hurt. It must be protected from the sting.* **80 points** = *Clownfish aren't hurt by the anemone's sting. They must be protected.*

4. Do you think the ecosystem of the Great Barrier Reef exists only under water? Why or why not? Support your response. |DC|

100 points = *No. The ecosystem of the Great Barrier Reef exists both under and above water. I read that the ecosystem also includes birds and reptiles. Birds and reptiles do not live under water. They might swim in the water, but they need to live out of the water. They must come to the Great Barrier Reef to eat other creatures living in the sea.* **90 points** = *No. The ecosystem of the Great Barrier Reef exists both under and above water. I read that the ecosystem also includes birds and reptiles. Birds and reptiles do not live under water.* **80 points** = *The ecosystem of the Great Barrier Reef exists both under and above water. I read that the ecosystem also includes birds and reptiles.*

- 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

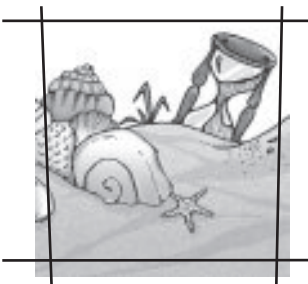
Australia is a big country with a lot of different climates. Does the climate of the United States have anything in common with Australia's? Where can you find similar terrains and climates in our country?

Algae and photosynthesis help make the Great Barrier Reef colorful. Have you ever heard of photosynthesis before? What is affected by photosynthesis on land?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

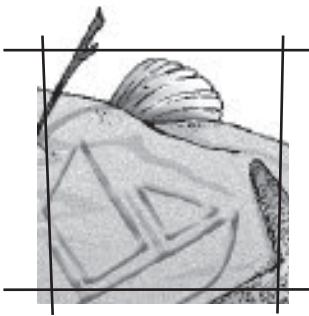
Timing Goal: 5 minutes

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

Student Edition, page S-19

Page 57 or 53

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display four sets of shells. Write the following words on the first shell of each set: *naughty*, *scrape*, *shove*, and *jagged*.

- Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue Captain Read More uses (two shells that are alike).
- Have students look at their vocabulary words. Point out that the Definition column contains words that are synonyms for the vocabulary words. Use **Think-Pair-Share** to have students find words on the vocabulary list that have synonyms. Randomly select a few students to share. *Arid and dry*, *tolerating and enduring*, *array and collection*, *exotic and strange*, *prohibits and stops*, *resilient and flexible*, *vaulted and arched*.
- Direct students' attention to the four sets of shells on the board.
- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. As students share, write the synonym on the matching shell. *Naughty and bad*, *scrape and scratch*, *shove and push*, *jagged and rough or sharp*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write the two words in each list that are synonyms.

1. laughter, concern, tired, worry *concern, worry*
2. hush, noise, table, quiet *hush, quiet*
3. answer, correct, right, write *correct, right*
4. grab, tight, grasp, loose *grab, grasp*

Building Meaning

arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

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. List two things that might not be resilient.
(Answers will vary.) A rock; a bone; brick buildings.

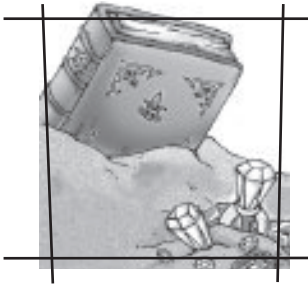


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

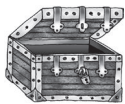
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

Give an example of one climate in Australia.

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we identified some more details about Australia that we could add to our idea trees. In 1770, Captain James Cook was the first European to explore Australia. After that, it was settled by criminals in penal colonies and other Europeans. Australia became a country on January 1, 1901. Australia is very large and has a variety of climates and terrains. There are rainforests and tropics in the north. There are mountains. There are grasslands and deserts in the middle of the country. There is a temperate climate in the southeast. The Great Barrier Reef is a natural wonder in the world. It covers 133,000 square miles and is visible from space. Nine hundred islands and 2,900 separate reefs make up the Great Barrier Reef. It is colorful because of microscopic algae that feed the wide variety of coral. There are 1,500 species of fish, 4,000 species of mollusks, 200 species of birds, and 20 species of reptiles living around the reef. Different species in the reef have special interactions to help each other survive. Australia works hard to preserve the reef.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 55 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,
page 55

The Daintree Rainforest: Precious Land

Under the dark cover of the forest canopy the sunlight barely hits the ground. A sly python slithers carefully and quietly through the dense vegetation looking for a meal. A tree kangaroo spots him and hops from tree to tree, keeping a safe distance. The dark blue waters of Cooper Creek trickle over mossy stones as a little kingfisher dips into the water twitching his feathers and splashing to clean himself. In northern Australia the warm tropical climates feed a precious rainforest.

(continued on next page)

The Daintree Rainforest is the oldest rainforest in the world. It houses many rare animals, prehistoric plant life, and native Aborigine tribes. The rare animals that call the Daintree home are vital to the survival of the rainforest because they maintain the food chain and help spread the seeds of the important plant life. Many of the plants and animals in the Daintree are found nowhere else in the world. The Australian government works very hard to preserve the flora and fauna of the Daintree Rainforest so generations to come can enjoy their rare beauty. But long before the government became involved, Australia's rainforests were protected by the Wujal Wujal people, an Aboriginal tribe that lives in the rainforest and are traditional owners of the land.

traditional owner: noun – A group that occupied and cared for a piece of land before it was claimed by a government.

- Continue rereading page 56, stopping with the word *heeding*. Model clarifying this word by rereading.

A Collection of Readings,
page 56

The best way to see the Daintree Rainforest up close is to take a tour guided by a member of the Wujal Wujal tribe. They take tourists deep into their beautiful homeland and teach the tourists how they have survived for thousands of years in such a challenging environment. The Wujal Wujal welcome visitors so they can educate people on the importance of keeping the rainforest healthy. It is a great way to learn about the Wujal Wujal culture and lifestyle and to see one of the most beautiful and important rainforests in the world.

The Daintree Rainforest is important to Australia for several reasons. This particular rainforest is unique in its flora and fauna, and Australia carries the responsibility of preserving it. They use the money earned from tours to pay for careful scientific monitoring of the rainforest. The rest of the world still has much to learn from the rare life forms that call the Daintree home. Also, the Wujal Wujal tribe is a unique branch of Aboriginal culture that lives differently from the rest of the tribes. Australia works to protect their culture by heeding their direction on the care and maintenance of the rainforest and educating other Australians on the history of the Wujal Wujal tribe.

flora: noun – The plants of a particular region.

fauna: noun – The animals of a particular region.

“Australia works to protect their culture by heeding their direction...”
Heeding. I’m not sure I understand this word. Maybe if I reread, I’ll figure it out. Reread the section. I see. The text is talking about the Daintree Rainforest and how the Aborigine tribe called the Wujal Wujal live in it. This tribe helps people learn more about the rainforest by taking people on tours of it. They have lived in the rainforest for thousands of years and know a lot about the plants and animals in it. I see that the text says Australia works to protect the rainforest and the tribe by heeding their directions. I think I’ve figured out what *heeding* means. It means listening to or following their directions. The Australian government knows the Wujal Wujal know how to take care of the forest. They know if they listen to the Wujal Wujal, the rainforest will be around for a long time.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they reread *Australia and New Zealand: The Crowns of Oceania*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

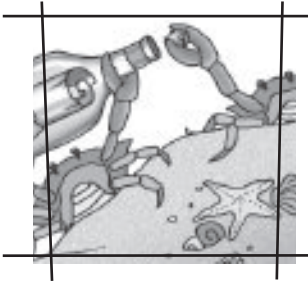
Student Edition, page S-22

Team Talk

1. How has the Aborigine culture remained strong over thousands of years? |CE|
2. Which of the following means about the same as the word *cater* on page 59? |CL|
 - a. take away
 - b. provide
 - c. exclude
 - d. move apart

How did you figure that out? (Write-On)

3. What fact does the text box on page 59 teach you about Bondi Beach? |TF • FO|
4. Use information from your graphic organizer to summarize what you learned in this cycle of *Australia and New Zealand: The Crowns of Oceania*. |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 57–59 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How has the Aborigine culture remained strong over thousands of years? |CE|

100 points = *The Aborigine culture has remained strong over thousands of years because they tell stories and sing songs that have been passed down through generations. The stories and songs tell about their culture.*

90 points = *The Aborigine culture has remained strong over thousands of years because they tell stories and sing songs that have been passed down through generations. **80 points** = They tell stories and sing songs that have been passed down through generations.*

Team Talk *continued*

2. Which of the following means about the same as the word *cater* on page 59? |CL|
- take away
 - provide*
 - exclude
 - move apart

How did you figure that out? (Write-On)

100 points = *I figured this out by rereading the sentence. The passage is talking about surfing at Bondi Beach. The sentence says there are shops that cater to everyone. I've heard the word cater before. A caterer provides food for parties, so if you cater something, you must provide something. The surf shops at Bondi Beach provide service to everyone.* **90 points** = *I figured this out by rereading the sentence. The passage is talking about surfing at Bondi Beach. The sentence says there are shops that cater to everyone. They must provide service to everyone.* **80 points** = *The passage is talking about surfing at Bondi Beach. The sentence says there are shops that cater to everyone. They must provide service to everyone.*

3. What fact does the text box on page 59 teach you about Bondi Beach? |TF • FO|
- 100 points** = *The text box on page 59 teaches me that Bondi Beach was part of the 2000 Summer Olympics. Beach volleyball was played at Bondi Beach.* **90 points** = *The text box on page 59 teaches me that Bondi Beach was part of the 2000 Summer Olympics.* **80 points** = *It was part of the 2000 Summer Olympics.*
4. Use information from your graphic organizer to summarize what you learned in this cycle of *Australia and New Zealand: The Crowns of Oceania*. |SU|

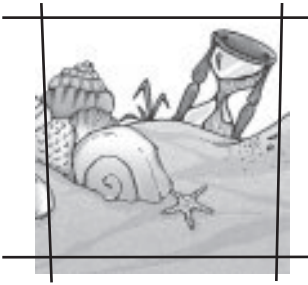
100 points = *In this cycle of Australia and New Zealand: The Crowns of Oceania, I learned that Australia was first settled by Aborigine people who have the oldest culture in the world. Europeans did not arrive until 1770. The British sent criminals there, and other Europeans soon settled there as well. Australia is large and has a variety of climates, from tropical rainforests to deserts. The Great Barrier Reef is one of Australia's biggest attractions and is one of the most diverse ecosystems in the world. Sydney is the biggest city in Australia and is home to the famous Sydney Opera House, Sydney Harbor Bridge, and Bondi Beach.* **90 points** = *In this cycle of Australia and New Zealand: The Crowns of Oceania, I learned that Australia was first settled by Aborigine people who have the oldest culture in the world. Europeans did not arrive until 1770. Australia is large and has a variety of climates, from tropical rainforests to deserts. The Great Barrier Reef is one of the most diverse ecosystems in the world. Sydney is the biggest city in Australia.* **80 points** = *Australia was first settled by Aborigine people. Australia is large and has a variety of climates. The Great Barrier Reef is one of the most diverse ecosystems. Sydney is the biggest city.*

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

Class Discussion **TP**



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 		
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" data-bbox="797 894 1479 1276"> <tr> <td data-bbox="797 894 946 1276"> <p>Team Talk Extenders</p> </td> <td data-bbox="946 894 1479 1276"> <p>The Aborigines have a strong culture of storytelling. Do the members of your families tell stories? What kinds of stories do they share? Have you ever learned anything from their stories?</p> <p>Cities often have at least one big landmark that tourists want to or should see. What do you think people should do when they come to your town? Where should they go or where should they eat to see the best of your home?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	<p>Team Talk Extenders</p>	<p>The Aborigines have a strong culture of storytelling. Do the members of your families tell stories? What kinds of stories do they share? Have you ever learned anything from their stories?</p> <p>Cities often have at least one big landmark that tourists want to or should see. What do you think people should do when they come to your town? Where should they go or where should they eat to see the best of your home?</p>
<p>Team Talk Extenders</p>	<p>The Aborigines have a strong culture of storytelling. Do the members of your families tell stories? What kinds of stories do they share? Have you ever learned anything from their stories?</p> <p>Cities often have at least one big landmark that tourists want to or should see. What do you think people should do when they come to your town? Where should they go or where should they eat to see the best of your home?</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

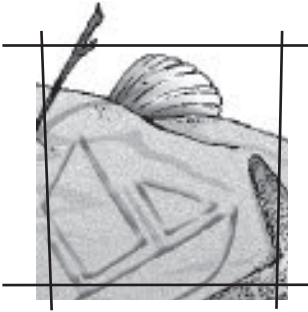
Timing Goal: 5 minutes

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

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Page 57, 53, or pages 58 and 59

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (synonyms).
- Use **Think-Pair-Share** to have students tell why it is useful to learn synonyms for words. Randomly select a few students to share. (*Answers may vary.*)
For example, knowing synonyms allows me to choose different words when speaking and writing.

Preparation: Display the Word Power Challenge.

Word Power Challenge

1. careful, boast, solid, brag
2. shake, feeling, cold, quiver

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students identify the two words in each list that are synonyms. Randomly select a few students to share. *Boast and brag; shake and quiver.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write the two words in each list that are synonyms.

1. yell, discuss, blank, talk *discuss, talk*
2. turn, still, spin, move *turn, spin*
3. work, story, tale, relax *story, tale*
4. pile, trash, heap, glide *pile, heap*

Building Meaning			
arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

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

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

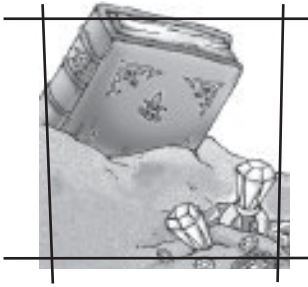
6. Choose the word that best fits in the blank.

I never knew how many different kinds of cars there were until I saw my cousin's array of models lining the shelves in his room.



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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

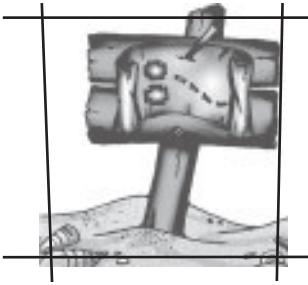
Today you will read about Uluru. Formerly known as Ayer's Rock, this huge rock is an important and sacred location for Aborigines in Australia.

Vocabulary TP

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

Prepare Students for the Test

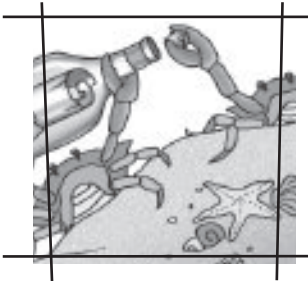
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

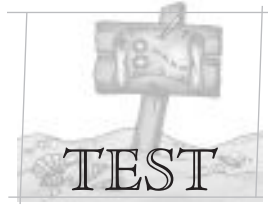


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

Uluru is one of the largest pieces of exposed rock on Earth. It is the remains of a mountain range that stood in central Australia millions of years ago. At one time, the mountains were covered by a large body of water. As water disappeared from the inland ocean, the rock was exposed. It is 1,141 feet high and almost six miles around its base. Uluru is known to change colors in different kinds of light. When it rains on Uluru, the rock appears gray. When it is dry, the iron in the rock rusts, giving the rock a red color. It looks very red at sunrise and sunset.

The Anangu have lived near Uluru for 10,000 years. It is a sacred place for this tribe. Their paintings still appear in caves and on Uluru. Different areas of Uluru are important for traditions and ceremonies. Some traditions keep certain people from seeing specific parts of Uluru. The Anangu like tourists coming to see and learn about Uluru. They give tours around Uluru and explain its history. They do ask that visitors respect their traditions by not climbing the giant rock.

Source: www.environment.gov.au/parks/uluru/index.html

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is Uluru, a giant rock in Australia. I know this because the first sentence tells me a fact about Uluru. I learned how Uluru was made and how it is important to the Anangu in the area.* **15 points =** *The topic of this text is Uluru, a giant rock in Australia. I know this because the first sentence tells me a fact about Uluru.* **10 points =** *It is about Uluru. The first sentence tells me this.*

30 points

2. What is the intent of the author? |AP|
- to tell the reader Anangu stories
 - to persuade the reader to climb Uluru
 - to give the reader information about Uluru
 - to introduce the reader to Anangu culture

How do you know?

20 points = I know the intent is to give the reader information because I learned many things about Uluru. I learned that it is one of the largest pieces of exposed rock on Earth. I learned about the Anangu and how it is sacred to them. They have many traditions surrounding the rock. **15 points** = I know the intent is to give the reader information because I learned many things about Uluru. I learned how it is a large piece of exposed rock. **10 points** = I learned different things about how Uluru is a large rock and Anangu traditions with the rock.

20 points

3. What does the word *inland* mean in the first paragraph of the passage? How did you figure that out? |CL|

20 points = The word inland means inside or toward the middle of a landmass. I figured that out by rereading. The author says that Uluru was once part of a mountain range in central Australia. It was covered by a large body of water. Then it describes the body of water as an inland ocean. I know it wasn't the same ocean that surrounds Australia because the mountain range was in the middle. So inland must mean that it was toward the middle of Australia. **15 points** = The word inland means inside or toward the middle of a landmass. I figured that out by rereading. The author says that Uluru was once part of a mountain range in central Australia. So inland must mean that it was toward the middle of Australia. **10 points** = It means inside or toward the middle of a landmass. The large body of water was covering a mountain range in central Australia.

20 points

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

20 points = Uluru is one of the biggest rocks on Earth. The Anangu have lived near Uluru for 10,000 years. Many of their stories and traditions deal with the rock. They also teach tourists about their history with Uluru. **15 points** = Uluru is one of the biggest rocks on Earth. The Anangu have lived near Uluru for thousands of years. Many of their stories and traditions deal with the rock. They also teach tourists about it. **10 points** = It is one of the biggest rocks on Earth. The Anangu have lived near it for thousands of years. They still teach visitors about the rock.

Word Power

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

Skill Questions

Write the two words in each list that are synonyms.

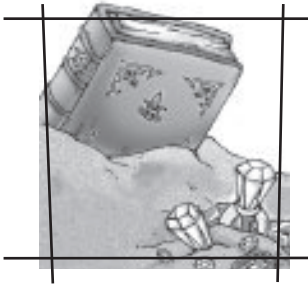
- 5 points** 1. unwind, connect, attach, store *connect, attach*
- 5 points** 2. repair, break, drill, fix *repair, fix*
- 5 points** 3. never, daily, sometimes, every day *daily, every day*
- 5 points** 4. switch, cover, change, view *switch, change*

Building Meaning

arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

- 10 points** 5. Write a meaningful sentence for the word *exotic*.
- 10 points** = *The magazine article was full of pictures of exotic creatures that scientists recently discovered living in coral reefs around the world.*
- 5 points** = *The magazine article was full of pictures of exotic creatures that scientists recently discovered.* **1 point** = *The magazine article was full of pictures of exotic creatures.*
- 10 points** 6. The vaulted bridge is tall enough that sailboats can pass under it without lowering their masts.
- 10 points** 7. Our teacher is good at tolerating silly behavior before class, but he wants us to be quiet and respectful once the bell rings. *Tolerating* means—
- a. demanding.
 - b. removing.
 - c. enjoying.
 - d. enduring.
- 10 points** 8. Human muscles are *resilient*, so even though they may be sore after a hard workout, they will feel fine in a day or so.

- 10 points** 9. The shopping mall prohibits people from riding skateboards in the parking lot because someone could get hurt. *Prohibits* means—
- allows.
 - stops.
 - encourages.
 - deploys.
- 10 points** 10. Week after week of hot weather and sunny skies left the town looking like an arid desert instead of a lush, inviting place to live.
- 10 points** 11. I own an array of jackets so I can be prepared for any weather condition, such as cool and dry or freezing and snowing. *Array* means—
- collection.
 - small amount.
 - drawer full.
 - basket.
- 10 points** 12. The ingenious Romans created a form of cement that allowed them to build strong bridges, buildings, and roads that still exist today.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a business letter to the director of Parks Australia, the department that takes care of national parks and world heritage sites in Australia, to ask him or her for more information about one of the protected areas you read about this cycle. This text can only offer a brief overview of the wide variety of sights, activities, and experiences available to you in Australia's national parks.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a business letter.

When writing to a professional, you should always use a business letter format. A business letter makes you appear serious and will grab the recipient's attention. He or she is more likely to respond to your letter, which will get you the information or results you want.

- Display the following business letter.

Blackline master provided.

123 Appletree Lane
Smallville, MN 56721
May 7, 2011

Ms. Penelope Jackson
Pampered Pets Boutique
3756 Main Street
Smallville, MN 56721

Dear Ms. Jackson:

I am a frequent shopper at your pet store, and I am writing to you to make a request about a recent change in your dog food selection.

Your store used to carry Doggie Pride brand dog food, a brand of food my dog enjoys greatly. My dog was always excited to eat his Doggie Pride food. I liked buying it because it was very nutritious. His coat was always sleek and shiny, and his health was always good.

Recently your store stopped carrying the Doggie Pride brand. I would like your store to stock the Doggie Pride brand of food again, or at least make the food available for order. I had to switch my dog's food for the past two months and have noticed that his coat is not as nice as it was, and he is not as excited about his food. The only other store to carry this brand is more than twenty-five miles away. I would like to keep supporting your store by shopping there. Please let me know about your decision to stock Doggie Pride again.

Thank you for considering my request.

Sincerely,
Antonio Ameche



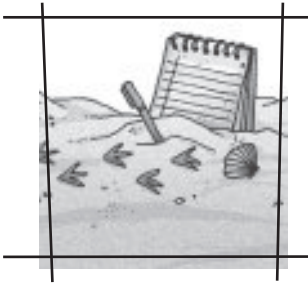
- Use **Think-Pair-Share** to have students discuss why Antonio wrote this letter. Randomly select a few students to share. *He is requesting that a pet store restock his favorite brand of dog food.*



- Point out that Antonio makes a request and supports his reasoning with details. Use **Team Huddle** to have students identify the reasons and details he provides. Use **Random Reporter** to select students to share. *He is a regular customer of the store. His dog really liked the other brand of food, and it was healthy for him. The new brand of food is not as good for him, and he does not like it as much. The only other store to carry it is far away.*
- Tell students that a business letter uses formal language and a format slightly different from a friendly letter.

The language you use in a business letter should be formal and respectful. You also need to format it correctly. There should be a heading at the top of the letter with your address and the date. Under that, there is an inside address. This should have the name of your recipient, the name of the company or his or her position, and his or her address. Then you write the greeting, using the title Mr. or Ms., followed by the last name and a colon. The body of your letter should explain why you are writing. The closing should use the word *sincerely*, followed by a comma. After that, sign the letter with your full name.

- Tell students that they will write a letter to the director of Parks Australia to ask for more information about one of the protected areas they read about this cycle.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a business letter to the director of Parks Australia to request more information about one of the protected areas you read about this cycle.



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

Student Edition, page S-23

Writing Prompt

You learned some facts about two special areas in Australia this cycle, but the book cannot tell you everything about the activities or opportunities available to visitors of the Daintree Rainforest or Great Barrier Reef. Write a business letter to the director of Parks Australia to request more information about one of the national parks you read about. In your letter, explain something that you have learned about one of these parks. Tell the director that you would like to learn more about this national park, and ask four questions you still have about the park. Provide reasons why you are curious to know the answers to these questions. Remember to use the business letter format (a heading, inside address, greeting, body, closing, and signature).

Scoring Guide

You wrote a business letter to the director of Parks Australia to request more information about a national park.	20 points
You tell the director one thing you have learned about a national park.	15 points
You ask four questions about the park and provide reasons you want to know the answers.	15 points each (60 points maximum)
Your business letter is in the proper format (a heading, inside address, greeting, body, closing, and signature).	5 points

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

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

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

Sample Graphic Organizer



Drafting

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

When you write a business letter, it should be written in a formal voice. You are writing to an important person who is in charge of a department within Australia’s government. Your letter should not contain slang or other casual language.

- Display the following excerpt from a business letter.

Blackline master provided.

I recently read about Daintree National Park in a book and think it is totally awesome! I thought it was cool how Aboriginal people have lived in the forests forever! I’d love to hang out with the Wujal Wujal tribe!



- Use **Team Huddle** to ask students whether this excerpt is written in a formal or informal voice and why. Use **Random Reporter** to select students to share. *Informal. The author uses words such as awesome, cool, and forever, and says he or she would love to hang out. The author also uses too many exclamation points.*
- Point out to students that there are usually more formal ways to express the same feelings that are expressed by slang words.
- Explain that using too many exclamation points makes their writing seem excitable and silly.

Think about the emotion and feeling that an exclamation point expresses. It shows excitement, energy, happiness, and sometimes even anger or shouting. The exclamation point is a useful punctuation mark, but it should be used sparingly, especially in formal writing. Too many exclamation points make your writing seem excitable, like you are speaking to the recipient excitedly and loudly. The recipient of a letter full of exclamation points will feel exhausted by the time he or she finishes the letter.

- Use **Think-Pair-Share** to have students discuss how they might write this excerpt in a more formal voice. Randomly select a few students to share. *(Answers may vary.) I recently read about Daintree National Park in a book and think it would be a very interesting place to visit. I learned that the Wujal Wujal Aborigine tribe has lived in the rainforest for thousands of years. I think they must know everything about the forest, and it would be interesting to learn from them.*
- While they have their plans in front of them, have students review their ideas with partners and begin to write.

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

Sharing, Responding, and Revising

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

Editing

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

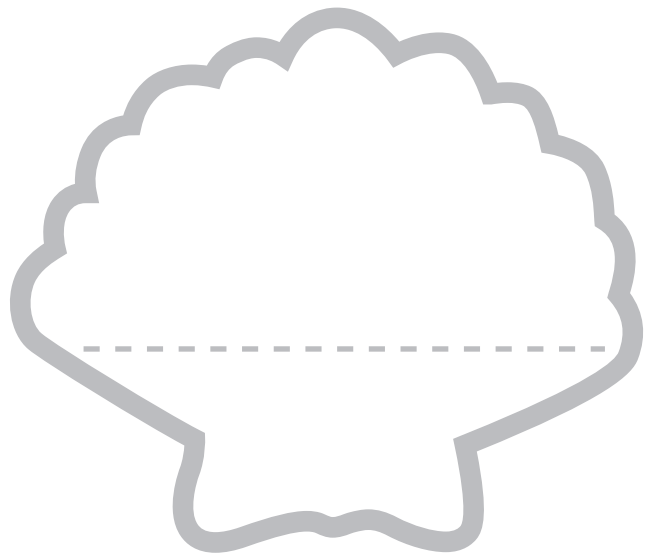
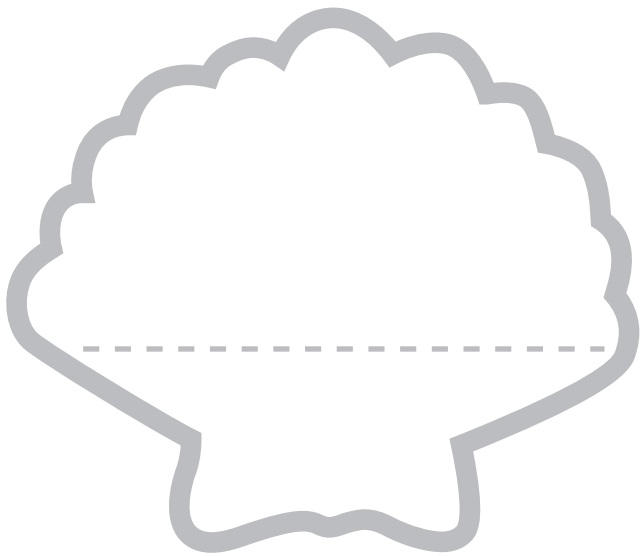
Rewriting

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

- Collect and score the completed writing activities.

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

Climbing on ice can be difficult, slippery...and dangerous! Before you start climbing on ice, check all of your equipment. Make sure your crampons are tightly lashed to your boots. These spikes will help keep you from slipping as you climb.



123 Appletree Lane
Smallville, MN 56721
May 7, 2011

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Pampered Pets Boutique
3756 Main Street
Smallville, MN 56721

Dear Ms. Jackson:

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Recently your store stopped carrying the Doggie Pride brand. I would like your store to stock the Doggie Pride brand of food again, or at least make the food available for order. I had to switch my dog's food for the past two months and have noticed that his coat is not as nice as it was, and he is not as excited about his food. The only other store to carry this brand is more than twenty-five miles away. I would like to keep supporting your store by shopping there. Please let me know about your decision to stock Doggie Pride again.

Thank you for considering my request.

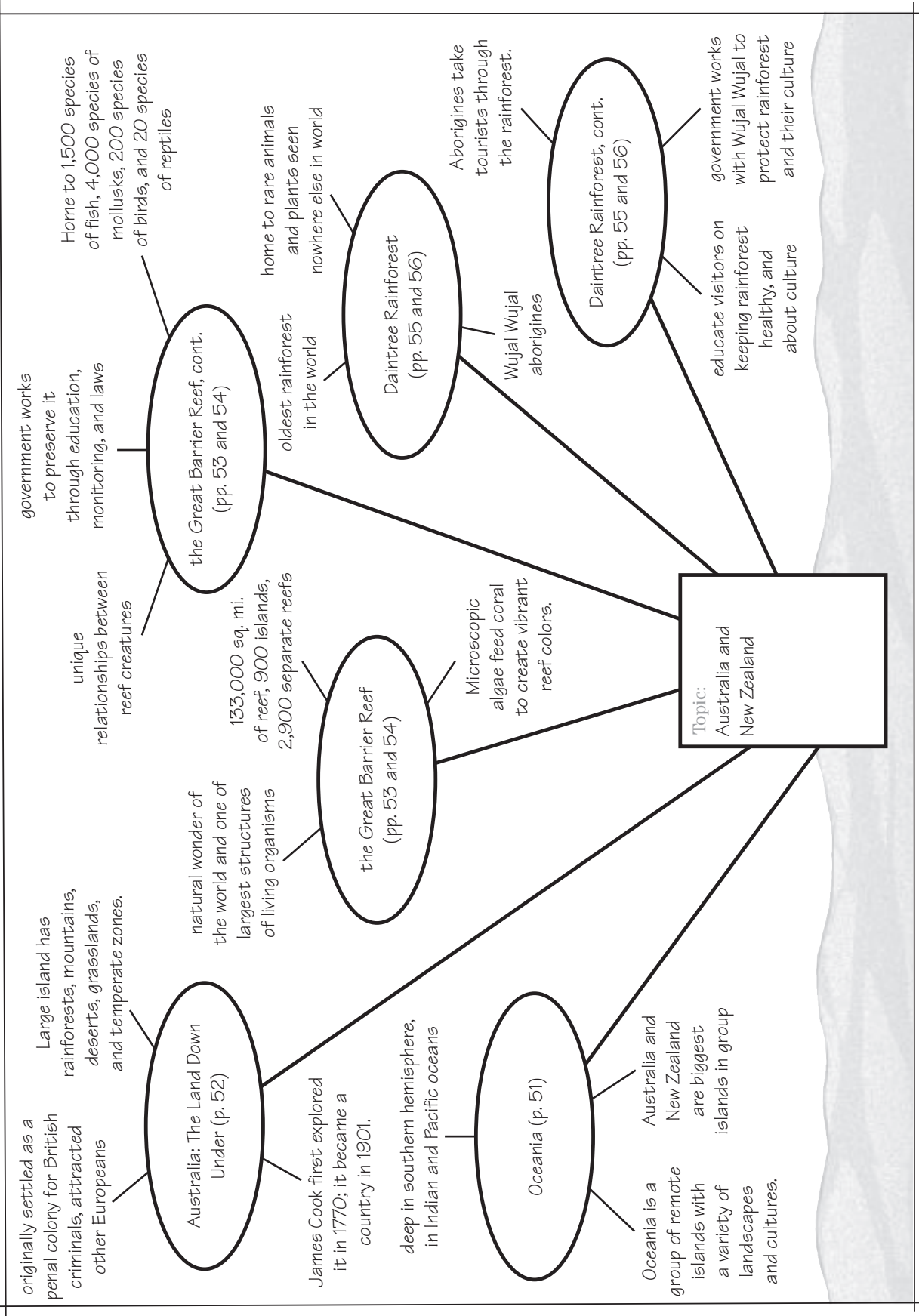
Sincerely,
Antonio Ameche

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Idea Tree

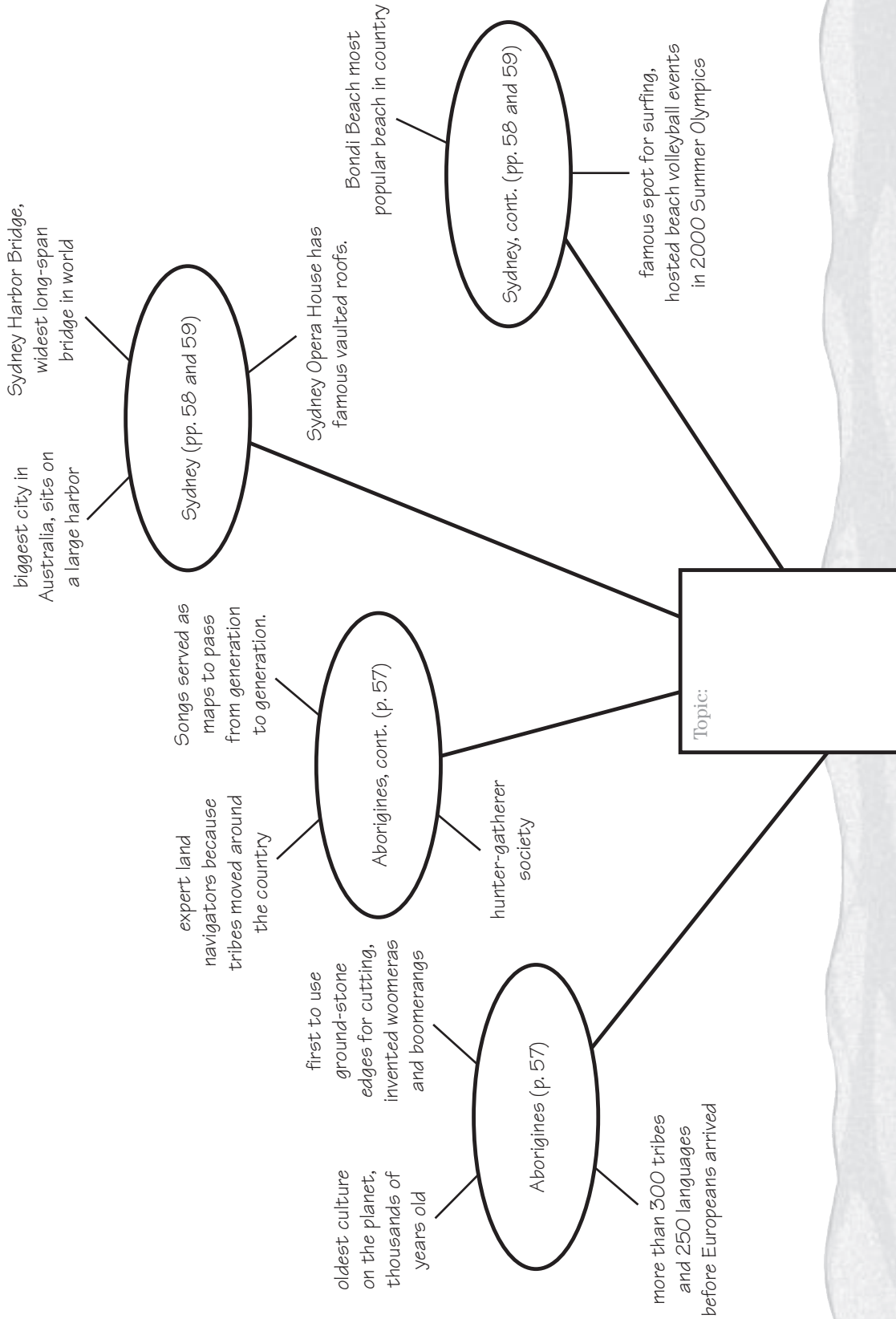
Title: Australia and New Zealand: The Crowns of Oceania, cycle 1



Idea Tree



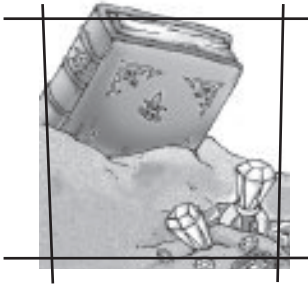
Australia and New Zealand: The Crowns of Oceania,
Title: cycle 1, cont.



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Clarifying	Latin roots	Write a proposal.
	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will use the Latin roots <i>de-</i> , <i>dis-</i> , and <i>ex-</i> to increase their understanding of words.	Students will write a proposal for their class to take a field trip to Tongariro National Park or Poor Knights Marine Reserve.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will continue reading *Australia and New Zealand: The Crowns of Oceania* by Adrian Mathenia. As we read, we'll continue working on clarifying in informational texts. This cycle, we will concentrate on clarifying when we become confused about ideas in sentences and larger passages of text. Good readers clarify when they become confused about ideas to make sure that they understand what they read.



- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

The first step of TIGRRS is to identify the topic of the text. Remember that when we began reading *Australia and New Zealand: The Crowns of Oceania* last time, we said it was about Australia and New Zealand. The first cycle was about Australia. If I flip through the pages of the text, I see pictures, headings, and text features about New Zealand. I think our topic is still these countries.

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

The next step of TIGRRS is to identify the author's intent. Earlier we said the author wanted to inform us about Australia and New Zealand. I think this is still true. I see a lot of information about New Zealand in the text.

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

Next we should identify the graphic organizer. We used an idea tree before because the text mostly talked about main ideas and supporting details. I think the second half of the text will use the same graphic organizer. However, I do notice some compare and contrast words in one part of the text. I see the words "unlike," "like," "but," and "all." I think we will be comparing and contrasting some information and will use the Venn diagram for this part. I don't see any clue words that show that this text would use a T-chart or sequence chain.

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

Vocabulary **TP**



- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.

- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-25
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
embark page 61	chunk: em-bark	begin, especially a journey	“As soon as everything is packed in the car, we’ll <i>embark</i> on our drive to Grandma’s house,” Julius’s dad said.
deforestation page 61	prefix + base word + ending: de + forest + ation	removal of trees	Because of <i>deforestation</i> , deer and other creatures have fewer places to live and wander into our backyards for food instead.
durability page 61	chunk: dur-a-bil-i-ty	sturdiness, ability to last	Karl’s dad always says that modern bikes have no <i>durability</i> and are more likely to fall apart than older ones.
intimidating page 63	base word + ending: intimidat(e) + ing	frightening	Uncle Gino looks <i>intimidating</i> because of his great size, but in reality he is very gentle and kind.
expertise page 64	base word + ending: expert + ise	special skill or knowledge	Gloria’s father is a doctor, and his <i>expertise</i> is in eyes and vision problems.
hub page 65	blend	center, focal point	The school’s cafeteria is the <i>hub</i> of activity at the beginning, middle, and end of each day.
staple page 65	chunk: sta-ple	important or principal item	Pasta is a <i>staple</i> of meals all across Italy.
exhilarating page 66	base word + ending: exhilarat(e) + ing	thrilling	The ride on the roller coaster was <i>exhilarating</i> , and Jody couldn’t wait to go on it again.

Using the Targeted Skill (Introduction and Definition)

tps

- Review the skill, clarifying, by using **Think-Pair-Share** to have students identify the new strategy they learned to help them clarify words they do not understand in an informational text. Randomly select a few students to share. *Think about the big topic.*
- Remind students that words are not the only thing in texts that can confuse readers. Point out that ideas in sentences and larger parts of text can also confuse readers.

th

- Use **Team Huddle** to have students review reasons why readers might become confused about ideas as they read. Use **Random Reporter** to share responses. List the responses on the board. *Possible answers include: Readers might misread words or sentences, they might skip over sentences or lines of text, they might not pay attention as they read, they might read about an idea that is unfamiliar, and they might not make sure they understand what they read as they read.*
- Explain to students that the most common reason readers become confused about ideas as they read informational texts is because they read ideas that are unfamiliar to them.
- Point out that informational texts often have features that can help readers understand unfamiliar ideas. Explain how pictures are features that can help readers understand new ideas in informational texts.

When we read informational texts, we often read to learn something new. Because these ideas are new, we might easily become confused. However, informational texts often have features that help us understand these new ideas. Pictures are one type of feature that can help us understand new ideas. If I'm reading a text that describes an insect I've never heard of before, I might have trouble understanding what I'm reading. However, the text might have a picture showing that insect. That picture might help me better understand the description of the insect in the text.

- Use **Team Huddle** to have students identify other possible features of informational texts that can help readers understand new ideas. Use **Random Reporter** to share responses. List the responses on the board. *Possible answers include: captions, maps, headings, charts, text boxes, and diagrams.*
- Display the following passage. Tell students that it came from a book about mountain climbing.

Blackline master provided.

The Highest Peak

On the morning of May 29, 1953, Edmund Hillary and his guide, Tenzing Norgay, made their final assault. No one had ever done what they were about to do. They climbed and climbed. Then, around noon that day, they made it. Hillary and Norgay reached the peak of Mount Everest, the highest mountain in the whole world.

- Read the passage aloud, showing confusion about the idea of the “final assault.” Use a **Think Aloud** to model using the heading to help you clarify the idea.
- Tell students that they will clarify confusing ideas using text features and other strategies as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 60 aloud, stopping at the sentence “Whalers and traders from Europe settled around the coastal regions shortly after.” Use a **Think Aloud** to model clarifying the phrase “whalers and traders.”

A Collection of Readings,
page 60

New Zealand: Home of the Kiwis

Early in the morning, heavy dew settles on the steep, grassy hills and glistens in the sunlight. A shepherd guides his sheep carefully down the slope into the valley so they can drink from the brook. Far on the other side of the hills, waves crash against a rocky shore. The ocean mist sprays onto the deck of the fishing boats as sailors ready their craft for an early start on a day’s work. The mountains in the distance are still covered in morning fog, but soon the clouds will break and the mountains will emerge to stand proud over the cities below.

Southeast of the main island of Australia is its much smaller neighbor, New Zealand. Captain James Cook came to New Zealand on the same journey during which he reached Australia. Whalers and traders from Europe settled around the coastal regions shortly after.

“Whalers and traders from Europe...” Wait a minute. I’m not sure I understand what whalers and traders are. Let me think about these words individually, and maybe I’ll figure out what they are. The word *whaler* has a word I recognize in it. It has the word *whale* in it. Now that I’ve thought of that, I think I recall what a whaler might be. It is someone who hunts whales. Okay, this makes sense. Now I can think of what a trader is. It is someone who trades things. Whalers and traders are people who traveled from Europe to New Zealand.

- Read page 60 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Summarize the main ideas, and add them to the graphic organizer.
- Remind students that they will clarify confusing ideas as they read *Australia and New Zealand: The Crowns of Oceania*.

Preview Team Talk

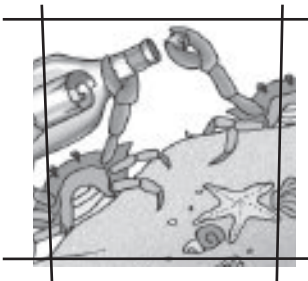
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-26

Team Talk

1. On page 61, the author writes that the top of Mount Tongariro has a “dizzying height.” What does that mean? How did you figure that out? (Write-On) |CL|
2. Why is the Katetahi Hut Track one of the most popular attractions at Tongariro National Park? |CE|
3. The fish at the Poor Knights Marine Reserve do not fear humans because— |CE|
 - a. they are bigger than any human.
 - b. no one has fished there in thirty years.
 - c. they can defend themselves well.
 - d. no one ever visits the marine reserve.
4. People cannot go on the islands within the Poor Knights Marine Reserve. Why do you think people are prohibited from visiting the islands? |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 61 and 62 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

1. On page 61, the author writes that the top of Mount Tongariro has a “dizzying height.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes that the top of Mount Tongariro has a “dizzying height,” he means that the mountain is very tall and can make people dizzy. I know that sometimes people feel dizzy when they are really high up. They might feel dizzy when they look down from tall places.* **90 points** = *When the author writes that the top of Mount Tongariro has a “dizzying height,” he means that the mountain is very tall and can make people dizzy. People sometimes feel dizzy when they are really high up.* **80 points** = *The top of Mount Tongariro is very high and can make people dizzy.*

2. Why is the Katetahi Hut Track one of the most popular attractions at Tongariro National Park? |CE|

100 points = *The Katetahi Hut Track is one of the most popular attractions at Tongariro National Park because it is the more accessible path on Mount Tongariro. Hikers of all ages can walk on this path easily and still see the beautiful scenery of the mountain.* **90 points** = *The Katetahi Hut Track is one of the most popular attractions at Tongariro National Park because it is the more accessible path on Mount Tongariro. Hikers of all ages can walk on this path.* **80 points** = *It is an accessible path that hikers of all ages can use.*

3. The fish at the Poor Knights Marine Reserve do not fear humans because— |CE|
 - a. they are bigger than any human.
 - b. no one has fished there in thirty years.
 - c. they can defend themselves well.
 - d. no one ever visits the marine reserve.

Team Talk *continued*

4. People cannot go on the islands within the Poor Knights Marine Reserve. Why do you think people are prohibited from visiting the islands? |DC|

100 points = *I think people are prohibited from visiting the islands within the Poor Knights Marine Reserve so they will not disturb the land or animals on it. Officials probably want to make sure that people do not leave trash on the islands or hurt the land or animals that live there.*

90 points = *I think people are prohibited from visiting the islands within the Poor Knights Marine Reserve so they will not disturb the land or animals on it.* **80 points** = *I think it's so they won't hurt or disturb the land or animals.*

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

Class Discussion **TP**

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



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
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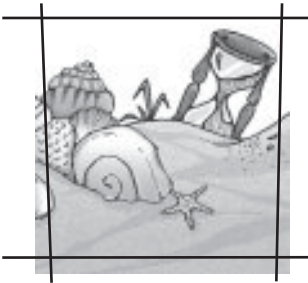
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
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<p>Think-and-Connect Discussion</p>	<p>Team Talk Extenders</p>	<p>Mount Tongariro is an active volcano, but many people enjoy hiking there. Do you think you would want to hike on an active volcano? Why or why not?</p> <p>Sometimes animals get so used to humans that they no longer fear them. Do you think this is safe for both people and animals? Why or why not?</p>
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- Award team celebration points.

Write-On Discussion

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

**FLUENCY IN FIVE** **TP****Timing Goal: 5 minutes**

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

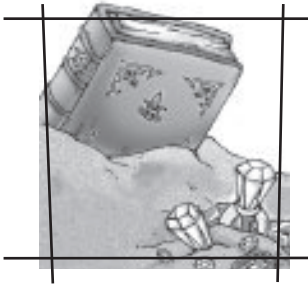
Page 61

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

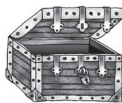
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



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

Vocabulary **TP**



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

Strategic Review

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

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

Why aren't the fish at the Poor Knights Marine Reserve afraid of people?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read some important ideas about New Zealand. We read about two popular tourist destinations in New Zealand. People enjoy hiking on Mount Tongariro, an active volcano. People also enjoy going to the Poor Knights Marine Reserve to swim with beautiful tropical fish.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first paragraph of page 63 aloud, stopping at the phrase "toting several fish." Use a **Think Aloud** to model clarifying this phrase by making a mind movie.



A Collection of Readings,
page 63

Indigenous New Zealand: Maori

In the light of a full moon, an intimidating face stares out at the ocean, sticking out its tongue. The face is carved out of a dark red log, driven into the sand and standing tall over the beach. The artist crouches in the sand beside it, carefully carving his creation with a sharp stone. His neighbor paddles ashore in a long canoe toting several fish on the end of his spear.

"...toting several fish..." Wait a minute. I'm not sure I understand what this phrase means. Maybe if I read ahead, I can figure out what it means. Read the rest of the sentence aloud. OK, I think I have it figured out now. The person seems to have the fish stuck on the end of his spear. This must be how he is carrying the fish back to his village. I see what the phrase means now. The person is carrying a lot of fish.

- Read the rest of page 63 (ending at paragraph 3) aloud, stopping to clarify confusing words and ideas, ask questions, make points, or focus students' attention as needed.

They walk together through the dark forest back to the village where the large fire pits crackle and smolder, and the villagers wait for the fish the men carry. Before Captain James Cook sailed to New Zealand, an entire group of people had come to New Zealand already and made it their new home. The earliest inhabitants of New Zealand are the Maori. Unlike the Aborigines of Australia, the Maori have lived in New Zealand for about one thousand years. They most likely came to the island by canoe somewhere between the ninth and thirteenth centuries. Where exactly they came from is still a mystery. They are widely thought to have originated in China and traveled from island to island all the way down to New Zealand. They speak only one language, called Maori. Today the culture of the Maori, called Maoritanga, is preserved by efforts to teach young Maori children their native language. Like the Aborigines, the Maori use storytelling to pass on their history. But the main way that their heritage and traditions are passed on is through their carefully crafted artwork.

The Maori are very skilled craftsmen. They incorporate beautiful carvings on their tools, weapons, and artwork. Each carving has an important meaning, and many are used to tell stories or trace genealogies. Only those raised in Maori culture know how to interpret the meaning of the carvings. Subtle details, like patterns and the shape of the head, are important in communicating specific information.

- Remind students that they will clarify confusing ideas as they read *Australia and New Zealand: The Crowns of Oceania*.
- Point out to students that you have identified another graphic organizer they should use with this text.

Most of this text tells me main ideas and supporting details, but I noticed something about this section of the text about the Maori. It compares and contrasts some aspects of Maori life with the lives of Aborigines in Australia. When we compare and contrast information, we should use a Venn diagram. This will help us understand how the Aborigines and Maori are similar and different. We will take a closer look at the similarities and differences between these groups of people when we reread the section on day 4.

- Summarize the main ideas, and add them to the graphic organizer.

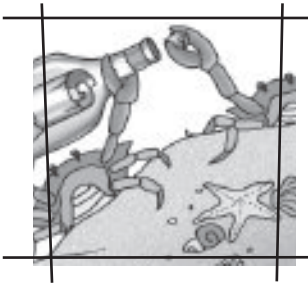
Preview Team Talk

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

Student Edition, page S-26

Team Talk

1. Why are the Maori expert wood carvers? |CE|
2. How does the text teach you the difference between a Maori taiaha and an Aboriginal spear? |CC|
3. On page 64, the author uses the phrase “aggressive display.” What does that mean? How did you figure that out? (Write-On) |CL|
4. How did Auckland get the nickname “City of Sails”? |CE|
 - a. People enjoy sailing in the harbor.
 - b. Stores in Auckland always offer discounts.
 - c. Many buildings are made from canvas sails.
 - d. Everyone takes boats to work.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 63 (paragraph 3)–66 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Why are the Maori expert wood carvers? |CE|

100 points = *The Maori are expert wood carvers because they use their carvings to tell stories and trace genealogies. Their carvings are important to their culture. 90 points* = *The Maori are expert wood carvers because they use their carvings to tell stories and trace genealogies. 80 points* = *They use their carvings to tell stories.*

2. How does the text teach you the difference between a Maori taiaha and an Aboriginal spear? |CC|

100 points = *The text teaches me the difference between a Maori taiaha and an Aboriginal spear by telling me how they are different. The text says the Maori taiaha is shorter, thicker, and stronger than an Aboriginal spear, and that it is not thrown. It also provides me a picture to compare the weapons. I can see how they are different. The picture has captions, so I know which is which. 90 points* = *The text teaches me the difference between a Maori taiaha and an Aboriginal spear by telling me how they are different. The text says the Maori taiaha is shorter, thicker, and stronger than an Aboriginal spear, and that it is not thrown. 80 points* = *The text explains how they are different, and there is a picture.*

3. On page 64, the author uses the phrase “aggressive display.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes the phrase “aggressive display” on page 64, he means the Maori made forceful or warlike showings to their enemies. I figured this out by reading ahead. The Maori tried to show that they were not afraid to fight or go into battle. They tried to frighten enemies by showing them how tough and warlike they could be with their war cries and Hakas. 90 points* = *When the author writes the phrase “aggressive display” on page 64, he means the Maori made forceful or warlike showings to their enemies. I figured this out by reading ahead. The Maori tried to show that they were not afraid to fight or go into battle. 80 points* = *They tried to scare their enemies by acting warlike and showing them they were brave.*

4. How did Auckland get the nickname “City of Sails”? |CE|

- a. People enjoy sailing in the harbor.
- b. Stores in Auckland always offer discounts.
- c. Many buildings are made from canvas sails.
- d. Everyone takes boats to work.

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

Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

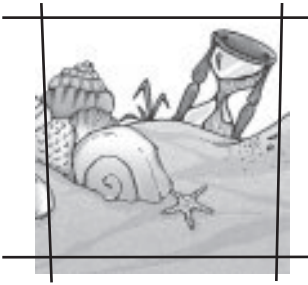
The Maori tried to look scary and threatening to their enemies before battles. What do you think happened when they did scare their enemies a lot? How do you think the battles went?

Sailing is preferred to surfing in Auckland. How do you think Auckland’s harbor might be different from Sydney’s harbor? Remember to think about what makes Bondi Beach popular.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Student Edition, page S-25

Pages 63 (paragraph 3) and 64

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the graphic of the anchor.

- Introduce the Word Power skill by showing a graphic of the anchor. Remind students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Remind students that words also have roots.
- Explain that word roots are used to build other words and that understanding word roots can help us define words.
- Reveal the Word Treasure (skill).

Word Treasure

Latin roots

If you have trouble reading and understanding words, look for Latin roots to help you figure out words.



- Write the word “deactivate” on the board. Tell students that this word has a Latin root, *de-*, that means removal of or from, goes away from, or negates something. Use **Think-Pair-Share** to have students tell you what it means to deactivate something. Randomly select a few students to share. *When you deactivate something, you cause it to not work or you turn it off.*

Blackline master provided.



deactivate

- Tell students that they will learn two other Latin roots in this cycle: *dis-*, which means removal or negation of something, and *ex-*, which means out or away from.
- Point out that the roots *de-* and *dis-* mean similar things. Explain that although these roots mean similar things, a word that uses one of the roots will not use the other. For example, *deactivate* is a word, but *disactivate* is not.
- Point out that knowing the word root can help us define the meaning of the word.
- Tell students that Captain Read More has found words with Latin roots in their vocabulary list for this cycle. Tell students to be on the lookout for the words with Latin roots the next time they review their vocabulary words.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-26 and S-27

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

- Make sure you debone the fish before you cook it for dinner. *Debone* means—
 - break the bones.
 - save the bones.
 - use the bones.
 - remove the bones.*
- My dad disapproves of eating too many sweets, so most of my snacks are fruits and vegetables. *Disapproves* means—
 - doesn't think well of something.*
 - wants to give more of something.
 - doesn't want to deny something.
 - wants to agree more about something.

Building Meaning			
embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

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.*

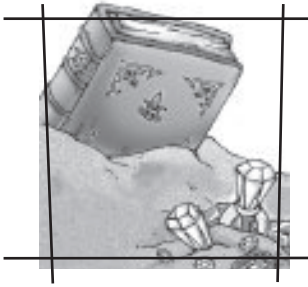
4. Choose the word that best fits in the blank.

Reggie's *expertise* is in baking cakes, but he is always willing to cook dinner or bake delicious cookies.



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

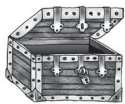
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

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

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

How have the Maori become expert wood carvers?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we learned more important ideas about New Zealand. The Maori are the indigenous people of New Zealand. They lived there several hundred years before European settlers arrived. Auckland is New Zealand's largest city.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 60 aloud, stopping at the phrase "blockbuster movies." Use a **Think Aloud** to model reading ahead to clarify this phrase.



A Collection of Readings,
page 60

New Zealand: Home of the Kiwis

Early in the morning, heavy dew settles on the steep, grassy hills and glistens in the sunlight. A shepherd guides his sheep carefully down the slope into the valley so they can drink from the brook. Far on the other side of the hills, waves crash against a rocky shore. The ocean mist sprays onto the deck of the fishing boats as sailors ready their craft for an early start on a day's work. The mountains in the distance are still covered in morning fog, but soon the clouds will break and the mountains will emerge to stand proud over the cities below.

Southeast of the main island of Australia is its much smaller neighbor, New Zealand. Captain James Cook came to New Zealand on the same journey during which he reached Australia. Whalers and traders from Europe settled around the coastal regions shortly after. It became an independent nation in 1907 and joined the British Commonwealth in 1926. Being part of the commonwealth meant New Zealand governed itself, but shared the interests and goals of the other nations in the commonwealth.

Like in Australia, the terrain of New Zealand varies greatly. While there are no desert areas, New Zealand does have rugged mountains, peaceful sandy beaches, tropical rainforests, and grassy plains. Major blockbuster movies have been filmed in New Zealand because of its captivating scenery.

“Major blockbuster movies...” I’m not sure what this phrase means. What’s a blockbuster movie? Maybe if I read ahead, I’ll figure out what it means. Read ahead by finishing the sentence. Oh, now I think I understand it better. Some movies have been filmed in New Zealand because it has great scenery. I bet it costs a lot of money to fly a movie crew to film in New Zealand. I think I also read another clue in the sentence. The word *major* is a clue. Major movies were filmed in New Zealand. That must mean they were important or big films. I think I understand what blockbuster movies might be. They are big, expensive movies that are really popular with moviegoers.

- Finish reading page 60 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.

A Collection of Readings,
page 60

Some of the mountainous areas are home to active volcanoes, crater lakes, and dangerously narrow passageways.

- Summarize the supporting details for the main ideas, and add them to the graphic organizer.
- Remind students that they will clarify confusing ideas as they read *Australia and New Zealand: The Crowns of Oceania*.

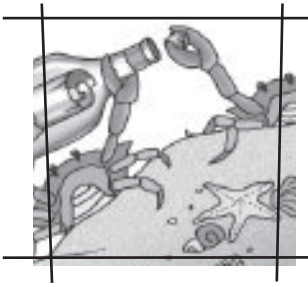
Preview Team Talk

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

Student Edition, page S-27

Team Talk

1. What makes the Tongariro Alpine Crossing challenging? |CE|
2. Swimming in Blue Lake is forbidden because— |CE|
 - a. it is full of deadly minerals.
 - b. it is hot from the volcano.
 - c. it is sacred to the Maori.
 - d. it is freezing cold to touch.
3. Is the Poor Knights Marine Reserve the only place in New Zealand where you can swim peacefully with fish? How can you tell? |DC|
4. On page 62, the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor.” What does that mean? How did you figure that out? (Write-On) |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 61 and 62 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What makes the Tongariro Alpine Crossing challenging? |CE|

100 points = *The Tongariro Alpine Crossing is challenging because it winds around steep cliffs, steaming volcanoes, and lava flows. The trail ends at the top of the mountain, which is more than 6,000 feet high.*

90 points = *The Tongariro Alpine Crossing is challenging because it winds around steep cliffs, steaming volcanoes, and lava flows.* **80 points** = *It winds around steep cliffs, steaming volcanoes, and lava flows.*

2. Swimming in Blue Lake is forbidden because— |CE|

- a. it is full of deadly minerals.
- b. it is hot from the volcano.
- c. *it is sacred to the Maori.*
- d. it is freezing cold to touch.

Team Talk *continued*

3. Is the Poor Knights Marine Reserve the only place in New Zealand where you can swim peacefully with fish? How can you tell? |DC|

100 points = No. The Poor Knights Marine Reserve is not the only place in New Zealand where you can swim peacefully with fish. The text says there are sixteen other marine reserves around New Zealand. You can probably swim with fish in these places as well. **90 points** = No. The Poor Knights Marine Reserve is not the only place in New Zealand where you can swim peacefully with fish. The text says there are sixteen other marine reserves. **80 points** = No. There are sixteen other reserves.

4. On page 62, the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor.” What does that mean? How did you figure that out? (Write-On) |CL|

100 points = When the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor,” he means it gave New Zealanders a way to see the creatures sheltered or living in the oceans. I figured this out by thinking about the big topic and rereading. The text is about Australia and New Zealand, which are both islands surrounded by ocean. The page talks about a marine reserve where people can swim with fish and see coral reefs. The fish and other creatures are life sheltered by and living in the ocean.

90 points = When the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor,” he means it gave New Zealanders a way to see the creatures sheltered or living in the oceans. I figured this out by thinking about the big topic and rereading. The text is about Australia and New Zealand, which are both islands surrounded by ocean. People go to the marine preserves to see fish and corals living in the ocean. **80 points** = He means the fish and corals living in the ocean.

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

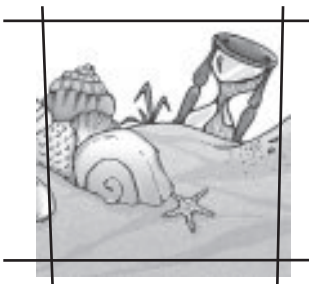
Class Discussion TP

Strategy-Use Discussion

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

Think-and-Connect Discussion	Team Talk Extenders	<p>– 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.</p> <p>– Allow students time to discuss your questions.</p> <p>– Use Random Reporter to select students to respond to your questions.</p>
		<p>The Maori believe Blue Lake is sacred. Do you think it is important for hikers and visitors to Tongariro to respect the beliefs of the Maori? Why or why not?</p> <p>Preservation and conservation of the land and natural habitats are important to both Australians and New Zealanders. Do you think they are right to protect so many habitats? Why or why not?</p>
		<p>– Award team celebration points.</p>

Write-On Discussion	<p>– 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.</p> <p>– Award team celebration points.</p> <p>– 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.</p>
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

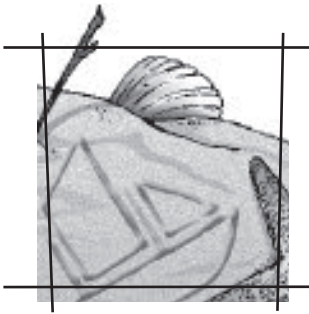
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25

Pages 63 (paragraph 3) and 64 or page 61

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (Latin roots) and the Word Treasure clue Captain Read More uses for them (an anchor).
- Use **Think-Pair-Share** to have students identify the Latin roots and their meanings they are studying in this cycle. Randomly select a few students to share responses. *De-* = removal of or negate; *dis-* = removal of or negate; *ex-* = away or out from.
- Use **Think-Pair-Share** to have students identify vocabulary words that contain the Latin roots and what the words means. Randomly select a few students to share responses. *Deforestation* = removal of trees; *exhilarating* = cheering out.
- Point out to students the meaning of the word *exhilarating*.

Your vocabulary word *exhilarating* is tricky. It might not be very clear at first how the meaning “cheering out” could be related to something being thrilling. First if we remove the suffix on the word *exhilarating*, we get the word *exhilarate*. This means make cheerful or merry. Think about how you feel if you are exhilarated. You feel very happy. You are probably showing your happiness outwardly by smiling, laughing, or cheering. So the prefix *ex-*, which means out or away, makes sense here. Sometimes you have to break words with Latin roots down a little further to better understand what they mean.

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

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

Student Edition,
pages S-27 and S-28

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

- As you blow up a balloon, its sides expand until you stop blowing or it pops. *Expand* means—
 - shrink up.
 - rub out.
 - stretch out.
 - fall in.
- Lana’s dog has distaste for turkey and will only eat food and snacks made with beef. *Distaste* means—
 - does not enjoy the flavor.
 - does not like how it looks.
 - does not love how it feels.
 - does not approve of the smell.

Building Meaning

embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

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

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.
- Choose the word that best fits in the blank.

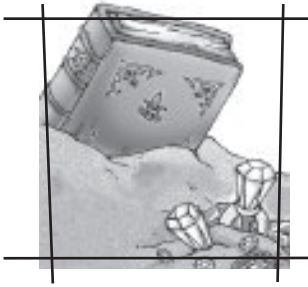
Mountains have a certain amount of durability because it takes millions of years to wear them down to rocks.



- 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 class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

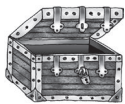
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

What isn't allowed at Blue Lake?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we learned some more details about New Zealand as we reread the text. New Zealand has some pretty dramatic landscapes. Tongariro National Park has both harsh and peaceful landscapes. It has active volcanoes and steep cliffs along the Tongariro Alpine Crossing, and an easier going and gently sloping path up the mountain on the Katatahi Hut Track. It has beautiful lakes that are important to Maori culture. The Poor Knights Marine Reserve is a safe place for fish and other sea life. People are not allowed to fish there, but they can dive and study the fish and corals up close. New Zealand has sixteen reserves similar to the Poor Knights Marine Reserve.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 63, stopping with the sentence that ends with the phrase "originated in China and traveled from island to island all the way down to New Zealand." Use a **Think Aloud** to model clarifying the phrase.



A Collection of Readings,
page 63

Indigenous New Zealand: Maori

In the light of a full moon, an intimidating face stares out at the ocean, sticking out its tongue. The face is carved out of a dark red log, driven into the sand and standing tall over the beach. The artist crouches in the sand beside it, carefully carving his creation with a sharp stone. His neighbor paddles ashore in a long canoe toting several fish on the end of his spear. They walk together through the dark forest back to the village where the large fire pits crackle and smolder, and the villagers wait for the fish the men carry.

(continued on next page)

Before Captain James Cook sailed to New Zealand, an entire group of people had come to New Zealand already and made it their new home. The earliest inhabitants of New Zealand are the Maori. Unlike the Aborigines of Australia, the Maori have lived in New Zealand for about one thousand years. They most likely came to the island by canoe somewhere between the ninth and thirteenth centuries. Where exactly they came from is still a mystery. They are widely thought to have originated in China and traveled from island to island all the way down to New Zealand.

“...originated in China and traveled from island to island all the way down to New Zealand.” Let’s stop for a minute. I’m not sure what this phrase is saying. Are the Maori considered Chinese? Maybe if I look for clues from the text, I can figure it out. I remember there was a map on page 61 of the text. Let me look at that. Turn to the map, encouraging students to do so as well. OK, I see how the Maori could have gotten to New Zealand. Up in the top left corner, I can see part of China. That’s where the Maori people must have started. There are a lot of small islands in this part of the world. I think the original travelers must have just kept sailing to one island, then moving to the next one, and then the next. Eventually they would have made it to New Zealand. I also reread the text. It says the Maori have lived in New Zealand for a few thousand years. That’s a long time. They must have left China a long time ago, so that’s why they are very different from the Chinese. Now I understand how they traveled and arrived in New Zealand.

- Finish rereading page 63 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.

A Collection of Readings,
page 63

They speak only one language, called Maori. Today the culture of the Maori, called Maoritanga, is preserved by efforts to teach young Maori children their native language. Like the Aborigines, the Maori use storytelling to pass on their history. But the main way that their heritage and traditions are passed on is through their carefully crafted artwork.

The Maori are very skilled craftsmen. They incorporate beautiful carvings on their tools, weapons, and artwork. Each carving has an important meaning, and many are used to tell stories or trace genealogies. Only those raised in Maori culture know how to interpret the meaning of the carvings. Subtle details, like patterns and the shape of the head, are important in communicating specific information.

- Remind students that they will clarify confusing ideas as they read *Australia and New Zealand: The Crowns of Oceania*.
- Remind students that they should be filling out a Venn diagram for the section of the text about Maori. Use a **Think Aloud** to model adding ideas to the Venn diagram.

Remember, this section compares and contrasts a lot of information about the Aborigine and Maori. Something the Aborigine and Maori have in common is that they are both the native inhabitants of their land. Something that is different is that while the Aborigine have been in Australia for thousands of years, the Maori have only been in New Zealand for about one thousand years. The text also says the Maori only speak one language. If I recall from last week’s reading, the Aborigine are actually many different tribes that speak a lot of different languages. Both cultures use stories to tell their history. I’ve identified some similarities and differences between these groups of people. Remember to add information to your Venn diagrams as you continue reading the section about the Maori.

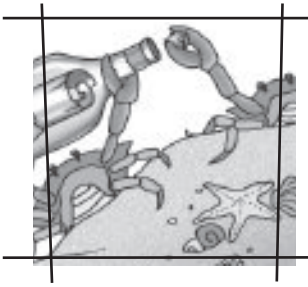
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-28

Team Talk

1. The New Zealand All Blacks keep Maori traditions by— |CE|
 - a. tattooing their faces to scare other teams.
 - b. performing a Haka before rugby games.
 - c. bringing carved patus with them on the field.
 - d. having taiaha fights on the field before games.
2. On page 65, the author writes that you can get a “360 degree view” from the top of the Sky Tower in Auckland. What does that mean? How did you figure that out? (Write-On) |CL|
3. What information do you learn from the text box on page 66? Why do you think the author provides this? |TF • AP|
4. Use your graphic organizer to summarize information from this cycle of *Australia and New Zealand: The Crowns of Oceania*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 63 (paragraph 3)–66 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. The New Zealand All Blacks keep Maori traditions by— |CE|
 - a. tattooing their faces to scare other teams.
 - b. *performing a Haka before rugby games.*
 - c. bringing carved patuas with them on the field.
 - d. having taiaha fights on the field before games.

Team Talk *continued*

2. On page 65, the author writes that you can get a “360 degree view” from the top of the Sky Tower in Auckland. What does that mean? How did you figure that out? (Write-On) |CL|

100 points = *When the author writes that you can get a “360 degree view” from the Sky Tower in Auckland on page 65, he means that you can see all around the city in a big circle. I figured this out by rereading the text. It says there is a rotating restaurant at the top of the sky tower. That means the restaurant moves in a circle. There must be windows looking out at the city, so people can see the whole city while sitting at a table. I also know that a circle is 360 degrees around.* **90 points** = *When the author writes that you can get a “360 degree view” from the Sky Tower in Auckland on page 65, he means that you can see all around the city in a big circle. I figured this out by rereading the text. It says there is a rotating restaurant at the top of the sky tower.* **80 points** = *It means you can see the whole city in a big circle while in the rotating Sky Tower.*

3. What information do you learn from the text box on page 66? Why do you think the author provides this? |TF • AP|

100 points = *I learn some facts about Australia and New Zealand from the text box on page 66. I learn the populations, sizes, languages, national sports, and national animals of each country. I think the author provides this information so I can compare and contrast Australia and New Zealand.* **90 points** = *I learn some facts about Australia and New Zealand from the text box on page 66. The author wants to compare and contrast the countries.* **80 points** = *I learn facts about Australia and New Zealand. He wants me to compare and contrast.*

4. Use your graphic organizer to summarize information from this cycle of *Australia and New Zealand: The Crowns of Oceania*. |SU|

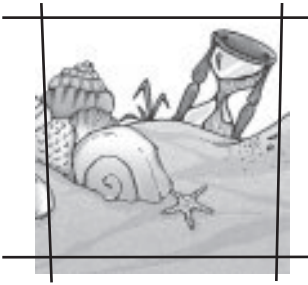
100 points = *In Australia and New Zealand: The Crowns of Oceania, I learned that New Zealand has some things in common with Australia, but that it is also different. New Zealand has more dramatic landscapes, with Tongariro National Park being a major attraction for tourists who want to see beautiful scenery. The Poor Knights Marine Reserve is a place where people can go diving with tropical fish that are not afraid of humans. New Zealand has many marine reserves like this. The Maori are New Zealand’s indigenous people who have lived there for thousands of years. Auckland is the biggest city and is a popular place to go sailing.* **90 points** = *In Australia and New Zealand: The Crowns of Oceania, I learned that New Zealand has some things in common with Australia, but that it is also different. Tongariro National Park is a major attraction for tourists. The Poor Knights Marine Reserve is a place where people can go diving with tropical fish. The Maori are New Zealand’s indigenous people. Auckland is the biggest city.* **80 points** = *Tongariro National Park is popular in New Zealand. The Poor Knights Marine Reserve has many tropical fish. The Maori are New Zealand’s indigenous people. Auckland is the biggest city.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How are the Australian Aborigines and New Zealand Maori similar? How are they different? What explains these differences?</p> <p>Both Australia and New Zealand were largely settled by the British. Do you think the culture of these countries might closely resemble that of England? How do you think the distance between them and England has affected this?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How are the Australian Aborigines and New Zealand Maori similar? How are they different? What explains these differences?</p> <p>Both Australia and New Zealand were largely settled by the British. Do you think the culture of these countries might closely resemble that of England? How do you think the distance between them and England has affected this?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

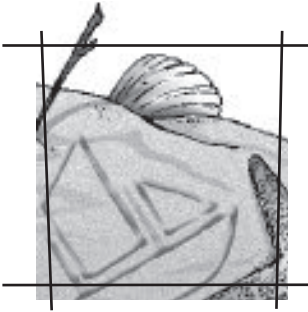
Timing Goal: 5 minutes

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

Student Edition, page S-25

Pages 63 (paragraph 3) and 64, page 61, or pages 65 and 66

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (Latin roots) and the Word Treasure clue Captain Read More users for them (anchor).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn Latin roots. Randomly select a few students to share. *Many words contain Latin roots. Knowing the root word can help you figure out what a word means.*
- Display the Word Power Challenge.

Word Power Challenge

desegregate

export



- Use **Team Huddle** to have students tell you the meanings of the words. Use **Random Reporter** to select students share answers. *Desegregate = stop separating two groups; export = send or ship out from a country.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, pages S-28 and S-29

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

- We discouraged the cat from climbing the curtains by squirting him with water whenever we caught him. *Discouraged* means—
 - make bold.
 - stopped bravely.*
 - always allow.
 - encourage freely.
- The young prince dethroned his father and began ruling the country as a fair and just king. *Dethroned* means—
 - threw out a chair.
 - made a king a prince again.
 - made a new throne.
 - removed from power.*

Building Meaning			
embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

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

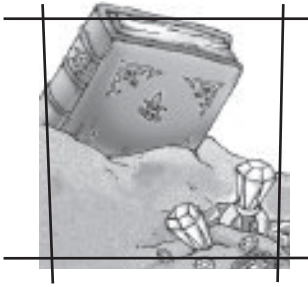
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

Arithmetic is a staple of all grade school class plans, even if it's not the favorite subject of many students.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

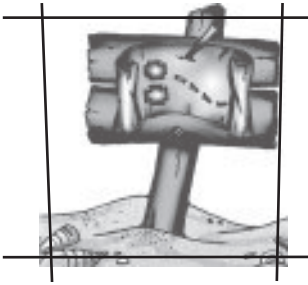
Today you will read about the kiwi. New Zealanders are often called kiwis, after the national animal.

Vocabulary TP

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

Prepare Students for the Test

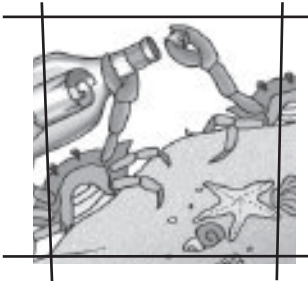
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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

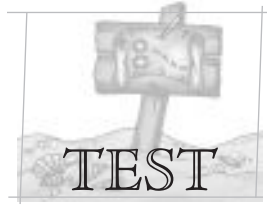


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

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

The kiwi is the national bird of New Zealand, its native habitat. This brown bird is about the size of a chicken, but its closest relatives are Australian emus and cassowaries and African ostriches. The kiwi is a strange-looking bird. Its feathers are long and loose and look more like hair. It cannot fly and almost has no wings at all. It makes up for its lack of flight with strong legs and speed. Kiwis usually mate for life. The female lays an egg that is almost as large as she is. After it's laid, the male takes over incubating the egg until it hatches. Baby kiwis look like miniature versions of their parents, and are ready to leave the nest after just twenty days.

For thousands of years, kiwis had no natural enemies in New Zealand. However, when European settlers arrived, they brought predators with them. They brought dogs, cats, weasels, and rats on ships with them, sometimes by accident. Now the kiwi is endangered. New Zealand has stepped up efforts to protect their national bird by caring for eggs and chicks until they are old enough to escape harm. People in New Zealand have also tried to help by controlling their pets and keeping them from attacking these little birds.

Source: www.sandiegozoo.org/animalbytes/t-kiwi.html

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of the text is kiwi birds. I know this is the topic because the first sentence explains that the kiwi is New Zealand's national bird.*

The rest of the passage tells me information about the kiwi, such as what it looks like and that it is an endangered species.

15 points = *The topic of the text is kiwi birds. I know this is the topic because the first sentence explains that the kiwi is New Zealand's national bird.*

10 points = *It is about the kiwi. The first sentence tells me it is about the kiwi.*

30 points

2. What is the intent of the author? |AP|
- to inform the reader about kiwis
 - to entertain the reader with pictures of kiwis
 - to compare kiwis to other birds
 - to persuade the reader to get a kiwi for a pet

How do you know?

20 points = I know the intent of the author is to inform because I learn a lot of information about kiwis. I learn that kiwis are native to New Zealand. I learn how big kiwis are and what birds they are related to. I learn what life is like for a kiwi. I also learn how people are helping the kiwi survive.

15 points = I know the intent of the author is to inform because I learn a lot of information about kiwis. I learn that kiwis are native to New Zealand. I learn how big kiwis are and what birds they are related to. **10 points** = I learn a lot of information about kiwis.

20 points

3. In the first paragraph, the author says male kiwis take over “incubating the egg.” What does this mean? How did you figure this out? |CL|

20 points = When the author says males take over “incubating the egg” he or she means males sit on the egg and keep it warm. I figured this out by reading ahead. It says the male does this until the egg hatches. I know that birds make nests and sit on eggs to hatch them. They have to keep the eggs warm enough until the chick is ready to hatch. When the male is incubating the egg, he must be sitting on it and keeping it warm.

15 points = When the author says males take over “incubating the egg” he or she means males sit on the egg and keep it warm. I figured this out by reading ahead. It says the male does this until it hatches. I know that birds make nests and sit on eggs to hatch them. **10 points** = It means he sits on the egg to keep it warm. This is how birds hatch eggs.

20 points

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

20 points = Kiwis are the national bird of New Zealand. They are related to emus, cassowaries, and ostriches. They have long thin feathers that look like hair and cannot fly. Kiwis mate for life and lay a very large egg that the male looks after. Kiwis are endangered because Europeans introduced predators to New Zealand. People in New Zealand have been working to protect kiwis from harm. **15 points** = Kiwis are the national bird of New Zealand. They have feathers that look like hair and cannot fly. Kiwis mate for life, and males look after eggs. Kiwis are endangered. People have been working to protect kiwis from harm. **10 points** = Kiwis are the national bird of New Zealand. They cannot fly. Kiwis mate for life. Kiwis are endangered. People try to protect kiwis from harm.

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

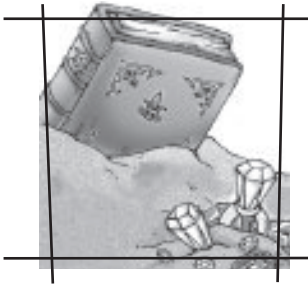
Choose the answer that means the closest to the underlined word in the sentence.

- 5 points**
1. If you make a pile of old leaves, grass clippings, and vegetable peels in your backyard, it will decompose into rich dirt for your garden. *Decompose* means—
- come together in its original form.
 - break down into smaller pieces.*
 - make into a newer and cleaner product.
 - remove itself from your sight.
- 5 points**
2. We painted the exterior of our house blue so it would look different from all the other homes on the street. *Exterior* means—
- window.
 - outside.*
 - inside.
 - garage.
- 5 points**
3. A magician can only make it seem like objects disappear with clever tricks and illusions. *Disappear* means—
- show to everyone.
 - take away.
 - give back.
 - make not seen.*
- 5 points**
4. One of my brothers distracted me while the other stole my cookies off my lunch plate. *Distracted* means—
- removed me from my seat.
 - picked a fight.
 - made not pay attention.*
 - told me a story.

Building Meaning

embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

- 10 points** 5. Write a meaningful sentence for the word *exhilarating*.
- 10 points** = Nancy found it exhilarating to ride on the Ferris wheel at the fair because she could see everything from the top of the wheel, and she loved the feeling in her stomach as she swooped around in a circle. **5 points** = Nancy found it exhilarating to ride on the Ferris wheel at the fair because she could see everything from the top of the wheel. **1 point** = Nancy found it exhilarating to ride on the Ferris wheel at the fair.
- 10 points** 6. I think I'm a good all-around football player, but my *expertise* is in playing quarterback and throwing the ball.
- 10 points** 7. The kitchen is the hub of activity in our house, and everyone gathers there to relax and talk. *Hub* means—
- a. corner.
 - b. center.
 - c. platform.
 - d. separation.
- 10 points** 8. Many states declare certain places nature preserves so animals are protected from *deforestation* and development of their homes.
- 10 points** 9. As the prince was about to embark on his dangerous quest, the princess blew him a kiss for good luck. *Embark* means—
- a. retreat.
 - b. complete.
 - c. begin.
 - d. skip.
- 10 points** 10. A good woodworker makes sure there is *durability* to his furniture by using high quality woods that are hard and strong.
- 10 points** 11. The new neighbor's dog looked intimidating at first, but proved to be very sweet once he met you. *Intimidating* means—
- a. frightening.
 - b. sickening.
 - c. encouraging.
 - d. comforting.
- 10 points** 12. Teamwork is the *staple* of a good basketball team because all the players need to work together to successfully move the ball down the court.

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

Set the Stage

- Introduce the writing goal.

Imagine that you are a student at a school in New Zealand. Today you will write a proposal for the principal, called a headmaster in New Zealand, outlining your plan for a class camping trip or visit to Tongariro National Park or the Poor Knights Marine Reserve. You want your headmaster to allow your class to experience one of these parks up close.

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 proposal.

Have you ever had a great idea for a project you wanted to share with someone? Maybe you needed permission to do something from a parent, guardian, or other adult. Sometimes the best way to present an idea is to make a proposal. When you write a proposal, you organize what you want to do, what you need to do it, a schedule for completing it, and describe a desired outcome for the project.

- Display the following proposal.

Blackline master provided.

Date: March 3, 2011

To: Mr. Artie Plank

From: Ben Plank, Julius Fisher, and Armando Juarez

Subject: Constructing a Tree House

Project Description: Julius, Armando, and I want to create a tree house in the apple tree in our backyard. We plan to build a tree house large enough to support us and two other children.

Materials Needed:

1. Wood for a 10' x 10' floor; four walls, 7' wide by 5' tall; pointed roof; 10' x 10' x 4' railing around the floor
2. Hammers
3. Nails
4. Wood glue
5. Blue and black paint for the house
6. Rope to make a ladder

Deadlines and procedures:

1. March 7: Create blueprints by measuring the tree and area.
2. March 14: Begin construction of the floor of the tree house.
3. March 21: Complete floor construction if necessary.
4. March 28: Construct a railing for safety.
5. April 4: Begin construction of the house.
6. April 9–13: Finish construction of the house, roof, painting, and ladder during spring break.

Outcome: Our tree house will be a safe, sturdy place for my friends and me to hang out, do homework, and enjoy the outdoors.

Are our plans for construction reasonable? We would appreciate your input on our project.



- Use **Think-Pair-Share** to have students tell what is being proposed in the proposal. Randomly select a few students to share. *Three boys want to build a tree house in an apple tree in a backyard.*

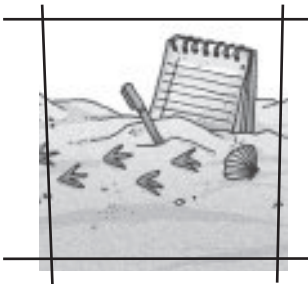


- Use **Team Huddle** to discuss the parts of a proposal with students. Use **Random Reporter** to select students to share.

A proposal is just a detailed plan for a project. At the top of your proposal, it is important to include a date, the name of the person to whom you are giving this proposal, the name or names of the people presenting the proposal, and the subject of the proposal. Notice that the words *date*, *to*, *from*, and *subject* all appear before the information, capitalized and followed by a colon. Circle or highlight this information on the board or overhead. Then the proposal has three parts. In the beginning,

you propose your project. What do the boys propose? *They propose making a tree house in an apple tree in Ben's backyard. They want it to fit at most five children.* **Good. The boys give a brief description of their idea. Next is the middle of the proposal. This is where you detail how your project will be completed. What information do the boys provide?** *They provide a list of materials they need and measurements. They provide a schedule to show how long they think it will take to complete the project and to detail when they plan to work on it.* **Great! If you are looking for permission to do something, providing details about how you want to accomplish your goal is helpful. Finally there is an ending to a proposal. This is where you describe what you want to happen from your project and ask for approval on the project. What do the boys say in the proposal?** *They say their tree house will give the boys a safe place to play, relax, do homework, and enjoy the outdoors. They ask if they have made a good plan and if Ben's father has any suggestions.* **Great! It is good to ask for suggestions. The person you are giving the proposal to might have answers or a different and easier way to accomplish something.**

- Point out to students how the proposal is organized using headings, lists, and numbers. Explain that organization is important to making a proposal clear and easy to follow.
- Tell students that they will write proposals for a class field trip to camp or pay a visit to either Tongariro National Park or Poor Knights Marine Reserve.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a proposal for a class field trip to camp at or visit Tongariro National Park or Poor Knights Marine Reserve.



- 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

Imagine that you are a student in New Zealand and your class has won a large amount of money. You think your class should go on a field trip to either Tongariro National Park or Poor Knights Marine Reserve. Write a proposal to the headmaster to provide details about what you propose. Your proposal should have a heading that provides the date, the name of the headmaster, your name, and the subject. Your proposal should have a beginning that introduces your idea. The middle should provide at least four details about how you will organize and schedule the trip. The ending should describe how the field trip will help students and ask for approval. Remember to use headings and write your ideas in complete sentences.

Scoring Guide

You wrote a proposal for a class field trip to Tongariro National Park or Poor Knights Marine Reserve.	25 points
You include a heading (the date, the name of the headmaster, your name, and the subject).	5 points each (20 points maximum)
The beginning introduces the idea.	15 points
The middle provides at least four details about organizing and scheduling the trip.	5 points each (20 points maximum)
The ending describes how the trip will help students and will ask for approval.	15 points
You use headings and write your ideas in complete sentences.	5 points

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

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

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

Sample Graphic Organizer**Drafting**

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.

- Using the chart in the student routines, review how to make revisions. **SR**
- Remind students that their proposals should be in a particular format.

Remember that a proposal is an organized form of writing that helps you present ideas clearly. It is important to remember the parts of a proposal, including headings. Your ideas might not seem clear to the recipient of your proposal if they are not organized well.

- Display the sample proposal.

Blackline master provided.

Date: December 10, 2010

To: Headmaster Brown

From: Arianna Lexington

Field trip description: I propose that the sixth grade class take a camping field trip to Tongariro National Park. The class will camp as a group on the park's campsite using tents and other camping equipment.

Things Needed for the Trip:

1. Permission slips from students
2. Buses
3. Camping gear (tents, mess kits, pots, pans, food, etc.)

1. Feb. 1, 2012: Students will hand in signed permission slips from their parents.

2. April 9–13: We will leave for Tongariro from school by bus and camp until the morning of April 13, when we will return to the school by bus.

Outcome: Camping at Tongariro will give us an up-close experience with nature. While there, we will have opportunities to hike the trails, see different geological features of the mountain, and learn Maori myths about the mountain.



- Use **Random Reporter** to have students identify what is missing from the proposal.

Let's check this proposal and see what information it might be missing. Remember that a proposal starts with a heading. Is there anything missing here? Yes. There is no subject. You are right! There is no subject. You have probably seen or sent e-mails to friends. A subject is important for letting people know what a proposal will be about. What could be the subject of this proposal? Subject: Camping Field Trip to a National Park. Right! Let's keep looking. I think the beginning of the proposal is good. It has a heading and tells what Arianna wants to do. Let's look at the middle. Is anything missing? Yes. There is no heading before the dates. Great! There are two dates hanging out there with no heading. What do you think they are? They are a schedule. The heading should say Schedule. Good. Someone might wonder what the dates should be. They might think they should be a part

of the list of things needed for the trip. We have reached the ending. Is something missing here? *Yes. Arianna does not ask for approval. She should have a sentence or two asking the headmaster to approve her idea and she should ask the headmaster if he or she has suggestions. Great!*

- Tell students to help their partners identify information that might be missing from their proposals.
- 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.

Blackline master provided.

Date: December 10, 2010

To: Headmaster Brown

From: Arianna Lexington

Subject: Camping Field Trip at a National Park

Field trip description: I propose that the sixth grade class take a camping field trip to Tongariro National Park. The class will camp as a group on the park's campsite using tents and other camping equipment.

Things Needed for the Trip:

1. Permission slips from students
2. Buses
3. Camping gear (tents, mess kits, pots, pans, food, etc.)

Schedule:

1. Feb. 1, 2012: Students will hand in signed permission slips from their parents.
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Outcome: Camping at Tongariro will give us an up-close experience with nature. While there, we will have opportunities to hike the trails, see different geological features of the mountain, and learn Maori myths about the mountain.

Is this an acceptable way for the class's prize money to be spent? I would appreciate any suggestions on how to make this trip a success.

- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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

The Highest Peak

On the morning of May 29, 1953, Edmund Hillary and his guide, Tenzing Norgay, made their final assault. No one had ever done what they were about to do. They climbed and climbed. Then, around noon that day, they made it. Hillary and Norgay reached the peak of Mount Everest, the highest mountain in the whole world.



Date: March 3, 2011

To: Mr. Artie Plank

From: Ben Plank, Julius Fisher, and Armando Juarez

Subject: Constructing a Tree House

Project Description: Julius, Armando, and I want to create a tree house in the apple tree in our backyard. We plan to build a tree house large enough to support us and two other children.

Materials Needed:

1. Wood for a 10' x 10' floor; four walls, 7' wide by 5' tall; pointed roof; 10' x 10' x 4' railing around the floor
2. Hammers
3. Nails
4. Wood glue
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6. Rope to make a ladder

Deadlines and procedures:

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Outcome: Our tree house will be a safe, sturdy place for my friends and me to hang out, do homework, and enjoy the outdoors.

Are our plans for construction reasonable?

We would appreciate your input on our project.

Date: December 10, 2010

To: Headmaster Brown

From: Arianna Lexington

Field trip description: I propose that the sixth grade class take a camping field trip to Tongariro National Park. The class will camp as a group on the park's campsite using tents and other camping equipment.

Things Needed for the Trip:

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2. Buses
3. Camping gear (tents, mess kits, pots, pans, food, etc.)

Schedule:

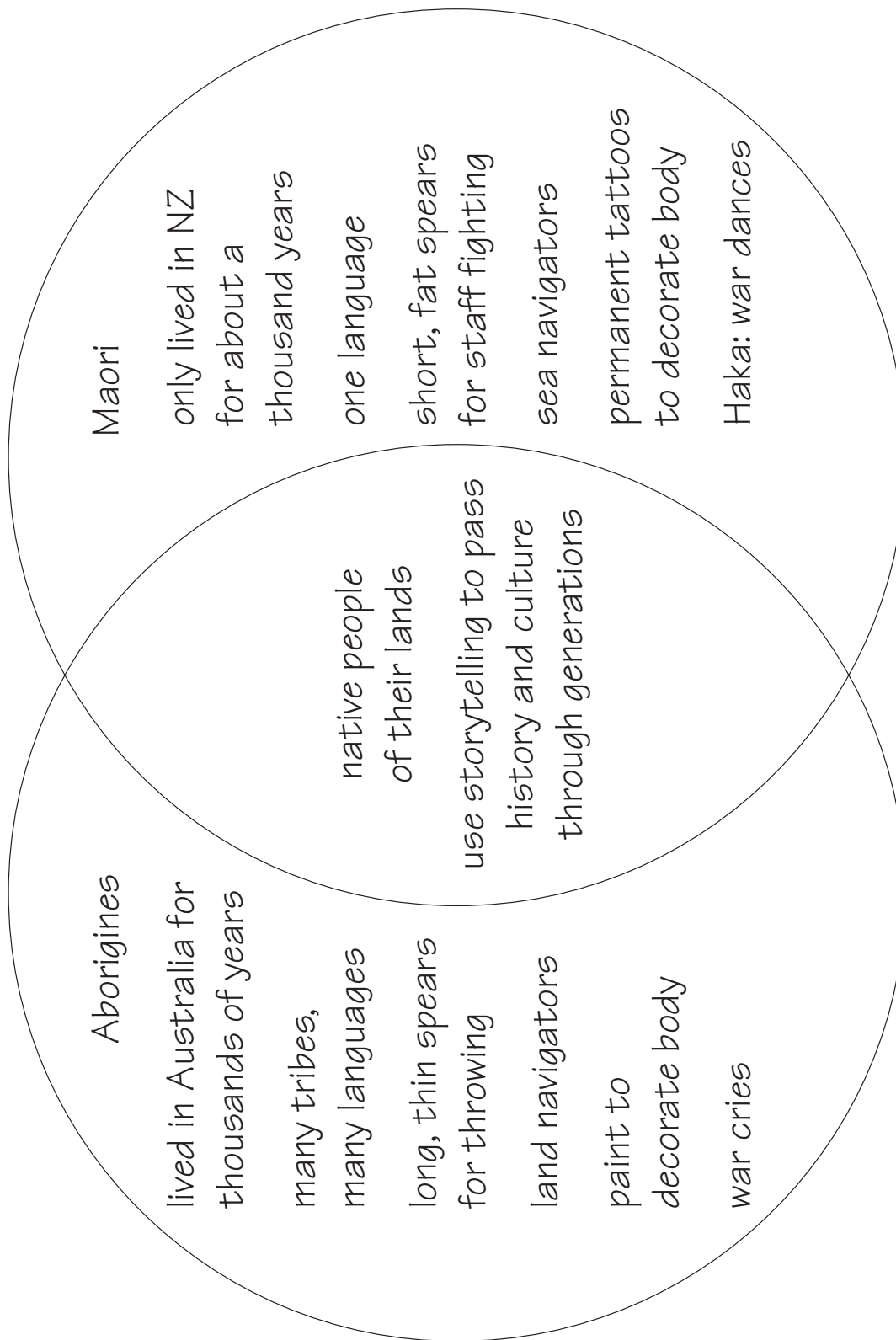
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Outcome: Camping at Tongariro will give us an up-close experience with nature. While there, we will have opportunities to hike the trails, see different geological features of the mountain, and learn Maori myths about the mountain.

Is this an acceptable way for the class's prize money to be spent? I would appreciate any suggestions on how to make this trip a success.

Australia and New Zealand: The Crowns of Oceania, cycle 2
Title: (pp. 57, 63, and 64)

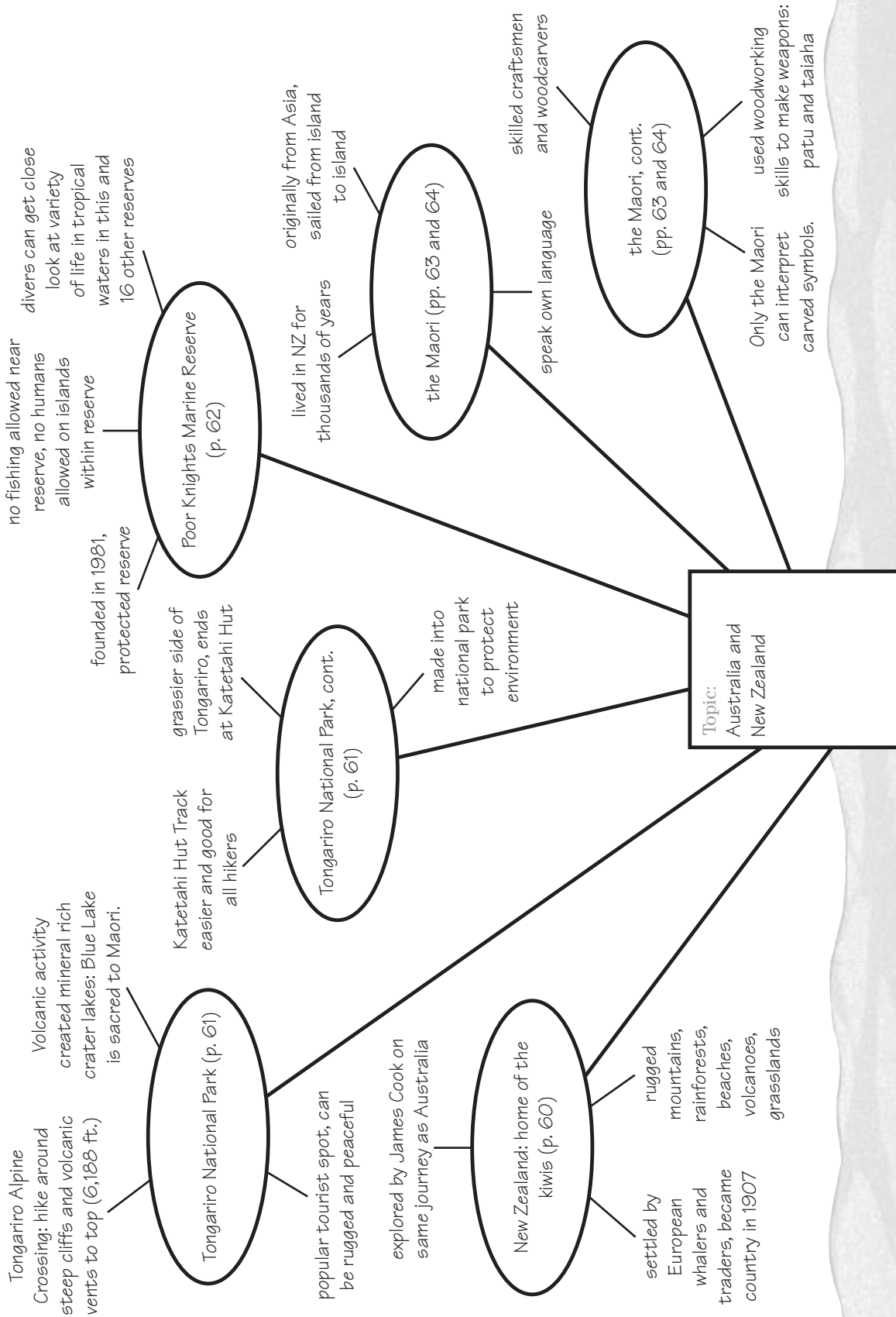
Venn Diagram





Idea Tree

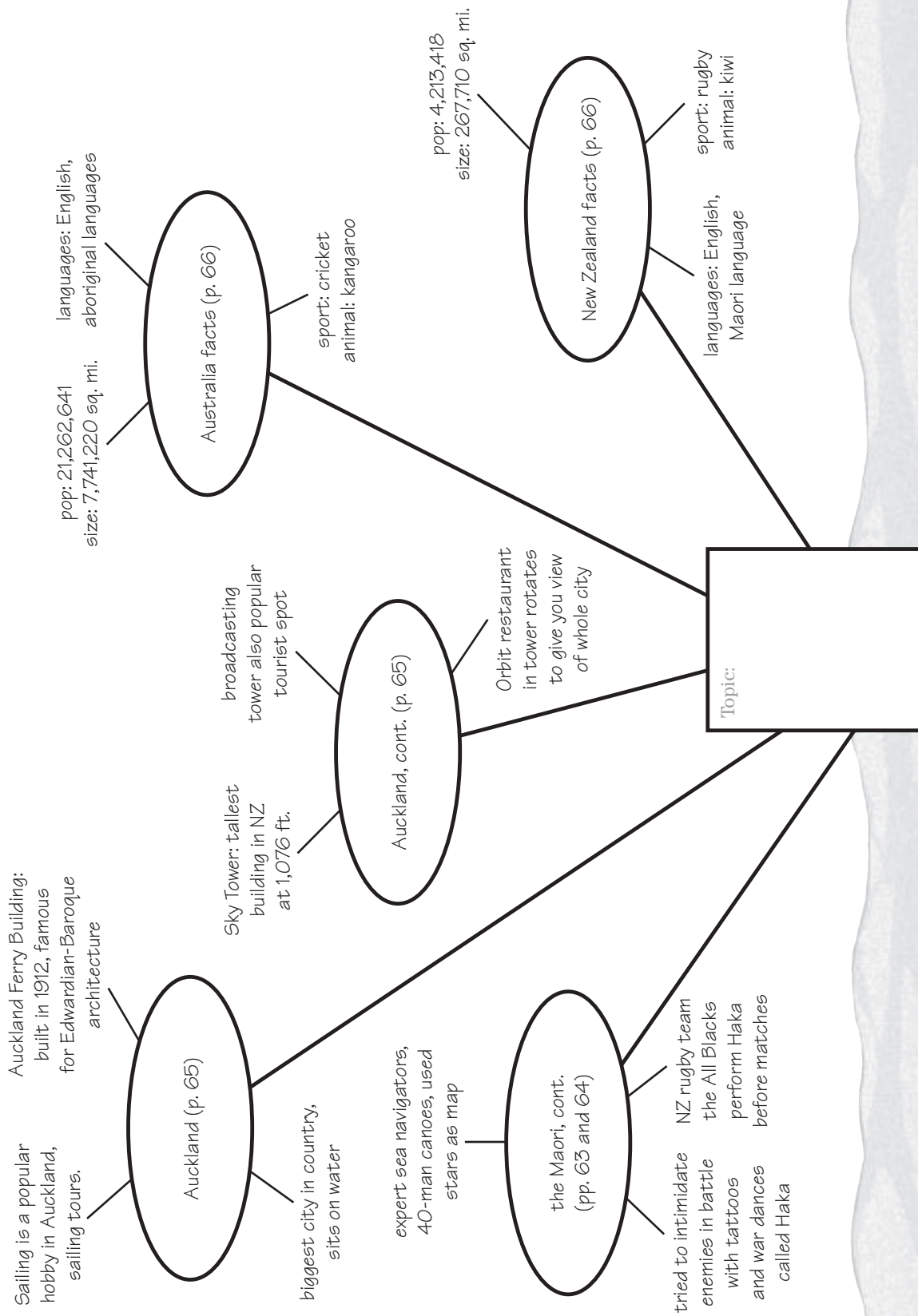
Title: Australia and New Zealand: The Crowns of Oceania, cycle 2



Australia and New Zealand: The Crowns of Oceania,
Title: cycle 2, cont.



Idea Tree



Common Core State Standards

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

LEVEL 6 / Australia and New Zealand: The Crowns of Oceania

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

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Clarifying Sticky Situations with the Strategy Spies

DAY 1

Strategy Spies' Challenge

Hi!

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

The Techno-Geeks,
Kate and Fred

How do you say the underlined words?

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

DAY 2

Strategy Spies' Challenge

Hi!

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

Thanks!

Kate and Fred

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

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

Message:

VLR XOB X DLLA PMV!

Standard alphabet:

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

Caesar's alphabet:

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

DAY 3

Strategy Spies' Challenge

Hi!

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

Good luck!
Kate and Fred

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

Anthony Johnson Leaves the Arcade

Word	Identification Strategy	Definition	Sentence
amassed	base word + ending	stored up	The chipmunk <i>amassed</i> a huge pile of acorns to get him through the winter.
permission	chunk	freedom to do something	You should get <i>permission</i> from your brother before you go into his room.
technology	-ch = /k/ chunk	advances in science and machines	The Internet is one of the best parts of twentieth-century <i>technology</i> .
press	blend	magazines, newspapers, and other things people read for news; media	Some folks read the newspaper and other written <i>press</i> for news, but I prefer to watch television.
intact	chunk	in one piece	After Bill crashed his bike, he checked to make sure all of his bones were <i>intact</i> before he got up and rode away.
awesome	chunk	amazing, stunning	The <i>awesome</i> light show shocked us all into silence.
jovial	chunk	happy, easy to get along with	Charlie was so <i>jovial</i> that he had friends all over the place.
indignation	chunk	anger	Joe felt a lot of <i>indignation</i> at the way he was mistreated by others.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 8	Page 8 or 10	Page 8, 10, or 12

DAY 1

Team Talk

1. Where does Anthony keep his bank? Why do you think he keeps it in there?
2. Which definition best fits the word *totaling* in the third paragraph?
 - a. dividing
 - b. subtracting
 - c. adding
 - d. following

Explain how you figured that out.

3. What does Anthony's dad think about Anthony taking all of his coins to the video arcade?
4. After Anthony talks to his dad, what is his plan? What does this tell you about Anthony?

DAY 2

Team Talk

1. Which of the following describes how Javon and Anthony feel when they walk into the arcade?
 - a. awed
 - b. bored
 - c. frightened
 - d. confused
2. Which of the following definitions fits the word *miniature* in the second paragraph?
 - a. huge
 - b. tiny
 - c. loud
 - d. quiet

Explain how you figured that out.

3. Have the boys ever heard of *Mega-Baseball 2006*? How can you tell?
4. Explain Anthony's reaction when he sees how much the baseball game costs to play. Why does he play anyway?

DAY 3

Team Talk

1. How do Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out?
2. Which of the following definitions best fits the word *pursuit* in paragraph 10?
 - a. act of jumping
 - b. act of chasing
 - c. act of sleeping
 - d. act of shouting

Explain how you figured that out.

3. How would this chapter be different if Anthony had caught the bus in time?
4. Do you think Anthony would be a good softball player? Why or why not?

DAY 4

Team Talk

1. What do you think the author means when he says that the sign above the arcade went from “jovial and inviting” to “dull and silly”?
2. Which definition best fits the word *vacant* in the sixth paragraph?
 - a. not working well
 - b. very clean
 - c. highly popular
 - d. not in use

Explain how you figured that out. (Write-On)

3. Do the boys play the game any better today than they did the day before?
4. Explain what causes Javon and Anthony to argue.

DAY 6

Writing Prompt

Anthony and Javon have different opinions about the new video arcade. They want to have a class debate to find out what their classmates think about the arcade. Choose one of the characters, and write a persuasive speech from his point of view. Think about why your character might have this opinion about the arcade and the kinds of reasons he would give to support his opinion. Your persuasive speech should provide at least three reasons in support of your character’s position. Be sure to provide at least one detail for each reason to support your character’s argument. Remember to keep your character’s audience in mind as you write your speech.

Scoring Guide

You wrote a persuasive speech from either Anthony’s or Javon’s point of view about the new video arcade.	15 points
You provide at least three reasons in support of your character’s argument.	15 points each (45 points maximum)
You provide at least one detail for each reason to support your character’s argument.	10 points each (30 points maximum)
You keep your character’s audience in mind as you write your speech.	10 points

Anthony Johnson Leaves the Arcade

Word	Identification Strategy	Definition	Sentence
frail	blend	weak	The <i>frail</i> baby lamb didn't quite have enough strength to stand on its own yet.
routinely	base word + ending	normally, usually	It rains so seldom in our town that our grass <i>routinely</i> goes brown the day after we water it.
tolerable	chunk	decent, acceptable	Chocolate is a <i>tolerable</i> flavor, but I really love vanilla.
eventually	base word + ending	guaranteed to happen, after some time	Dad kept driving, knowing that <i>eventually</i> we'd find the street address we were looking for.
wasteland	compound word	place where nothing lives or grows	The empty town became a <i>wasteland</i> when all the people moved away.
asserted	base word + ending	promised, claimed	Gigi <i>asserted</i> that she hadn't stolen the cookie, but nobody believed her.
determination	base word + ending	willpower	If you have enough <i>determination</i> to succeed, you can do anything.
conquer	-qu = /k/ chunk	beat, top, overcome, outdo	The knight knew he had to <i>conquer</i> the evil king to earn the maiden's respect.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Pages 17 and 18 (chapter 13)	Pages 17 and 18 (chapter 13) or 19 and 20 (chapter 15)	Pages 17 and 18 (chapter 13), 19 and 20 (chapter 15), or page 22

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What are batting cages? How can you tell? 2. Is Anthony surprised at how well Maggie can hit the ball? Support your answer. 3. On page 15, Terrell says that the field his team plays on is “often booked.” What does that phrase mean, and how do you know? (Write-On) 4. Terrell misses his first pitch in the cage. Anthony says, “Nice work, bro!” Do you think Anthony is trying to be mean? Were Terrell’s feelings hurt? Support your answer.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. What does the term <i>rearview window</i> mean on page 17? Tell how you figured that out. (Write-On) 2. Why does Anthony offer to take the bus home? <ol style="list-style-type: none"> a. He doesn’t want to be a pest. b. He doesn’t like Terrell’s motorcycle. c. He doesn’t want to ride in the car. d. He doesn’t like Terrell’s friends. 3. On the ride home, Anthony and his brother give each other the thumbs up sign. What does that tell you about how they feel? 4. Why do you think Anthony and Terrell’s dad mouths, “Thank you” to Terrell?
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Skill Practice	<p>Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.</p> <p>1. popcorn 2. seaweed 3. weekend 4. wildfire</p>
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Building Meaning	frail	routinely	tolerable	eventually
	wasteland	asserted	determination	conquer
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. List two things that would be considered <u>frail</u>. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> Describe how Anthony shows his anger. What do you think Terrell and his dad talk about on the lawn? Support your answer. What does the phrase “That would show Terrell” mean on page 20? How did you figure that out? (Write-On) On page 20, Javon says he is “totally down” with Anthony’s plan. What does he mean? How can you tell?
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Skill Practice	<p>Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.</p> <ol style="list-style-type: none"> houseboat flagpole windstorm caretaker
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Building Meaning	frail	routinely	tolerable	eventually
	wasteland	asserted	determination	conquer
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. List two things that would not be considered <u>frail</u>. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Why does Terrell take Anthony to the ballpark? <ol style="list-style-type: none"> to practice with the team to play an actual game to act as umpire for the game to keep score for the team Will Anthony definitely be on the softball team? How does he feel about that? The author writes that Anthony fired the ball over to Terrell on page 22. What does that mean? (Write-On) Would Anthony make a good all-around softball player? Support your answer.
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Skill Practice	<p>Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.</p> <ol style="list-style-type: none"> sunglasses surfboard rowboat watchdog
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Building Meaning	frail	routinely	tolerable	eventually
	wasteland	asserted	determination	conquer
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. The dentist complimented Lisa for <u>routinely</u> flossing her teeth every night. <i>Routinely</i> means—</p> <ol style="list-style-type: none"> happily. hardly. seldom. usually. 			

DAY 6

Writing Prompt	<p><i>Anthony Johnson Leaves the Arcade</i> leaves us wondering what happens next in the story. Does Anthony catch the ball? What does his softball career look like after this game? What does Javon do? Explain what happens in chapter 19, and create a new ending for the story. Describe at least three events that happen as a part of the falling action and resolution of the story. Include at least four lines of dialogue between the characters, and remember to write your ideas in complete sentences.</p>
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Scoring Guide	You created a new story ending by writing chapter 19 of <i>Anthony Johnson Leaves the Arcade</i> .	25 points
	At least three events happen during the falling action and resolution of the story.	15 points each (45 points maximum)
	There are at least four lines of dialogue in your new chapter.	5 points each (20 points maximum)
	The new story ending is written in complete sentences.	10 points

All That Jazz! American Music, American Musicians

Word	Identification Strategy	Definition	Sentence
cherished	base word + ending	beloved	The author's wonderful children's books were <i>cherished</i> by children all over the world.
spanned	base word + ending	crossed	The bridge <i>spanned</i> the river, allowing cars to cross it easily without a ferry.
accompanied	base word + ending	went along with	My teacher <i>accompanied</i> me on piano while I played the flute during my recital.
debut	chunk	first time	The pitcher's <i>debut</i> in a major league game occurred when he was only twenty-three years old.
impressed	base word + ending	inspired, thrilled	The professional soccer players <i>impressed</i> Mona, making her want to join a team right away.
achievement	base word + ending	feat, accomplishment	The mountain climber's best <i>achievement</i> occurred when he climbed the highest mountain in the world.
imitations	base word + endings	copies, impersonations	Original pieces of art are expensive and rare, but <i>imitations</i> are cheaper and often just as beautiful.
attire	chunk	clothing	A policeman's <i>attire</i> is usually made up of a blue uniform and a hat.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Pages 42 and 43	Pages 42 and 43 or 36 and 37	Pages 42 and 43, 36 and 37, or 44 and 45

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What are pages 32 and 33 mostly about? <ol style="list-style-type: none"> a. African American communities b. jazz instruments c. the history of jazz d. where all music comes from <p>What clues led you to this main idea? (Write-On)</p> 2. What major effect did Louis Armstrong have on jazz music? 3. Do you think “First Lady of Song” was a good nickname for Ella Fitzgerald? Why or why not? 4. In which way was Duke Ellington similar to Louis Armstrong and Ella Fitzgerald? <ol style="list-style-type: none"> a. He started playing piano at a very young age. b. He was helped by an older, more established musician. c. He played the cornet on street corners after school. d. He sang scat at the famous Apollo Theater.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. How does a text box on page 41 help you learn more about Thelonious Monk’s influence on other jazz musicians? 2. How is free jazz different from improvisation? 3. What is the main idea of pages 44 and 45? <ol style="list-style-type: none"> a. a trumpet-playing prince b. wearing suits and ties c. Miles Davis and his trumpet d. composing jazz music <p>What clues led you to this main idea? (Write-On)</p> 4. Have people forgotten about jazz music? How can you tell?
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. government 2. endangerment
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Building Meaning	cherished	spanned	accompanied	debut
	impressed	achievement	imitations	attire
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. List two things that might be considered <u>attire</u>. 			

DAY 3

Team Talk	<p>1. Pages 32 and 33 are mainly about the history of jazz. Which of the following is a detail that tells more about this main idea?</p> <ul style="list-style-type: none"> a. People listened to jazz on the radio. b. Jazz sounds different in every city that plays it. c. Jazz is the ultimate American creation. d. Spirituals sung by slaves are one origin of jazz. <p>Tell two more details that support this main idea. (Write-On)</p> <p>2. Where did Louis Armstrong’s nickname “Satchmo” come from?</p> <p>3. Is it a fact or an opinion that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century? Support your answer.</p> <p>4. Why did President Richard Nixon award Duke Ellington the Presidential Medal of Freedom?</p> <ul style="list-style-type: none"> a. He played piano in the house band for the Cotton Club. b. Ellington was one of the best American music composers. c. Ellington played the piano in the White House every year. d. He was the most famous African American in the world.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <p>1. thriftily 2. involvement</p>
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Building Meaning	cherished	spanned	accompanied	debut
	impressed	achievement	imitations	attire
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. List two things that are not <u>attire</u>.</p>			

DAY 4

Team Talk	<ol style="list-style-type: none"> Why did John Coltrane turn to music and learn to play clarinet and saxophone? Pages 44 and 45 are mainly about Miles Davis, a trumpet player. Which of the following is a detail that tells more about this main idea? <ol style="list-style-type: none"> A side man is a musician who plays in another person’s band. He learned the tricks to play jazz trumpet when he was sixteen. Tubas and French horns were unusual instruments in jazz bands. He preferred dressing well in suits and ties during music gigs. <p>Tell two more details that support this main idea. (Write-On)</p> Why does the author tell you that libraries often have books about jazz or records you can borrow? <ol style="list-style-type: none"> to inform the reader about how to locate jazz history books there to show the reader how to play jazz records to explain how to read jazz sheet music to persuade the reader to visit the library to read about or listen to jazz Summarize what you learned in <i>All That Jazz! American Music, American Musicians</i>. Use your idea tree to help you identify main ideas and supporting details.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> modified containment
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Building Meaning	cherished	spanned	accompanied	debut
	impressed	achievement	imitations	attire
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. I was really _____ with Miki’s homemade brownies, so I asked her for the recipe. 			

DAY 6

Writing Prompt	<p>You have been learning about jazz music and musicians. Write an informative paragraph about your favorite song or type of music. It can be a song from the radio, television, or something your family sings. Begin your paragraph with a sentence that introduces the song and the person who sings it or the type of music that you enjoy. Provide four reasons, with supporting details, that explain why you like this song or type of music. Think about what you like about the song or type of music—the lyrics, the rhythm, the meaning? Close your paragraph with a sentence that restates the main idea. You will share your paragraph with your classmates to make a book that shows the variety of music your class enjoys.</p>		
	Scoring Guide	<p>You wrote an informative paragraph about your favorite song or type of music to share with your classmates.</p>	20 points
		<p>Your paragraph has an opening sentence that introduces the song and artist or type of music you enjoy.</p>	10 points
		<p>You provide four reasons, with supporting details, about why you enjoy this song or type of music.</p>	15 points each (60 points maximum)
<p>Your paragraph ends with a sentence that restates the main idea.</p>		10 points	

Australia and New Zealand: The Crowns of Oceania

Word	Identification Strategy	Definition	Sentence
arid	chunk	dry	A few hours in the <i>arid</i> desert without shade or a source of water could put your life in danger.
tolerating	base word + ending	enduring	My dog is very good at <i>tolerating</i> my cats, which enjoy pouncing on his tail and swatting his nose.
array	chunk	collection	I love playing dress-up at my aunt's house because she has a wide <i>array</i> of hats and shoes to wear.
exotic	chunk	strange, unusual	The flower looked similar to a lily, but it had an <i>exotic</i> smell that made Zena think of the jungle.
prohibits	base word + ending	stops, prevents	The movie theater <i>prohibits</i> customers from sneaking their own snacks into their shows.
ingenious	chunk	very clever	Carlos's <i>ingenious</i> invention cracked eggs without making a mess or getting eggshells in the food.
resilient	chunk	flexible	Palm trees are made to be <i>resilient</i> so they survive the strong winds of hurricanes.
vaulted	base word + ending	arched	The <i>vaulted</i> ceiling in the castle was so high, there was just darkness above Kylie's head.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 57	Page 57 or 53	Page 57, 53, or pages 58 and 59

DAY 1

Team Talk

1. Prisoners were often shipped to Australia to live in penal colonies. Why do you think the British wanted criminals out of their homeland?
2. A growing coral reef is a sign of—
 - a. pollution and waste.
 - b. too many creatures.
 - c. a healthy habitat.
 - d. too little sunlight.
3. Which of the following means about the same as the word *marine* on page 53?
 - a. mountain
 - b. desert
 - c. cave
 - d. ocean

How did you figure that out? (Write-On)

4. How does the Great Barrier Reef Marine Park Authority plan to preserve the Great Barrier Reef?

DAY 2

Team Talk

1. Which of the following means about the same as the word *midflight* on page 57?
 - a. start of a sea voyage
 - b. halfway through a journey
 - c. beginning of a vacation
 - d. end of a trip

How did you figure that out? (Write-On)

2. What effect has being a group of hunter-gatherers had on the Aborigines in Australia?
3. How is the Sydney Harbor Bridge different from other bridges in the world?
4. The text says Bondi Beach has reliable waves. What does this mean? Why do you think this makes it popular for surfers?

Skill Practice

Write the two words in each list that are synonyms.

1. collect, give, gather, lose
2. gain, defeat, beat, collect
3. wilt, strong, simple, hardy
4. persuade, inform, bargain, convince

Building Meaning	arid	tolerating	array	exotic
	prohibits	ingenious	resilient	vaulted
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. List two things that might be <u>resilient</u>.</p>				

DAY 3

Team Talk	<p>1. How does Australia's climate change as you travel around the island?</p> <p>2. The Great Barrier Reef is colorful because of—</p> <ol style="list-style-type: none"> microscopic algae. an artist and paint. water acting like a prism. camouflage for hiding. <p>3. Which of the following means about the same as the word <i>immune</i> on page 54?</p> <ol style="list-style-type: none"> in danger vulnerable in question protected <p>How did you figure that out? (Write-On)</p> <p>4. Do you think the ecosystem of the Great Barrier Reef exists only under water? Why or why not? Support your response.</p>

Skill Practice	<p>Write the two words in each list that are synonyms.</p> <p>1. laughter, concern, tired, worry</p> <p>2. hush, noise, table, quiet</p> <p>3. answer, correct, right, write</p> <p>4. grab, tight, grasp, loose</p>

Building Meaning	arid	tolerating	array	exotic
	prohibits	ingenious	resilient	vaulted
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. List two things that might not be <u>resilient</u>.</p>				

DAY 4

Team Talk	<ol style="list-style-type: none"> How has the Aborigine culture remained strong over thousands of years? Which of the following means about the same as the word <i>cater</i> on page 59? <ol style="list-style-type: none"> take away provide exclude move apart <p>How did you figure that out? (Write-On)</p> What fact does the text box on page 59 teach you about Bondi Beach? Use information from your graphic organizer to summarize what you learned in this cycle of <i>Australia and New Zealand: The Crowns of Oceania</i>.
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Skill Practice	<p>Write the two words in each list that are synonyms.</p> <ol style="list-style-type: none"> yell, discuss, blank, talk turn, still, spin, move work, story, tale, relax pile, trash, heap, glide
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Building Meaning	arid	tolerating	array	exotic
	prohibits	ingenious	resilient	vaulted
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. I never knew how many different kinds of cars there were until I saw my cousin's _____ of models lining the shelves in his room. 			

DAY 6

Writing Prompt	<p>You learned some facts about two special areas in Australia this cycle, but the book cannot tell you everything about the activities or opportunities available to visitors of the Daintree Rainforest or Great Barrier Reef. Write a business letter to the director of Parks Australia to request more information about one of the national parks you read about. In your letter, explain something that you have learned about one of these parks. Tell the director that you would like to learn more about this national park, and ask four questions you still have about the park. Provide reasons why you are curious to know the answers to these questions. Remember to use the business letter format (a heading, inside address, greeting, body, closing, and signature).</p>		
	Scoring Guide	<p>You wrote a business letter to the director of Parks Australia to request more information about a national park.</p>	20 points
		<p>You tell the director one thing you have learned about a national park.</p>	15 points
		<p>You ask four questions about the park and provide reasons you want to know the answers.</p>	15 points each (60 points maximum)
<p>Your business letter is in the proper format (a heading, inside address, greeting, body, closing, and signature).</p>		5 points	

Australia and New Zealand: The Crowns of Oceania

Word	Identification Strategy	Definition	Sentence
embark	chunk	begin, especially a journey	“As soon as everything is packed in the car, we’ll <i>embark</i> on our drive to Grandma’s house,” Julius’s dad said.
deforestation	prefix + base word + ending	removal of trees	Because of <i>deforestation</i> , deer and other creatures have fewer places to live and wander into our backyards for food instead.
durability	chunk	sturdiness, ability to last	Karl’s dad always says that modern bikes have no <i>durability</i> and are more likely to fall apart than older ones.
intimidating	base word + ending	frightening	Uncle Gino looks <i>intimidating</i> because of his great size, but in reality he is very gentle and kind.
expertise	base word + ending	special skill or knowledge	Gloria’s father is a doctor, and his <i>expertise</i> is in eyes and vision problems.
hub	blend	center, focal point	The school’s cafeteria is the <i>hub</i> of activity at the beginning, middle, and end of each day.
staple	chunk	important or principal item	Pasta is a <i>staple</i> of meals all across Italy.
exhilarating	base word + ending	thrilling	The ride on <i>the roller coaster</i> was exhilarating, and Jody couldn’t wait to go on it again.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Pages 63 (paragraph 3) and 64	Pages 63 (paragraph 3) and 64 or page 61	Pages 63 (paragraph 3) and 64, page 61, or pages 65 and 66

DAY 1

Team Talk

1. On page 61, the author writes that the top of Mount Tongariro has a “dizzying height.” What does that mean? How did you figure that out? (Write-On)
2. Why is the Katetahi Hut Track one of the most popular attractions at Tongariro National Park?
3. The fish at the Poor Knights Marine Reserve do not fear humans because—
 - a. they are bigger than any human.
 - b. no one has fished there in thirty years.
 - c. they can defend themselves well.
 - d. no one ever visits the marine reserve.
4. People cannot go on the islands within the Poor Knights Marine Reserve. Why do you think people are prohibited from visiting the islands?

DAY 2

Team Talk

1. Why are the Maori expert wood carvers?
2. How does the text teach you the difference between a Maori taiaha and an Aboriginal spear?
3. On page 64, the author uses the phrase “aggressive display.” What does that mean? How did you figure that out? (Write-On)
4. How did Auckland get the nickname “City of Sails”?
 - a. People enjoy sailing in the harbor.
 - b. Stores in Auckland always offer discounts.
 - c. Many buildings are made from canvas sails.
 - d. Everyone takes boats to work.

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. Make sure you debone the fish before you cook it for dinner. *Debone* means—
 - a. break the bones.
 - b. save the bones.
 - c. use the bones.
 - d. remove the bones.
2. My dad disapproves of eating too many sweets, so most of my snacks are fruits and vegetables. *Disapproves* means—
 - a. doesn't think well of something.
 - b. wants to give more of something.
 - c. doesn't want to deny something.
 - d. wants to agree more about something.

Building Meaning	embark	deforestation	durability	intimidating
	expertise	hub	staple	exhilarating
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. Choose the word that best fits in the blank.</p> <p>Reggie's _____ is in baking cakes, but he is always willing to cook dinner or bake delicious cookies.</p>				

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. What makes the Tongariro Alpine Crossing challenging? 2. Swimming in Blue Lake is forbidden because— <ol style="list-style-type: none"> a. it is full of deadly minerals. b. it is hot from the volcano. c. it is sacred to the Maori. d. it is freezing cold to touch. 3. Is the Poor Knights Marine Reserve the only place in New Zealand where you can swim peacefully with fish? How can you tell? 4. On page 62, the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor.” What does that mean? How did you figure that out? (Write-On)
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Skill Practice	<p>Choose the answer that means the closest to the underlined word in the sentence.</p> <ol style="list-style-type: none"> 1. As you blow up a balloon, its sides <u>expand</u> until you stop blowing or it pops. <i>Expand</i> means— <ol style="list-style-type: none"> a. shrink up. b. rub out. c. stretch out. d. fall in. 2. Lana’s dog has <u>distaste</u> for turkey and will only eat food and snacks made with beef. <i>Distaste</i> means— <ol style="list-style-type: none"> a. does not enjoy the flavor. b. does not like how it looks. c. does not love how it feels. d. does not approve of the smell.
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Building Meaning	embark	deforestation	durability	intimidating
	expertise	hub	staple	exhilarating
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank. Mountains have a certain amount of _____ because it takes millions of years to wear them down to rocks.</p>				

DAY 4

Team Talk	<ol style="list-style-type: none"> The New Zealand All Blacks keep Maori traditions by— <ol style="list-style-type: none"> tattooing their faces to scare other teams. performing a Haka before rugby games. bringing carved patuas with them on the field. having taiaha fights on the field before games. On page 65, the author writes that you can get a “360 degree view” from the top of the Sky Tower in Auckland. What does that mean? How did you figure that out? (Write-On) What information do you learn from the text box on page 66? Why do you think the author provides this? Use your graphic organizer to summarize information from this cycle of <i>Australia and New Zealand: The Crowns of Oceania</i>.
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Skill Practice	<p>Choose the answer that means the closest to the underlined word in the sentence.</p> <ol style="list-style-type: none"> We <u>discouraged</u> the cat from climbing the curtains by squirting him with water whenever we caught him. <i>Discouraged</i> means— <ol style="list-style-type: none"> make bold. stopped bravery. always allow. encourage freely. The young prince <u>dethroned</u> his father and began ruling the country as a fair and just king. <i>Dethroned</i> means— <ol style="list-style-type: none"> threw out a chair. made a king a prince again. made a new throne. removed from power.
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Building Meaning	embark	deforestation	durability	intimidating
	expertise	hub	staple	exhilarating
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>Arithmetic is a _____ of all grade school class plans, even if it's not the favorite subject of many students.</p>			

DAY 6

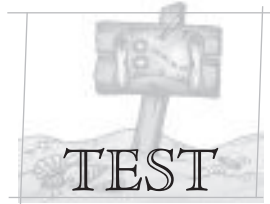
Writing Prompt	<p>Imagine that you are a student in New Zealand and your class has won a large amount of money. You think your class should go on a field trip to either Tongariro National Park or Poor Knights Marine Reserve. Write a proposal to the headmaster to provide details about what you propose. Your proposal should have a heading that provides the date, the name of the headmaster, your name, and the subject. Your proposal should have a beginning that introduces your idea. The middle should provide at least four details about how you will organize and schedule the trip. The ending should describe how the field trip will help students and ask for approval. Remember to use headings and write your ideas in complete sentences.</p>		
	Scoring Guide	<p>You wrote a proposal for a class field trip to Tongariro National Park or Poor Knights Marine Reserve.</p>	25 points
		<p>You include a heading (the date, the name of the headmaster, your name, and the subject).</p>	5 points each (20 points maximum)
		<p>The beginning introduces the idea.</p>	15 points
		<p>The middle provides at least four details about organizing and scheduling the trip.</p>	5 points each (20 points maximum)
		<p>The ending describes how the trip will help students and will ask for approval.</p>	15 points
<p>You use headings and write your ideas in complete sentences.</p>	5 points		

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The Savvy Reader—Clarifying Level 6

Student Test

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Comprehension Questions

Read *Central Park*, and answer the following questions.

Central Park

Can you imagine a place where you can ride your bike, see a polar bear, and grab something to eat all within a few city blocks? Well, you can at Central Park, an historic landmark in Manhattan. Two men named Frederick Law Olmsted and Calvert Vaux designed the park in 1858. The park has had some good times and bad times. But, it's had mostly good times since the Central Park Conservancy was started in 1980.

The Central Park Conservancy works with the city of New York. They have a big job to keep up with the most-visited park in the United States! The group makes sure that the grass, plants, flowers, and trees in the park are taken care of. They also tend to the memorials, or statues, and bridges in the park. As if that weren't enough to see in the park, there is also a zoo, a jogging trail, two restaurants, plenty of room for a picnic, and an ice-skating rink. So, the next time you're in the city and need a break from all the cars and buildings, take a stroll in Central Park. You're bound to find something you'll like!

1. While reading, you should use a sticky note—
 - a. to mark something you don't understand.
 - b. to mark a repeated word.
 - c. when your teacher tells you to.
 - d. to mark an exciting part.
2. When you chunk a word to pronounce it, you—
 - a. skip over the word.
 - b. ask your partner to pronounce it.
 - c. break the word into parts and pronounce each part.
 - d. put a check on the sticky note.
3. If a clarifying strategy does not work, you should—
 - a. tell the teacher.
 - b. ask your partner.
 - c. try another strategy.
 - d. skip the word.

4. “Two men named Frederick Law Olmsted and Calvert Vaux designed the park in 1858.” The word *designed* means—
- thought of.
 - closed.
 - visited.
 - planned.

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

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

5. “But, it’s had mostly good times since the Central Park Conservancy was started in 1980.” *Conservancy* means—
- a park that has a restaurant.
 - an organization that plans.
 - a place that keeps animals.
 - an organization that preserves.

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

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

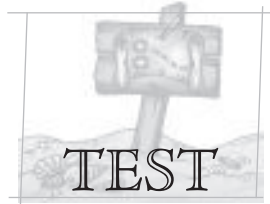
6. “You’re bound to find something you’ll like!” The word *bound* means—
- unlikely.
 - certain.
 - doubtful.
 - only.

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

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

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

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



Comprehension Questions

Read page 13 of *Anthony Johnson Leaves the Arcade*, and answer the following questions.

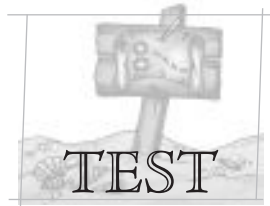
1. How does Anthony's attitude about the arcade change during the story?
 - a. He begins to like it a lot.
 - b. He begins to dislike it a lot.
 - c. He wants to go more often.
 - d. He wants to play everything.

2. What is the cause of Anthony and Javon's argument?

3. Which of the following definitions best fits the word *appealing* in the first paragraph?
 - a. attractive
 - b. ugly
 - c. difficult
 - d. easy

Explain how you figured that out.

4. If Anthony had the opportunity to choose a real softball game or a video game, which do you think he would choose? Why?
5. Why is Anthony surprised at the end of this section?



Comprehension Questions

Read pages 24 and 25 of *Anthony Johnson Leaves the Arcade*, and answer the following questions.

1. What happens at the batting cages? What does Anthony learn there?
 2. How do Anthony's feelings get hurt?
 3. How has Javon changed since the beginning of this cycle's reading?
4. The umpire asks Anthony if he's "up for" playing the game on page 25. What does he mean? Tell how you figured that out.
5. Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

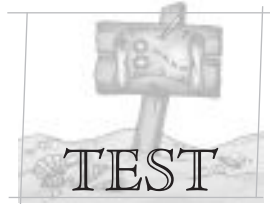
1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Building Meaning

frail	routinely	tolerable	eventually
wasteland	asserted	determination	conquer

5. Write a meaningful sentence for the word *routinely*.
6. The hot weather was _____, but Sandy preferred to be outside when it was cooler.
7. Sarah's ankle was very frail after she broke it. *Frail* means—
 - a. tender.
 - b. vital.
 - c. weak.
 - d. solid.

8. The lawyer _____ in court that his client was innocent of all charges.
9. We knew we'd get to the beach _____ if we kept driving toward the ocean.
10. After the earthquake knocked down several buildings, the area looked like a wasteland.
Wasteland means—
- a. place where nothing lives or grows.
 - b. place where trucks dump garbage.
 - c. place where animals sleep at night.
 - d. place where everything will grow.
11. The hero of the movie had to _____ the space robots that were trying to take over the planet.
12. Though he had limited materials, Lee had the determination to build himself a tree house where he could hang out. *Determination* means—
- a. concept.
 - b. approval.
 - c. assistance.
 - d. willpower.



Test Passage

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

Glenn Miller

One of the most recognizable forms of jazz music is swing. Trombonist and band leader Glenn Miller helped it become one of America's favorite types of music. It was different from other types of jazz. Miller did not like a lot of improvisation. His music was well planned, including the solos. Some critics said Miller's music wasn't true jazz because of this. People loved the sound of the big bands anyway.

Miller was a member of several bands until he started the Glenn Miller Orchestra in 1938. His band became very popular and recorded several hit songs. Live broadcasts of the orchestra's music played over the radio three times a week. Miller's music was lively and fun to dance to. It gave birth to swing dancing.

In 1942, Miller broke up his band to join the United States Army Air Force during World War II. He was made a captain and had permission to create a band. Their job was to boost the mood of troops in Europe. The Army Air Force band performed for troops live and over the radio. Unfortunately Miller was on a plane that disappeared over the English Channel in 1944. The Army Air Force Band continued playing in his honor until the end of the war.

Source: www.glennmiller.com/about/bio.htm

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to inform the reader about jazz musician Glenn Miller
 - b. to explain to the reader how to join the Army Air Force Band
 - c. to persuade the reader to take swing dancing lessons
 - d. to tell the reader how to solo in swing music

How do you know?

- | |
|--|
| <ol style="list-style-type: none"> 3. What is the main idea of the third paragraph in the passage? What details support this main idea? |
|--|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

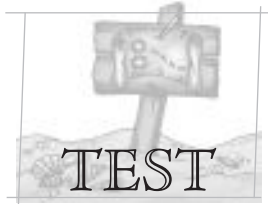
Write the word on your paper. Then write the base word and ending. Write a definition for each word.

1. promotion 2. judgement 3. identified 4. typically

Building Meaning

cherished	spanned	accompanied	debut
impressed	achievement	imitations	attire

5. Write a meaningful sentence for the word *achievement*.
6. Jonah's bird _____ were so good that people thought they were hearing the real thing inside the classroom.
7. The students at Wilson High were sad to see their cherished Ms. Jackson retire after fifty years of teaching. *Cherished* means—
- hated.
 - beloved.
 - greeted.
 - missed.
8. Ansel was _____ by the photographs he saw in the nature magazine and decided he wanted to be a nature photographer as well.
9. Lisa's debut on the stage was just the beginning of a long, great career as a singer. *Debut* means—
- last time.
 - only.
 - middle.
 - first time.
10. My older brother _____ me on a tour of my new school so I wouldn't feel lost or alone.
11. The roof of the dome spanned the entire length of the football field, providing shelter for all the fans. *Spanned* means—
- followed.
 - crossed.
 - moved.
 - answered.
12. For our school's Revisit the Past party, we all dressed up in _____ from the 1930s and 1940s.



Test Passage

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

Uluru is one of the largest pieces of exposed rock on Earth. It is the remains of a mountain range that stood in central Australia millions of years ago. At one time, the mountains were covered by a large body of water. As water disappeared from the inland ocean, the rock was exposed. It is 1,141 feet high and almost six miles around its base. Uluru is known to change colors in different kinds of light. When it rains on Uluru, the rock appears gray. When it is dry, the iron in the rock rusts, giving the rock a red color. It looks very red at sunrise and sunset.

The Anangu have lived near Uluru for 10,000 years. It is a sacred place for this tribe. Their paintings still appear in caves and on Uluru. Different areas of Uluru are important for traditions and ceremonies. Some traditions keep certain people from seeing specific parts of Uluru. The Anangu like tourists coming to see and learn about Uluru. They give tours around Uluru and explain its history. They do ask that visitors respect their traditions by not climbing the giant rock.

Source: www.environment.gov.au/parks/uluru/index.html

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to tell the reader Anangu stories
 - b. to persuade the reader to climb Uluru
 - c. to give the reader information about Uluru
 - d. to introduce the reader to Anangu culture

How do you know?

- | |
|--|
| <ol style="list-style-type: none"> 3. What does the word <i>inland</i> mean in the first paragraph of the passage? How did you figure that out? |
|--|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write the two words in each list that are synonyms.

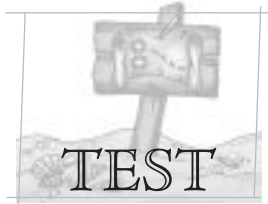
1. unwind, connect, attach, store
2. repair, break, drill, fix
3. never, daily, sometimes, every day
4. switch, cover, change, view

Building Meaning

arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

5. Write a meaningful sentence for the word *exotic*.
6. The _____ bridge is tall enough that sailboats can pass under it without lowering their masts.
7. Our teacher is good at tolerating silly behavior before class, but he wants us to be quiet and respectful once the bell rings. *Tolerating* means—
 - a. demanding.
 - b. removing.
 - c. enjoying.
 - d. enduring.
8. Human muscles are _____, so even though they may be sore after a hard workout, they will feel fine in a day or so.
9. The shopping mall prohibits people from riding skateboards in the parking lot because someone could get hurt. *Prohibits* means—
 - a. allows.
 - b. stops.
 - c. encourages.
 - d. deploys.
10. Week after week of hot weather and sunny skies left the town looking like an _____ desert instead of a lush, inviting place to live.

11. I own an array of jackets so I can be prepared for any weather condition, such as cool and dry or freezing and snowing. *Array* means—
- collection.
 - small amount.
 - drawer full.
 - basket.
12. The _____ Romans created a form of cement that allowed them to build strong bridges, buildings, and roads that still exist today.



Test Passage

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

The kiwi is the national bird of New Zealand, its native habitat. This brown bird is about the size of a chicken, but its closest relatives are Australian emus and cassowaries and African ostriches. The kiwi is a strange-looking bird. Its feathers are long and loose and look more like hair. It cannot fly and almost has no wings at all. It makes up for its lack of flight with strong legs and speed. Kiwis usually mate for life. The female lays an egg that is almost as large as she is. After it's laid, the male takes over incubating the egg until it hatches. Baby kiwis look like miniature versions of their parents, and are ready to leave the nest after just twenty days.

For thousands of years, kiwis had no natural enemies in New Zealand. However, when European settlers arrived, they brought predators with them. They brought dogs, cats, weasels, and rats on ships with them, sometimes by accident. Now the kiwi is endangered. New Zealand has stepped up efforts to protect their national bird by caring for eggs and chicks until they are old enough to escape harm. People in New Zealand have also tried to help by controlling their pets and keeping them from attacking these little birds.

Source: www.sandiegozoo.org/animalbytes/t-kiwi.html

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to inform the reader about kiwis
 - b. to entertain the reader with pictures of kiwis
 - c. to compare kiwis to other birds
 - d. to persuade the reader to get a kiwi for a pet

How do you know?

3. In the first paragraph, the author says male kiwis take over “incubating the egg.” What does this mean? How did you figure this out?

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Choose the answer that means the closest to the underlined word in the sentence.

1. If you make a pile of old leaves, grass clippings, and vegetable peels in your backyard, it will decompose into rich dirt for your garden. *Decompose* means—
 - a. come together in its original form.
 - b. break down into smaller pieces.
 - c. make into a newer and cleaner product.
 - d. remove itself from your sight.
2. We painted the exterior of our house blue so it would look different from all the other homes on the street. *Exterior* means—
 - a. window.
 - b. outside.
 - c. inside.
 - d. garage.
3. A magician can only make it seem like objects disappear with clever tricks and illusions. *Disappear* means—
 - a. show to everyone.
 - b. take away.
 - c. give back.
 - d. make not seen.
4. One of my brothers distracted me while the other stole my cookies off my lunch plate. *Distracted* means—
 - a. removed me from my seat.
 - b. picked a fight.
 - c. made not pay attention.
 - d. told me a story.

Building Meaning

embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

5. Write a meaningful sentence for the word *exhilarating*.
6. I think I'm a good all-around football player, but my _____ is in playing quarterback and throwing the ball.
7. The kitchen is the hub of activity in our house, and everyone gathers there to relax and talk. *Hub* means—
 - a. corner.
 - b. center.
 - c. platform.
 - d. separation.
8. Many states declare certain places nature preserves so animals are protected from _____ and development of their homes.
9. As the prince was about to embark on his dangerous quest, the princess blew him a kiss for good luck. *Embark* means—
 - a. retreat.
 - b. complete.
 - c. begin.
 - d. skip.
10. A good woodworker makes sure there is _____ to his furniture by using high quality woods that are hard and strong.
11. The new neighbor's dog looked intimidating at first, but proved to be very sweet once he met you. *Intimidating* means—
 - a. frightening.
 - b. sickening.
 - c. encouraging.
 - d. comforting.
12. Teamwork is the _____ of a good basketball team because all the players need to work together to successfully move the ball down the court.

