Predicting

Level 6

Teacher Edition, Student Edition, and Student Test

Reading Wings 4th Edition

The Savvy Reader

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

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The Savvy Reader—Predicting

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Table of Contents

The Savvy Reader—Predicting Level 6

Teacher Edition

The Strikers Have a New Goalie.....1
Predicto Gets a Clue!.....59
Great Women of the Modern Era.....111

Student Edition

The Strikers Have a New Goalie.....S-1
Predicto Gets a Clue!.....S-5
Great Women of the Modern Era.....S-11

Student Test

The Strikers Have a New Goalie..... T-1
Predicto Gets a Clue!..... T-3
Great Women of the Modern Era..... T-5

LITERATURE (6 DAY)

The Strikers Have a New Goalie

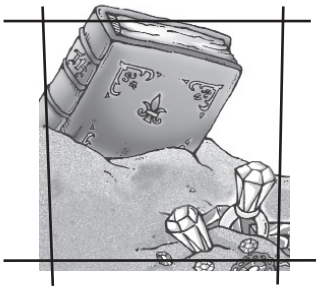
Written by Terrence Parker
Illustrated by K. E. Lewis
The Savvy Reader—Predicting, A Collection of Readings, pages 1–21
Success for All Foundation, 2011

Summary

Lisa is the star goalkeeper of her soccer team, the Strikers. After she's hurt during a game, she wonders how bad her injury is and whether her team will play well enough without her.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Base word and ending**	**Write a play.**
	Students will use the text and background knowledge to make predictions throughout the story.	Students will break words into their base words and endings and use the endings *-ing*, *-ion*, *-ed*, *-ful*, and *-ant* to increase their understanding of words. Students will recognize that some words need to be changed to add an ending.	Students will write plays based on the chapters in *The Strikers Have a New Goalie*. Each student will work on adapting at least one chapter of the text into a script.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score TP

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

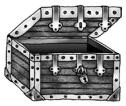
  This cycle we will read *The Strikers Have a New Goalie* by Terrence Parker. As we read, we'll make predictions about the story. Good readers use information they have read in the story and think about what might happen next.

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
  - Tell students that they will read a story about a girl who plays sports. Use **Team Huddle** to have students discuss their favorite sports to watch or play. Use **Random Reporter** to select students to share.
  - Explain to students that sports teams often have positions that players play on the field. Point out that a player usually plays the position he or she is best at. Use **Think-Pair-Share** to have students discuss which positions they would like to play on a field. If necessary, give students ideas of positions such as offense, defense, quarterback, linebacker, short stop, pitcher, goalie, forward, etc. Randomly select a few students to share.
  - Use **Team Huddle** to have students discuss whether they think one player on a team can be the best or most-important person. Have students think about whether a whole team should rely on one star player. Use **Random Reporter** to select students to share.

Vocabulary TP

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



Student Edition, page S-1

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

Word and Page Number	Identification Strategy	Definition	Sentence
readjusting page 5	prefix + base word + ending: re + adjust + ing	shifting, moving	By *readjusting* the way she stood in the batter's box, Malia became a much better baseball player.

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Word and Page Number	Identification Strategy	Definition	Sentence
tension page 5	-sion = /shun/ chunk: ten-sion	tightness, pressure	If you create more *tension* on a string by pulling it, you can make a higher sound when you pluck it.
conceded page 10	-cede = /seed/ base word + ending: conced(e) + ed	gave in, admitted	Although I didn't want to, I *conceded* that I had lost the tennis match.
investigation page 10	base word + ending: investigat(e) + ion	exploration, research	The scientists did an *investigation* to find out whether a gallon of milk was heavier than a gallon of water.
moping page 14	base word + ending: mop(e) + ing	acting sad, pouting	After losing the game, Joe was *moping* around all day.
dreadful page 15	base word + ending: dread + ful	terrible, horrible	The *dreadful* movie villain made the audience angry when he kidnapped the hero.
honed page 18	base word + ending: hon(e) + ed	made better, sharpened, worked to make perfect	The carpenter *honed* his skills with years and years of practice making cabinets.
triumphant page 19	base word + ending: triumph + ant	victorious	Although the game lasted for hours, the better chess player finally emerged *triumphant*.

Using the Targeted Skill (Introduction and Definition)

tps

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

  Let's make a few predictions. Imagine that you are expecting a telephone call from a friend who says that she will call you at four o'clock. At four o'clock the phone rings. Who do you predict will be on the line when you answer? Share your thoughts with your partners. After partners share, randomly select a few students to share.

  Suppose that on your way home from school this afternoon, you see a bunch of people standing at a bus stop. What do you predict will happen next? After partners share, randomly select a few students to share.

- Explain that predictions are guesses we make about the future that we base on information. Point out that our previous experiences tell us that something will happen. As an example, point out that our previous experiences with people at bus stops tell us that when we see a bunch of people waiting at a bus stop, very often a bus comes.
- Explain that the things we predict will either happen or not. Use the above examples to illustrate this.

  The things we predict will either happen or not. In the telephone example, we predict that it will be your friend who calls. But it might turn out to be someone else. In the bus stop example, we predict that a bus will come. But the bus might not come. It might have broken down somewhere. The predictions we made were thoughtful guesses because we've had a lot of experiences that support what we think will happen. When people tell us they'll call at a certain time, often they do. Also, when you see a bunch of people waiting for a bus, the bus usually comes.

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

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

- Remind students that what readers predict doesn't always turn out to be what happens.
- Display the following sentence, and read it aloud.

Blackline master provided.

> The runner waited at the starting line, ready to run.

- Use **Think-Pair-Share** to have students describe what they predict, or what they think will happen next. Randomly select a few students to share. Have students tell why. Discuss these predictions, and, in the discussion, cover how many students made the same prediction. If necessary, model a likely prediction *[The runner will start running soon.]*, and ask how many students think this is what will happen next.
- Display the next sentence, and read it aloud.

Blackline master provided.

> The official shouted, "Go!" and the runner started running.

- Use **Think-Pair-Share** to have students tell if what they predicted actually happened. Randomly select a few students to share. Point out that what students predicted would happen actually did happen.

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- Display the next sentence, and read it aloud.

Blackline master provided.

> After we were all seated in the movie theater, the lights dimmed and the curtains opened.

- Again, use **Think-Pair-Share** to have students describe what they predict will happen next. Have students tell why they think this will happen. Discuss these predictions and, in the discussion, cover how many students made the same prediction. If necessary, model a likely prediction *[A movie will begin.]*, and ask how many students think the same thing will happen.
- Display the next sentence, and read it aloud.

Blackline master provided.

> Then, all of a sudden, the lights came back on and a voice said over the loudspeaker, "We're having some problems. Please wait a few minutes."

- Use **Think-Pair-Share** to have students tell if what they predicted actually happened. Randomly select a few students to share.
- Point out that what students predicted would happen didn't actually happen. Point out to students that they used clues to make this prediction, so it is surprising that the movie didn't start.
- Explain that making predictions and reading on makes stories interesting. Point out that readers often feel satisfied when their predictions are confirmed and surprised when they are not.
- Tell students that they will make predictions as they read *The Strikers Have a New Goalie* this cycle. Pass out the Predicting Strategy Cards, and review the steps of predicting on the front of the cards. Point out that these steps will remind students to make predictions and read on to see what actually happens.

Listening Comprehension

- Explain that previewing a story and thinking about what might happen in the story is one kind of prediction. Preview the text with students. Point out the title of the story. Use **Think-Pair-Share** to have students predict what might happen in the story. Randomly select a few students to share. *A hockey or soccer team will get a new goalie.* Point out that they will be reading to see if these predictions are confirmed.
- Tell students you are about to read chapter 1 aloud. Explain that, as you read, you will follow the steps of predicting on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and that, if you can, you will make a prediction. Explain that at the end of the passage you will make and write down a final prediction.

- Read pages 3 and 4 aloud, using **Think Alouds** after every page to model your thoughts, as shown in the examples that follow.

A Collection of Readings, page 3

Chapter 1

There I was, lying in bed. My knee was elevated, just as Dr. Paulson had said it should be. She'd said, "It's easy to remember, Lisa. Just remember RICE."

"Rice?" I'd asked. "What does that mean?"

"It stands for Rest, Ice, Compression, and Elevation," she'd told me. "It's an acronym."

I'd understood. "Oh yeah," I'd said, "like when I want to remember the notes on a musical scale. They're EGBDF, so I remember 'Every Good Boy Deserves Fudge.' "

"Exactly," Dr. Paulson had said and then had sent Dad and me on our way. I'd had this huge brace on my leg and crutches under each arm.

On the way home, with Dad driving especially slowly to avoid any bumps or potholes, I'd asked him, "Hey Dad, you think I'll be able to play in the playoff games this weekend?"

"Well, we'll see," Dad had said. I could tell that he hadn't wanted to get my hopes up. See, what had happened was my soccer team, the Strikers, had been playing our cross-town rivals, the Yellowjackets. I'm the goalie for our team. Toward the end of the final quarter, I'd sprinted to the left to catch a ball rocketing toward the goal. I guess I'd stepped the wrong way or something, because I immediately felt a terrible pain in my left knee. I remember that I went down like a sack of bricks. Turns out, I sprained my knee. It had been disappointing and painful because I knew my team was going to need me in the playoffs. I'm not trying to toot my own horn, but I'm a pretty good goalkeeper.

A Collection of Readings, page 4

Anyway, there I was, lying in bed, remembering RICE. I'd been resting ever since we'd returned from the doctor's office. I had a bunch of pillows underneath my knee to keep it elevated. I had ice on it. Dad kept coming in and replacing the melted ice with a fresh bag whenever it was necessary. At first, I hadn't known what compression was; then Dad had told me that it meant keeping pressure on my knee. The thick brace Dr. Paulson had given me did that trick. I was thinking about RICE and gazing out the window. Then the team van pulled up, and Coach Carter and a few of the girls from the team piled out and started walking toward our front door.

(after page 3) **There really isn't enough information for me to make a prediction here. The narrator is just describing her injury during her soccer game.**

(after page 4) **Now, I can make a prediction. I predict that the narrator's teammates and coach will come see her and ask how she's doing. She sees them getting out of the van at her house. Also, I know that people often check on their friends when they're hurt or sick in bed. That's the evidence I'm using to make this prediction.** Write and display this prediction on chart paper, and write "page 4" next to it.

- Point out that you used clues from the story—that the narrator sees her teammates get out of the van, and that you know people often check on their friends when they're sick in bed—to make this prediction.

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Preview Team Talk

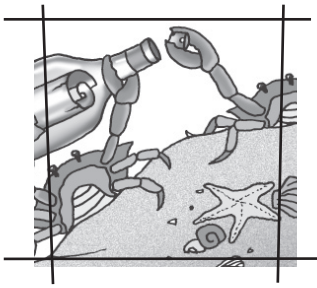
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-2

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Coach Carter and the team show up at Lisa's house to— |CE|
   a. see how she is doing and cheer her up.
   b. kick her off the team for getting injured.
   c. take her to the doctor for an MRI.
   d. see when she'll be able to play again.
3. Compare how Coach Carter feels with how Lisa's dad feels about Lisa playing in the next soccer game. |CC|
4. Describe what you know about Lisa so far in the story. What kind of person is she? |CH|

- 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 5 aloud with partners.

  page 7 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

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

   (Answers will vary.) **100 points =** *I predict that Julie will visit Lisa tomorrow to spend time with her. A clue I used to make this prediction is Julie's words. She whispers that she will come over again tomorrow. Julie and Lisa must be good friends, so Julie wants to keep Lisa company while she's hurt.* **90 points =** *I predict that Julie will visit Lisa tomorrow. A clue I used to make this prediction is Julie's words. She whispers that she will come over.* **80 points =** *Julie will visit Lisa tomorrow. She whispers that she will.*

2. Coach Carter and the team show up at Lisa's house to— |CE|

   a. see how she is doing and cheer her up.

   b. kick her off the team for getting injured.

   c. take her to the doctor for an MRI.

   d. see when she'll be able to play again.

3. Compare how Coach Carter feels with how Lisa's dad feels about Lisa playing in the next soccer game. |CC|

   100 points = *Coach Carter and Lisa's dad feel the same about Lisa playing in the next soccer game. They both understand that she wants to play, but they both think it's more important for her knee to heal completely. They don't want her to worry about playing.* **90 points =** *Coach Carter and Lisa's dad feel the same about Lisa playing in the next soccer game. They think it's more important for her knee to heal.* **80 points =** *They feel the same. They want her knee to heal before she plays.*

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Team Talk continued

4. Describe what you know about Lisa so far in the story. What kind of person is she? |CH|

   100 points = *Lisa is an injured soccer player. She plays goalie for the Strikers. She has a lot of friends who want to see her and make sure she is okay. Even though she has a sprained knee, she is in a good mood. She is the kind of person who wants to get better as quickly as possible so she can keep playing.* **90 points =** *Lisa is an injured soccer player. She plays goalie for the Strikers. She has a lot of friends who want to see her and make sure she is okay.* **80 points =** *She is an injured soccer goalie for the Strikers.*

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

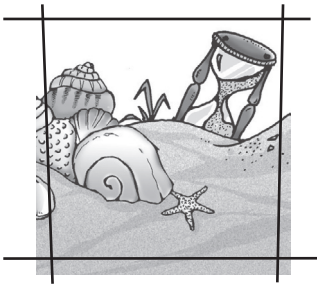
Class Discussion TP

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

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

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Lisa has a sprained knee and needs an MRI to see how bad it is. Have you ever hurt yourself playing sports? Did you need to see a doctor? How did you treat your injury? Do you think Lisa's teammates are good friends? 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 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 5

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

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

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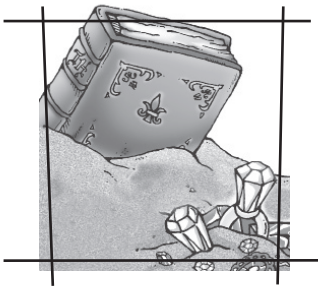

DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary **TP**

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

Strategic Review

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

Who comes to visit Lisa?

Listening Comprehension

- Tell students that you are about to read pages 8 and 9 aloud. Remind students that you will follow the steps of predicting on your Predicting Strategy Card as you read, stopping after each page to ask yourself if you can tell what might happen next, and making a prediction if you can. Also, remind students that at the end of the passage, you will make and write down a final prediction.

- Read pages 8 and 9 aloud, using **Think Alouds** after every page to model your thoughts, as shown in the examples that follow.

A Collection of Readings, page 8

Chapter 3

I really like all the girls on my soccer team. We play really well together as a team, and we often hang out at each other's houses on the weekends, especially on game days, after the games are over. Usually, depending on whose house it is, somebody will make a late lunch for all of us. Sun-Li's brother makes excellent stir-fry. Dominique's mom makes killer tuna salad sandwiches.

But Julie, well, I'd have to say she's my best friend. I spend way more time with her than I do with any of the other girls. We hang out at each other's houses almost every day; we spend time together in the afternoons after school and especially on the weekends. And on a summer day like this one, when we didn't have school or soccer, she and I would be outside all day, making up fun stuff to do, so it was too bad that on such a nice, sunny day I was laid up in bed with a sprained knee. At least, I hoped it was just a sprained knee. There were some reassuring signs; in about eighteen hours, the swelling had gone down quite a bit. "You'll be able to have that MRI tomorrow," Dad said. He'd taken the day off work to help me if I needed anything.

Anyway, I was happy when Julie showed up at my house a little after breakfast. She'd brought some board games and some magazines. Dad hadn't even had to ask me if it was okay if she came in to see me. He knew it was. "Hey Julie!" I exclaimed when she knocked and then poked her head through the door.

"I said I'd be here, didn't I?" she asked with a smile.

Julie and I spent a couple of hours looking through the magazines that she'd brought along with her. We praised and cut out pictures of the kind of clothes we'd like to wear when we were in high school in a couple of years. I know, I know, it's a silly thing to do, but it kept my mind off my sprained knee. Julie was showing me a really nice, pink short-set she liked when Dad knocked on the door and then came into the room.

"Who's for chicken salad, crackers, and lemonade?" he asked. He was carrying a tray.

(continued on next page)

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A Collection of Readings, page 9

Julie said, "Cool, Mr. Lopez. But I have to ask my mom if it's okay if I have lunch over here." "I already called her," Dad said. "She said it was no problem." He turned to me. "She also told me to tell you to get better soon." Dad pulled up an extra chair to the bed, and the three of us dove into our sandwiches and crackers.

As we ate, Julie asked Dad a question. "Mr. Lopez, what exactly is an MRI?"

Dad cleared his throat. "Well, girls, I'm not exactly sure. I know that many athletes have them when they are injured. I think that MRIs can look deeper into the muscle and bone than x-rays can."

"Do they hurt?" I asked. I hadn't thought of that before.

"Nope, not a bit," Dad said. "At least, that's what I read on the Internet. But let's not talk about that." Laughing, he said, "So show me the great looks you've picked out for yourselves for when you get to high school."

"Ah, Mr. Lopez!" Julie said, embarrassed. But she laughed. So did Dad. So did I.

Later that afternoon, it was time for Julie to go home. "Good luck tomorrow!" she said before she left. "Enjoy the doctor's office!"

"Very funny," I said. "Don't play too well at soccer practice. I still want my spot open for me when I get back on Friday!" I was happy that Julie had come by and spent the day with me. I didn't know what I'd learn at the doctor's office tomorrow, but I'd had a good day today.

(after page 8) **Julie brought over some board games and magazines, so I predict that the girls will spend some time looking at the magazines and playing board games.**

(after page 9) **Lisa is going to the doctor tomorrow, so I predict that she'll learn exactly what is wrong with her knee.** Write and display this prediction on chart paper, and write "page 9" next to it.

- Point out that you used a clue—Lisa is going to the doctor tomorrow—to make your prediction.
- Point out that students should write new predictions at the end of the passage. Remind students to include clues from the text that they used to make the predictions.

Preview Team Talk

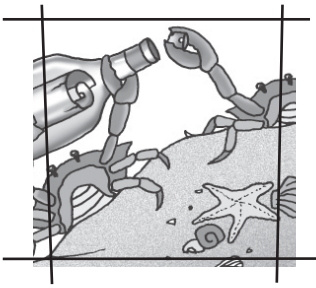
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-2

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Why isn't Dr. Paulson surprised that Lisa's knee still hurts? |CE|
3. Which of the following describes Lisa during the MRI? |CH|
   a. confused
   b. scared
   c. excited
   d. unhappy

   Support your answer.
4. Why do you think Lisa wants to wait for the results of the MRI instead of going home? |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 aloud with partners.

  page 11 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

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Team Talk

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

   (Answers will vary.) **100 points =** *I predict that Lisa's sprain will be worse than she thought, and she won't be able to play in the soccer games that weekend. A clue I used to make this prediction is the story's title. It hints that the Strikers get a new goalie. Since Lisa is their injured goalie, they must have to replace her. The MRI is also a clue. Now that she has had an MRI, the doctor can see exactly how badly her knee is injured. I think it'll be badly injured.* **90 points =** *I predict that Lisa's sprain will be worse than she thought, and she won't be able to play in the soccer games that weekend. A clue I used to make this prediction is the story's title. Since Lisa is the Strikers' injured goalie, they must have to replace her.* **80 points =** *Lisa's sprain will be worse than she thought, and she won't be able to play. The story's title is a clue.*

2. Why isn't Dr. Paulson surprised that Lisa's knee still hurts? |CE|

   100 points = *Dr. Paulson isn't surprised that Lisa's knee still hurts because she says that even if it is just a sprain, it is a humdinger of a sprain. She means that it is a bad sprain. Bad sprains can be sore for days.*
   90 points = *Dr. Paulson isn't surprised that Lisa's knee still hurts because she says that even if it is just a sprain, it is a bad sprain.* **80 points =** *She says that even if it is just a sprain, it is a bad sprain.*

3. Which of the following describes Lisa during the MRI? |CH|

   a. confused
   b. scared
   c. excited
   d. unhappy

   Support your answer.

4. Why do you think Lisa wants to wait for the results of the MRI instead of going home? |DC|

   100 points = *I think Lisa wants to wait for the results of the MRI instead of going home because she wants to know what is wrong with her knee as soon as possible. She doesn't want to wait for someone to call her at home. If she stays, she can learn right away what is wrong.* **90 points =** *I think Lisa wants to wait for the results of the MRI instead of going home because she wants to know what is wrong with her knee as soon as possible.*
   80 points = *She wants to know what is wrong with her knee as soon as possible.*

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

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Look at your prediction from day 1. Did what you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Lisa knows that her knee is getting a little better because it's not nearly as sore or swollen as it was before. When you are sick or injured, what are some ways that you know you are getting better? During her MRI, Lisa keeps her mind occupied by imagining that she is an astronaut. This helps keep her calm. What are some ways you stay calm during stressful situations?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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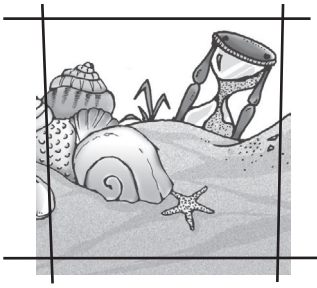


FLUENCY IN FIVE TP

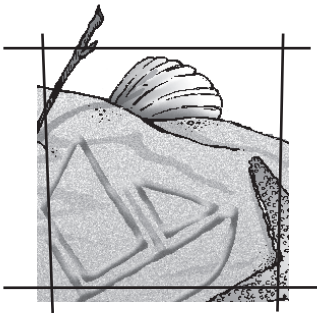
Timing Goal: 5 minutes

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

Student Edition, page S-1

Page 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.



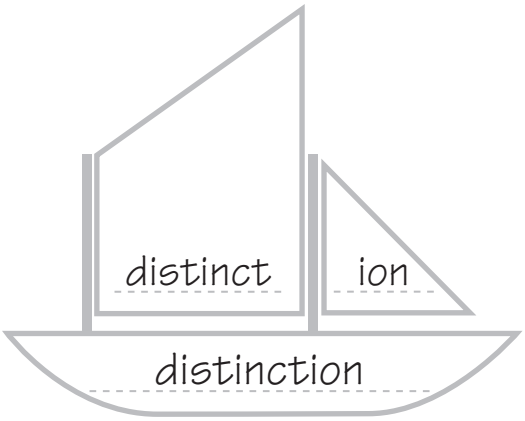
WORD POWER TP

Timing Goal: 10 minutes

Preparation: Display a sailboat with a big sail and a small sail. Write the word "distinction" on the bottom of the boat.

- Show students the bottle, and pretend to take a message from it. Use the message to introduce the Word Treasure clue for reading base words and endings. Display the clue—a sailboat with one big sail and one small sail. Write "distinction" on the bottom of the boat, "distinct" on the big sail, and "ion" on the little sail.

Blackline master provided.



- Reveal the Word Treasure (skill) for this cycle.

Word Treasure	Some base words have additional endings. If you're having trouble reading these words, first read the base word, next read the ending, and then read the whole word and figure out what it means.

- Remind students that many words have endings that add meaning to the base words.
- Review the endings *-ed*, *-ing*, and *-ful*, 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; *-ing* shows an action that is currently happening; *-ful* means full of).
- Introduce the ending *-ion*, and give its meaning (shows an action or condition). Give an example of this ending (*alteration*—the act of being altered or changed). Show the division of the base word and ending (*alteration = alter + ation*).
- Point out that other letters may need to be patched in using Captain Read More's needle and thread when an ending is added to a word. Point to the letters *a* and *t* in *alteration* for an example. Explain that these letters do not change the meaning of the ending, but help the word be more easily read or said aloud.
- Remind students that when a base word ends in *e*, the *e* is often scrubbed off before the ending is added. Use the word *exaggeration* as an example (*exaggerate + ion*).
- Tell students that Captain Read More has found base words with endings in this cycle's vocabulary list. Tell students to look out 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**

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Student Edition, page S-2

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. combination *combine + ation; the condition of being combined, put together*

2. pouncing *pounce + ing; jumping on something right now*

Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

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 make you feel triumphant.

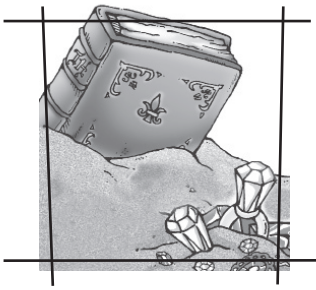
   (Answers may vary.) Winning a race, getting 100 percent on a test.

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

Team Celebration Points

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> How does Lisa feel throughout the MRI exam?

Listening Comprehension

- Tell students that you are about to read pages 12 and 13 aloud. Remind students that, as you read, you will follow the steps of predicting on your Predicting Strategy Card, stopping after each page to ask yourself if you can tell what might happen next, and making a prediction. Also, remind students that at the end of the passage, you will write down a prediction.

- Read pages 12 and 13 aloud, using **Think Alouds** after every page to model your thoughts, as show in the examples below.

A Collection of Readings, page 12

> Chapter 5
>
> Dad and I sat in Dr. Paulson's office as Dr. Paulson sat down behind her big, oak desk. "What's the story, Doc? What's wrong with my girl's leg?" Dad was holding my hand as he spoke.
>
> Dr. Paulson studied her chart, looking down at it over her reading glasses. "Well," she said with a smile, "the MRI came back negative. That's a good thing."
>
> "Negative?" I said with a start. "Negative usually means bad? How can negative mean something good?" I was really confused.
>
> Dr. Paulson turned to me. With a smile, she said, "No, with these tests, it's the opposite. Think of it this way. I was examining your knee to see if I could find something really wrong with it, like a torn muscle or ligament. But that search came up negative. That means I didn't find anything. Your knee's just sprained, that's all."
>
> "Really?" I asked. "It's just sprained? What does that mean for playing soccer?" I looked at Dad. Dad and I both looked at the doctor.
>
> Dr. Paulson clasped her hands together and leaned back in her chair. "Well, Lisa, Mr. Lopez," she began, "it's a pretty nasty sprain. One of the worst I've seen this soccer season actually. I highly recommend that Lisa stay on her crutches for at least a week, until her knee is completely healed. Rest, Ice, Compression, and Elevation will be the important steps, here, just like they have been."
>
> I couldn't believe what I was hearing. "But Dr. Paulson!" I exclaimed. "I have soccer playoffs in just a couple of days! My team needs me! I can't sit out this weekend!"

A Collection of Readings, page 13

> Dr. Paulson looked at me. "I completely understand what you're saying, Lisa. I really do. I'm a bit of an athlete myself, and I hate when I injure myself and can't run or play racquetball. But you have to think about getting your knee completely healed. If you overwork it, you could do some serious damage to it, and then you'd be in bad shape."
>
> *(continued on next page)*

I turned to Dad. "What about the playoffs?" I said, as I felt tears welling up in my eyes.

Before my dad could say anything, Dr. Paulson interrupted. She said, "Well, I think that if you really take it easy the next couple of days and stay off your feet as much as you can, I think you could probably at least go to the soccer games and watch them. How does that sound?"

That didn't sound very good to me at all. Right then and there, I swore to myself that I would play soccer in the playoff games that weekend. Nothing would stop me.

(after page 12) **Dr. Paulson just told Lisa that she should stay on crutches for at least a week, so I'll predict that Lisa will sit out this upcoming weekend's games.**

(after page 13) **Well, after reading this page, I'm going to change my prediction. Lisa is committed to playing, so I'm going to predict that she will play this weekend.** Write and display this prediction, and write "page 13" next to it.

- Point out that you used a clue from the story—that Lisa is committed to playing—to make your last prediction.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they used to make their predictions.

Preview Team Talk

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

Student Edition, page S-3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. What does Lisa hope Julie will say? What does Julie really say? |CC|
3. How does Lisa hurt Julie's feelings? |CE|
4. How does Lisa feel about what she says to Julie? What does this tell you about her? |CH|

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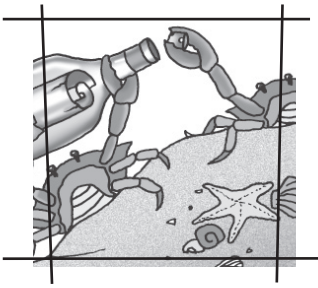

TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 14 aloud with partners.

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

   (Answers will vary.) **100 points =** *I predict that Julie will tell the other Strikers what Lisa said about Lisa being the star and them not being able to win without her playing. I used the story events as clues. Lisa shouts at Julie and upsets her. Julie jumps from her chair and runs out of the room. I think she is hurt and angry. I think she'll tell the other players what Lisa said.* **90 points =** *I predict that Julie will tell the other Strikers what Lisa said about Lisa being the star and them not being able to win without her playing. I used the story events as clues. Julie jumps from her chair and runs out of the room.* **80 points =** *Julie will tell the other Strikers what Lisa said. She jumps up and runs out of the room after Lisa shouts.*

Team Talk continued

2. What does Lisa hope Julie will say? What does Julie really say? |CC|

   100 points = *Lisa hopes Julie will agree with her and say it would be good if Lisa could play soccer on Saturday. Julie doesn't say what Lisa hopes. She says it is good that Lisa's injury isn't as bad as it could be. She says Lisa will be up and playing soon. She reminds Lisa that if they win Saturday, there will be more playoffs the next weekend.* **90 points =** *Lisa hopes Julie will agree with her and say it would be good if Lisa could play soccer on Saturday. Julie doesn't say what Lisa hopes. She says it is good that Lisa's injury isn't as bad as it could be and that she'll play again soon.* **80 points =** *She wants Julie to say it would be good if Lisa could play Saturday. Julie says it's good Lisa's injury isn't too bad.*

3. How does Lisa hurt Julie's feelings? |CE|

   100 points = *Lisa hurts Julie's feelings by shouting at her and saying that Lisa is the star on the team. She says the team can't win without her playing in the game Saturday.* **90 points =** *Lisa hurts Julie's feelings by shouting at her and saying that Lisa is the star on the team and that they can't win without her.* **80 points =** *She shouts and says they can't win without her playing.*

4. How does Lisa feel about what she says to Julie? What does this tell you about her? |CH|

   100 points = *Lisa feels bad about what she says to Julie. She feels ashamed that she shouts at her. She is shocked about what she says and feels dreadful as soon as she says it. This tells me that Julie knows right from wrong and that what she says is wrong and unfair to Julie and the rest of the team. She knows she needs to apologize.* **90 points =** *Lisa feels bad about what she says to Julie. She is shocked about what she says and feels dreadful as soon as she says it. This tells me that Julie knows right from wrong and that what she says is wrong.* **80 points =** *She feels bad. She is shocked and feels dreadful. She knows she needs to apologize.*

- 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.

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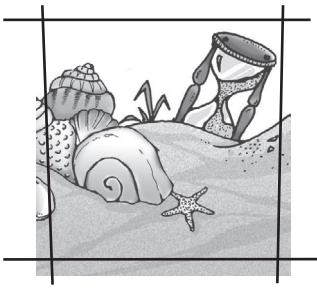
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Look at your predictions from days 1 and 2. Did anything else that you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Do you think Lisa is being mean to Julie? Why or why not? Do you think Lisa has an excuse for being angry? Have you ever felt that you were better than other people at something? Is it ever okay to feel this way? Why or why not? What is the difference between bragging and being confident?
	– 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

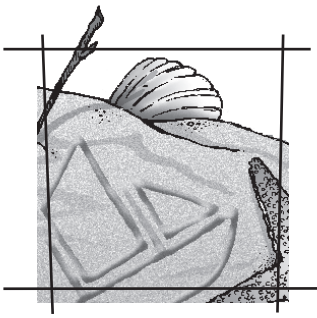
Timing Goal: 5 minutes

- 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-1

Page 10 or 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

th

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with a big sail and a little sail). Use **Team Huddle** to have students identify the endings they are working with in this cycle. Use **Random Reporter** to select students to share. *The endings* -ion, -ant, -ed, -ing, *and* -ful.

tps

- 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* readjusting, tension, conceded, investigation, moping, dreadful, *and* honed.
- Have students divide the ending from the base word for each of these vocabulary words, reminding them to use the scrubber and needle and thread as necessary. Readjusting = *readjust + ing;* tension = *tens*$\not e$ *+ ion;* conceded = *conced*$\not e$ *+ ed;* investigation = *investigat*$\not e$ *+ ion;* moping = *mop*$\not e$ *+ ing;* dreadful = *dread + ful;* honed = *hon*$\not e$ *+ ed.*
- Point out where the *e* was scrubbed in the words *tension*, *conceded*, *investigation*, *moping*, and *honed.*
- Point out that the word *readjusting* also has a prefix and could be broken down further. Use **Think-Pair-Share** to have students divide the word into its parts. Randomly select a few students to share. *Re + adjust + ing.*
- Introduce the ending *-ant*, and give its meaning (it makes an adjective or noun from a verb that means characterized by or serving the purpose of). Give an example of this ending (*disinfectant*—serving to disinfect or make clean). Show the division of the base word and ending (*disinfectant = disinfect + ant*).

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- Use **Team Huddle** to have students identify a word from their vocabulary list that has this ending. Have students divide the base word from the ending. Use **Random Reporter** to select students to share *[*triumphant = triumph + ant*]*.
- Point out that not all words that end in *-ant* are base words with endings. Provide the example of the word *elephant*.
- Use **Team Huddle** to have students define the eight words in their vocabulary chart based on the meanings of the endings. Then have students review the definitions of the words and read the sample sentences in their vocabulary list. Use **Random Reporter** to select students to share.
- 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-3

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. mirthful *mirth + ful; full of mirth, happiness*

2. dominant *dominate + ant; characterized by being controlling or ruling*

Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

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. List two things that might not make you feel triumphant.

   (Answers may vary.) Falling in a puddle on the way to school, losing a baseball game.

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

- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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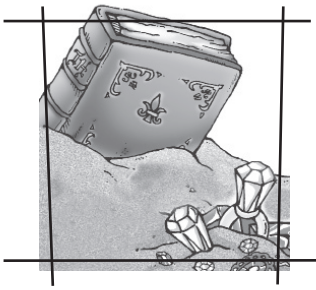

DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> What does Lisa do that hurts Julie's feelings?

Listening Comprehension

- Tell students that you are about to read pages 16 and 17 aloud. Remind students that as you read you will follow the steps of predicting on your Predicting Strategy Card, stopping after each page to ask yourself if you can tell what might happen next, and making a prediction. Also, remind students that at the end of the passage you will make and write down a final prediction.
- Read pages 16 and 17 aloud, using **Think Alouds** after you finish each page to model your thoughts, as shown in the examples that follow.

A Collection of Readings, page 16

> Chapter 7
>
> For the next couple of days, I felt terrible. I felt that way for a number of reasons. First, I didn't feel I was part of the team. I felt they were going to go on and play without me. And I knew that they had to. They couldn't forfeit the game just because their goalie couldn't play. I mean, this was the playoffs! But I also felt I wasn't part of the team for a different reason. I felt guilty about seeing myself as the star of the team and seeing Julie and the rest as just secondary players who supported me, like the cast of supporting actors who aren't the big-name superstar. That's not how a player on a team should feel. I knew that players on a team should feel everybody contributes. That's what teamwork meant.
>
> I'd learned my lesson. But since I wasn't going to be able to play on Saturday, I didn't know quite how I'd show the rest of the team that I hadn't meant what I said, or that if I had meant it, I didn't mean it anymore. Even if I weren't playing, I wanted my team to win. And, if I'm being honest, I also wanted them to win so we could advance to the next round, because then I'd be able to play. But more than anything, I wanted them to win because they were my teammates.
>
> On Friday evening, I decided to call Julie. She answered on the first ring. "Hey Julie," I said.
>
> "Hey Lisa!" Julie didn't sound very mad. That was good.
>
> "Listen, Julie," I began. "I just wanted to say sorry about what I said the other day. I really didn't mean the things I said."

A Collection of Readings, page 17

> "I understand," Julie responded. "I'm not mad anymore. I mean, I was at first, but I got over it. You were pretty upset about what the doctor had told you. I understand that. I knew I couldn't spend too much time being angry at you. I knew I had to focus on tomorrow's game. Since we've been practicing, I'm getting pretty good at goalkeeping. Maybe not as good as you, but…"
>
> *(continued on next page)*

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I interrupted her. "That's why I'm calling you, Julie. I wanted to say good luck with tomorrow's game. I know you and the rest of the Strikers will win. I just know it."

"Thanks, Lisa! You really think so?" I could tell that Julie liked hearing that from me. "Are you coming to the game tomorrow?" she asked.

"We'll see," I said.

(after page 16) **It looks like Julie's not mad at Lisa anymore, so I predict that they'll be friends again.**

(after page 17) **Hmm… I wonder if Lisa will go to the game tomorrow. This is a great place to make a prediction. Lisa has left me wondering if she will go to the game. It's almost like the author is asking me to make a guess. Well, it looks like Lisa and Julie have made up. Lisa said, "Good luck." They're friends again, so I predict that Lisa will go to the game tomorrow. I hope I'm right!** Write and display this prediction on chart paper, and write "page 17" next to it.

- Point out that you used a clue from the story—that Lisa and Julie are friends again—to make your last prediction.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they used to make the prediction.

Preview Team Talk

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

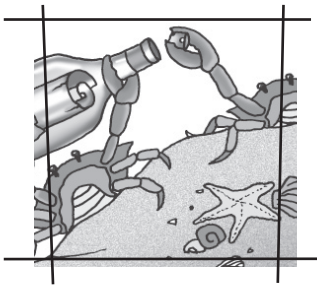
Student Edition, page S-3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. The word *nail-biter* on page 18 most closely means— |CL|
   a. relaxing.
   b. easy task.
   c. tense moment.
   d. painful.

Team Talk continued

3. How well does Julie do during the game? How does Lisa feel about it? How can you tell? |CH • DC|
4. How does the author show suspense at the end of the chapter? |MD|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 18 aloud with partners.

  page 19 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

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Team Talk

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

   (Answers will vary.) **100 points =** *I predict that Julie will stop the goal, and the Strikers will win the game. I used events from the story as clues. I know that Julie is playing really well as a goalie. She has stopped everything so far. She knows where to move to stop the ball. I know she is ready for the Sidewinder's kick.* **90 points =** *I predict that Julie will stop the goal, and the Strikers will win the game. I used events from the story as clues. I know that Julie is playing really well as a goalie.* **80 points =** *Julie will stop the goal. Julie is playing really well as a goalie.*

2. The word *nail-biter* on page 18 most closely means— |CL|

   a. relaxing.

   b. easy task.

   c. tense moment.

   d. painful.

3. How well does Julie do during the game? How does Lisa feel about it? How can you tell? |CH • DC|

   100 points = *Julie does really well during the game. She stops every goal. Lisa feels really excited for Julie and is proud of her. I can tell because she keeps cheering for Julie from the sideline. She is happy that Julie is doing so well.* **90 points =** *Julie does well and stops every goal. Lisa feels really excited for Julie and is proud of her. I can tell because she keeps cheering for Julie.* **80 points =** *Julie stops every goal. Lisa is excited and proud of her. She cheers for her.*

4. How does the author show suspense at the end of the chapter? |MD|

   100 points = *The author shows suspense at the end of the chapter by ending the chapter right after the Sidewinder kicks the ball toward the goal and before Julie reaches it. We don't know whether Julie stops the ball before it goes in the goal. We know it is important that she stop the ball because it will mean that the Strikers win.* **90 points =** *The author shows suspense at the end of the chapter by ending the chapter right after the Sidewinder kicks the ball toward the goal and before Julie reaches it.* **80 points =** *He ends the chapter right after the Sidewinder kicks the ball toward the goal and before Julie reaches 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	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Look at your predictions from days 1–3. Did anything else that you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Is Lisa a good friend to Julie? Why or why not? How do you think Lisa would feel if Julie weren't playing well as the goalie? Why?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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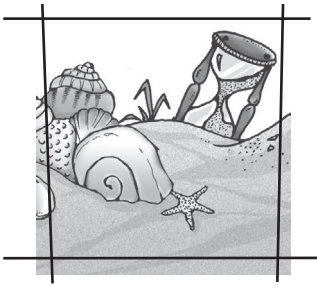


FLUENCY IN FIVE TP

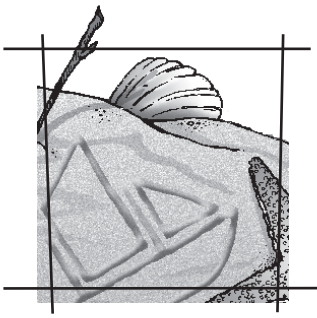
Timing Goal: 5 minutes

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

Student Edition, page S-1

Page 10, 15, or 18

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



WORD POWER TP

Timing Goal: 10 minutes

tps

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students explain why it is useful to learn different endings for base words and give an example. *Different endings change a word's meaning slightly. For example, adding* -ed *to an action word means the action took place in the past.*

Word Power Challenge	
	contestant
	decoration

- 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. Contestant = *serving in the capacity of being in a contest or game*; decoration = *the state of being decorated*.
- If necessary, have students use the sail clues and identify the base word and ending of each word *[*contest + ant*;* decorate + 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

Student Edition, pages S-3 and S-4

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. groomed *groom + ed; cleaned or brushed in the past*

2. frightful *fright + ful; full of scariness, fright*

Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

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.

   Gloria felt absolutely *dreadful* when she accidentally ripped her best friend's 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.

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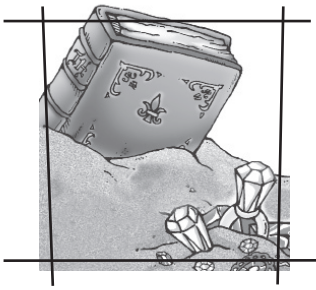
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- 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, the Sidewinders had just kicked the ball toward the goal. Today we will find out if Julie can block it and win the game for the Strikers.

Vocabulary TP

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

Prepare Students for the Test

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

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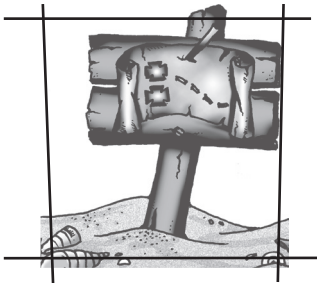
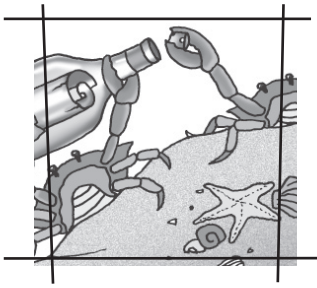


TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

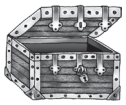
Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion TP

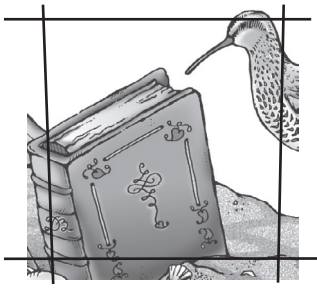
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to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

Class Discussion TP

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



- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.



BOOK CLUB

Timing Goal: 20 minutes

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

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

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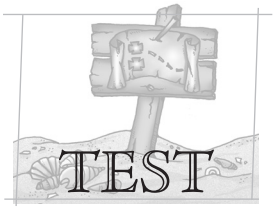

Comprehension Questions

Read pages 20 and 21 of *The Strikers Have a New Goalie,* and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

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

   20 points = *One of my predictions was that Lisa would find out that her injury would keep her from playing in the playoff game. This did happen in the story. Dr. Paulson tells her that she shouldn't play for awhile. She can't play in the game on Saturday, and Julie has to take her place as goalie.*
   15 points = *One of my predictions was that Lisa would find out that her injury would keep her from playing. This did happen in the story. Julie has to take her place as goalie.* **10 points =** *I said Lisa wouldn't be able to play. She can't, and Julie takes her place as goalie.*

10 points

2. Lisa hurts Julie's feelings by— |CE|
   a. telling her that she is a terrible goalie.
   b. yelling at her and saying the team won't win without Lisa.
   c. wishing Julie had sprained her knee playing the last game.
   d. refusing to go to the playoff game.

10 points

3. What do the Strikers do **after** Julie blocks the goal? |SQ|
   a. They lift Lisa in the air.
   b. They score another goal.
   c. They all fall to the ground.
   d. They lift Julie in the air.

20 points

4. Do you think Lisa is really worried about her knee for next week's game? Why or why not? |DC|

   20 points = *No. I don't think Lisa is really worried about her knee for next week's game. She is smiling when she says she doesn't think she will play. I think she is just using her knee as an excuse to let Julie keep playing goalie.*
   15 points = *No. I don't think Lisa is really worried about her knee for next week's game. She is smiling when she says she won't play.* **10 points =** *No. She smiles when she says she won't play.*

20 points

5. How does Lisa change over the course of the story? How can you tell? |CH • CC|

   20 points = *Lisa changes over the course of the story because at first, she thinks that she is the best player on the team and that the team could never win without her in the goal. She cares more about playing than making sure her knee heals completely. Now she knows that it is more important to make your friends happy and to do what's best for the team. She thinks Julie plays really well as goalie and wants her to keep playing. She decides that she should let her knee heal more.* **15 points =** *Lisa changes over the course of the story because at first, she thinks that she is the best player on the team and that the team could never win without her in the goal. Now she knows that it is more important to make your friends happy and to do what's best for the team. She wants Julie to keep playing goalie.* **10 points =** *At first, she thinks she is the best player on the team. Now she knows that it is more important to be a good friend and teammate.*

20 points

6. Read the following passage, which is from another Strikers story. Make a prediction about what will happen next. Explain the clues you used to make your prediction. |PR|

   The next season came around. My knee had completely healed, and I had been working out all winter and spring. It was time to sign up for the Summer Soccer Strikers again. Julie went with me. I was just about to put my name in the slot that read "Goalkeeper" when I looked over at Julie. I remembered how well she had done in those last two games and how much fun she'd had. I looked at Julie. Then I looked at the ten other positions that I could choose to play.

   20 points = *I predict that Lisa will sign up for another position on the team. I think she really wants Julie to be happy. She knows that Julie is a really good goalie, so the team will do well if Lisa is in another position on the field.* **15 points =** *I predict that Lisa will sign up for another position on the team. I think she really wants Julie to be happy.* **10 points =** *Lisa will sign up for another position on the team. She really wants Julie to be happy.*

Word Power

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

Skill Questions

Write each word on your paper. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

5 points

1. celebrant *celebr~~ate~~ + ant; characterized by celebrating*

5 points

2. temptation *tempt + ation; the state of being tempted*

5 points

3. resided *reside + ed; lived somewhere in the past*

5 points

4. apologizing *apologize + ing; saying one is sorry right now*

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Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

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

10 points = *The private detective kept finding more and more clues during the investigation of the series of robberies in the neighborhood.* **5 points =** *The private detective kept finding clues during the investigation of the robberies.* **1 point =** *The detective kept finding clues during the investigation.*

10 points 6. I put ice on my shoulder to relieve the *tension* in my sore muscle.

10 points 7. As everyone expected, the hard-working football team was triumphant over the lazy team. *Triumphant* means—

a. tied with.
b. victorious.
c. losing to.
d. behind.

10 points 8. Jennifer was *moping* all day with tears in her eyes after her parents told her that she couldn't go to the mall.

10 points 9. "What a dreadful noise!" the shopkeeper exclaimed when she heard the broken clock chime. *Dreadful* means—

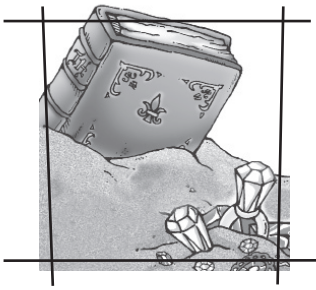
a. confusing.
b. interesting.
c. lovely.
d. terrible.

10 points 10. *Readjusting* her backpack helped to make Angelina's lower back feel better.

10 points 11. Charlie honed his acting skills during his years of acting classes. *Honed* means—

a. dulled.
b. sharpened.
c. made quicker.
d. didn't change.

10 points 12. "I *conceded* that it's a beautiful tree, but you won't convince me that it's the most beautiful tree ever," Brad said.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write a play, turning each chapter of *The Strikers Have a New Goalie* into one scene in the play. Plays tell stories just like books, but they tell them in a very different way. How can you turn a part of this cycle's story into a play? Your class will create a final play by combining the scenes at the end of class.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a play.

  Think about a book or story you enjoy that is also a movie. The stories that the book and movie tell are probably very similar. The characters are the same, and many of the events are the same. But think about how they are different. In a book, you read a lot of descriptions. The author can describe the characters' thoughts and actions, in addition to giving the characters dialogue. That cannot happen in movies or plays. In those, you watch the characters act. The story has to be told through dialogue. People who adapt books into movies and plays have to think creatively about how to tell the story.

- Display the following scene from a story that has been adapted into a play.

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Blackline master provided.

THE LEGEND OF PENELOPE SPENCER: THE VOYAGE OF THE *ANTELOPE*

ACT I

Scene 1

It is early morning in Spyridonia, a small village in a kingdom under the rule of King Hector the Wise. PENELOPE and FATHER/MR. SPENCER are already hard at work in their pottery shop when two trumpet blasts sound out. A VOICE is heard making an announcement.

VOICE: Attention, people of Spyridonia! Your presence is required in the village square!

PENELOPE: *(looking out the door)* I wonder what this is all about.

FATHER: *(wiping off his hands)* I suppose I should go then, eh? Although I hope whatever it is doesn't take too long. I don't want this piece of clay to harden before I can finish this vase. Old Mr. Haroldsen wants this vase completed as soon as possible so he can give it to his wife as an anniversary present.

PENELOPE: Shall I come, too, Father? I'm a citizen and want to find out what is happening as well!

FATHER: Certainly, my dear. Just wipe the smudge of clay off of your face, and straighten your frock.

PENELOPE: *(excitedly)* Really, Father?

FATHER: Yes, my dear. I think you've become old enough to engage yourself in the circumstances of our little hamlet. Besides, as you know, my hearing's not as sharp as it once was, so perhaps you can be my ears.

PENELOPE: Hooray! *(dances across the room while wiping her face with a cloth)* Do I look presentable for my first town meeting?

FATHER: *(removes his work apron and smoothes his hair)* You yourself are the very picture of beauty, my dear.

PENELOPE: *(blushing and acting shy)* You look quite handsome yourself, Father!

FATHER: *(offering PENELOPE his arm)* Let us see what awaits us in the village square!

FATHER and PENELOPE exit.

- Discuss with students the script format and the different parts of the script, pointing out the title, act, scene, setting description, characters, dialogue, and stage directions on the overhead.
- Explain the parts of the sample play.

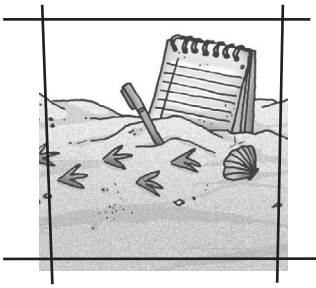
The title of this play is *The Legend of Penelope Spencer: The Voyage of the* Antelope. There are three characters in this scene: the voice, Penelope, and Father. The characters' names appear in all capital letters

on the left side of the page each time the characters speak. Notice that their spoken parts appear in regular print without quotation marks. The italicized words that appear in parentheses are stage directions.

- Point out to students that the scene opens with a stage direction that introduces the setting and some of the characters in the play.
- Remind students that a play tells a story through dialogue.

Remember, a play is a story that is told mainly through dialogue. To create the dialogue, think about how the characters in the story would be likely to speak and what they would say to one another as the events unfold. It's a good idea to think about how the characters would actually speak to one another. Since you are adapting a chapter from a story into a play, you can use dialogue from the story in your scene. However, be prepared to create your own dialogue for the characters to fill in gaps in the story.

- Tell students that they will turn a chapter from the text into a scene for a play.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will turn a chapter from *The Strikers Have a New Goalie* into a scene for a play version of the story.

Teacher's Note: If possible, divide the class into groups of nine so each chapter in the story has at least one person adapting it into a scene of the play. Students will work on their scenes individually. At the end of class, students can compare their scenes and create a play from them.

tps

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

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Student Edition, page S-4

Writing Prompt

Imagine that your class is going to put on a play for the school and has decided to do *The Strikers Have a New Goalie*. But first, the story has to be turned into a play. The story will be divided into two acts: Act I will include chapters 1–5 (scenes 1–5), and Act II will include chapters 6–9 (scenes 1–4). Each chapter will be a scene in the play. Write a script for your assigned scene. Your script should have at least ten lines of dialogue, either taken directly from the text or created for the play. You should include at least five stage directions in the script. Remember to include the following information in your script: the title of the play, the act and scene, and a description of the setting. Remember to format your script correctly. If there is time, you will compare your scene with those of your classmates and combine them to make a completed play.

Scoring Guide

You turn a chapter of the story into a scene for the play version of *The Strikers Have a New Goalie*.	**20 points**
Your script has at least ten lines of dialogue, either taken from the story or created for the play.	**5 points each (50 points maximum)**
Your script has at least five stage directions.	**2 points each (10 points maximum)**
You include the title, the act and scene, and a description of the setting in your script.	**10 points**
Your script is formatted correctly.	**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 story map. This will help us put our thoughts in the right order as we write our scenes.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Point out to students that although the story is already written, breaking the story down into its basic elements will help them write their scripts.
- 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

Story Map

Title: *The Legend of Penelope Spencer: The Voyage of the Antelope*

Characters:

the voice

Penelope

Father

Setting:

Where: Penelope and Father's home in Spyridonia, a part of King Hector the Wise's kingdom. A series of trumpet blasts signal that there is an announcement coming.

When:

Problem:

The village has been called to the square to hear an announcement.

Event: Penelope and her father stop their work to hear the announcement.

Event: They decide they will go to the village square together.

Event: Penelope dances with excitement because she gets to attend the meeting.

Event: They clean up and prepare for the meeting.

Event: Father and Penelope exit to attend the meeting.

Solution:

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

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skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.

- Discuss with students how they might adapt their chapters for the play.

  You might be wondering how you can adapt certain elements of your chapter into a script for a play. For example, how can you turn the narrator's thoughts, in this case, Lisa's, into dialogue? Thoughts are in the characters' heads, so how do you turn them into dialogue? In a play, characters often speak something called a *soliloquy*. A soliloquy is a dialogue that a character has with himself or herself. The character speaks his or her thoughts aloud. Sometimes in plays, a character may deliver a soliloquy while other characters are on stage, but it is understood that the other characters cannot hear him or her. Characters may also speak in an *aside*. An aside is usually a quick comment the character makes to voice his or her thoughts, but it is not heard by other characters. Soliloquies are usually longer.

- 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 it is important that their scripts be formatted correctly.

Remember, it is important for a script to be formatted correctly. This helps the actors easily read and understand the script and the actions they should take.

- Display the sample script from Build Background again, telling students to compare the formatting of the sample with their own scripts. Tell students to mark errors and make corrections for their final drafts.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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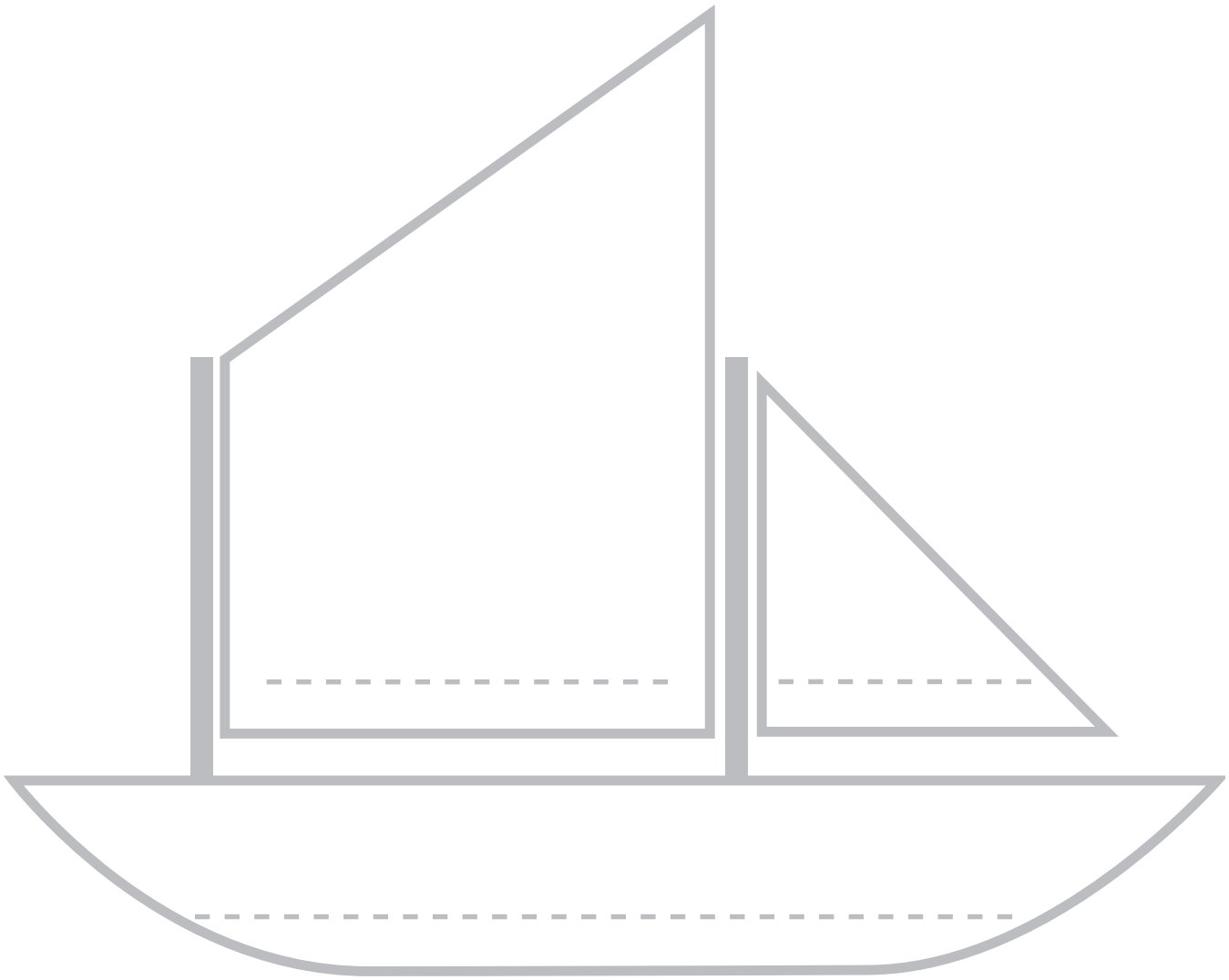
The runner waited at the starting line, ready to run.

The official shouted, “Go!” and the runner started running.

After we were all seated in the movie theater, the lights dimmed and the curtains opened.

Then, all of a sudden, the lights came back on and a voice said over the loudspeaker, “We’re having some problems. Please wait a few minutes.”



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THE LEGEND OF PENELOPE SPENCER: THE VOYAGE OF THE *ANTELOPE*

ACT I

Scene 1

It is early morning in Spyridonia, a small village in a kingdom under the rule of King Hector the Wise. PENELOPE and FATHER/MR. SPENCER are already hard at work in their pottery shop when two trumpet blasts sound out. A VOICE is heard making an announcement.

VOICE: Attention, people of Spyridonia! Your presence is required in the village square!

PENELOPE: *(looking out the door)* I wonder what this is all about.

FATHER: *(wiping off his hands)* I suppose I should go then, eh? Although I hope whatever it is doesn't take too long. I don't want this piece of clay to harden before I can finish this vase. Old Mr. Haroldsen wants this vase completed as soon as possible so he can give it to his wife as an anniversary present.

PENELOPE: Shall I come, too, Father? I'm a citizen and want to find out what is happening as well!

FATHER: Certainly, my dear. Just wipe the smudge of clay off of your face, and straighten your frock.

PENELOPE: *(excitedly)* Really, Father?

FATHER: Yes, my dear. I think you've become old enough to engage yourself in the circumstances of our little hamlet. Besides, as you know, my hearing's not as sharp as it once was, so perhaps you can be my ears.

PENELOPE: Hooray! *(dances across the room while wiping her face with a cloth)* Do I look presentable for my first town meeting?

FATHER: *(removes his work apron and smoothes his hair)* You yourself are the very picture of beauty, my dear.

PENELOPE: *(blushing and acting shy)* You look quite handsome yourself, Father!

FATHER: *(offering PENELOPE his arm)* Let us see what awaits us in the village square!

FATHER and PENELOPE exit.

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Story Map

Title: *The Strikers Have a New Goalie*

Characters:

Lisa Lopez

Dad

Dr. Paulson

Coach Carter

Julie Swanson

Dominique Wilson

Sun-Li Park

Setting:

Where: Dr. Paulson's office

Lisa's house

the soccer field

When: summer

soccer playoffs

Problem:

Lisa sprains her knee and is worried that she won't be able to play in the soccer playoffs.

Event: Lisa comes home from the doctor's office, and Coach Carter and several of her teammates come to visit.

Event: Lisa goes to the hospital to have an MRI scan. Her knee is only sprained, but Dr. Paulson tells Lisa that she won't be able to play in the playoffs this weekend.

Event: Lisa yells at Julie when she comes to visit her. She tells Julie that the team can't win without her.

Event: Lisa calls Julie to apologize and wish her and the team good luck.

Event: Lisa watches the game and cheers from the sidelines. The game goes into overtime, and the Strikers win.

Solution:

Lisa sees how great Julie played as goalie, and how much fun she had doing it. She tells the coach she needs to stay off the field for a few more weeks, and Julie gets to take her place as goalie.

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 / *The Strikers Have a New Goalie*
English Language Arts Standards: *Reading: Literature*
Key Ideas and Details RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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INFORMATIONAL (8 DAY)

Predicto Gets a Clue!

The Savvy Reader—Predicting, A Collection of Readings, pages 23–36
Success for All Foundation, 2011

Summary

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

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

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

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

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

Instructional Objectives

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

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

Preparation

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

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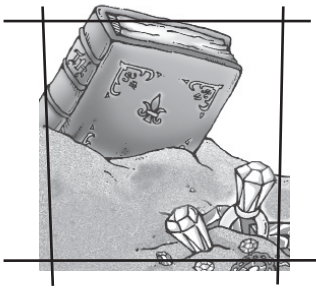

DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Success Review and Keeping Score TP

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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

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

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

- Use the items below to build or activate background knowledge about the text.
  - Use **Team Huddle** to have students discuss a time when they tried to guess something about the future. What did you try to guess? Why were you trying to guess it? Did you guess correctly? Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students think of any jobs that people have where they have to guess or make predictions about what will happen in the future. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss what they think it takes to make a good guess or prediction about an upcoming event. Do they think they are good at predicting what happens next? Randomly select a few students to share.

Using the Targeted Skill (Introduction and Definition)

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

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

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

Preview Team Talk

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

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

Student Edition, page S-5

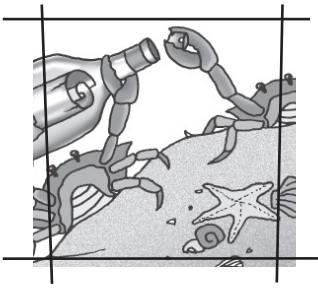
Team Talk

1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS *Constellation* Museum and the Maryland Science Center?
2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?
3. Predicto's predictions were just wild guesses. What could he have done to make his predictions more realistic?
4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

- Randomly assign team leaders.
- Introduce the video.

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

- **Play** "Part 1: Look for Clues" (7½ minutes).



TEAMWORK

Timing Goal: 35 minutes

Team Discussion 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 their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS *Constellation* Museum and the Maryland Science Center?

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

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

   (Answers may vary.) **100 points =** *An informational text is a text that gives information or explains a subject. I think Daniel and other students find it hard to read informational texts because they don't tell a story. They might not be as exciting to read as literature.* **90 points =** *An informational text is a text that gives information. I think Daniel and other students find them hard to read because they don't tell a story.* **80 points =** *It gives information about a subject. They don't tell a story and aren't as exciting.*

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Team Talk continued

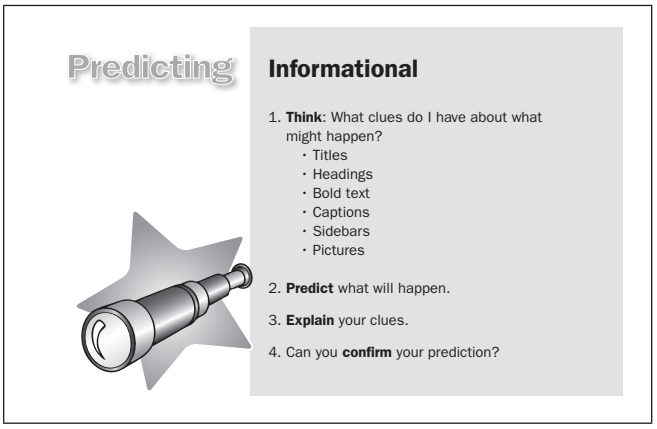
3. Predicto's predictions were just wild guesses. What could he have done to make his predictions more realistic?

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

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

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

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



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

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

- Read Predicto's Challenge aloud.

Student Edition, page S-5

Greetings, Ladies and Gentlemen,

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

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

Yours truly,
The Incredible Predicto

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

- Use **Random Reporter** to review the team discussions. Accept logical predictions.
- Award team celebration points.

Class Discussion TP

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

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

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<table>
<tr><td rowspan="3">Think-and-Connect Discussion</td><td colspan="2">– 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.</td></tr>
<tr><td>Team Talk Extenders</td><td>Do you think making predictions about an informational text before reading will help you better understand the information in it? Why or why not?

Have you ever tried to predict what an informational text was about before? What was the text about? When you read the text, was your prediction right?</td></tr>
<tr><td colspan="2">– Award team celebration points.</td></tr>
</table>

<table>
<tr><td>Write-On Discussion</td><td>– Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
– 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.</td></tr>
</table>

- Summarize the lesson for students.

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

As the friends talked about predicting the topic of the *Constellation* brochure, somebody was eavesdropping on them. You know who—Predicto! I wonder if listening to them will help Predicto learn how to predict. We'll have to keep watching the DVD to find out.

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

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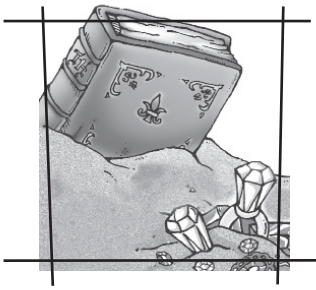


DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have students discuss using text features as clues. Randomly select a few students to share.

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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-5

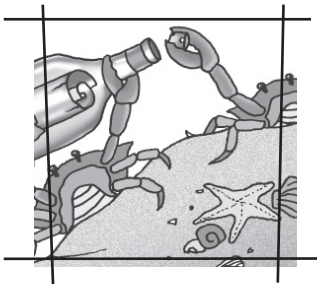
Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS *Constellation* Museum will learn about the ship and sailors?
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)
3. How will Adam and Elinor find out if their predictions come true?

- Introduce the video.

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

- **Play** "Part 2: What's it all about?" (3 minutes).
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

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Team Talk

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

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

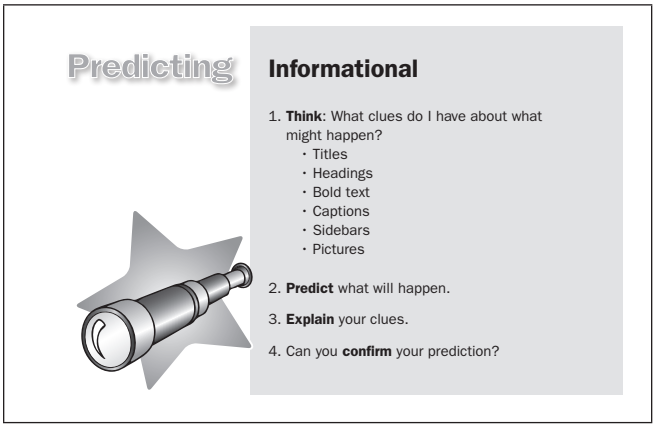
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)

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

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

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

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



- Review the informational side of the Predicting Strategy Card.

- Introduce Predicto's Challenge. Use this activity to have students practice using clues to make predictions as they read and looking for information that confirms, disproves, or changes a prediction.

  Predicto has another challenge for us. Let's read it.

- Read Predicto's Challenge aloud.

Student Edition, page S-6

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 24 is pirates. But what do you think we'll learn about pirates?

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

Good luck!
The Incredible Predicto

- Monitor the discussions for understanding. Prompt students to use the clues to make logical predictions.
- Have students discuss their predictions and clues with their teammates and explain why they made those predictions. What clues did they use? Monitor the discussions.

- Use **Random Reporter** to review the teams' discussions. Accept logical predictions.
- Award team celebration points.

Class Discussion TP

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

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

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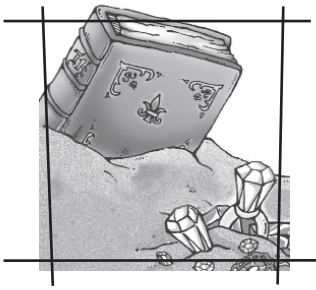
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Elinor and Adam make different predictions even though they see the same clues in the brochure. Why do you think they come up with different predictions? Do you think it would be harder to make a prediction with only one or two clues on a page? Why or why not?
	– Award team celebration points.	

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

- Summarize the lesson for students.

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners review the concepts of main ideas and supporting details. Randomly select a few students to share.

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

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

Preview Team Talk

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

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Student Edition, page S-6

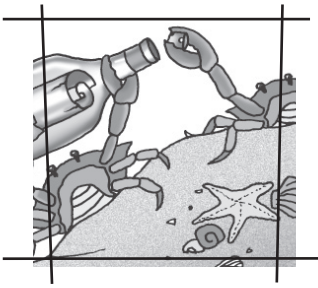
Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS *Constellation*?
2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS *Constellation*?
3. Did you confirm Amy's or Daniel's predictions? Share the notes you and your partner made during your discussion. (Write-On)
4. Amy made a mind movie of the USS *Constellation*. Do you have a mind movie of the ship based on what you've read about it? Describe your mind movie. How do mind movies help you understand what you're reading?

- Introduce the video.

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

- **Play** "Part 3: What's Ahead in *Welcome Aboard*" (4½ minutes).
- Stop the DVD as directed, and have students complete the activities that are presented. Press Play to continue playing the DVD. Predicto will ask partners to read part 1 of the USS *Constellation* brochure, to discuss what it's mostly about, to decide whether they can confirm or deny Amy's or Daniel's predictions and explain why or why not, and to take notes of their discussions to share with their teams.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

Team Talk

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

   100 points = *The clues Amy used to predict that part 1 would be about what there is to see on each deck of the USS* Constellation *were the headings "Starting at the Top" and "Ready, Aim, Fire" and the illustration that shows each deck of the ship.* **90 points =** *The clues Amy used to predict that part 1 would be about what there is to see on each deck of the USS* Constellation *were the headings and illustration.* **80 points =** *She used the headings and illustration.*

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

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

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Team Talk continued

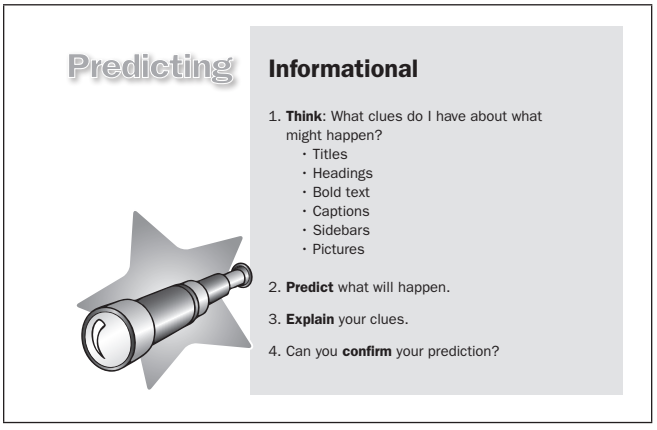
3. Did you confirm Amy's or Daniel's predictions? Share the notes you and your partner made during your discussion. (Write-On)

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

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

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

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



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

- Introduce Predicto's Challenge.

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

- Read Predicto's Challenge aloud.

Student Edition, page S-6

Greetings, Ladies and Gentlemen,

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

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

Good luck!
The Incredible Predicto

- Monitor the discussions for understanding. Are students sharing predictions, explaining clues, and finding information that confirms or departs from their predictions?
- Have partners share their predictions and clues with their teammates and discuss whether they confirmed their predictions. Monitor the discussions for understanding.

- Use **Random Reporter** to review the teams' discussions.
- Award team celebration points.

Class Discussion TP

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

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

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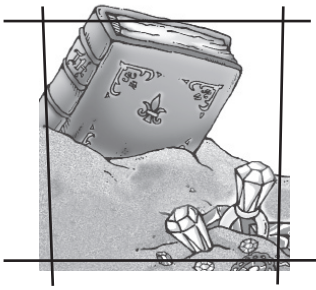
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Daniel's prediction turned out to be wrong. Does that mean Daniel did not read the clues as well as Amy did? Why or why not? Amy makes a mind movie to help her think about the USS *Constellation*. Have you ever made a mind movie when you read information or when a friend told you information? How did doing so help you understand what you read or were told?
	– Award team celebration points.	

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

- Summarize the lesson for students.

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

Team Celebration Points	
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: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have students clarify words from the brochure. Write the following words on chart paper: "spar deck," "nautical," "watch," "agility," and "hammock."

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

  Ask your students what the words mean and how they figured them out. As a group, define any words that students can't clarify with their partners.

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

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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.

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

Student Edition, page S-7

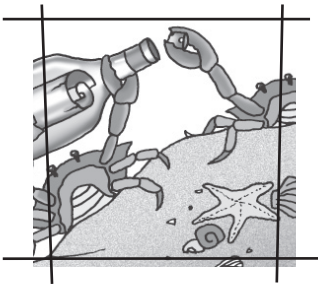
Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?
2. Did Predicto's prediction come true? Explain how you know.
3. Is it okay if a prediction doesn't come true? Why do you think that? (Write-On)

- Introduce the video.

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

- **Play** "Part 4: What's Ahead in *Ahoy, Matey!*" (7 minutes).
- Have students complete the activities that are presented. Predicto will ask students to:
  - look for clues and predict what's ahead—the main ideas—in *Ahoy, Matey!*;
  - compare predictions and clues;
  - read *Ahoy, Matey!* to see if they can confirm their predictions with their teams;
  - explain why they can or cannot confirm their predictions;
  - discuss their predictions about part 2, the clues they used, and whether they confirmed their predictions; and
  - check off confirmed predictions.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

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

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

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

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

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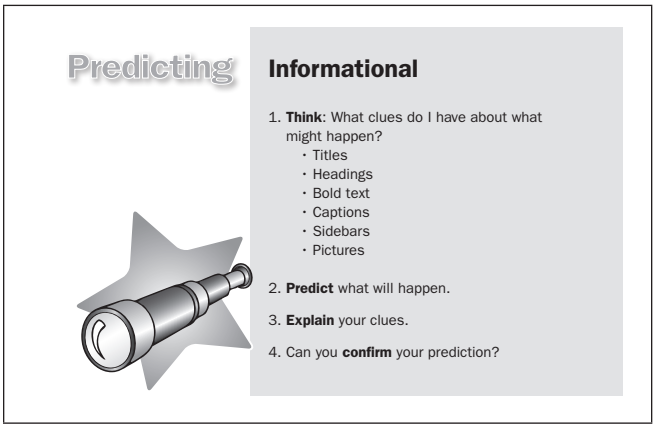
Team Talk continued

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

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

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



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

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

- Read Predicto's Challenge aloud.

Student Edition, page S-7

Greetings, Ladies and Gentlemen,

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

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

Good luck!
The Incredible Predicto

- Monitor the discussions for understanding. Are students using clues to make logical predictions? Are they using information in the text to confirm their predictions? Do they recognize when information departs from or changes a prediction?
- Have partners compare their predictions and clues with their teammates. Did they confirm their predictions? Why or why not? Monitor the discussions.
- Use **Random Reporter** to review the teams' discussions.
- Award team celebration points.

Class Discussion TP

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

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	What clues could Predicto have used to correctly predict all the main ideas in part 2? Do you think it's better to make a wrong prediction based on clues and logical guesses than to make a wrong prediction by making a wild guess? Why?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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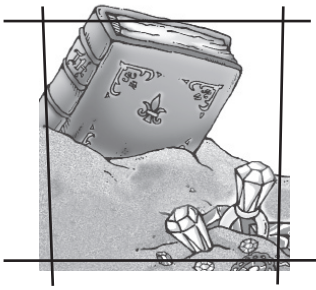
- Summarize the lesson for students.

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

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: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners discuss why it helps to work with partners and teams when using the predicting strategy. Randomly select a few students to share.

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

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

Preview Team Talk

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

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

Student Edition, page S-7

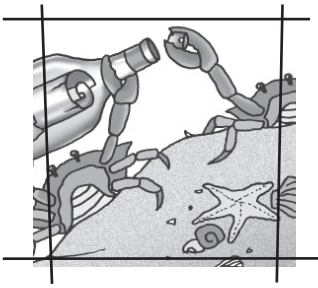
Team Talk

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

- Introduce the video.

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

- **Play** "Part 5: The Fascinating Science of…Maryland?" (6 minutes).
- Stop the DVD as directed, and have students complete the activities that are presented. Predicto will ask students to:
  - look for clues and predict what the Maryland Science Center brochure is mostly about;
  - compare their predictions and clues with their partners;
  - write their predictions and clues in their journals;
  - look for clues and predict the main ideas of Part 1. Dinosaurs: Uncover the Mystery!;
  - compare predictions and clues with their partners;
  - write their predictions and clues in their journals;
  - take turns reading the paragraphs in part 1 to see whether they can confirm their predictions; and
  - check off confirmed predictions.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

Team Talk

1. What do you think Amy and Daniel did to be good partners for each other?

   (Answers will vary.) **100 points =** *Amy and Daniel were good partners for each other because they prompted each other to make predictions, and they listened to each other. Amy also added on to Daniel's predictions.* **90 points =** *Amy and Daniel were good partners for each other because they prompted each other to make predictions.* **80 points =** *They prompted each other to make predictions.*

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

   100 points = *The clues Elinor used to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared were the heading and the sidebar about when dinosaurs appeared and disappeared. She knew that why they disappeared is a mystery.* **90 points =** *The clues Elinor used to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared were the heading and sidebar.* **80 points =** *She used the heading and sidebar.*

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Team Talk continued

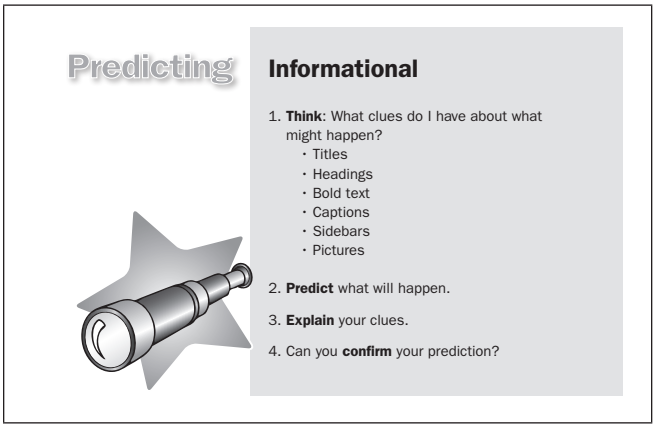
3. Did Elinor confirm her prediction? Did she learn anything that she didn't predict? What was it? (Write-On)

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

4. Did you learn something about dinosaurs that you didn't predict? What was it?

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

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



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

- Introduce Predicto's Challenge.

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

- Read Predicto's Challenge aloud.

Student Edition, page S-8

Greetings, Ladies and Gentlemen,

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

- On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 26.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journals.
- Take turns reading the paragraphs.
- Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,
The Incredible Predicto

- Monitor the discussions for understanding. Are students prompting, supporting, or enhancing one another's predictions? Are they finding the main ideas? Do they recognize when the main ideas confirm or depart from a prediction?
- Have partners share their predictions, explain their clues, share the main ideas they identified, and discuss whether they confirmed their predictions with their teammates. Monitor the discussions.

- Use **Random Reporter** to review the teams' discussions. Accept logical predictions.
- Award team celebration points.

Class Discussion TP

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

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

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Why do you think it's important to share ideas with a partner when you are making predictions? Do you think you and your partner always have to agree about your predictions? Why or why not? Elinor learned more than she thought she would when she predicted. How do you feel when you learn more information about something than you expected?
	– Award team celebration points.	

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

- Summarize the lesson for students.

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

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

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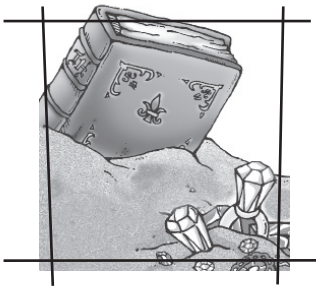

DAY 6

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners discuss making good predictions about main ideas. Randomly select a few students to share.

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

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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-8

Team Talk

1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?
2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)
3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

- Introduce the video.

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

- **Play** "Part 6: Predict the Inside Story of *Your Body*" (6½ minutes).
- Stop the DVD as directed, and have students complete the tasks that are presented. Continue playing the DVD to hear the four friends' predictions and their team discussion and to find out how *Predicto Gets a Clue!* ends. Predicto will ask students to:
  - predict the main ideas of *Your Body: The Inside Story*;
  - compare predictions and clues with their partners;
  - write their predictions and clues in their journals;
  - read to find out whether they can confirm their predictions;
  - compare their predictions about parts 1 and 2 and the clues they used with their teams;
  - discuss whether predictions were confirmed and why; and
  - check off confirmed predictions.
- Award team celebration points.

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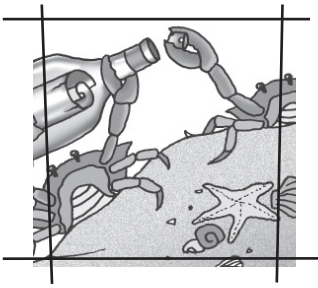


TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

Team Talk

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

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

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

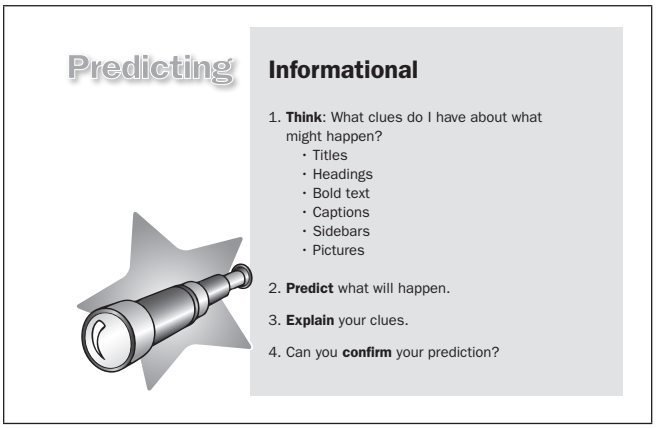
   (Answers will vary.) **100 points =** *I predicted that* Your Body: The Inside Story *would be about what happens inside our bodies. I used my knowledge of the phrase "inside story" to make my prediction. I know that when you read the inside story about something, you learn the innermost secrets about it. I thought that meant I would learn about the inside of the body.* **90 points =** *I predicted that the passage would be about what happens inside our bodies. I used my knowledge of the phrase "inside story" to make my prediction. When you read the inside story about something, you learn the innermost secrets about it.* **80 points =** *I thought it would be about the inside of the body. I used the phrase "inside story" to predict.*

Team Talk continued

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

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

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



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

  Predicto has one last challenge for us. Let's find out how much *he's* learned about predicting!

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- Read Predicto's Challenge aloud.

Student Edition, page S-8

Greetings, Ladies and Gentlemen,

Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I'd like to test my powers out on you.

I've discovered yet another amazing exhibit at the Maryland Science Center. There's some information about it on page 27 in your copy of A Collection of Readings. I've predicted what I think are the main ideas of each part.

I'd like you to find out if my predictions come true!

- With your partners, take turns reading parts 1, 2, and 3.
- Find the main ideas.
- Compare the main ideas to my predictions.
- Write down which of my predictions came true, which didn't, and why.

With fingers crossed,
The Incredible Predicto

- Monitor the discussions for understanding, prompting students to work together to identify the main ideas and compare them with Predicto's predictions.
- Have partners discuss their predictions and clues with their teammates. Monitor the discussions.

- Use **Random Reporter** to review the team discussions.
- Award team celebration points.

Class Discussion TP

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

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

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Daniel's prediction was partially correct. Do you think he made a logical prediction based on the clues on the page? Why or why not? Imagine that you voted on a field trip location without predicting or reading about the locations. How would you feel if the place wasn't as interesting or fun as you thought it would be? Do you think you would better prepare for future field trips?
	– Award team celebration points.	

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

- Summarize the lesson for students.

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

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

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

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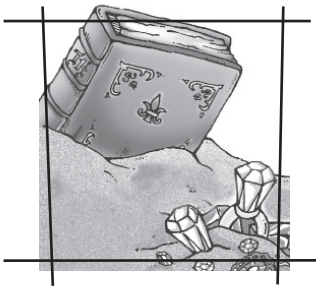


DAY 7

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

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

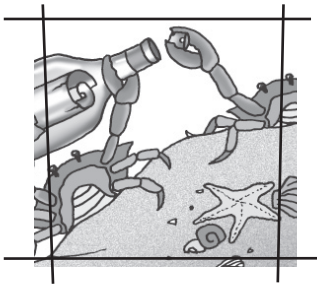
Preview Team Talk

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

Student Edition, page S-9

Team Talk

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On) |PR|
2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|
3. Should people fear great white sharks? Why or why not?
4. The word *efficient* means— |CL|
   a. unproductive.
   b. useless.
   c. effective.
   d. hopeless.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Use the first paragraph of *Predators of the Sea* to model predicting with a student. Read the passage aloud. Model finding the clues that support and confirm your prediction.

  Before reading, I looked at the title and headings of the text. This helped me make a prediction that the text would be about sharks. As I began to read, I knew that my prediction was correct. The text confirmed my prediction.

A Collection of Readings, page 35

Predators of the Sea

Part 1:

Anatomy of a Shark

Sharks have roamed the oceans for more than 400 million years. They are so efficient and skillful at surviving that they have actually changed very little over time. Sharks are categorized as fish. They have very sleek bodies and five different fins, making them excellent swimmers. They breathe through gills, or slits, just behind their eyes and mouth. Sharks also have extremely sharp teeth to rip and tear through prey. If any of these teeth break, they are replaced by new teeth. Some sharks may use as many as 20,000 teeth in a lifetime.

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

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

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

- Have students read:

  ***Predators of the Sea* aloud with partners.**

- Tell students to write their predictions and the clues that help them make these predictions in their journals.
- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

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

   100 points = *Before reading, I predicted that the text would be about sharks. The headings "Anatomy of a Shark" and "Sharks in Danger" helped me.* **90 points =** *Before reading, I predicted that the text would be about sharks. The headings helped me.* **80 points =** *It would be about sharks. The headings helped.*

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

   100 points = *Yes. My prediction was confirmed. The text describes the parts of a shark, what sharks eat, and how sharks are in danger.* **90 points =** *Yes. My prediction was confirmed. I read about sharks.* **80 points =** *Yes. It was about sharks.*

Team Talk continued

3. Should people fear great white sharks? Why or why not?

   100 points = *No. People should not fear great white sharks. Shark attacks on humans are very rare.* **90 points =** *No. People should not fear great white sharks. Attacks are rare.* **80 points =** *No. Attacks are rare.*

4. The word *efficient* means— |CL|
   a. unproductive.
   b. useless.
   c. effective.
   d. hopeless.

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

Class Discussion TP

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

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

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

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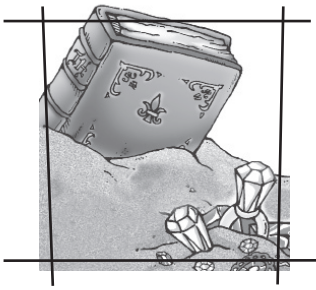
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team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

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



DAY 8

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

  Today we will read *The California Gold Rush*. We will find clues to help us make predictions. Then we will think about whether our predictions were confirmed and give details to support our predictions.

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #2, and #4 ask about predicting.
- Ask students to underline key words or phrases in question #2.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.

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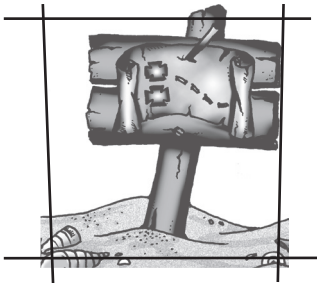
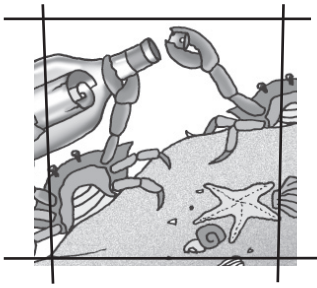


TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

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.

Class Discussion TP

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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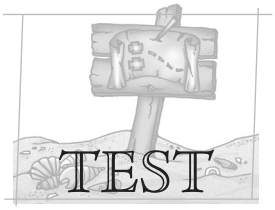

Comprehension Questions

Preview *The California Gold Rush* on page 36 of your copy of A Collection of Readings, and answer question #1. Then read *The California Gold Rush*, and answer the remaining questions. The total score for comprehension questions equals 100 points.

20 points

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

   20 points = *I predict that this text is about how the gold rush started and how it affected California. I used the title* The California Gold Rush *and the heading "Part 3: The Aftereffects" to make my prediction. It sounds like this text will explain what happened to California because of the gold rush.* **15 points =** *I predict that this text is about how the gold rush started and how it affected California. I used the title* The California Gold Rush *and the heading "Part 3: The Aftereffects" to make my prediction.* **10 points =** *It is about how the gold rush started and how it affected California. I used the title and heading.*

20 points

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

   20 points = *Yes. My prediction was confirmed. The text is about the California gold rush and its effects. It explains how the gold rush started and what effects it had on California.* **15 points =** *Yes. My prediction was confirmed. The text is about the California gold rush and its effects.* **10 points =** *It was confirmed. It's about the California gold rush's effects.*

20 points

3. Who was responsible for the start of the gold rush? |CE|

   20 points = *James Marshall was responsible for the start of the gold rush. He was the first person to discover the bits of gold in California.* **15 points =** *James Marshall was responsible for the start of the gold rush. He found the gold.* **10 points =** *James Marshall found the gold first.*

10 points

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

   a. title
   b. pictures
   c. captions
   d. all the above

10 points

5. What negative effects did the gold rush have on California? |CE|
   a. Many people became wealthy.
   b. Many habitats were destroyed.
   c. Many states lost money as people moved.
   d. Many families flocked to California.

20 points

6. What is the main idea of paragraph 2? How do you know? |MI|

   20 points = *The main idea of paragraph 2 is the forty-niners. I know this is the main idea because the heading tells me. The information in the paragraph is about the people who rushed to California in 1849 to find gold. I learned that these people did not live easy lives while they searched for gold. Many men died from diseases or accidents. Most men did not strike it rich.*
   15 points = *The main idea of paragraph 2 is the forty-niners. I know this is the main idea because the heading tells me. It's about the people who rushed to California in 1849 to find gold.* **10 points =** *It's about the forty-niners. The heading tells me.*

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Common Core State Standards

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

LEVEL 6 / *Predicto Gets a Clue!*
There is no standard for predicting at this level.

INFORMATIONAL (6 DAY)

Great Women of the Modern Era

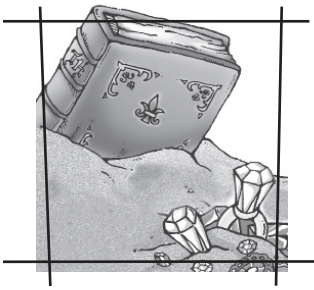
Written by Adrian Mathenia
The Savvy Reader—Predicting, A Collection of Readings, pages 37–55
Success for All Foundation, 2011

Summary

Throughout history, women were often overlooked as important contributors to society. Their role was mostly to take care of the home and children. But there have always been women who wanted more and who wanted to prove their worth to the world. Read about some of the women who made their voices heard through science, politics, and exploration in the modern era.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Homographs**	**Write a short essay.**
	Students will use their background knowledge and clues from the text to predict what they will learn from the text.	Students will recognize homographs and identify their meanings based on context.	Students will write short essays about what they think makes an adult a good role model.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score TP

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

  This cycle we will read *Great Women of the Modern Era* by Adrian Mathenia. Before we read parts of the text, we will predict what we will read about and learn. Good readers make predictions to help them have a purpose for reading and to understand the subject of the text.

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

  When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Great Women of the Modern Era*. It sounds like the text will be about some important women. I know that there are some famous women who have done amazing things. Maybe I'll read about them. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the text. **I see photographs of women. Some of them I recognize, such as Sally Ride. I see some other pictures, too, of different machines such as an airplane and a space shuttle. The women in the text probably used these machines. I think the topic of the text is important women of the modern era.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Team Huddle** to have students come up with a list of famous women and what they are famous for doing. Tell students to think about women scientists, rulers, artists, etc. Use **Random Reporter** to select students to share the names of famous women.
  - Use **Team Huddle** to have students discuss whether they think boys and girls or men and women are equal. Have students think about ways in which men and women are the same and different. Tell students to think about whether men and women should be treated differently. Use **Random Reporter** to select students to share.
  - Share a few interesting or important facts about the roles of women in history. For example, in many societies around the world, women were uneducated except in domestic abilities. Women who belonged to wealthy families or royalty usually received better educations and learned about the arts, read literature, and could discuss politics. Most countries around the world today view women as equals of men.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

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Now that we know the topic of this text, we can move on to the second step of TIGRRS. This step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text, or what he wants us to learn from reading it. When I looked through the pages of *Great Women of the Modern Era*, I saw a lot of photographs of different women. I think the author's intent is to tell me about the things these women did. Some of the headings make me think I'll read about women who invented things, women who were involved in politics, and women who explored the world. When we read, we should look for information that tells us about important women and what they did.

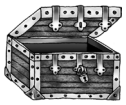
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

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

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

Vocabulary 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.



Student Edition, page S-11

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

- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.

Word and Page Number	Identification Strategy	Definition	Sentence
contract page 40	chunk: con-tract	agreement	The young musician signed a *contract* with the record label so his music would be heard all over the world.
sabotage page 41	tage = /tahj/ chunk: sab-o-tage	block, hinder	Carlos tried to *sabotage* the teacher's lesson by letting a mouse loose in the room.
graduated page 42	base word + ending: graduat(e) + ed	received a degree, passed from one stage in school to another	Chloe *graduated* from high school and was ready to go to college to become a teacher.
puzzled page 43	base word + ending: puzzl(e) + ed	confused	The photograph *puzzled* Emmet because the object was fuzzy and too small to see clearly.
meddling page 43	base word + ending: meddl(e) + ing	messing around with, mixing	I kept *meddling* with the paint colors until I created the perfect shade of blue for my sky.
durable page 44	chunk: dur-a-ble	strong, lasting	The mountain bike was very *durable* and able to handle rain, mud, and rough terrain.
dedicate page 49	chunk: de-di-cate	focus, give one's time	After visiting the pound, Tanya decided to *dedicate* her life to helping animals get adopted.
emphatically page 50	base word + endings: emphatic + al + ly	loudly, expressively	When asked who wanted milkshakes, all the kids answered *emphatically* that they would like one.

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Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

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

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

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

  Let's make another prediction. Suppose that, on a cold day, your teacher told you to put on your coats and line up by the door. What would you predict would happen? Share your thoughts with your partners. After partners share, ask a volunteer to share with the class.

- Explain that predictions are guesses we have about the future that are based on information we already have. Point out that our previous experiences tell us that a certain event will happen. As an example, point out that our previous experiences with seeing basketballs in gym class tell us that we might play basketball during gym class.
- Explain that when we predict things, these things either happen or do not happen. Use the above examples to illustrate the different possibilities.

  When we make predictions, the things we predict either happen or do not happen. In the basketball example, you might play basketball during gym, or you might play dodge ball, or have relays instead. In the example with the coats, you might go outside, or you might line up to go on a field trip. So the things we predicted would either happen or not happen. The predictions we made, however, were strong guesses because we've had experiences that support what we thought would happen. Often when we see basketballs, we think we're going to play basketball. And when we're told to put on our coats and line up to go outside, we usually go outside.

- Explain that good readers make predictions when they read. Point out that readers do this by thinking about what they've read or what they know, and by asking if they have clues that tell them what is ahead. Explain that once readers make predictions about what will happen or about what they will learn, they read on to see whether their predictions match what they read.
- Tell students that readers' predictions aren't always confirmed. Explain that what they predict does not always happen, nor is it always proven true.
- Display the following passage, and explain that this is a headline and the first part of an article from an old newspaper.

Blackline master provided.

New Shopping Mall to Open Next Year

(August 11, 1993) — Poppy Fields Galleria, a new state-of-the-art shopping center, is set to open next summer. According to head designer Mark Martin, it will be the biggest and most advanced shopping center in the state.

"We are really looking forward to the shopping center," Mr. Martin said, "and we hope that people will come from all over. If they do, they'll find that Poppy Fields Galleria has everything they need." An older shopping center, about ten miles away…

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

  Remember that we should look for clues that will help us predict what we might read about or learn in an informational text. Let me begin reading this article and see if I can make any predictions about what I will learn from it. Read the headline aloud. **This article has a headline. That's a type of text feature. I know that headlines are usually good clues about what I will read in the article. This headline says, "New Shopping Mall to Open Next Year." I think this article will tell me about a new mall that is opening in the area.** Write this prediction on chart paper.

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

  Now I need to see if my prediction is accurate. I used the headline as a clue to guess that the article would be about a new mall. My prediction matched what I learned from the article. I read about the Poppy Fields Galleria, which will be a state-of-the-art shopping center. It will be the biggest in the state. There is an older shopping center about ten miles away. I bet this new mall replaces it. My prediction matched this time, but it's important to remember that sometimes our predictions might not match what is in the text.

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- Display the following passage.

Blackline master provided.

> **Carpenter**
>
> The carpenter ant is native to most of North America. It can grow to be nearly an inch in length. The carpenter ant uses dead wood to build its nest, so that's how this ant gets its name.

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

  The heading on this passage is "Carpenter." I know what a carpenter is. It's someone who works with wood. He or she might make homes, furniture, or even decorations. I predict that this passage will tell me about people who work with wood.

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

  This time I did not make a good prediction based on the clues I had. I said this passage would tell me about people who work with wood. The passage doesn't do this. It tells me about a type of ant that lives in North America. It builds its nest in dead wood, which is how it gets its name.

- Explain that making predictions and reading to see what the text is about makes texts interesting. Point out that readers often feel satisfied when their predictions match the text and surprised when they do not.
- Pass out the Predicting Strategy Cards, and review the steps for predicting on the informational side of the card. Point out that these steps will remind students to make predictions, explain their clues, and confirm their predictions.
- Tell students that they will predict as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Preview page 39 by reading the heading and text box aloud and by looking at the pictures of women. Use a **Think Aloud** to model making a prediction about this page using these clues, and write your prediction on chart paper.

  Let me make a prediction about what I will learn on this page. The heading says, "Introduction." I know the text is called *Great Women of the Modern Era*. I must be about to read an introduction to the important women discussed in the text. There some photographs on the page. Direct students to look at the photographs. **I think these must be photographs**

of the women I am going to read about. I think I will get an introduction to the important women I am going to learn about on this page.

- Read page 39 aloud, stopping to ask questions, make points, or focus students' attention as needed. Model pointing out other clues you read that helped you make your prediction.

A Collection of Readings, page 39

Introduction

Throughout much of history, women have not been afforded the same opportunities as men to reach their full potential. Societies have often restricted women's rights and have kept them from pursuing an education and careers. Many societies have perceived women as subordinate to men and incapable of handling challenging tasks. Usually women were allowed to fulfill the traditional roles of mother and homemaker, but nothing more. When women thought outside of these standards, they were often treated with derision or ignored. But as the world marched into the modern era, some women refused to comply with the common sentiment that they were unable to do great things. These women went on to break new ground, set new records, and inspire new generations.

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

Preview Team Talk

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

Student Edition, page S-12

Team Talk

1. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. What is the purpose of the text box on page 42? |TF|
3. What happened **after** Stephanie Kwolek told her interviewer at DuPont that she needed an answer as soon as possible? |SQ|

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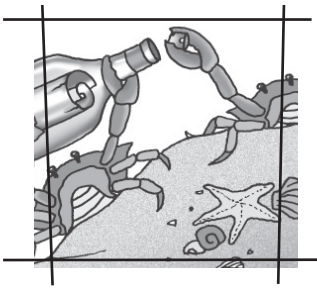
Team Talk continued

4. Elizabeth Blackwell was most likely influenced to be a leader for equality because— |DC • CE|
   a. her family encouraged her and supported her in her dreams.
   b. she was always told that she should stay home.
   c. her family believed women should just take care of their families.
   d. she was tired of sewing and cooking all the time.

   What evidence from the text supports your conclusion?

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

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

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

  pages 40–46 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

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

   (Answers will vary.) **100 points =** *I predict that I will learn about a woman inventor named Hedy Lamarr on page 40. I think I will learn that she invented some kind of weapon. Some clues I used to make this prediction are the headings "Women Inventors" and "Hedy Lamarr." Another clue is the text box that defines the word* munitions*. Munitions are materials of war.* **90 points =** *I predict that I will learn about a woman inventor named Hedy Lamarr on page 40. I think I will learn that she invented some kind of weapon. Some clues I used to make this prediction are the headings "Women Inventors" and "Hedy Lamarr."* **80 points =** *Page 40 will be about an inventor named Hedy Lamarr. The headings are clues.*

2. What is the purpose of the text box on page 42? |TF|

   100 points = *The purpose of the text box on page 42 is to tell about Marie Curie, another famous woman scientist. Marie Curie worked in chemistry and physics. She won Nobel Prizes, which means she must have worked hard and discovered important things. I think the author wants me to learn about a woman scientist who paved the way for others.* **90 points =** *The purpose of the text box on page 42 is to tell about Marie Curie, another famous woman scientist. She won Nobel Prizes, which means she must have worked hard and discovered important things.* **80 points =** *It tells about Marie Curie, who paved the way for other women scientists.*

3. What happened **after** Stephanie Kwolek told her interviewer at DuPont that she needed an answer as soon as possible? |SQ|

   100 points = *After Stephanie Kwolek told her interviewer at DuPont that she needed an answer as soon as possible, he offered her a job right away. He decided not to wait a couple weeks to offer her a job.* **90 points =** *After Stephanie Kwolek told her interviewer that she needed an answer, he offered her a job right away.* **80 points =** *He offered her a job right away.*

4. Elizabeth Blackwell was most likely influenced to be a leader for equality because— |DC • CE|

   a. *her family encouraged her and supported her in her dreams.*

   b. she was always told that she should stay home.

   c. her family believed women should just take care of their families.

   d. she was tired of sewing and cooking all the time.

   What evidence from the text supports your conclusion?

   100 points = *Evidence that supports my conclusion is that Elizabeth's whole family seemed to fight for equal rights. Her family moved to the United States because her father wanted to fight to abolish slavery. Her brother married Lucy Stone, a woman who fought for women's voting rights.* **90 points =** *Evidence that supports my conclusion is that Elizabeth's whole family seemed to fight for equal rights. Her father supported freeing slaves, and her brother supported women's voting rights.* **80 points =** *Elizabeth's whole family seemed to fight for equal rights.*

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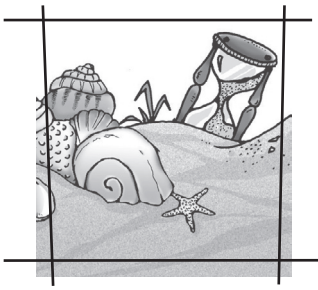
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	Do you think Stephanie Kwolek really wanted to work for DuPont when she had her interview there? Why or why not? Elizabeth Blackwell often faced problems while she attended medical school because she was a woman. Do you think women face the same problems in medical school today? Why or why not?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

Page 42

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

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

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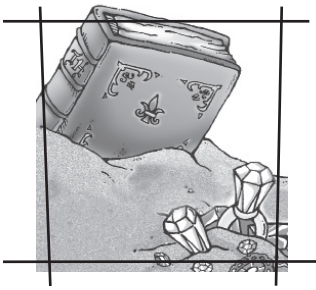

DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> Why did the interviewer at DuPont offer Stephanie Kwolek a job?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading about some important women. We read about Hedy Lamarr and Stephanie Kwolek, who both invented things. We read about Elizabeth Blackwell, who fought for her right to attend medical school and become a doctor.

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

- Preview page 47 (paragraphs 1 and 2) of the text. Use a **Think Aloud** to point out clues such as the heading and photograph. Model making a prediction about this page using these clues, and write your prediction on chart paper.

Let's see what predictions I can make about this section of the text using clues on the page. I see that the heading is "Rosa Parks." I will probably learn about someone named Rosa Parks. I know that I'm in a section that is titled "Women Leaders," so Rosa Parks must have done something important to lead others. I used clues on the page and from earlier in the text to make a prediction.

- Read page 47 (paragraphs 1 and 2) aloud, stopping to ask questions, make points, or focus students' attention as needed.

A Collection of Readings, page 47

> **Rosa Parks**
>
> Most successful women throughout history were forced to overcome at least some degree of prejudice based on gender. In the segregated south of the 1930s–1960s, one woman wanted to be uninhibited by any and all social barriers, including not just her gender, but also the color of her skin. Rosa Parks helped start one of the most important movements in the history of the United States just by taking her seat.
>
> *(continued on next page)*

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Rosa Parks grew up in Alabama during a time when most people viewed African Americans as subordinate to other Americans. Segregation kept black students from attending the same schools as white students. Transportation, sporting events, restaurants—in almost every facet of life, blacks and whites were separated by law. Rosa was baffled by this injustice and worked hard to see an end to segregation. She became a social activist long before the climax of the civil rights movement. In 1931, Rosa marched in protest of the arrest and trial of nine innocent black teenagers who were wrongly accused of a crime. Around this same time, she began working as a secretary for the National Association for the Advancement of Colored People (NAACP).

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

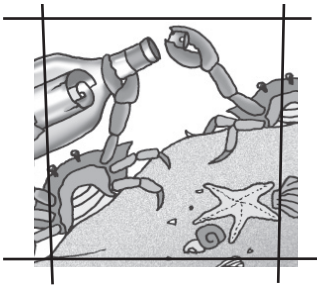
Preview Team Talk

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

Student Edition, page S-12

Team Talk

1. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. What happened when Rosa Parks refused to get out of her seat? |CE|
   a. She was allowed to stay seated.
   b. She was arrested and found guilty.
   c. She was banned from riding busses.
   d. She was charged more money.
3. How were Sally Ride's flying experiences different from Amelia Earhart's? |CC|
4. Does the author of the text think only women can be inspired by the women discussed in the text? How can you tell? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

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

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

  pages 47 (paragraph 3)–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. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that page 49 will be about a woman named Amelia Earhart, who must have done great things in airplanes. Some of the clues I used to make that prediction are the headings "Women Achievers" and "Amelia Earhart." Other clues on the page that I used are the photos and caption. They show Amelia Earhart and Charles Lindbergh. The caption says Charles Lindbergh was an aviator. I know an aviator is a pilot.* **90 points =** *I predict that page 49 will be about a woman named Amelia Earhart, who must have done great things in airplanes. Some of the clues I used to make that prediction are the headings "Women Achievers" and "Amelia Earhart."* **80 points =** *Page 49 will be about pilot Amelia Earhart. The heading, photographs, and captions are clues.*

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Team Talk continued

2. What happened when Rosa Parks refused to get out of her seat? |CE|
   a. She was allowed to stay seated.
   b. She was arrested and found guilty.
   c. She was banned from riding busses.
   d. She was charged more money.

3. How were Sally Ride's flying experiences different from Amelia Earhart's? |CC|

   100 points = *Sally Ride's flying experiences were different from Amelia Earhart's because Sally Ride was the first woman to fly into outer space. Amelia Earhart was the first woman to fly across the Atlantic Ocean. Sally Ride did not fly airplanes, but she flew in a space shuttle.*
   90 points = *Sally Ride's flying experiences were different from Amelia Earhart's because Sally Ride was the first woman to fly into outer space, and she flew in a space shuttle.* **80 points =** *She flew into outer space and flew in a space shuttle.*

4. Does the author of the text think only women can be inspired by the women discussed in the text? How can you tell? |DC|

   100 points = *No. The author of the text does not think that only women can be inspired by the women discussed in the text. I can tell because he says that anyone, male or female, can be inspired by the women in the text. The women did great things. Anyone can relate to their experiences and discoveries.* **90 points =** *No. The author of the text does not think that only women can be inspired by the women discussed in the text. He says that anyone can be inspired by the women in the text or relate to their experiences.* **80 points =** *No. He says anyone can be inspired by or relate to their experiences.*

- 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	Do you think black women, such as Rosa Parks, suffered from discrimination more than white women? Why or why not? Amelia Earhart took a dangerous trip across the Atlantic after three other women had died trying to do the same thing. How do you think she felt during the flight?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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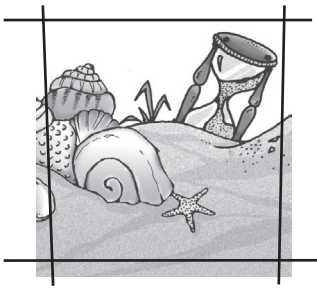


FLUENCY IN FIVE TP

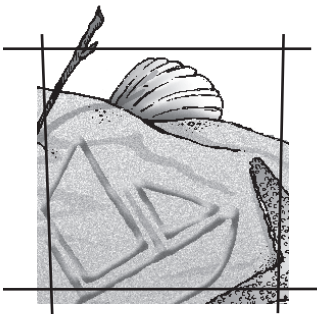
Timing Goal: 5 minutes

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

Student Edition, page S-11

Pages 49 and 50 (ending at paragraph 1)

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

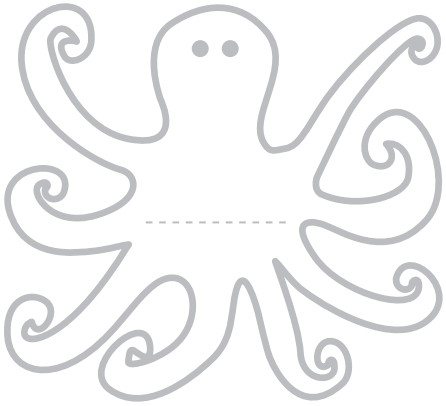


WORD POWER TP

Timing Goal: 10 minutes

- Remind students that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

Blackline master provided.



tps

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

Word Treasure	Some words may look the same, but they have more than one meaning. If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

Preparation: Display the following word: ***dwell***.

- Direct students to the word you have displayed. Use **Think-Pair-Share** to have students tell you what this word means. Randomly select a few students to share the definition for *dwell*. List the definitions on the board or chart paper. *To live someplace; to be in a certain state or condition; to think about something for a long time.*

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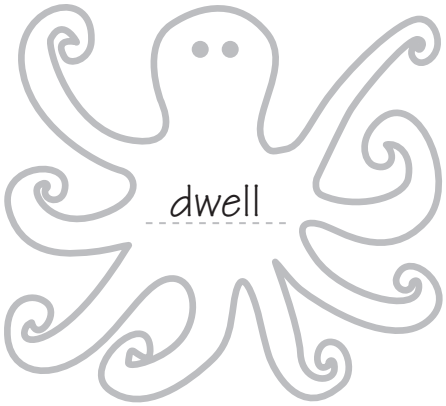

- Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that we can write a word's multiple meanings on them. Write the meanings of *dwell* on the octopus's legs.
- Review why Captain Read More thinks it is important to know homographs by explaining that they help us stop and consider the word and its context. Point out that this helps us make sure that we understand the word's correct meaning.
- 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-13

Skill Practice

1. Read the following sentence.

   "My elder child is in sixth grade, and my youngest is in second grade," Mr. Totten explained.

   Which of the following sentences uses *elder* the same way?

   a. The tribal elder was the one who decided when the tribe would move.
   b. The elder tree in the backyard fell down, so we had to chop it up.
   c. Since Graciela is the elder, she gets to stay up later at night.
   d. Remember to mind your elders and betters because it's polite.

2. Read the following sentence.

   The plague killed many people during the Middle Ages because there was no medicine to treat it.

   Which of the following sentences uses *plague* the same way?

   a. "Why must you plague me with so many questions?" Kyle's mom asked.
   b. Plagues rarely happen now because societies are healthier and cleaner.
   c. Uninvited guests at a party are a plague to hosts who didn't plan for them.
   d. The annoying ants plagued the picnickers as they ate their meal.

Building Meaning			
contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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.

   The family rocking chair was made from hardwood and was so *durable* that it lasted for several generations.

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

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

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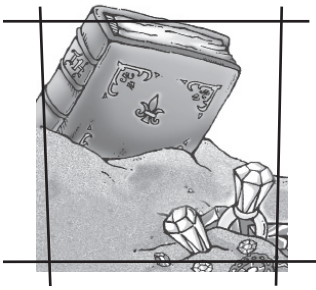

DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the 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 did Sally Ride fly differently from Amelia Earhart?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we learned about some more great women. We learned about Rosa Parks, who stood up for the rights of blacks living in the South. We also read about some women achievers named Amelia Earhart and Sally Ride. They were female firsts in flight.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that you made a prediction about page 39 when you read it on day 1.

When I first read this section, I made a prediction about it using clues on the page. I said it would be an introduction to the women discussed in the text. I used the heading and photographs on the page to make that prediction.

- Reread page 39 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 39

> **Introduction**
>
> Throughout much of history, women have not been afforded the same opportunities as men to reach their full potential. Societies have often restricted women's rights and have kept them from pursuing an education and careers. Many societies have perceived women as subordinate to men and incapable of handling challenging tasks. Usually women were allowed to fulfill the traditional roles of mother and homemaker, but nothing more. When women thought outside of these standards, they were often treated with derision or ignored. But as the world marched into the modern era, some women refused to comply with the common sentiment that they were unable to do great things. These women went on to break new ground, set new records, and inspire new generations.

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When we reread during the TIGRRS process, we're supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I read that women often had to struggle to be accepted in history. A lot of societies didn't give women many chances to do important things. Women who did try to be brave and do important things were often criticized. I read that many women didn't want to sit by as the world became more modern, and they paved the way for other women. I think my prediction does match what I learned for the most part. I didn't learn the names of the women in the text, but I was introduced to what they did to be considered great women of the modern era.

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

Preview Team Talk

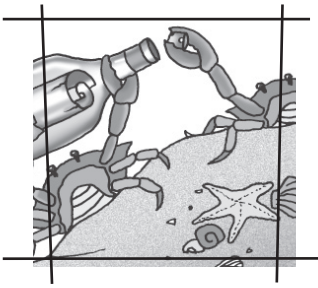
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-13

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|
2. How can you tell that Hedy Lamarr's invention has had a lasting impact on the world? |DC|
3. Which of the following best describes Stephanie Kwolek? |DC|
   a. cowardly and shy
   b. uninterested and ditzy
   c. lazy and unwilling
   d. stubborn and curious

   Explain why you chose the answer you did.
4. How was Elizabeth Blackwell's medical school different from other medical schools in the country? How do you think this affected the students who attended it? |CC • CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: SR

  pages 40–46 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. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 1, I predicted that I would learn about an inventor named Hedy Lamarr. What I learned matches what I predicted. I learned that Hedy Lamarr was an actress who invented a way to encode signals so enemies couldn't block torpedoes or read messages.*
   90 points = *On day 1, I predicted that I would learn about an inventor named Hedy Lamarr. What I learned matches what I predicted. I learned that Hedy Lamarr was an actress who invented a way to encode signals.*
   80 points = *I predicted that I would learn about inventor Hedy Lamarr. The actress invented a way to encode signals.*

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Team Talk continued

2. How can you tell that Hedy Lamarr's invention has had a lasting impact on the world? |DC|

   100 points = *I can tell that Hedy Lamarr's invention has had a lasting impact on the world because her invention is still used today. It is used by millions of people around the world. Her invention is used in cellular phones. I know people all over the world use cellular phones every day.* **90 points =** *I can tell that Hedy Lamarr's invention has had a lasting impact on the world because her invention is still used today. It is used in cellular phones by people everywhere.* **80 points =** *Her invention is still used in cellular phones by people everywhere.*

3. Which of the following best describes Stephanie Kwolek? |DC|

   a. cowardly and shy

   b. uninterested and ditzy

   c. lazy and unwilling

   d. stubborn and curious

   Explain why you chose the answer you did.

   100 points = *I chose choice d because Stephanie Kwolek did not give up on things she started. When she had a polymer blend that seemed wrong, she did not give up on it and move onto something else. She kept working with it to learn more about it. She discovered Kevlar because she kept meddling with the polymer blend.* **90 points =** *I chose choice d because Stephanie Kwolek did not give up. She kept working on the polymer blend.* **80 points =** *Choice d. She did not give up.*

4. How was Elizabeth Blackwell's medical school different from other medical schools in the country? How do you think this affected the students who attended it? |CC • CE|

   100 points = *Elizabeth Blackwell's medical school was different from other medical schools in the country because her school was for women. Her medical school also had the highest standards of any medical school in the country. I think this helped women become better doctors than many men in the country. Women were probably treated well at her school. They probably had better experiences in medical school than Elizabeth had had when she attended an all-male school.* **90 points =** *Elizabeth Blackwell's medical school was different from other medical schools in the country because her school was for women. They were probably treated well at her school and had better experiences than Elizabeth had had.* **80 points =** *Her medical school was for women. They were probably treated well at her school.*

- 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	Hedy Lamarr was an actress and inventor. Did it surprise you that a beautiful actress could invent something so useful? Why or why not? How were Hedy Lamarr and Stephanie Kwolek similar? How were they different? How do you think men who were studying medicine felt when Elizabeth Blackwell opened a school for women that had higher standards than their own?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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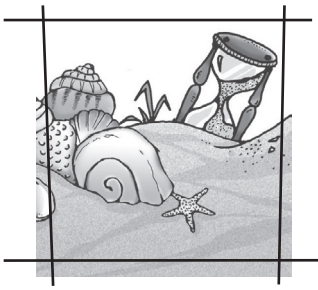


FLUENCY IN FIVE TP

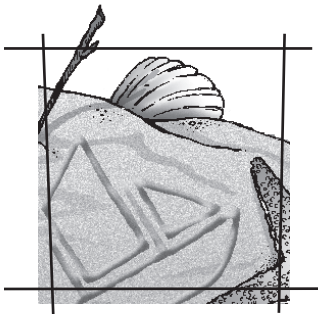
Timing Goal: 5 minutes

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

Student Edition, page S-11

Pages 49 and 50 (ending at paragraph 1) or 45 and 46

- 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 (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to have students identify the homographs in their vocabulary list. Randomly select a few students to share. *The words* contract, graduated, *and* puzzled.

- Use **Team Huddle** to have students discuss the meanings of the words. Use **Random Reporter** to select students to share. If desired, use an octopus for each of these words, and list each definition on a different leg of the octopus. Point out that the words *graduated* and *puzzled* are base words with endings (*graduate + ed*, *puzzle + ed*). Have students write their definitions of these vocabulary words using the base words. Contract*: an agreement, make smaller, put two words together and shorten them, wrinkle, to get sick, hire someone with an agreement;* graduate*: receive a degree, someone who has received a degree, arrange in grades or levels, divide or mark with divisions;* puzzle*: confuse; a toy or game that needs to be solved; something that is confusing.*
- Remind students to think about the context to help them figure out what a word means, especially when the word has multiple meanings.
- 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

1. Read the following sentence.

   Alandra took a poll of the class and learned that most students preferred chicken nuggets to pizza.

   Which of the following sentences uses *poll* the same way?

   a. The poll asked people which stores in the mall they visited the most.
   b. On election day, adults take a trip to the polls to vote for their candidates.
   c. Yan's mom polled the family to figure out what she should make for dinner.
   d. The farmer polled his flock of sheep so he could sell the wool later.

2. Read the following sentence.

   Ophelia reeled and almost fell when she learned that her favorite singer would be having a concert nearby.

   Which of the following sentences uses *reel* the same way?

   a. "My fishing line is all tangled around my reel!" Zach exclaimed.
   b. Rafi stood up too quickly and reeled from feeling dizzy.
   c. Movies used to come on big reels of film that you put on a projector.
   d. Silk workers have to reel the threads from tiny cocoons.

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Building Meaning			
contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

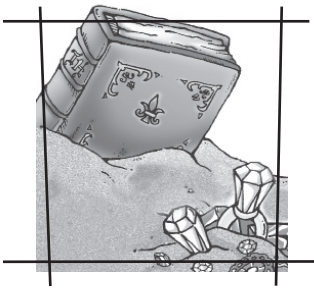
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

   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. Jeremy tried to sabotage Leslie's presentation by stealing the index cards on which she had written all of her notes. *Sabotage* means—
   a. assist.
   b. hinder.
   c. support.
   d. defend.

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

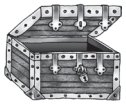
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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



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

Strategic Review

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

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

> What was special about Elizabeth Blackwell's school?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we read more details about some great women. Hedy Lamarr was an unlikely inventor since she was an actress. She helped the United States fight during World War II by inventing frequency hopping. She invented a way to encode signals and messages so enemies couldn't stop our weapons or learn about our plans. Her invention is still used in cellular phones. Stephanie Kwolek invented Kevlar, a fabric that is very strong and has saved the lives of police officers, soldiers, and others all over the world. It's also used to make strong sporting goods equipment. Elizabeth Blackwell paved the way for women doctors by being the first to attend medical school. Then she opened a medical school for women so they could have the same opportunities as men.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that you made a prediction about page 47 (paragraphs 1 and 2) when you read it on day 2.

When I first read this section, I made a prediction about it using clues on the page. I said I would read about a woman leader named Rosa Parks. I used the heading and photograph in the section to make that prediction.

- Reread page 47 (paragraphs 1 and 2) aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 47

> **Rosa Parks**
>
> Most successful women throughout history were forced to overcome at least some degree of prejudice based on gender. In the segregated south of the 1930s–1960s, one woman wanted to be uninhibited by any and all social barriers, including not just her gender, but also the color of her skin. Rosa Parks helped start one of the most important movements in the history of the United States just by taking her seat.
>
> *(continued on next page)*

Rosa Parks grew up in Alabama during a time when most people viewed African Americans as subordinate to other Americans. Segregation kept black students from attending the same schools as white students. Transportation, sporting events, restaurants—in almost every facet of life, blacks and whites were separated by law. Rosa was baffled by this injustice and worked hard to see an end to segregation. She became a social activist long before the climax of the civil rights movement. In 1931, Rosa marched in protest of the arrest and trial of nine innocent black teenagers who were wrongly accused of a crime. Around this same time, she began working as a secretary for the National Association for the Advancement of Colored People (NAACP).

When we reread during the TIGRRS process, we're supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I read that Rosa Parks was a black woman who grew up in Alabama at a time when blacks were treated poorly by whites. Laws separated blacks and whites in many public places such as at restaurants, sporting events, and on busses. Rosa was confused by these laws and fought against them. She marched in protests and worked for the National Association for the Advancement of Colored People. I think my prediction matches what I learned. I learned that Rosa Parks took a leading role in her community to fight for equality.

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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-15

Team Talk

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

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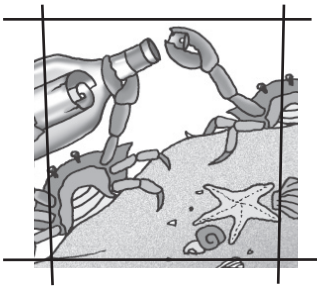
Team Talk continued

2. You can draw the conclusion that not everyone was pleased with Rosa Parks's stand for equal rights because— |DC|
   a. she couldn't attend the same schools as white students.
   b. she marched in a protest of the arrest of nine black teenagers.
   c. she was a model for standing up for justice against all odds.
   d. she lost her job after getting arrested and boycotting the busses.
3. Is it a fact or an opinion that Sally Ride continues to inspire children to be interested in science? Support your response. |FO • DC|
4. Use information from your idea tree to write a summary about *Great Women of the Modern Era*. |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 47 (paragraph 3)–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. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 2, I predicted that I would learn about a pilot named Amelia Earhart on page 49. What I learned matches what I predicted. Amelia Earhart was an adventurous girl who knew women could do the same things as men. She kept clippings about famous women in male-dominated jobs. She loved flying and bought her own plane. She set records in flight.* **90 points =** *On day 2, I predicted that I would learn about a pilot named Amelia Earhart on page 49. What I learned matches what I predicted. Amelia Earhart was an adventurous girl who knew women could do the same things as men. She loved flying and bought her own plane.* **80 points =** *I predicted that I would learn about a pilot named Amelia Earhart. I learned how she bought her own plane and set records in it.*

2. You can draw the conclusion that not everyone was pleased with Rosa Parks's stand for equal rights because— |DC|

   a. she couldn't attend the same schools as white students.

   b. she marched in a protest of the arrest of nine black teenagers.

   c. she was a model for standing up for justice against all odds.

   d. she lost her job after getting arrested and boycotting the busses.

3. Is it a fact or an opinion that Sally Ride continues to inspire children to be interested in science? Support your response. |FO • DC|

   100 points = *I think it is a fact that Sally Ride continues to inspire children to be interested in science. I think this because she operates Sally Ride Science. This organization informs children about the possibilities of science and the adventures it can create. I think children must take part in the organization because they want to learn more about science. You can look up the organization and learn how children have benefitted from it.* **90 points =** *I think it is a fact that Sally Ride continues to inspire children to be interested in science. I think this because she operates Sally Ride Science. You can look up the organization and learn how children have benefitted from it.* **80 points =** *I think it is a fact. She operates Sally Ride Science. The organization teaches children about jobs in science.*

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Team Talk continued

4. Use information from your idea tree to write a summary about *Great Women of the Modern Era*. |SU|

   100 points = *Women did not always have the same opportunities as men. Some women of the modern era fought to give women more rights. Hedy Lamarr was an actress who invented an encoder that is still used today. Stephanie Kwolek invented Kevlar, which protects people all over the world. Elizabeth Blackwell opened medical schools to help women become doctors. Rosa Parks helped lead the fight for equality in the United States. Amelia Earhart was a pilot who set records and whose bravery inspired other women to join male-dominated jobs. Sally Ride was the first woman to go into space. She continues working with children to get them interested in science like she was.* **90 points =** *Women did not always have the same opportunities as men. Some women of the modern era fought to give women more rights. Hedy Lamarr and Stephanie Kwolek invented tools that are still used today. Elizabeth Blackwell and Rosa Parks helped lead the fight for equality in the United States and around the world. Amelia Earhart and Sally Ride took daring jobs that women had never done.* **80 points =** *Women did not always have the same opportunities as men. Some women of the modern era fought to give women more rights. They proved that women could invent important tools, lead the fight for equality, and be as brave and daring as men.*

- 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	Do you think the women in this text fought important battles for equal rights? Why or why not? Do you think your life would be different if the women in this text hadn't invented their devices, fought for freedom, or achieved great heights? Explain how. Can you think of other women not mentioned in the text who are great? Who do you think is inspirational and why?
	– Award team celebration points. – Allow students time to discuss their summaries. – Use **Random Reporter** to select students to share their summaries.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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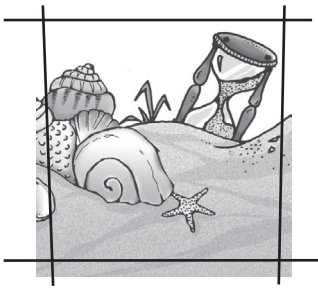


FLUENCY IN FIVE TP

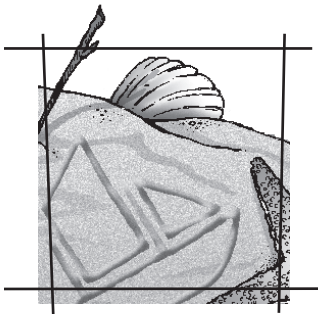
Timing Goal: 5 minutes

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

Student Edition, page S-11

Pages 49 and 50 (ending at paragraph 1), 45 and 46, or 52 and 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

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs.

tps

- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of a word.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that goes in both blanks. Point out that the words are homographs, so the same word will be used in each blank.

Word Power Challenge

Our class was selected for a _____ recycling program that the school was considering, and Mrs. Ferguson chose me to be the _____ of the project because I'm a good leader.

- Use **Random Reporter** to select students to read the sentence aloud and identify the homograph that fits in the blanks. *The word* pilot.
- Point out that students may know the word *pilot* when defined as a person who flies an airplane, but a pilot can be any leader. Point out that the word *pilot* can also be an adjective, as it is used once in the sentence, or a verb.
- 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

1. Read the following sentence.

   Omar almost thought someone put a curse on him because of all the bad luck he'd had lately.

   Which of the following sentences uses *curse* the same way?

   a. Evan was punished by his mother because he cursed when he smashed his thumb.
   b. People thought King Tutankhamen's tomb was cursed because bad things happened after it was found.
   c. "Please don't curse in my classroom even if you are saying random or made up words," Ms. Hagman said.
   d. *The evil witch was jealous of the princess, so she conjured up a curse to make her ugly.*

2. Read the following sentence.

   It's an old wives' tale that drinking coffee at a young age will stunt your growth.

   Which of the following sentences uses *stunt* the same way?

   a. That puppy is a stunt because he didn't get enough nutrition right after being born.
   b. *The cold, dry weather stunted the sapling pine trees, leaving them shorter than usual.*
   c. The tricky halfpipe stunt made the crowd clap and cheer for the snowboarder.
   d. If you want to do stunts in Hollywood, you have to be prepared to get injured.

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Building Meaning			
contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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

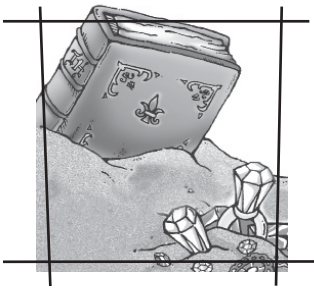
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

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

   The riddle really had Mazie *puzzled* as she worked through the clues.

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

  Today you will read about Eunice Kennedy Shriver. Earlier this cycle, you read about some great women who fought for equality and respect.

Vocabulary TP

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

Prepare Students for the Test

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

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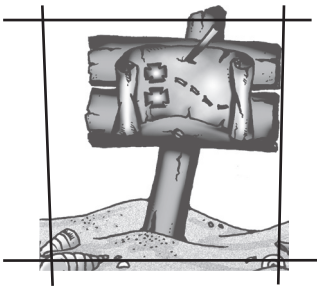
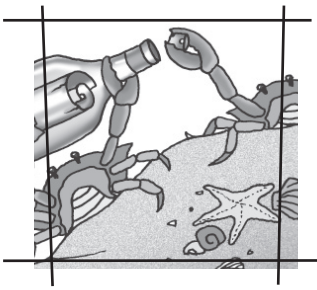


TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

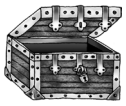
Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

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

Class Discussion TP

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



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

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

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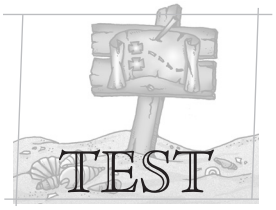

Test Passage

Preview the test passage, and answer the following question.

20 points

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

   20 points = *I predict that this passage will be about a woman named Eunice Kennedy Shriver. She must have helped people become successful. A clue I used to make this prediction is the heading "Helping to Succeed: Eunice Kennedy Shriver."* **15 points =** *I predict that this passage will be about a woman named Eunice Kennedy Shriver. She must have helped people become successful. A clue I used to make this prediction is the heading.* **10 points =** *It will be about how Eunice Kennedy Shriver helped people. The heading tells me.*

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

Helping to Succeed: Eunice Kennedy Shriver

Every two years, sporting events are held for people with intellectual disabilities. The events are the Special Olympics World Summer and Winter Games. The disabled athletes compete in many of the same events as other Olympic athletes. But these athletes didn't always have this chance. The hard work of Eunice Kennedy Shriver made these games possible.

Eunice wanted disabled people to be welcomed in their communities. People often ignored them. There were no laws that protected them from abuse. She wanted that to change. She started Camp Shriver in her family's backyard. She invited disabled children to her home to learn to play sports and to exercise. She knew exercise could change their lives.

In 1967, she learned about a plan for a one-day track meet for disabled children in Chicago. Eunice liked the idea but wanted it to be bigger. She invited children from all over the country. About 1,000 children from the United States and Canada came. The Special Olympics were born. Now the Special Olympics are held all over the world. Athletes from more than 180 countries attend the games.

Eunice did more than create a sporting event for the disabled. The Special Olympics have made many countries, even the United States, change their laws for education and care of the disabled. Shriver helped to bring awareness to a group of people who were often ignored by society.

Sources: www.eunicekennedyshriver.org/bios/si
www.eunicekennedyshriver.org/bios/eks
www.specialolympics.org/What_We_Do.aspx

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points

2. What is the intent of the author? |AP|
   a. to compare the Special Olympics with the Olympic games
   b. to tell how Eunice Kennedy Shriver helped the disabled
   c. to persuade readers to volunteer with the Special Olympics
   d. to explain how the government made laws for the disabled

   How do you know?

   20 points = *I know this is the author's intent because I read information about how Eunice Kennedy Shriver helped the disabled with camps and the Special Olympics. I don't really read a lot of information comparing the Special Olympics with the Olympic games. I'm not persuaded to volunteer. I don't really learn how the government made laws.* **15 points =** *I know this is the author's intent because I read information about how Eunice Kennedy Shriver helped the disabled with camps and the Special Olympics.* **10 points =** *I read information about how Eunice Kennedy Shriver helped the disabled.*

20 points

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

   20 points = *Yes. What I learned from the passage matches my prediction. I learned how Eunice Kennedy Shriver helped the intellectually disabled. They were often ignored by society. By helping to create the Special Olympics, Eunice made people more aware of the disabled. Many countries now have laws that protect the disabled from abuse.* **15 points =** *Yes. What I learned from the passage matches my prediction. I learned how Eunice Kennedy Shriver helped the intellectually disabled. They were often ignored by society.* **10 points =** *It does match. I read about how Eunice Kennedy Shriver helped the intellectually disabled by making society more aware of them.*

20 points

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

   20 points = *Intellectually disabled people were often treated poorly or ignored by society. Eunice Kennedy Shriver wanted people to notice the disabled and care for them. She helped the disabled by organizing camps for them. She helped to create the Special Olympics. Disabled people from all over the world can participate in the Special Olympics. This has helped many countries pass laws in support of the intellectually disabled.* **15 points =** *Intellectually disabled people were often treated poorly by society. Eunice Kennedy Shriver wanted people to notice the disabled. She helped the disabled by organizing camps and creating the Special Olympics. This has helped many countries pass laws in support of the intellectually disabled.* **10 points =** *Intellectually disabled people were often treated poorly by society. Eunice Kennedy Shriver helped create the Special Olympics. This has helped many countries pass laws in support of the intellectually disabled.*

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Word Power

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

Skill Questions

5 points

1. Read the following sentence.

   If you keep your room clean and orderly, you are less likely to stub your toe on something.

   Which of the following sentences uses *stub* the same way?

   a. I sharpened my pencil down to a stub before I got a new one from my supply box.
   b. The new branch was just a stub sticking out from the larger branch on the tree.
   c. Lonnie had to sit down and catch his breath after he stubbed his toe while walking.
   d. The theater worker handed me my ticket stub so I could get into the movie.

5 points

2. Read the following sentence.

   A single flake of snow signaled the start of the winter storm that would dump two feet of snow before it was finished.

   Which of the following sentences uses *flake* the same way?

   a. The fisherman laid his catch on the flake so the fish could dry and be preserved for later.
   b. The apple pie had a perfect flaky crust that melted in your mouth as you ate.
   c. Some people would describe me as a flake because I'm silly, but I know that I'm just putting on an act.
   d. Colored flakes fell from the ceiling as Nona's parents scraped at the paint so they could redecorate the room.

5 points

3. Read the following sentence.

   The doctor said he needed to operate on the young girl right away, or she might not recover.

   Which of the following sentences uses *operate* the same way?

   a. I can tell that my engine isn't operating correctly because it is making odd noises.
   b. The surgeon operated on the lion's leg so it could run and jump again.
   c. My father used to operate the largest coal mine in the state, but he sold it so he could spend time with us.
   d. The military operation was considered a success because the village was now safe from gunfire and bombs.

5 points

4. Read the following sentence.

   "I know you're tired and grumpy, but please conduct yourself well in front of our guests," Morris's mom whispered.

   Which of the following sentences uses *conduct* the same way?

   a. *Didi thought she had conducted herself well at the party even though she wasn't used to being so quiet.*
   b. The conductor blew the train's whistle to warn people that the train was coming close to the station.
   c. The man in front of the podium is conducting the orchestra so they know when to play and when to stop.
   d. Gold conducts electricity really well, but it is much more expensive than using copper for the same purpose.

Building Meaning

contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

10 points

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

   10 points = *Whenever I took on a new customer for my dog-walking business, I signed a contract that stated how often I would work and what I would be paid.* **5 points =** *Whenever I took on a new customer, I signed a contract that stated how often I would work.* **1 point =** *Whenever I took on a new customer, I signed a contract.*

10 points

6. Will kept *meddling* with the old wristwatch until he got it ticking again.

10 points

7. "Yes!" the students emphatically cried when their teacher asked if they'd like her to read a story. *Emphatically* means—

   a. quietly.
   b. loudly.
   c. shyly.
   d. angrily.

10 points

8. Gail knew what she wanted to do when she *graduated* from college even though she was only thirteen.

10 points

9. I wanted my clay pot to be durable, so I made sure I didn't make the walls too thin or too tall. *Durable* means—

   a. weak.
   b. tiny.
   c. strong.
   d. breakable.

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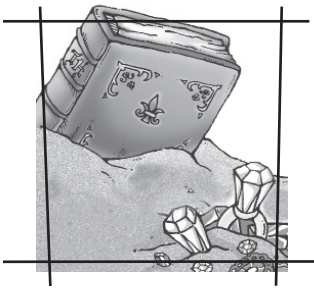
10 points 10. Kai really liked playing the piano, but he decided to *dedicate* his musical talent to the violin.

10 points 11. Tasha was puzzled by the newspaper article until she reread and realized that she had missed a paragraph. *Puzzled* means—

a. pleased.
b. entertained.
c. thrilled.
d. confused.

10 points 12. My brother was able to *sabotage* my efforts to steal his piggy bank by changing its hiding place every few days.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write a short essay about what you think makes a person a good role model and an inspiration for young people. You read about women who inspire boys and girls alike to work hard and do their best in many activities. You probably can name a lot of men who do the same. You will share your ideas about what makes a person a good role model and an inspiration with your classmates.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a short essay.

  When you write an essay, you have to make sure your information is well organized and structured. This is important for making your essay clear and easy to understand. One way to do this is by writing a three-paragraph essay. This is a good format for short essays.

- Display the following information about three-paragraph essays.

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Blackline master provided.

Three-Paragraph Essay Format

Introduction

This paragraph is the first in the essay and introduces the main idea. You should provide some background information on the main idea of the topic here. You should choose the main points you want to focus on in your essay and write a sentence that states what these main points are. This is usually the last sentence in the introduction.

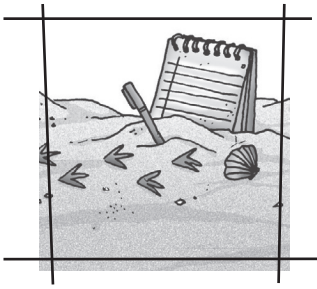
Body

This is where the information in your essay goes. In the three-paragraph format, you will discuss your main points and provide supporting details for all of them in this paragraph.

Conclusion

This paragraph concludes your essay and should restate your main ideas. It may also include your final thoughts on the subject.

- Have students work in teams to think of points they would discuss in an essay about the importance of eating breakfast. Use **Random Reporter** to select students to share. *(Answers may vary.) A good breakfast gives you energy to start your day. Breakfast helps you think clearly in school. Breakfast helps you eat nutritious things such as fruits. Breakfast provides important vitamins.*
- Tell students that they will think of main points they want to focus on in their essays about what makes a person a good role model.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write an essay about what makes a person a good role model and an inspiration to young people.

- 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-16

Writing Prompt

Anyone can serve as a role model and an inspiration for young people around the world. Young people often get involved in an activity because they were inspired by an athlete, an actor, a political leader, a volunteer worker, or an educator. Write a short three-paragraph essay about what you believe makes someone a good role model and an inspiration. Begin your essay with an introductory paragraph that states the main idea of the essay. Write a sentence that states at least three traits a role model should have. In your second paragraph, explain how these traits make the person who inspires you a good role model. You should provide at least two supporting details for each trait. Your third paragraph should conclude your essay by restating your main idea.

Scoring Guide

You write a three-paragraph essay about what makes someone a good role model and an inspiration.	**25 points**
Your essay begins with an introductory paragraph that includes a sentence that states at least three traits a role model should have.	**20 points**
The second paragraph explains how these traits make the person who inspires you a good role model, providing at least two supporting details for each trait.	**35 points**
The final paragraph concludes the essay by restating your main idea.	**20 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 outline. This will help us put our thoughts in the right order as we write our short essays.

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

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Sample Graphic Organizer

I. Introduction

A. Young people look up to adults.

B. Adult role models should be fair, honest, and good sports.

II. Body—Peyton Manning

A. Fair

1. Does not cheat during games
2. Does not take performance-enhancing drugs

B. Honest

1. Does not lie about accomplishments
2. Admits when he makes mistakes

C. Good sport

1. Does not brag and gloat when wins
2. Does not complain when loses

III. Conclusion

A. Young people need to see adults acting fairly, honestly, and as good sports so they can act that way too, whether playing sports or in other parts of life.

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. SR
- Tell students that it is important to help their partners identify where they may have forgotten important details in their essays.

Sometimes we get very caught up in our writing and may forget to include important details. That is why we have our partners look over our writing. A fresh set of eyes can help us catch mistakes before it is too late.

- Display the following essay. Tell students to read the essay silently.

Blackline master provided.

As young people grow up, they need adults to do their best to be good role models and inspirations. Young people have always looked up to adults, so it is important that adults show model behavior at work and home. A good role model and an inspiration should be fair and honest and a good sport.

Peyton Manning is an inspiration to me because I think he has the traits of a good role model. Fairness is very important in sports. Professional athletes and sports stars should model being fair by not cheating during games. They should not make unfair plays that injure opponents. They should also not cheat off the field by taking performance-enhancing drugs. This gives them an unfair advantage over players who play by the rules. Peyton Manning always seems to play fairly even against rivals. Honesty is also important in athletics. Finally, an athlete can be a good role model by being a good sport. A good sport does not brag or gloat about his or her victories, but congratulates his or her opponents on playing a good game. A good role model also does not get angry or complain when he or she loses, but accepts the loss well and congratulates the winner. Whenever Peyton Manning has an interview, he says the other team did well. He shakes the opposing quarterback's hand at the end of games even if he lost.

Fairness, honesty, and being a good sport are all important traits for role models to have because without good examples of these traits, some young people will not learn how to be good role models themselves. Young people should not see adults acting badly because they may learn the wrong lessons and think that behavior is okay.

- Use **Team Huddle** to have students identify the problems in the essay. Use **Random Reporter** to select students to share. *The author does not provide supporting details about honesty being important. The author needs to add at least two supporting details about honesty. He or she should check his or her graphic organizer.*
- Tell students to help their partners identify where information is missing or more details are needed in their essays.

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- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Rewriting

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

New Shopping Mall to Open Next Year

(August 11, 1993) — Poppy Fields Galleria, a new state-of-the-art shopping center, is set to open next summer. According to head designer Mark Martin, it will be the biggest and most advanced shopping center in the state.

"We are really looking forward to the shopping center," Mr. Martin said, "and we hope that people will come from all over. If they do, they'll find that Poppy Fields Galleria has everything they need."
An older shopping center, about ten miles away…

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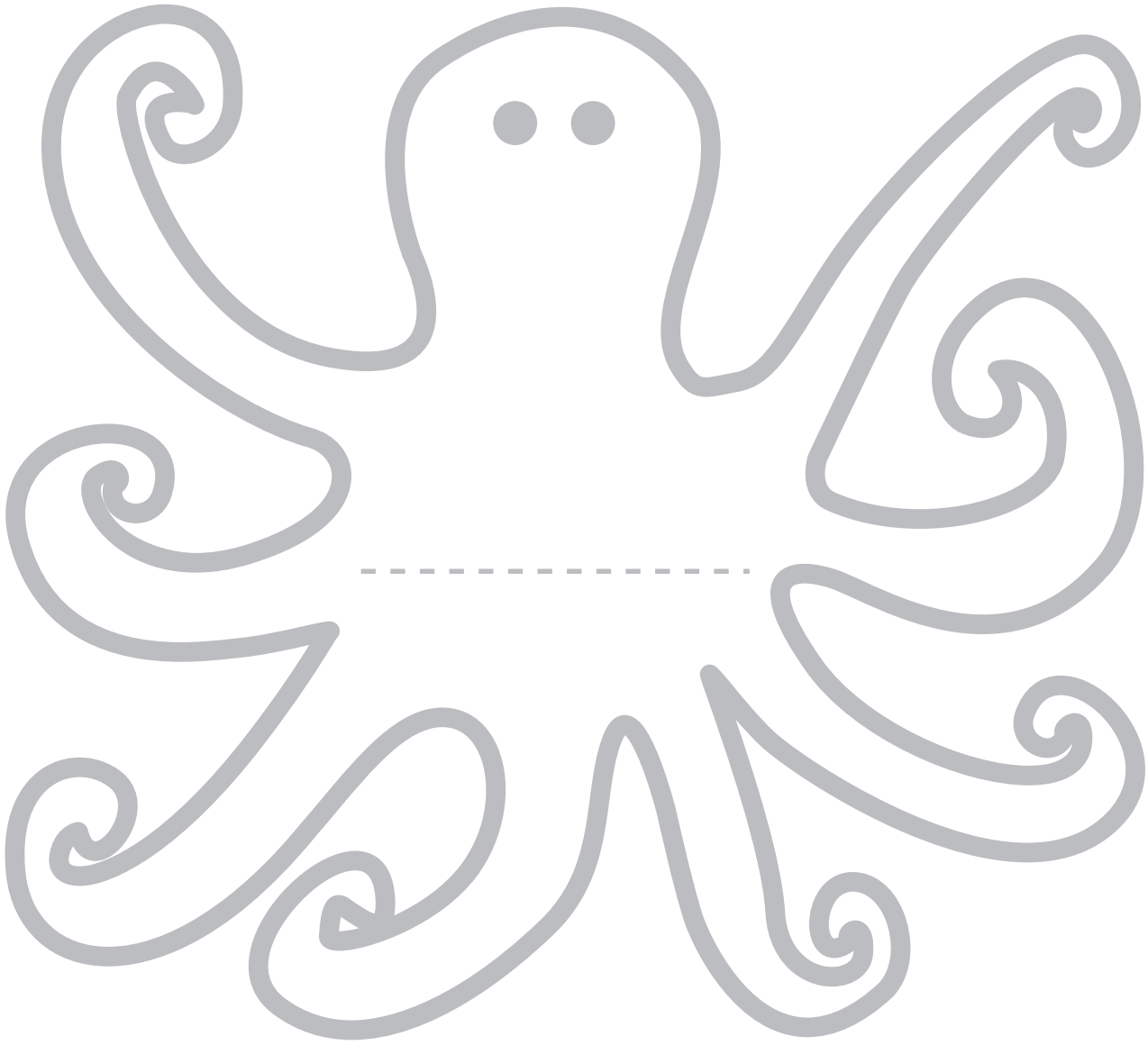
Carpenter

The carpenter ant is native to most of North America. It can grow to be nearly an inch in length. The carpenter ant uses dead wood to build its nest, so that's how this ant gets its name.



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about his or her victories, but congratulates his or her opponents on playing a good game. A good role model also does not get angry or complain when he or she loses, but accepts the loss well and congratulates the winner. Whenever Peyton Manning has an interview, he says the other team did well. He shakes the opposing quarterback's hand at the end of games even if he lost.

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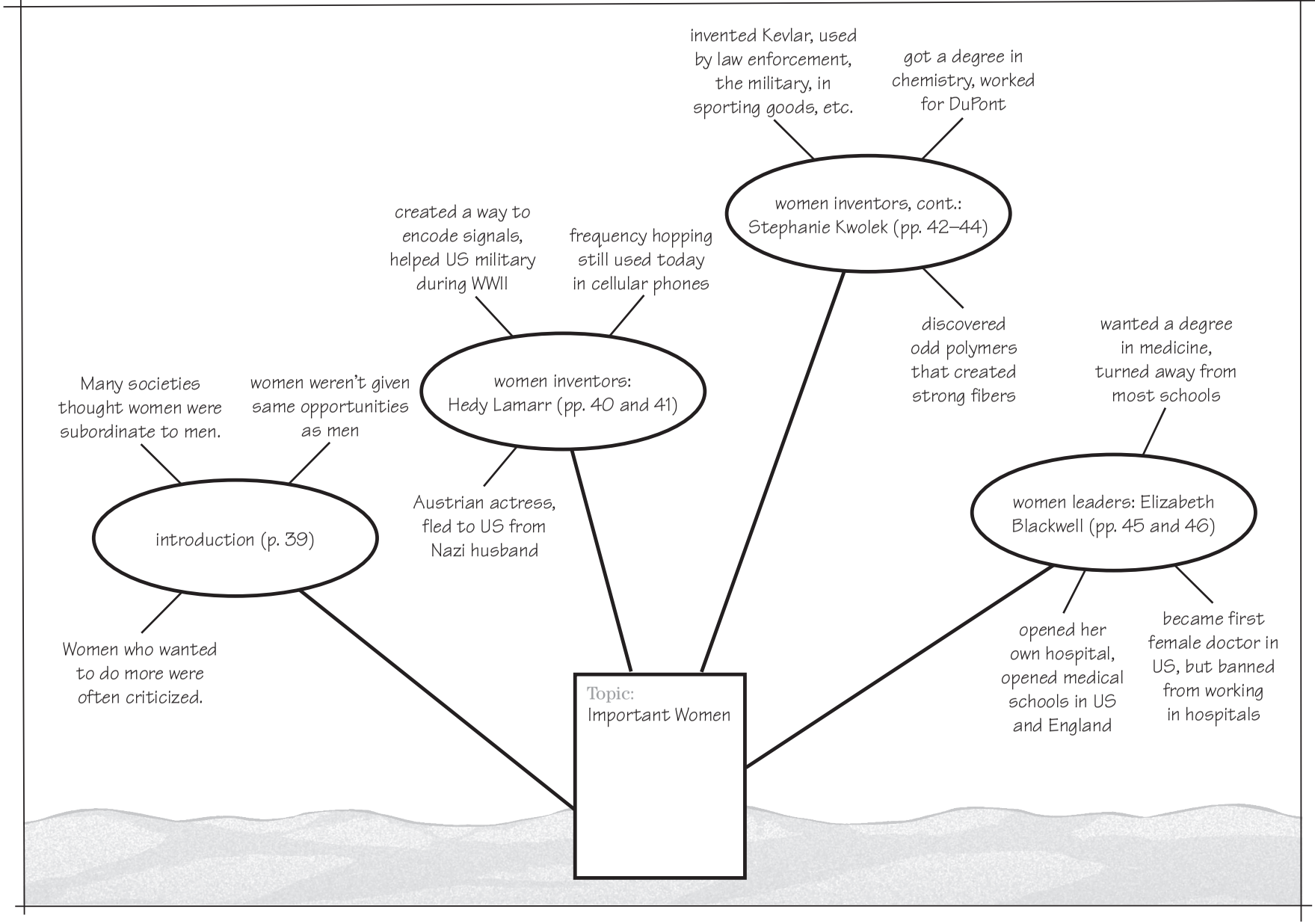
Idea Tree

Title: Great Women of the Modern Era



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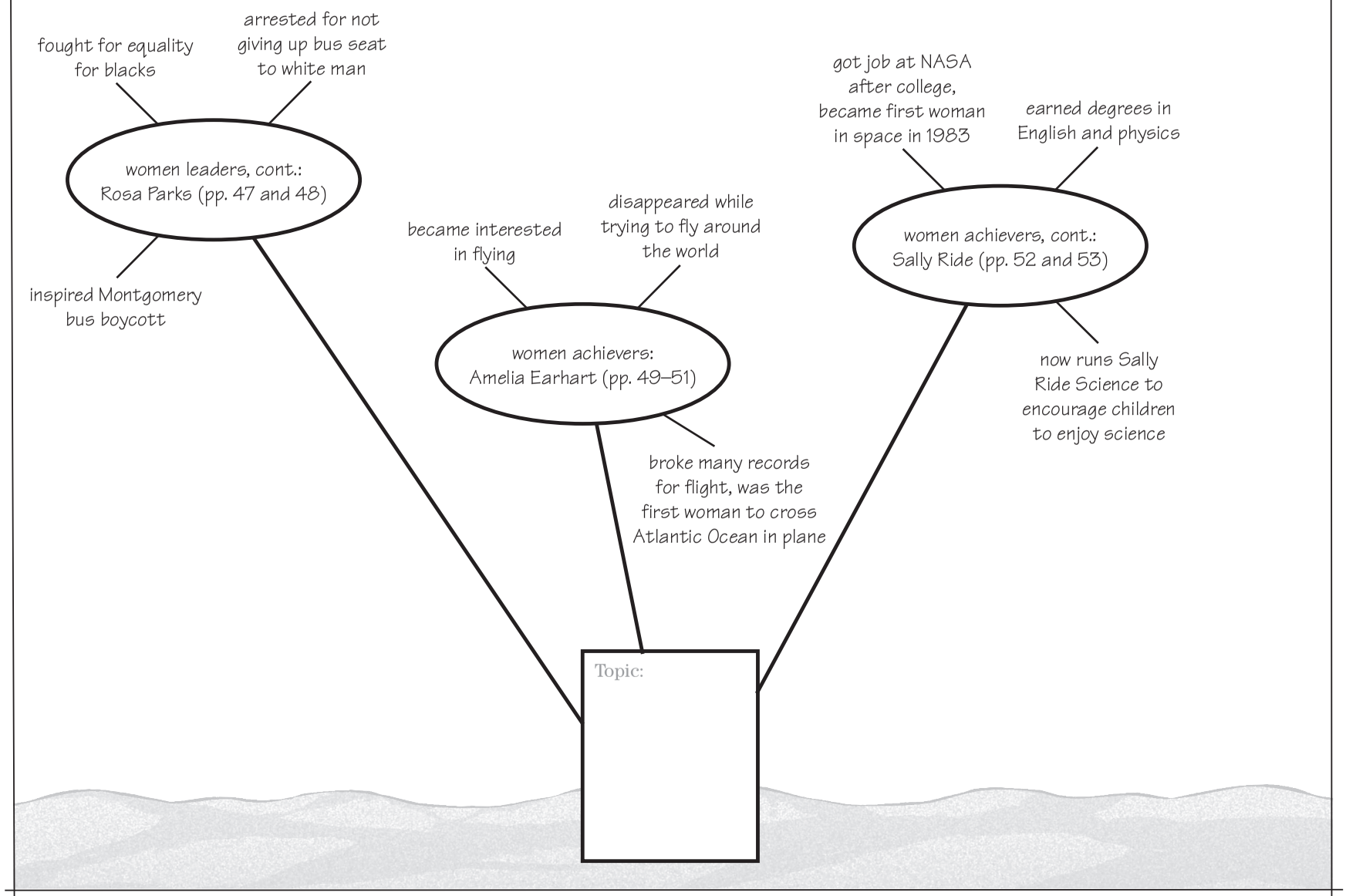
Idea Tree

Title: Great Women of the Modern Era, 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 / *Great Women of the Modern Era*

English Language Arts Standards: *Reading: Informational Text*

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

English Language Arts Standards: *Writing*

Text Types and Purposes

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

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Table of Contents

The Savvy Reader—Predicting Level 6

Student Edition

The Strikers Have a New Goalie.....S-1
Predicto Gets a Clue!.....S-5
Great Women of the Modern Era.....S-11

The Strikers Have a New Goalie

Word	Identification Strategy	Definition	Sentence
readjusting	prefix + base word + ending	shifting, moving	By *readjusting* the way she stood in the batter's box, Malia became a much better baseball player.
tension	-sion = /shun/ chunk	tightness, pressure	If you create more *tension* on a string by pulling it, you can make a higher sound when you pluck it.
conceded	-cede = /seed/ base word + ending	gave in, admitted	Although I didn't want to, I *conceded* that I had lost the tennis match.
investigation	base word + ending	exploration, research	The scientists did an *investigation* to find out whether a gallon of milk was heavier than a gallon of water.
moping	base word + ending	acting sad, pouting	After losing the game, Joe was *moping* around all day.
dreadful	base word + ending	terrible, horrible	The *dreadful* movie villain made the audience angry when he kidnapped the hero.
honed	base word + ending	made better, sharpened, worked to make perfect	The carpenter *honed* his skills with years and years of practice making cabinets.
triumphant	base word + ending	victorious	Although the game lasted for hours, the better chess player finally emerged *triumphant*.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 10	**Page 10 or 15**	**Page 10, 15, or 18**

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DAY 1

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)
2. Coach Carter and the team show up at Lisa's house to—
   a. see how she is doing and cheer her up.
   b. kick her off the team for getting injured.
   c. take her to the doctor for an MRI.
   d. see when she'll be able to play again.
3. Compare how Coach Carter feels with how Lisa's dad feels about Lisa playing in the next soccer game.
4. Describe what you know about Lisa so far in the story. What kind of person is she?

DAY 2

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. Why isn't Dr. Paulson surprised that Lisa's knee still hurts?
3. Which of the following describes Lisa during the MRI?
   a. confused
   b. scared
   c. excited
   d. unhappy

   Support your answer.
4. Why do you think Lisa wants to wait for the results of the MRI instead of going home?

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. combination 2. pouncing

Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. List two things that might make you feel <u>triumphant</u>.

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DAY 3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What does Lisa hope Julie will say? What does Julie really say?
3. How does Lisa hurt Julie's feelings?
4. How does Lisa feel about what she says to Julie? What does this tell you about her?

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. mirthful
2. dominant

Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. List two things that might not make you feel <u>triumphant</u>.

DAY 4

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. The word *nail-biter* on page 18 most closely means—
    a. relaxing.
    b. easy task.
    c. tense moment.
    d. painful.
3. How well does Julie do during the game? How does Lisa feel about it? How can you tell?
4. How does the author show suspense at the end of the chapter?

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. groomed
2. frightful

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Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

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

   Gloria felt absolutely _____ when she accidentally ripped her best friend's shirt.

DAY 6

Writing Prompt

Imagine that your class is going to put on a play for the school and has decided to do *The Strikers Have a New Goalie*. But first, the story has to be turned into a play. The story will be divided into two acts: Act I will include chapters 1–5 (scenes 1–5), and Act II will include chapters 6–9 (scenes 1–4). Each chapter will be a scene in the play. Write a script for your assigned scene. Your script should have at least ten lines of dialogue, either taken directly from the text or created for the play. You should include at least five stage directions in the script. Remember to include the following information in your script: the title of the play, the act and scene, and a description of the setting. Remember to format your script correctly. If there is time, you will compare your scene with those of your classmates and combine them to make a completed play.

Scoring Guide

You turn a chapter of the story into a scene for the play version of *The Strikers Have a New Goalie*.	**20 points**
Your script has at least ten lines of dialogue, either taken from the story or created for the play.	**5 points each (50 points maximum)**
Your script has at least five stage directions.	**2 points each (10 points maximum)**
You include the title, the act and scene, and a description of the setting in your script.	**10 points**
Your script is formatted correctly.	**10 points**

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Predicto Gets a Clue!

DAY 1

Team Talk

1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS *Constellation* Museum and the Maryland Science Center?
2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?
3. Predicto's predictions were just wild guesses. What could he have done to make his predictions more realistic?
4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

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

Yours truly,
The Incredible Predicto

DAY 2

Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS *Constellation* Museum will learn about the ship and sailors?
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)
3. How will Adam and Elinor find out if their predictions come true?

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Predicto's Challenge

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 24 is pirates. But what do you think we'll learn about pirates?

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

Good luck!
The Incredible Predicto

DAY 3

Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS *Constellation*?
2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS *Constellation*?
3. Did you confirm Amy's or Daniel's predictions? Share the notes you and your partner made during your discussion. (Write-On)
4. Amy made a mind movie of the USS *Constellation*. Do you have a mind movie of the ship based on what you've read about it? Describe your mind movie. How do mind movies help you understand what you're reading?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

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

Good luck!
The Incredible Predicto

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DAY 4

Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?
2. Did Predicto's prediction come true? Explain how you know.
3. Is it okay if a prediction doesn't come true? Why do you think that? (Write-On)

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

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

Good luck!
The Incredible Predicto

DAY 5

Team Talk

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

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Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

- On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 26.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journals.
- Take turns reading the paragraphs.
- Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,
The Incredible Predicto

DAY 6

Team Talk

1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?
2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)
3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I'd like to test my powers out on you.

I've discovered yet another amazing exhibit at the Maryland Science Center. There's some information about it on page 27 in your copy of A Collection of Readings. I've predicted what I think are the main ideas of each part.

I'd like you to find out if my predictions come true!

- With your partners, take turns reading parts 1, 2, and 3.
- Find the main ideas.
- Compare the main ideas to my predictions.
- Write down which of my predictions came true, which didn't, and why.

With fingers crossed,
The Incredible Predicto

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DAY 7

Team Talk

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On)
2. Was your prediction confirmed? Give two details from the story that support your answer.
3. Should people fear great white sharks? Why or why not?
4. The word *efficient* means—
    a. unproductive.
    b. useless.
    c. effective.
    d. hopeless.

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Great Women of the Modern Era

Word	Identification Strategy	Definition	Sentence
contract	chunk	agreement	The young musician signed a *contract* with the record label so his music would be heard all over the world.
sabotage	tage = /tahj/ chunk	block, hinder	Carlos tried to *sabotage* the teacher's lesson by letting a mouse loose in the room.
graduated	base word + ending	received a degree, passed from one stage in school to another	Chloe *graduated* from high school and was ready to go to college to become a teacher.
puzzled	base word + ending	confused	The photograph *puzzled* Emmet because the object was fuzzy and too small to see clearly.
meddling	base word + ending	messing around with, mixing	I kept *meddling* with the paint colors until I created the perfect shade of blue for my sky.
durable	chunk	strong, lasting	The mountain bike was very *durable* and able to handle rain, mud, and rough terrain.
dedicate	chunk	focus, give one's time	After visiting the pound, Tanya decided to *dedicate* her life to helping animals get adopted.
emphatically	base word + endings	loudly, expressively	When asked who wanted milkshakes, all the kids answered *emphatically* that they would like one.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Pages 49 and 50 (ending at paragraph 1)	**Pages 49 and 50 (ending at paragraph 1) or 45 and 46**	**Pages 49 and 50 (ending at paragraph 1), 45 and 46, or 52 and 53**

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DAY 1

Team Talk

1. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What is the purpose of the text box on page 42?
3. What happened **after** Stephanie Kwolek told her interviewer at DuPont that she needed an answer as soon as possible?
4. Elizabeth Blackwell was most likely influenced to be a leader for equality because—
    a. her family encouraged her and supported her in her dreams.
    b. she was always told that she should stay home.
    c. her family believed women should just take care of their families.
    d. she was tired of sewing and cooking all the time.

    What evidence from the text supports your conclusion?

DAY 2

Team Talk

1. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What happened when Rosa Parks refused to get out of her seat?
    a. She was allowed to stay seated.
    b. She was arrested and found guilty.
    c. She was banned from riding busses.
    d. She was charged more money.
3. How were Sally Ride's flying experiences different from Amelia Earhart's?
4. Does the author of the text think only women can be inspired by the women discussed in the text? How can you tell?

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Skill Practice

1. Read the following sentence.

   "My elder child is in sixth grade, and my youngest is in second grade," Mr. Totten explained.

   Which of the following sentences uses *elder* the same way?

   a. The tribal elder was the one who decided when the tribe would move.
   b. The elder tree in the backyard fell down, so we had to chop it up.
   c. Since Graciela is the elder, she gets to stay up later at night.
   d. Remember to mind your elders and betters because it's polite.

2. Read the following sentence.

   The plague killed many people during the Middle Ages because there was no medicine to treat it.

   Which of the following sentences uses *plague* the same way?

   a. "Why must you plague me with so many questions?" Kyle's mom asked.
   b. Plagues rarely happen now because societies are healthier and cleaner.
   c. Uninvited guests at a party are a plague to hosts who didn't plan for them.
   d. The annoying ants plagued the picnickers as they ate their meal.

Building Meaning

contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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

   The family rocking chair was made from hardwood and was so _____ that it lasted for several generations.

DAY 3

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. How can you tell that Hedy Lamarr's invention has had a lasting impact on the world?
3. Which of the following best describes Stephanie Kwolek?

   a. cowardly and shy
   b. uninterested and ditzy
   c. lazy and unwilling
   d. stubborn and curious

   Explain why you chose the answer you did.

4. How was Elizabeth Blackwell's medical school different from other medical schools in the country? How do you think this affected the students who attended it?

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Skill Practice

1. Read the following sentence.

   Alandra took a poll of the class and learned that most students preferred chicken nuggets to pizza.

   Which of the following sentences uses *poll* the same way?

   a. The poll asked people which stores in the mall they visited the most.
   b. On election day, adults take a trip to the polls to vote for their candidates.
   c. Yan's mom polled the family to figure out what she should make for dinner.
   d. The farmer polled his flock of sheep so he could sell the wool later.

2. Read the following sentence.

   Ophelia reeled and almost fell when she learned that her favorite singer would be having a concert nearby.

   Which of the following sentences uses *reel* the same way?

   a. "My fishing line is all tangled around my reel!" Zach exclaimed.
   b. Rafi stood up too quickly and reeled from feeling dizzy.
   c. Movies used to come on big reels of film that you put on a projector.
   d. Silk workers have to reel the threads from tiny cocoons.

Building Meaning

contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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

4. Jeremy tried to sabotage Leslie's presentation by stealing the index cards on which she had written all of her notes. *Sabotage* means—

   a. assist.
   b. hinder.
   c. support.
   d. defend.

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DAY 4

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. You can draw the conclusion that not everyone was pleased with Rosa Parks's stand for equal rights because—
   a. she couldn't attend the same schools as white students.
   b. she marched in a protest of the arrest of nine black teenagers.
   c. she was a model for standing up for justice against all odds.
   d. she lost her job after getting arrested and boycotting the busses.
3. Is it a fact or an opinion that Sally Ride continues to inspire children to be interested in science? Support your response.
4. Use information from your idea tree to write a summary about *Great Women of the Modern Era*.

Skill Practice

1. Read the following sentence.

   Omar almost thought someone put a curse on him because of all the bad luck he'd had lately.

   Which of the following sentences uses *curse* the same way?
   a. Evan was punished by his mother because he cursed when he smashed his thumb.
   b. People thought King Tutankhamen's tomb was cursed because bad things happened after it was found.
   c. "Please don't curse in my classroom even if you are saying random or made up words," Ms. Hagman said.
   d. The evil witch was jealous of the princess, so she conjured up a curse to make her ugly.
2. Read the following sentence.

   It's an old wives' tale that drinking coffee at a young age will stunt your growth.

   Which of the following sentences uses *stunt* the same way?
   a. That puppy is a stunt because he didn't get enough nutrition right after being born.
   b. The cold, dry weather stunted the sapling pine trees, leaving them shorter than usual.
   c. The tricky halfpipe stunt made the crowd clap and cheer for the snowboarder.
   d. If you want to do stunts in Hollywood, you have to be prepared to get injured.

Building Meaning

contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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

   The riddle really had Mazie _____ as she worked through the clues.

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DAY 6

Writing Prompt

Anyone can serve as a role model and an inspiration for young people around the world. Young people often get involved in an activity because they were inspired by an athlete, an actor, a political leader, a volunteer worker, or an educator. Write a short three-paragraph essay about what you believe makes someone a good role model and an inspiration. Begin your essay with an introductory paragraph that states the main idea of the essay. Write a sentence that states at least three traits a role model should have. In your second paragraph, explain how these traits make the person who inspires you a good role model. You should provide at least two supporting details for each trait. Your third paragraph should conclude your essay by restating your main idea.

Scoring Guide

You write a three-paragraph essay about what makes someone a good role model and an inspiration.	**25 points**
Your essay begins with an introductory paragraph that includes a sentence that states at least three traits a role model should have.	**20 points**
The second paragraph explains how these traits make the person who inspires you a good role model, providing at least two supporting details for each trait.	**35 points**
The final paragraph concludes the essay by restating your main idea.	**20 points**

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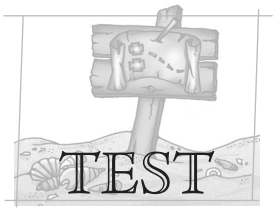
Table of Contents

The Savvy Reader—Predicting Level 6

Student Test

The Strikers Have a New Goalie T-1
Predicto Gets a Clue! T-3
Great Women of the Modern Era T-5



Comprehension Questions

Read pages 20 and 21 of *The Strikers Have a New Goalie,* and answer the following questions.

1. What was one of your predictions from days 1–4? Did anything else that you predicted actually happen? Explain how you know.
2. Lisa hurts Julie's feelings by—
   a. telling her that she is a terrible goalie.
   b. yelling at her and saying the team won't win without Lisa.
   c. wishing Julie had sprained her knee playing the last game.
   d. refusing to go to the playoff game.
3. What do the Strikers do **after** Julie blocks the goal?
   a. They lift Lisa in the air.
   b. They score another goal.
   c. They all fall to the ground.
   d. They lift Julie in the air.
4. Do you think Lisa is really worried about her knee for next week's game? Why or why not?
5. How does Lisa change over the course of the story? How can you tell?
6. Read the following passage, which is from another Strikers story. Make a prediction about what will happen next. Explain the clues you used to make your prediction.

   The next season came around. My knee had completely healed, and I had been working out all winter and spring. It was time to sign up for the Summer Soccer Strikers again. Julie went with me. I was just about to put my name in the slot that read "Goalkeeper" when I looked over at Julie. I remembered how well she had done in those last two games and how much fun she'd had. I looked at Julie. Then I looked at the ten other positions that I could choose to play.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write each word on your paper. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. celebrant
2. temptation
3. resided
4. apologizing

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Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

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

6. I put ice on my shoulder to relieve the _____ in my sore muscle.

7. As everyone expected, the hard-working football team was triumphant over the lazy team. *Triumphant* means—
    a. tied with.
    b. victorious.
    c. losing to.
    d. behind.

8. Jennifer was _____ all day with tears in her eyes after her parents told her that she couldn't go to the mall.

9. "What a dreadful noise!" the shopkeeper exclaimed when she heard the broken clock chime. *Dreadful* means—
    a. confusing.
    b. interesting.
    c. lovely.
    d. terrible.

10. _____ her backpack helped to make Angelina's lower back feel better.

11. Charlie honed his acting skills during his years of acting classes. *Honed* means—
    a. dulled.
    b. sharpened.
    c. made quicker.
    d. didn't change.

12. "I _____ that it's a beautiful tree, but you won't convince me that it's the most beautiful tree ever," Brad said.

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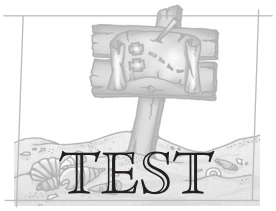

Comprehension Questions

Preview *The California Gold Rush* on page 36 of your copy of A Collection of Readings, and answer question #1. Then read *The California Gold Rush*, and answer the remaining questions.

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

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

3. Who was responsible for the start of the gold rush?

4. Which of the following clues helped you make a prediction about this reading?
   a. title
   b. pictures
   c. captions
   d. all the above

5. What negative effects did the gold rush have on California?
   a. Many people became wealthy.
   b. Many habitats were destroyed.
   c. Many states lost money as people moved.
   d. Many families flocked to California.

6. What is the main idea of paragraph 2? How do you know?

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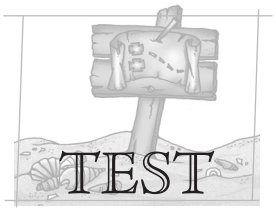

Test Passage

Preview the test passage, and answer the following question.

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

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

Helping to Succeed: Eunice Kennedy Shriver

Every two years, sporting events are held for people with intellectual disabilities. The events are the Special Olympics World Summer and Winter Games. The disabled athletes compete in many of the same events as other Olympic athletes. But these athletes didn't always have this chance. The hard work of Eunice Kennedy Shriver made these games possible.

Eunice wanted disabled people to be welcomed in their communities. People often ignored them. There were no laws that protected them from abuse. She wanted that to change. She started Camp Shriver in her family's backyard. She invited disabled children to her home to learn to play sports and to exercise. She knew exercise could change their lives.

In 1967, she learned about a plan for a one-day track meet for disabled children in Chicago. Eunice liked the idea but wanted it to be bigger. She invited children from all over the country. About 1,000 children from the United States and Canada came. The Special Olympics were born. Now the Special Olympics are held all over the world. Athletes from more than 180 countries attend the games.

Eunice did more than create a sporting event for the disabled. The Special Olympics have made many countries, even the United States, change their laws for education and care of the disabled. Shriver helped to bring awareness to a group of people who were often ignored by society.

Sources: www.eunicekennedyshriver.org/bios/si
www.eunicekennedyshriver.org/bios/eks
www.specialolympics.org/What_We_Do.aspx

Comprehension Questions

Use your graphic organizer to answer the following questions.

2. What is the intent of the author?
   a. to compare the Special Olympics with the Olympic games
   b. to tell how Eunice Kennedy Shriver helped the disabled
   c. to persuade readers to volunteer with the Special Olympics
   d. to explain how the government made laws for the disabled

   How do you know?

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

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

1. Read the following sentence.

   If you keep your room clean and orderly, you are less likely to stub your toe on something.

   Which of the following sentences uses *stub* the same way?

   a. I sharpened my pencil down to a stub before I got a new one from my supply box.
   b. The new branch was just a stub sticking out from the larger branch on the tree.
   c. Lonnie had to sit down and catch his breath after he stubbed his toe while walking.
   d. The theater worker handed me my ticket stub so I could get into the movie.

2. Read the following sentence.

   A single flake of snow signaled the start of the winter storm that would dump two feet of snow before it was finished.

   Which of the following sentences uses *flake* the same way?

   a. The fisherman laid his catch on the flake so the fish could dry and be preserved for later.
   b. The apple pie had a perfect flaky crust that melted in your mouth as you ate.
   c. Some people would describe me as a flake because I'm silly, but I know that I'm just putting on an act.
   d. Colored flakes fell from the ceiling as Nona's parents scraped at the paint so they could redecorate the room.

3. Read the following sentence.

   The doctor said he needed to operate on the young girl right away, or she might not recover.

   Which of the following sentences uses *operate* the same way?

   a. I can tell that my engine isn't operating correctly because it is making odd noises.
   b. The surgeon operated on the lion's leg so it could run and jump again.
   c. My father used to operate the largest coal mine in the state, but he sold it so he could spend time with us.
   d. The military operation was considered a success because the village was now safe from gunfire and bombs.

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4. Read the following sentence.

   "I know you're tired and grumpy, but please conduct yourself well in front of our guests," Morris's mom whispered.

   Which of the following sentences uses *conduct* the same way?

   a. Didi thought she had conducted herself well at the party even though she wasn't used to being so quiet.
   b. The conductor blew the train's whistle to warn people that the train was coming close to the station.
   c. The man in front of the podium is conducting the orchestra so they know when to play and when to stop.
   d. Gold conducts electricity really well, but it is much more expensive than using copper for the same purpose.

Building Meaning

contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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

6. Will kept _____ with the old wristwatch until he got it ticking again.

7. "Yes!" the students emphatically cried when their teacher asked if they'd like her to read a story. *Emphatically* means—

   a. quietly.
   b. loudly.
   c. shyly.
   d. angrily.

8. Gail knew what she wanted to do when she _____ from college even though she was only thirteen.

9. I wanted my clay pot to be durable, so I made sure I didn't make the walls too thin or too tall. *Durable* means—

   a. weak.
   b. tiny.
   c. strong.
   d. breakable.

10. Kai really liked playing the piano, but he decided to _____ his musical talent to the violin.

11. Tasha was puzzled by the newspaper article until she reread and realized that she had missed a paragraph. *Puzzled* means—

    a. pleased.
    b. entertained.
    c. thrilled.
    d. confused.

12. My brother was able to _____ my efforts to steal his piggy bank by changing its hiding place every few days.

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