



Questioning

Level 2

Teacher Edition, Student Edition, and Student Test

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

The **Savvy
Reader**

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

The Savvy Reader—Questioning

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LITERATURE (7 DAY)

Crabby and the Whales: Sky, the Blue Crab

Written by J. F. Ryan

The Savvy Reader—Questioning, A Collection of Readings, pages 1–7
Success for All Foundation, 2011

Summary

Something exciting is happening at Bayside Elementary! A Chesapeake Bay blue crab has been added to the school aquarium, and Mr. Clark’s second-grade class will get to name it! For inspiration, the students have been given two books to read about blue crabs—one literature and one informational.

The Whales team—Molly, Josh, Tara, and Sam—would love to be the team that names the crab. Josh’s brother, Tom, might be able to help them. He knows a lot about crabs. But rather than give them ideas for names, Tom gives the Whales something much more valuable—a questioning strategy they can use to learn more from their books. That way, the Whales are sure to think of a great name for the crab.

Your students will learn about and practice questioning along with the Whales. And who knows, maybe they’ll find a great name for the crab too!

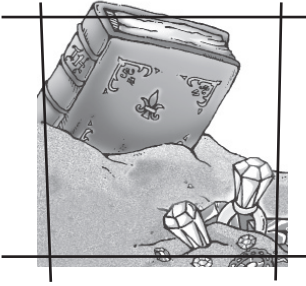
Instructional Objectives

Reading	
CYCLE 1	Questioning (QU)
	Students will ask a variety of questions about the text and answer them with correct, complete information and explanations.

Teacher’s Note: *Crabby and the Whales: Sky, the Blue Crab* is a seven-day lesson cycle that focuses on the questioning 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—Questioning, A Collection of Readings* for each partnership, a Questioning Strategy Card for each partnership, and journals for writing activities.

**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 there will be questions on the Student Test that relate to the questioning strategy.

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

This cycle you are going to learn that questioning, or asking and answering questions as you read, is a strategy that can help you understand and remember what you read. We'll review the concept of a question and be introduced to question words.

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



- Use the items below to build or activate background knowledge about the story.
 - Use **Team Huddle** to have students discuss whether they have ever gotten lost or separated from their parents somewhere such as in a grocery store or the library. Have students discuss how it feels, or may feel, to be lost. Use **Random Reporter** to select students to share.
 - Use **Team Huddle** to have students discuss what one should do if he or she gets lost or separated in a group. Tell students to think about whom they should ask for help or where they should go. Use **Random Reporter** to select students to share.
 - Tell students that the character in this story experiences a change in seasons. Use **Team Huddle** to have students discuss what happens when the seasons change. For example, what kinds of things might students notice when it changes from summer to fall?

Using the Targeted Skill (Introduction and Definition)

- Introduce questioning.

Do you know what questions are and how to ask them? When you ask a question, you want an answer. If I asked you, “What day of the week is it?” you would answer, “Today is _____.” Let’s have some fun with questions. I’m going to give you a statement, and I’d like you and your partner to try to turn it into a question. For example, you could turn the statement “Today is _____” into the question “What day of the week is today?” Here’s another example: if the statement is “I live in _____,” you might ask, “Where do you live?” Ready to try that?

- Use the following statements to have students practice asking questions.

It’s raining today. Think about how you can turn that into a question. Give students a minute to think. **Now pair with your partner, and tell your questions.** Give students a minute to share. **Now I’ll choose a few students to answer. Randomly choose a few students to share.** *What is the weather today? Good job! You do know how to ask questions!* Continue to have students practice. Examples of statements for further practice include: I like to eat ice cream; I have a pet dog.

Preview Team Talk

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

Student Edition, page S-1

Team Talk

1. What did Tom tell the Whales they could do to learn and remember more about the story? Here's a hint—it's what Tom does when he reads.
2. Why does the Whales team want to learn as much as they can from Sky, the Blue Crab?
3. Tom told the Whales about question words. How many question words do you remember? What are they? (Write-On)

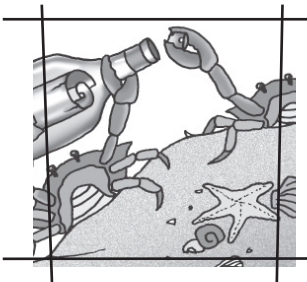
- Randomly assign team leaders.
- Introduce the video.

Now we're going to watch a video about a team of students who learn how to use questioning as a reading strategy. Let's watch!



- **Play** "Part 1: Ask Questions and Learn!" (6 minutes). Ask students to read along as Josh reads part of *Sky, the Blue Crab*.
- Stop the video as indicated, and model answering, or use **Think-Pair-Share** to have students answer the following question. Randomly select a few students to share.

What is the question word in this sentence: What did Rose Crab name her son? Let me think about the video. I know a lot of the question words start with *w*. In this sentence, *what* is the question word. So what did Rose Crab name her son? Think. Now pair with your partner. Select a student randomly to answer. That's right! She named him Sky.



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.
- List the question words from the Write-On question on the board or chart paper, and post them until students receive their Questioning Strategy Cards.
- 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 Tom tell the Whales they could do to learn and remember more about the story? Here's a hint—it's what Tom does when he reads.

100 points = *Tom told the Whales they could ask questions as they read to learn and remember more about the story. Tom asks questions when he reads.* **90 points** = *Tom told the Whales they could ask questions as they read.* **80 points** = *He told them to ask questions.*

2. Why does the Whales team want to learn as much as they can from Sky, the Blue Crab?

100 points = *The Whales team wants to learn as much as they can from Sky, the Blue Crab because the team wants to find ideas for a name for the crab in the school aquarium.* **90 points** = *The Whales team wants to learn as much as they can because they want to name the crab in the aquarium.* **80 points** = *They want to name the crab in the school aquarium.*

3. Tom told the Whales about question words. How many question words do you remember? What are they? (Write-On)

100 points = *I remember six question words. The question words that I remember are who, what, when, where, why, and how.* **90 points** = *I remember six words. They are who, what, when, where, why, and how.* **80 points** = *Six words. Who, what, when, where, why, and how.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Introduce Crabby's Challenge. Use this activity to reinforce the concept of a question and to review the question words.

Crabby, the blue crab who escaped from the crab trap, wants to see if we're learning as much about questioning as the Whales. So he's going to send us challenges. Let's show Crabby how much we know about what a question is. Read Crabby's Challenge along with me.

- Read Crabby's Challenge aloud.

Student Edition, page S-1

Hi boys and girls,

Hiding out was hard work, and I was getting pretty hungry, so I looked in Tom's backpack to see if he had any snacks. Just my luck, there wasn't any food. But I did find a story he wrote about going fishing with his dad. If you ask me, it needs editing. All the sentences end with periods, but some of them are questions. See if you can help him out.

- Take turns reading the sentences with your partner.
- Tell your partner whether the sentence he or she reads is a question.
- If it is a question, ask your partner to write the sentence in his or her journal and fix it with a question mark.

Good luck,
Crabby

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

Student Edition, page S-1

Who do you think taught me how to fish. My dad taught me. I've been fishing with my dad since I was six years old. What kinds of fish does my dad catch. He catches sea bass, trout, catfish, and rockfish. Sometimes he catches blue crabs. One day, Dad caught a sea bass that was so big it took three of us to reel it in. That fish thrashed around so much it nearly pulled me overboard! When do Dad and I go fishing. We go out on the boat very early in the morning, before the sun is up. Where do you think we go fishing. We go fishing in the Chesapeake Bay.

- Monitor the discussion for understanding. Remind students to look at your list of question words as necessary.
- 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 Crabby'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.

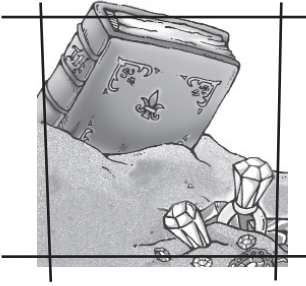
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Sky’s mother tells him not to swim too far or he’ll get lost. Do you think Sky should listen to his mother? Why or why not?</p> <p>The Whales team wants to figure out a name for the school crab. How did Sky get his name in the story?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

To help them think of names for the blue crab in the school aquarium, Molly, Josh, Tara, and Sam are reading the story *Sky, the Blue Crab*. Tom told them that if they ask and answer questions as they read, they’ll learn more and come up with more ideas for names. Tom showed them how: Josh read a paragraph, and Tom asked him questions. Tom also told the Whales about question words—words they can use to help them think of questions. Now here’s a question for you. We know who the Whales are, but who is Crabby? *Crabby is a blue crab that escaped from the crab trap. He’s hiding out in the fishing shack, listening to Tom and the Whales.*

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to have students ask a variety of questions about Crabby. Randomly select a few students to share.

In the video we've been watching, we've met two Chesapeake Bay blue crabs. One of them is Sky, a character in the story, and the other is Crabby, that funny crab who escaped from the crab trap. I'd like to know more about Crabby, wouldn't you? I'd like you and your partner to think of questions to ask about Crabby. Let's see how many different question words you can use. Our list of question words may help you think of questions. OK, now think. Give students a minute to think. **Now pair with your partner, and tell your questions.** After a minute, select students randomly to share their questions.

- Check off the question words that students use. Have students answer as many of the questions as possible. Accept questions until all or most of the question words have been checked off.

Preview Team Talk

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

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

Student Edition, page S-2

Team Talk

1. The Whales asked Tom a lot of questions about the story. What did they do to help themselves think of questions?
2. Josh asked Tom, "What is bay grass?" Do you think that was a good question to ask? Why or why not?
3. Just like you, the Whales have a Questioning Strategy Card. How do you think having the strategy card will help the Whales when they read on their own? (Write-On)
4. If the Whales promise not to tell anyone that Crabby escaped, how will Crabby help them?

- Ask students to take the Questioning Strategy Cards out of their team folders. Review the cards with them before watching the video.

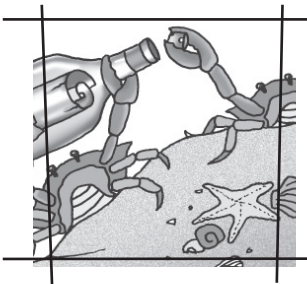


- Introduce the video.

- **Play** "Part 2: Questions About Sky, the Blue Crab, Page 1" (4 ½ minutes). Tell students to listen as Tom reads and to read along with him.



- Use **Team Huddle** to have students discuss what question words they heard students in the video use. Use **Random Reporter** to select students to share.
- Use **Team Huddle** to have students discuss how students in the video used clarifying and questioning. Use **Random Reporter** to select students to share.
- Use **Team Huddle** to have students tell how using the Questioning Strategy Card will help them. Use **Random Reporter** to select students to share.
- 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. The Whales asked Tom a lot of questions about the story. What did they do to help themselves think of questions?

100 points = *The Whales did a couple of things to help themselves think of questions. One thing they did to think of questions was look at the story. Another thing they did to think of questions was use their strategy cards.*

90 points = *The Whales did a couple of things to help themselves think of questions. They looked at the story and used their strategy cards.*

80 points = *They looked at the story and used their strategy cards.*

2. Josh asked Tom, “What is bay grass?” Do you think that was a good question to ask? Why or why not?

100 points = *Yes. I think it was a good question to ask. It was a good question because it asked about the meaning of bay grass. Clarifying words, phrases, and sentences helps you understand the story.*

90 points = *Yes. I think it was a good question because it asked about the meaning of bay grass. Clarifying things helps you understand the story.*

80 points = *Yes. Clarifying helps you understand the story.*

3. Just like you, the Whales have a Questioning Strategy Card. How do you think having the strategy card will help the Whales when they read on their own? (Write-On)

100 points = *I think having the strategy card will help the Whales when they read on their own because it will remind them to ask questions and give them question words and starters.*

90 points = *I think having the strategy card will help the Whales because it will remind them to ask questions.*

80 points = *It will remind them to ask questions and give them question words and starters.*

4. If the Whales promise not to tell anyone that Crabby escaped, how will Crabby help them?


100 points = *If the Whales promise not to tell anyone that Crabby escaped, Crabby will listen to what the Whales learn about crabs and let them know if they’re right. That way, the Whales will be sure that they’ve understood the story.*

90 points = *If the Whales promise not to tell anyone that Crabby escaped, Crabby will listen to what they learn about crabs and let them know if they’re right.*

80 points = *He’ll listen to what they learn about crabs and let them know if they’re right.*

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

Questioning



1. Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
2. Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
3. **Answer** questions with complete information or explanations.


Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.



- Review the Questioning Strategy Card.
- Introduce Crabby’s Challenge. Use this activity to have students practice asking a variety of questions.

Crabby has sent up another challenge. It’s about asking different kinds of questions. Let’s show him what we’re learning. Turn to Crabby’s Challenge, and read along with me.

- Read Crabby’s Challenge aloud.

Student Edition, page S-2

Hi boys and girls,

Asking different kinds of questions will help you learn more about a story. Let’s see how many different questions you can ask about this story about why everyone calls me Crabby.

- Take turns reading the sentences in the story below with your partners.
- Think of as many different questions about the story as you can. Write them down in your journals. Use your strategy card for question words and question starters.

Good luck,
Crabby

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

Student Edition, page S-3

There once was a crab named Chester who lived in the Chesapeake Bay. Chester had so many brothers and sisters that it was hard to keep track of them all. “Was that Charlie, Chester’s brother, swimming by?” asked Sid, the wide-mouthed bass, one summer day.

“No, that was Clarence,” answered his friend Ollie the oyster. “Or maybe it was Chad, or Cindy, or Clara or, oh, I don’t know!” Ollie sighed. “All of Chester’s brothers and sisters look alike to me.”

“Hey, what do you mean?” asked Chester, who swam out of the bay grass and stared angrily at Ollie and Sid. “If you paid attention, you’d know it’s easy to tell us apart,” he growled. “Charlie is the nice one; Clarence is the biggest; Chad is a fast swimmer; Cindy is smart; Clara is shy. We’re not alike at all.”

“Well, I guess we know how to tell you apart from your brothers and sisters,” sniffed Ollie.

“Oh, yeah?” said Chester. “How?”

“You’re the unpleasant one,” Ollie said.

“In fact, you’re kind of crabby!” laughed Sid. And that’s how Chester came to be called Crabby.

- Monitor the discussion for understanding. Remind students to use their Questioning Strategy Cards as necessary.
- 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 Crabby’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.

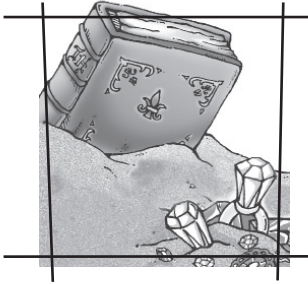
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>This story takes place in the Chesapeake Bay. What questions could the Whales ask to help them better understand the setting of the story?</p> <p>The Whales want to learn about crabs from Crabby. What have they learned about crabs so far?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

The Whales did a great job of asking questions about the story. They thought of a lot of questions, and they used different question words. And now that they have the Questioning Strategy Card, they can think of questions when they read on their own. The Whales are a lucky team. Tom helped them learn about questioning, and now Crabby’s going to help them too. I’ll bet they’re going to learn a lot and come up with a great name for the crab in the school aquarium. You’re learning about crabs too. What’s one thing you’ve learned about crabs so far?

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

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)



- Display a question for students, and give a partial answer. Use **Think-Pair-Share** to have students tell whether your answer is complete. Randomly select a few students to share.

Examples:

What is today's date? *The sixth.*

What are the colors of the American flag? *Red.*

What is the address of our school? *Maryland.*

Take a look at the front of your Questioning Strategy Card. It tells you to ask questions, use question words to help you think of more questions, and give complete answers and explanations. We know that answers should be correct. But what does it mean to give a complete answer to a question? Read the example questions, and give partial answers. **Think about whether my answers are complete. Think.** Give students a minute to think. **Now tell your partner what you think.** Randomly select students to share their responses. **Right. I left out some important information, didn't I? What would have made my answers correct and complete?** *Your answers would have been correct and complete if you had also provided the month and the year; all three colors—red, white, and blue; and the street address, city, town, or county. An answer is complete if it includes all the important information. Asking questions will help us remember more about a story—especially if our answers are correct and complete.*

Preview Team Talk

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

Student Edition, page S-3

Team Talk

1. To figure out what the word *curious* means, Josh and Molly read on. Did you and your partner get stuck on a word or phrase? What was it? How did you clarify it?
2. What information would make the answer to this question more complete?
Q: What did Sky see when he got to the shallow water?
A: He saw that there were no children playing on the beach.
3. Josh asked what Sky thought when he woke up from his nap. Tara answers, "He thought he'd better go home, but he forgot which way to go." Was that a good answer? Why or why not? (Write-On)



- Introduce the video.
- **Play** "Part 3: Questions About Sky, the Blue Crab, Pages 2–5" (8 minutes). Have students read along with Molly and Josh.
- Stop the video as indicated, and have students follow Tom's directions as shown below. Use **Random Reporter** to have students share their questions.

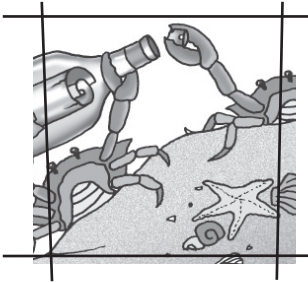
Blackline master provided.

Tom's Directions

- Take turns reading pages 3 and 4 with your partners.
- Ask and answer questions.
- Pick one question about each page and write it, along with the page number, in your journal.
- Read page 5 silently.
- Ask yourself questions.
- Write one question, along with the page number.
- Ask and answer questions with your partners.
- Pick one question from each partner to ask your team.
- With your team, ask and answer questions.
- Pick one question to ask your class. Write the answer.
- Challenge your class.

- Award team celebration points.

- Play the video to listen to the Whales' questions and answers and to see their rendezvous with Crabby.



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. To figure out what the word *curious* means, Josh and Molly read on. Did you and your partner get stuck on a word or phrase? What was it? How did you clarify it?

(Answers will vary.) 100 points = Yes. My partner and I got stuck on the word bare. We clarified it by using a clue in the text. The picture on page 3 has trees in it. There are no leaves on the trees. The text says the trees are bare. The word bare must mean empty or naked. 90 points = Yes. My partner and I got stuck on the word bare. We clarified it by using a clue in the text. The picture on page 3 is of trees with no leaves on them. Bare must mean empty. 80 points = Yes. The word bare. We used a clue in the text. The picture shows trees with no leaves on them.

2. What information would make the answer to this question more complete?

Q: What did Sky see when he got to the shallow water?

A: He saw that there were no children playing on the beach.

100 points = More details about what Sky saw would make the answer to this question more complete. Sky did not see butterflies. The trees were bare. A chilly wind blew leaves across the sand. Geese were flying overhead.
90 points = More details about what Sky saw would make the answer to this question more complete. Sky did not see butterflies, and the trees were bare.
80 points = More details would make it more complete. Sky did not see butterflies.


Team Talk *continued*

- Josh asked what Sky thought when he woke up from his nap. Tara answers, “He thought he’d better go home, but he forgot which way to go.” Was that a good answer? Why or why not? (Write-On)

100 points = Tara’s answer is a good answer. Her answer is correct and complete. She gives Josh all the information he needs to know what Sky thought when he woke up from his nap. **90 points** = Tara’s answer is a good answer. Her answer is correct and complete. **80 points** = It is good. It is correct and complete.

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

Questioning



- Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
- Answer** questions with complete information or explanations.


Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.



- Review the Questioning Strategy Card as necessary.
- Introduce Crabby’s Challenge. Use this activity to have students practice giving correct, complete answers to questions.

Crabby’s Challenge today is about giving correct and complete answers to questions. Complete answers include all the important information. Read along with me.

- Read Crabby's Challenge aloud.

Student Edition, page S-4

Hi boys and girls,

Asking questions is great, but answering them correctly and completely really shows that you understand the story. So dazzle me with your understanding of this story by answering some questions about it.

Take turns reading the sentences in the story with your partners.

Talk about the answers to the questions. Then write your answers in your journal.

Compare answers with your teammates to see if your answers are correct and complete.

Good luck!

Crabby

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

Student Edition, page S-5

Crabby's younger brother, Charlie, was born in the spring, when the water in the bay was warm and the sun shone brightly. But one day, things changed. The water grew colder, the sky turned gray, and snow fell. Charlie shivered. "What can I do to stay warm?" he wondered aloud. Sid, the wide-mouthed bass, answered, "When I'm cold, I swim far away to where the water is still warm."

"But I don't want to leave home!" said Charlie.

"Well, good luck then, kid," Sid called as he swam south.

"When I'm cold, I swim into the thickest part of the bay grass," said Rocco, the rock fish. "It's warmer there." So Charlie swam into a thick clump of grass, but he was still cold.

"Why don't you do what I do?" said Ollie, the oyster. "When I'm cold, I dig myself into the soft mud at the bottom of the bay." Ollie showed Charlie how he wiggled around in the soft mud until it covered him. "Ah, toasty," Ollie said. "Try it, Charlie."

So Charlie wiggled around until the mud covered him like a soft, brown blanket. "It works! I'm warm!" he cried. "Thanks, Ollie!" And that's how Charlie kept warm through that winter and every winter ever after.

1. Who is Charlie?
2. When was Charlie born?
3. Why did Charlie shiver?
4. How did Sid, the wide-mouthed bass, stay warm?
5. What did Charlie learn from Ollie, the oyster?

- Monitor the discussion for understanding. Remind students to use their Questioning Strategy Cards as necessary.

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 Crabby’s Challenge.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>What do you think is happening at the beach and in the bay to make it colder? What clues tell you this?</p> <p>Sky doesn’t remember the way home. What kinds of questions could he ask to find his way home?</p>
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	<ul style="list-style-type: none"> – Award team celebration points.
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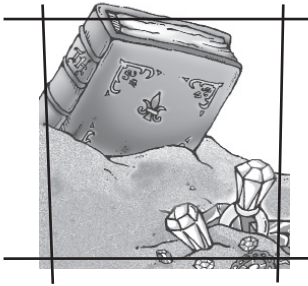
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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- Summarize the lesson for students.

The Whales team did a great job of asking different questions and giving answers that were complete and included all the important information—and so did you! The Whales told Crabby a few things they’ve learned so far from reading the story. Crabby said they’re really learning about crabs.

Let's show Crabby that you're learning about crabs too. Who can tell me something he or she learned from the story today?

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

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)

- Model identifying the difference between easy-to-answer and hard-to-answer questions. Use literature that students have not read.
- Use **Think-Pair-Share** to have students tell where and how they can find answers to these questions. Randomly select a few students to share.



We know that some questions are easy to answer and some questions are hard to answer, right? Let's think about what makes a question easy to answer. Hold up the book/story so students can read the title. **Here's a question: what is the title of this book/story?** Accept responses. **Was that an easy question or a hard question to answer? Easy. Right—that was easy to answer because you can read the title right here on the cover.** **Here's another question: what do you think the story is probably about?** Accept responses. **Did you read the answer to that question on the cover? Where did you find the answer?** Accept responses. *The answer was from thinking, predicting, using background knowledge.* **A question is easy to answer if you can point to the answer in one place in the story. A question is harder if you can't point to the answer in one place in the story. You really have to think to answer a hard question.**

Preview Team Talk

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

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

Student Edition, page S-6

Team Talk

1. We meet a new character in the story today. Who is it?
2. Can you name all the characters we've met in the story so far? Who are they?
3. Is question #2 an easy or a hard question to answer? Explain your thinking. (Write-On)
4. How long does Gertrude say that Sky has been sleeping?
5. Is question #4 an easy or a hard question to answer? Explain your thinking.
6. Think of a question to ask about page 6. What is it? Is your question easy or hard to answer? Explain why.



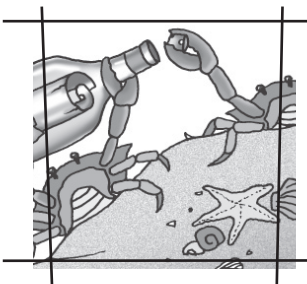
Preparation: List the questions on the board.

- Introduce the video.
- **Play** “Part 4: Easier and Harder Questions” (3 minutes). Have students follow along as the Whales read.
- Stop the video as indicated, and have students work in teams to respond to Tom’s questions. Use **Random Reporter** to have students answer.

Which of these questions do you think is easy, and which is hard? Why?

1. What did Sky see when he looked up?
2. What does the word *hovering* mean?

- 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. We meet a new character in the story today. Who is it?

100 points = *The new character we meet in the story today is Gertrude Seagull. She is Sky's friend.* **90 points** = *The new character we meet in the story today is Sky's friend Gertrude.* **80 points** = *Sky's friend Gertrude Seagull.*

2. Can you name all the characters we've met in the story so far? Who are they?

100 points = *Yes. I can name all the characters we've met in the story so far. The characters we've met in the story so far are Sky, Sky's mother, Rose Crab, and Sky's friend Gertrude Seagull.* **90 points** = *Yes. I can name all the characters we've met in the story so far. We've met Sky, Rose Crab, and Gertrude Seagull.* **80 points** = *Yes. We've met Sky, Rose, and Gertrude.*

3. Is question #2 an easy or a hard question to answer? Explain your thinking. (Write-On)

100 points = *Question #2 is a hard question to answer because I can't just point to one place in the story. I have to think about and remember what I have already read in the story. I have to remember who Sky's mother is because I met her earlier.* **90 points** = *Question #2 is a hard question to answer because I can't just point to one place in the story. I have to think about what I have already read in the story.* **80 points** = *It is hard. I had to think about what I have already read.*

4. How long does Gertrude say that Sky has been sleeping?

100 points = *Gertrude says that Sky has been sleeping for months.*
90 points = *Gertrude says that he has been sleeping for months.*
80 points = *He's been sleeping for months.*

5. Is question #4 an easy or a hard question to answer? Explain your thinking.

100 points = *Question #4 is an easy question to answer because I can point to the answer in one place in the story. I can see where the answer is in the text.* **90 points** = *Question #4 is an easy question to answer because I can point to the answer in one place in the story.* **80 points** = *It is easy. I can point to the answer in the text.*


Team Talk *continued*

6. Think of a question to ask about page 6. What is it? Is your question easy or hard to answer? Explain why.

(Answers will vary.) **100 points** = *My question is “What does Sky try to do to find his way home?” My question is easy to answer. I can point to the answer in the text. The text says that Sky swims in one direction and then in another.* **90 points** = *My question is “What does Sky try to do to find his way home?” My question is easy to answer. I can point to the answer in the text.* **80 points** = *What does Sky try to do to find his way home? It is easy because I can point to the answer in the text.*

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

Questioning



1. Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
2. Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
3. **Answer** questions with complete information or explanations.


Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.



- Review the Questioning Strategy Card as necessary.
- Introduce Crabby’s Challenge. Use this activity to support the concept of easy-to-answer and hard-to-answer questions.

Crabby has sent us another challenge. He wants to know if we understand what easy-to-answer and hard-to-answer questions are. Of course we do! Let’s show him. Read along with me.

- Read Crabby's Challenge aloud.

Student Edition, page S-6

Hi boys and girls,

Here's a story about my sister Cindy. She's smart.

- Take turns reading the sentences in the story with your partners.
- Discuss the answers to the questions.

Good luck,
Crabby

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

Student Edition,
pages S-6 and S-7

One day, my little sister Cindy was swimming near the shore when she spied a tasty-looking chicken leg dangling from a string. "Don't eat that, Cindy," I cried in alarm, "it's bait!" Too late! Cindy took a big bite, and soon she and the chicken leg were heading for the surface of the water, where a fisherman grabbed Cindy and threw her into a crab trap.

"Oh, no!" Cindy cried to another crab in the trap. "I'll be steamed and eaten!"

"Me, too!" cried the other crab. But Cindy wasn't listening to him. She was listening to the happy sound of music and laughter that came from the beach. Looking through a crack in the trap, she saw a crowd of people on the shore. "What's going on?" Cindy wondered aloud. "There's a sign. It says: Annual Crisfield Crab Derby! What's a crab derby?"

"It's a crab race," the other crab told her. "The crab that wins gets thrown back in the bay. The losers will be someone's supper."

Just then the fisherman picked up the crab trap and carried it to the beach. "Here are two more entries in the crab derby," the fisherman said, as he added Cindy and the crab to a bunch of crabs already at the starting line.

"On your mark, get set, go!" a man shouted. Startled by his loud voice, the crabs ran off in every direction. "Which way do we go?" one of the crabs cried. Cindy looked around and saw a sign: 'Finish Line.' "Follow me!" she called to the other crabs. Cindy raced toward the finish line with the others running behind her. "Wait for me!" one of the crabs called. "Not so fast!" said another. Cindy slowed up, and they all crossed the finish line together.

(continued on next page)

“Well, look at that,” said the fisherman. “It’s a tie. We’ll have to throw all the crabs back in the bay.” And they did! My sister Cindy had saved all the crabs in the crab derby from becoming someone’s supper!

1. Who is Cindy?
2. Why did Crabby tell Cindy not to eat the chicken leg?
3. What is a crab derby?
4. What happened when the man shouted, “On your mark, get set, go!”?
5. How did Cindy save the crabs from becoming someone’s supper?



- Monitor the discussion for understanding. Use **Random Reporter** to have teams share their answers.
- 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 Crabby’s Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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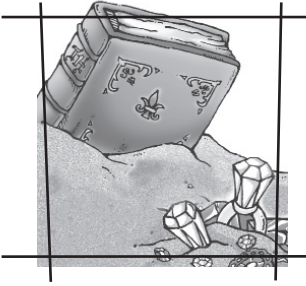
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Today you had to remember something from earlier in the story. Do you think it is important to ask and answer questions that make you remember what you have already read? Why or why not?</p> <p>Does Sky realize that he has been sleeping for a long time? How can you tell?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Today you had to remember something from earlier in the story. Do you think it is important to ask and answer questions that make you remember what you have already read? Why or why not?</p> <p>Does Sky realize that he has been sleeping for a long time? How can you tell?</p>	

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

The Whales learned about easy-to-answer and hard-to-answer questions today. A question is easier to answer if you can point to the answer in one place in the story. A question is harder to answer if you can't point to the answer in one place. The Whales learned that any question that helps them understand the story and remember it is a good question to ask. Hard questions are kind of fun, though, because to answer them, we have to think about what we've read or what we know. Here's a hard question for you. Talk it over with your teammates. Based on what you've read in *Sky, the Blue Crab*, do you predict that Sky will find his way home? Explain why you think that.

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students think about how working with their partners and teammates helps everyone learn more. Randomly select a few students to share.

Have you noticed how well the Whales work together as partners and teammates? They listen to one another. They take turns speaking. They don’t interrupt. They all participate in team discussions. And they praise one another too. They say things like, “That was a good explanation” and “That was a good question. I have to think about the answer.” They give one another time to think too. What’s one thing that your partner does that’s helped you learn how to ask and answer questions? Tell your partners how they’ve helped you, and then we’ll share.

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. Do you and your partner use the same question words a lot? How could you remind each other to use different question words?
2. When Josh asked Molly, "How did Sky get home?" she answered, "Gertrude Seagull showed him the way. She flew above the water, and Sky swam after her." Do you think that was a good answer? Why or why not? (Write-On)
3. Molly said that asking questions has helped her remember more about the story. How is questioning helping you?
4. What's one thing your partner or teammates did today that helped you with questioning?

- Introduce the video.

The Whales are going to read the last three pages of *Sky, the Blue Crab*. Let's pay attention to how well they work as partners and teammates. I wonder which question words they'll use this time, and if their answers will include complete information or an explanation. You're going to read along with them. I wonder which question words you'll use. Ready? Let's go back to Bayside.



- **Play** "Part 5: Questions About Sky, the Blue Crab, Pages 7, 8, and 9" (7 minutes).
- Stop the video as indicated, and have students follow Tom's directions.

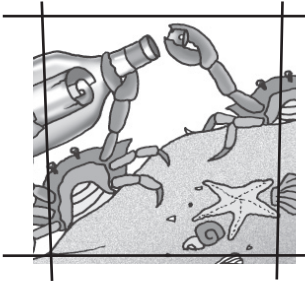
Blackline master provided.

Tom's Directions

- Read pages 7 and 8 with your partners.
- Ask and answer questions.
- Use different question words.
- Write one question for each page, along with the page number.
- Read page 9 silently.
- Ask yourself questions.
- Write one question, along with the page number.
- Ask and answer questions with your partners.
- Pick one of each partner's questions to ask your teammates.
- Ask and answer questions with your team.
- Pick one question to ask your class.
- Write the answer.
- Think of a name for the crab.
- Challenge your class.
- Share your names for the crab.



- Use **Random Reporter** to have students share their questions and answers.
- Play the video to listen to the Whales' questions and answers and to see their next rendezvous with Crabby.
- Have students think of names for the crab in the Bayside School aquarium. Make a class list of names. Ask students to compare their list of names with the Whales' list.
- 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. Do you and your partner use the same question words a lot? How could you remind each other to use different question words?

(Answers will vary.) **100 points** = Yes. My partner and I use the same question words a lot. We could remind each other to use different question words by using the Questioning Strategy Card to learn more question words or starters. We could also look back at the questions that we've written in our journals so we'll know whether we're missing different words. **90 points** = Yes. My partner and I use the same question words a lot. We could remind each other to use different question words by using the Questioning Strategy Card to learn more question words or starters. **80 points** = Yes. We could use our Questioning Strategy Card.

Team Talk *continued*

2. When Josh asked Molly, “How did Sky get home?” she answered, “Gertrude Seagull showed him the way. She flew above the water, and Sky swam after her.” Do you think that was a good answer? Why or why not? (Write-On)

100 points = *Yes. I think that was a good answer. Molly’s answer was correct, and it was complete. She gave details to tell how Gertrude showed Sky the way home.* **90 points** = *Yes. I think that was a good answer. Molly’s answer was correct, and it was complete.* **80 points** = *Yes. It was correct and complete.*

3. Molly said that asking questions has helped her remember more about the story. How is questioning helping you?


(Answers will vary.) **100 points** = *Questioning is helping me by reminding me to ask questions about things I do not understand at first. I can ask a question about a word or phrase that is unfamiliar to me. This helps me better understand the story.* **90 points** = *Questioning is helping me by reminding me to ask questions about things I do not understand at first.* **80 points** = *It reminds me to ask about things I do not understand at first.*

4. What’s one thing your partner or teammates did today that helped you with questioning?

(Answers will vary.) **100 points** = *One thing my partner did today that helped me with questioning was to remind me to give a complete answer to questions. He reminded me that it is important to give a lot of details when answering questions because they help you understand the story better.* **90 points** = *One thing my partner did today that helped me with questioning was to remind me to give a complete answer to questions.* **80 points** = *He reminded me to give a complete answer to questions.*

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

Questioning



1. Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
2. Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
3. **Answer** questions with complete information or explanations.


Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.



- Review the Questioning Strategy Card as necessary.
- Introduce Crabby's Challenge. Use this activity to reinforce how partners and teammates can help one another learn.

Crabby has sent us another challenge. It's about asking and answering questions and being a good partner. Read along with me.

- Read Crabby's Challenge aloud.

Student Edition, page S-8

Hi boys and girls,

I think Gertrude Seagull was a good friend and partner for Sky because she helped him find his way home. Here's another story about partners and finding your way home. With your partners:

- Take turns reading the sentences in the story.
- Ask and answer questions. See how many different questions you can ask. Help each other out.
- Pick two questions, write them in your journal.
- I wrote a question at the end of the story. See if you and your partner can answer it.

Good luck,
Crabby

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

Student Edition, page S-9

My youngest sister, Clara, has a crab for a best friend, and his name is Arthur. One day, Clara and Arthur met at a spot where the bay grass ends and the open water of the bay begins.

“Guess what, Arthur? I learned something new!” cried Clara excitedly. “What?” Arthur asked. Clara told him that she’d learned how to swim through the bay grass to the beach and back again. “Amazing!” Arthur cried. “Will you show me how?”

“Follow me!” Clara said. So Clara led Arthur through the bay grass and back again to the open water.

“Good job figuring that out!” Arthur told Clara. “Let me see if I can do it on my own.” So Arthur swam into the grass. Clara swam behind him. Suddenly Arthur stopped swimming. “I don’t remember where to go from here,” he told Clara, sadly.

“Sure you do!” Clara said. “Just look for things to guide you. See that rusty anchor over there? I know that if I swim past the anchor, I’ll be on my way to the beach. And if I turn around when I get to the big, black rock, I’ll be heading back to the open water. I’ll bet you can find things to guide you too. Try it.”

“I’ll try,” Arthur said. He swam past the anchor. When he got to the big, black rock, he turned around. Then he stopped to look for something else to guide him back to the open water. “Hey, I see the sunken boat that sits at the edge of the bay grass,” he thought. “If I swim past that boat, I think I’ll be back in the open water!”

So Arthur swam past the boat and saw the open water straight ahead. Clara was waiting there for him, happily waving her claws. “You did it, Arthur!” Clara said.

“I did!” Arthur cried. “Thanks for your help, Clara.”

“You’re welcome!” Clara said. “Now we’ve both learned something new!”

1. What made Clara a good partner?

Clara showed Arthur the way. She let him practice on his own. She gave him suggestions. She encouraged Arthur and celebrated his success.



- Monitor the discussion for understanding. Use **Random Reporter** to have teams share their answers.
- 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 Crabby’s Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders

Do you think Rose Crab is happy to see Sky or angry that he got lost? Support your answer.

What questions do you think Sky might have for his mother after his trip to the beach? What do you think she would ask him about his trip?

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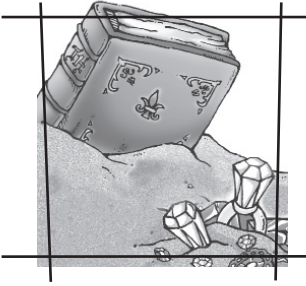
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the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

The Whales have finished reading *Sky, the Blue Crab*, and they’ve learned a lot about asking and answering questions and a lot about blue crabs too—probably because they worked so well as partners and teammates. They listened to one another, they all participated, and they said “Good job” when someone gave a good answer. They also used their strategy cards to remind themselves of different questions to ask and to remind them to give correct, complete answers and explanations.

Here’s one more question for you: what’s one thing you and your teammates could do better to help one another learn to ask and answer questions? Talk that over with your team, and then we’ll share.

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

**DAY 6****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 as they've watched the video, they have been asking and answering questions.

When good readers read, they ask themselves questions to help them think about what they are reading and learning. Asking questions helps readers make sure they understand what they read because they use information from the text and background knowledge.

- Refer students to the Questioning Strategy Card, and review how asking questions helps them to learn. Review the questioning strategies.
- Ask students to think about their strategy use as they partner read today and to talk to their partners about the questioning strategies they use.

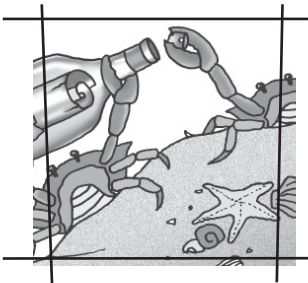
Preview Team Talk

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

Student Edition, page S-10

Team Talk

1. What information would make the answer to this question more complete?
Q: Where does Tabby live?
A: Tabby lives in the bay.
2. Turn the following statement into two questions: "The boy was a friend of the bay."
3. Think of a question to ask about Tabby the terrapin. What is it? Is your question easy or hard to answer? Tell why. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of *Tabby the Terrapin* to explain and model the Partner Reading routines using questioning. Have a student read the paragraph.

A Collection of Readings,
page 8**Tabby the Terrapin**

Tabby the terrapin lived in a marsh near the Chesapeake Bay. She was a young turtle with a diamond pattern on her shell. Tabby loved living in the murky, salty water in the marsh. Most days she swam around looking for mussels and snails to eat.

One day while Tabby searched for food, she found a very strange object. "What is this?" Tabby wondered. It was clear and hard. It had writing on it. Inside was a bit of water and a small minnow. The minnow was stuck!

"Please help!" cried the minnow. Tabby started to swim away to find help. Just then, she saw a human walking closer. Tabby hid behind a clump of sea grass. She watched the human. He was a young boy. He had a large black bag. The human lifted the strange object. When he saw the minnow inside, he tipped it into the water. The minnow swam free. The boy put the strange object into the black bag.

As Tabby kept watching, she saw the boy put other strange objects into the bag. After a while, Tabby knew that the boy was a friend of the bay.

- Model asking two questions about the paragraph using the Questioning Strategy Card. Ask your student partner to answer the questions correctly and completely.

This paragraph tells us about Tabby the terrapin. Let me think of a question that I can ask about this information. To think of question words, I'll look at my Questioning Strategy Card. One of the question words is *where*. I can think of a question that starts with *where*: Where does Tabby the terrapin live? That's a good question that can be answered with information from the paragraph. Do you know the answer? *Tabby lives in the Chesapeake Bay.* That question is easy to answer. Let's see if I can think of a question that is harder to answer. My Questioning Strategy Card gives *why* as a question starter. Here's a question that uses that starter: Why does Tabby live in the marsh? That's a good question because we have to use more information from the text and background knowledge to answer it. Do you know the answer? *Tabby lives in the marsh because she is a terrapin, which is a type of turtle. Turtles live in marshy places to find food.* Good! This question made you think!

- Ask partners to alternate reading aloud with listening and asking questions until they have read the entire text.
- Remind students to use their Questioning Strategy Cards during partner reading.

When you read, it is important to ask questions and answer them to make sure you understand the text. Look at your Questioning Strategy Card, and make sure you ask questions, use question words to think of more questions, and give complete answers and explanations. If you need suggestions of question words, look at the back of your Questioning Strategy Card. Try to think of questions using each of these words or starters. Also think of questions that can be answered using information from the reading. Try to make your partner think!

- Remind students to suggest different strategies to their partners when they have trouble thinking of questions.
- Have students read and restate:

***Tabby the Terrapin* aloud with partners.**

- 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 information would make the answer to this question more complete?

Q: Where does Tabby live?

A: Tabby lives in the bay.

100 points = More details about Tabby's home would make the answer to this question more complete. For example, Tabby lives in the Chesapeake Bay. She lives in a murky, salty marsh where there are mussels and snails to eat. **90 points** = Information that would make the answer to this question more complete is more details about Tabby's home. Tabby lives in the Chesapeake Bay. **80 points** = She lives in the Chesapeake Bay. She lives in a murky, salty marsh where there are mussels to eat.

2. Turn the following statement into two questions: "The boy was a friend of the bay."

(Answers will vary.) **100 points** = I can turn the statement into two questions by asking, "How did the boy help the bay?" and "Why is the boy a friend of the bay?" **90 points** = I can ask, "How did the boy help the bay?" and "Why is the boy a friend of the bay?" **80 points** = "How did the boy help the bay?" "Why is the boy a friend of the bay?"

3. Think of a question to ask about Tabby the terrapin. What is it? Is your question easy or hard to answer? Tell why. (Write-On)

(Answers will vary.) **100 points** = My question is "How does Tabby know the boy is a friend of the bay?" My question is hard to answer because you need information from more than one place in the text to answer it. You need to remember what you read about the boy and his actions to answer it. **90 points** = My question is "How does Tabby know the boy is a friend of the bay?" My question is hard to answer because you need information from more than one place in the text to answer it. **80 points** = How does Tabby know the boy is a friend of the bay? It is hard because you need information from more than one place.

- Circulate and check for comprehension. Offer hints and suggestions to encourage further discussion. Examples include: Which words did you use to start your questions? Did you use a variety of question words and starters? Did you ask questions that have both easy and hard-to-find answers? Are your answers correct and complete? How could you make your answers more complete? Could you use these questioning strategies when you read your science or social studies textbook?
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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

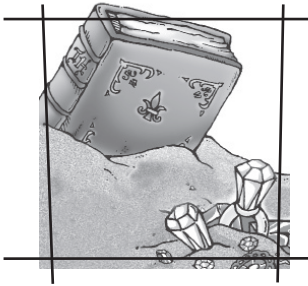


Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Why is it important to ask questions when reading?</p> <p>At what other times should we ask questions? Why?</p> </td> </tr> </table> <ul style="list-style-type: none"> - Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Why is it important to ask questions when reading?</p> <p>At what other times should we ask questions? Why?</p>	

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 7****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.

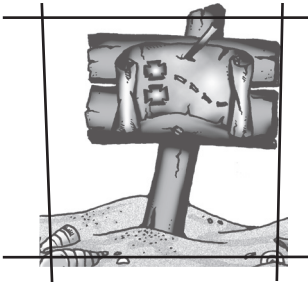
Set the Stage

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

Today we will read *How Vance Became a Great Blue Heron*. We will stop to ask and answer questions while we're reading.

Prepare Students for the Test

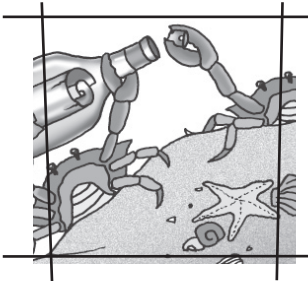
- Distribute the test, and preview it with students without providing information about the answers. Point out that all of the questions ask about questioning.
- Ask students to underline key words or phrases in question #1.
- Make sure that students understand that the test is independent work and that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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

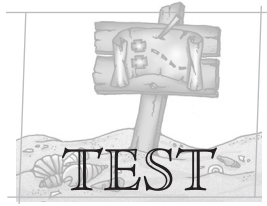
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read *How Vance Became a Great Blue Heron*, and answer the following questions. The total score for comprehension questions equals 100 points.

How Vance Became a Great Blue Heron

“Mom, how can I become a great blue heron?” asked Vance.

Vance’s mother chuckled. “Don’t be silly, Vance. You’re already a great blue heron. That’s the type of bird you are.”

Vance was not satisfied with his mother’s answer. “No. I want to be really great,” he thought. He flew from the nest and looked for his friend Chaz, who was a great egret.

“How did you become a great egret?” Vance asked Chaz.

“Well, that’s just the type of bird I am. What a strange question, Vance,” said Chaz as he flew away.

Later that evening Vance flew over the Chesapeake Bay toward his nest. A terrible storm came. Vance saw that the nest was empty! The strong winds had blown the smaller birds out of the nest. Vance scrambled to find all the birds. Using his beak, he carried each one back to the nest. He stayed with the baby birds until the storm passed. When their mother returned, she saw that Vance had saved their family, she cried, “Vance, you truly are a great blue heron!” Vance proudly smiled.

20 points

1. Why does Chaz think Vance’s question is strange? Is this an easy or a hard-to-answer question? Explain your answer.

(Answers will vary.) 20 points = Chaz thinks Vance’s question is strange because a great egret is a type of bird, and Chaz is a great egret. This is a hard-to-answer question. You have to know that the great egret is a type of bird to understand why Chaz thinks Vance’s question is strange.

15 points = Chaz thinks Vance’s question is strange because a great egret is a type of bird, and Chaz is a great egret. This is hard. You have to know that the great egret is a type of bird to understand the question.

10 points = He thinks it’s strange because that is the kind of bird he is. It’s hard. You have to know that a great egret is a type of bird.

20 points

2. Turn the following statement into two questions: Vance is a great blue heron.

(Answers will vary.) 20 points = I can turn the statement into two questions by asking, “What type of bird is Vance?” and “Why is Vance great?”

15 points = I can ask, “What type of bird is Vance?” and “Why is Vance great?”

10 points = What type of bird is Vance? Why is Vance great?

20 points

3. Why do you think it helps you to ask questions while you are reading? |QU|

(Answers will vary.) 20 points = I think it helps to ask questions because it helps you know if you understand what you are reading. Asking hard-to-answer questions helps you get more out of your reading. When you ask yourself questions, you remember more of the information.

15 points = I think it helps to ask questions because it helps you know if you understand what you are reading. 10 points = It helps you make sure that you understand what you are reading.

20 points

4. Using the information in *How Vance Became a Great Blue Heron*, write a question that is hard to answer.

(Answers will vary.) 20 points = A question that is hard to answer is “Why is Vance proud at the end of the story?” 15 points = A hard question is “Why is Vance proud at the end of the story?” 10 points = Why is Vance proud at the end of the story?

10 points

5. Which of the following is the best answer to the following question: How did Vance become a great blue heron? |QU • MI|

- a. Vance became a great blue heron because he was born that way and saved all the baby birds.
- b. Vance became a great blue heron because he was born that way.
- c. Vance became a great blue heron because he saved all the baby birds.
- d. Vance became a great blue heron because his friend Chaz said he could be great.

10 points

6. Which of the following questions is hard to answer? |QU|

- a. What type of bird is Chaz?
- b. Where is Vance’s nest?
- c. How does Vance save the baby birds during the storm?
- d. Why isn’t Vance satisfied with his mother’s answer?

Tom's Directions

- Take turns reading pages 3 and 4 with your partners.
- Ask and answer questions.
- Pick one question about each page and write it, along with the page number, in your journal.
- Read page 5 silently.
- Ask yourself questions.
- Write one question, along with the page number.
- Ask and answer questions with your partners.
- Pick one question from each partner to ask your team.
- With your team, ask and answer questions.
- Pick one question to ask your class.
Write the answer.
- Challenge your class.

Tom's Directions

- Read pages 7 and 8 with your partners.
- Ask and answer questions.
- Use different question words.
- Write one question for each page, along with the page number.
- Read page 9 silently.
- Ask yourself questions.
- Write one question, along with the page number.
- Ask and answer questions with your partners.
- Pick one of each partner's questions to ask your teammates.
- Ask and answer questions with your team.
- Pick one question to ask your class.
- Write the answer.
- Think of a name for the crab.
- Challenge your class.
- Share your names for the crab.

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 2 / *Crabby and the Whales: Sky, the Blue Crab*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

LITERATURE (6 DAY)

Mole's Big Dig

Written by Talia Khalid

Illustrated by James Bravo

The Savvy Reader—Questioning, A Collection of Readings, pages 11–21

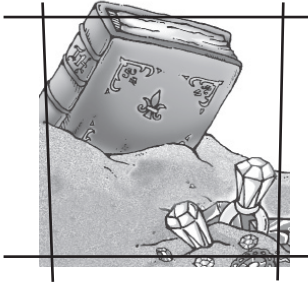
Success for All Foundation, 2011

Summary

Mole likes to dig. This is a good thing, because he's got some digging to do. He could sure use help from his friends, Ant and Hippo. Will they help him dig the well? Will they learn a lesson about helping their friends?

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Questioning (QU)	Consonant blends	Write a journal entry.
	Students will learn to ask questions about the text as they read to check their understanding.	Students will learn and identify common consonant blends to help them read difficult words.	Students will write journal entries from Mole's point of view that tell how he felt after working hard all day while Ant and Hippo watched.

**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 *Mole's Big Dig* by Talia Khalid. As we read, we'll practice asking questions about the story. Asking questions helps us check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.

- 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 the main character in this story is doing some hard work. Use **Team Huddle** to have students discuss examples of hard work. Use **Random Reporter** to select students to share.
 - Tell students that one of the themes in the story is friendship. Use **Team Huddle** to have students discuss what makes someone a good friend. Use **Random Reporter** to select students to share.
 - Ask students how they feel about helping others do hard work. Use **Think-Pair-Share** to have students discuss whether they often help their friends with hard work, and why or why not. Randomly select a few 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-11
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
well page 14	blend	a hole dug for water	Everyone gets water from the town <i>well</i> .
scraped page 14	base word + ending: scrap(e) + ed	scratched	I <i>scraped</i> my knee on the ground when I fell from my bike.
nearly page 16	base word + ending: near + ly	almost	Joe <i>nearly</i> fell off his chair because he laughed so hard.

Word and Page Number	Identification Strategy	Definition	Sentence
complete page 16	chunk: com-plete	finish	Molly wants to <i>complete</i> her homework before she plays.
strike page 16	blend	hit	Vlad will <i>strike</i> the drum with the stick.
rose page 18	blend	came up	The water level <i>rose</i> when I poured more water into the jug.
cool page 18	blend	a little cold	It was too hot yesterday, but today it's nice and <i>cool</i> .
pleased page 18	base word + ending: pleas(e) + ed	happy	Bali was <i>pleased</i> with her good grades.

Using the Targeted Skill (Introduction and Definition)

- Say two sentences aloud. Make sure one sentence uses a question word from the Questioning Strategy Card. Use **Think-Pair-Share** to have students explain the difference between the two sentences. If necessary, write the sentences and point out which one is a question. Ask students which word makes the sentence a question. *In the example provided below, the question word is where.* Write the word on the board.

I'm going to say two sentences that are very similar, but I want you to tell me how they are different. Here's the first: "My pen is on the desk." Now here is the second: "Where is my pen?" What makes these sentences different? Wait for students' responses. **Right. The second sentence is a question. This means I would expect someone to answer me after I asked that question. Which word in the question helps us know that it is a question?** Wait for students' responses. **Right. The word *where* tells us that this is a question.**

- Ask different students questions and let them answer. After each question, use **Think-Pair-Share** to have students identify the question word(s). Use and list these words: *who, what, when, where, why, and how*. Examples are provided below.

Who wore sneakers today?

Carmine, why did you wear a jacket today?

Joseph, how many students are in class today?

Sun-Li, where do you live?

Dante, when do you go to lunch?

Mackenzie, what time is it right now?

- Point out that we ask and answer questions all the time using words like these. Explain that teachers often ask questions as they teach to check their students' understanding.
- Also explain that readers ask themselves questions as they read. Explain that readers think about and try to answer questions to check their understanding.
- Display and read the passage below.

Blackline master provided.

Dee was very excited. She was almost sure that her brother was coming home the next day. When she woke up in the morning, she ran downstairs. She hoped to see her brother at the kitchen table. He wasn't there. He didn't come home for lunch. All day, Dee was disappointed. She began to think her brother wasn't coming home. Dinnertime came around. Dee heard the door open. She heard a voice call out. "Mom? Dad? I'm home!" Her brother was home!



- Use a **Think Aloud** to model asking and answering several questions, using the different question words that you listed earlier. Make some of your questions about the passage simple to answer, but others should require more thought or explanation.

Simple: Why is Dee excited? *She is almost sure her brother is coming home.*
Who is Dee waiting to see? *She is waiting to see her brother.* **When does she expect to see her brother?** *She expects to see him the next day.* **Where does she expect to see him in the morning?** *She expects to see him at the kitchen table.* **How does Dee feel all day?** *She feels disappointed.*

Requires more thought: Does Dee miss her brother? How can you tell? *Yes. Dee misses her brother. I can tell because she is excited to see him. She keeps hoping to see him throughout the day. She is sad when she doesn't see him.*

What conclusion can you draw about Dee's brother? Why? *I can conclude that Dee's brother must be away from home a lot. If Dee saw her brother every day, she probably would not be as excited to see him. She probably would not miss him.*

- Point out to students that you asked and answered some easy questions and some harder questions. If necessary, point out how the second set of questions requires more thought and that the answers include more information.
- Explain that readers can ask different kinds of questions like these about what they read. Point out that some of the questions can be answered by simply pointing to one place on a page. Tell students that the other questions require more thought, and readers need to explain the answers to these questions with reasons or details from the text, or sometimes both.
- Tell students that the simpler questions that can be answered by pointing to or reading from one place on a page are called Right There questions. Explain that the harder questions that require more thought and for which the answers cannot be found in one place on a page are called Think questions.
- Point out some of the clues from your questions that tell you that a certain question is a Think question ("how can you tell" and "what conclusion").

- Remind students that their Questioning Strategy Cards provide a list of Think question starters that can help them identify and ask Think questions as they read. Point out that the backs of the cards explain the difference between Right There and Think questions.
- Explain to students that as they read *Mole's Big Dig* this cycle, they will ask questions about what they read to check their understanding and their teams' understanding. Remind students that they should ask a variety of questions about the story.

Listening Comprehension

- Read page 13 aloud. When you finish, model asking questions to check your understanding. Point out that you are using the words on your Questioning Strategy Card to help you think of different kinds of questions to ask. Display the questions that you ask. Examples are provided below.

A Collection of Readings,
page 13

Dig, dig, dig. Mole dug all day. He dug all night. He dug through hills. He dug under creeks. Dig, dig, dig. Mole was a great digger. He liked to dig.

Mole's mom was a digger. Mole's dad was a digger too. His brother dug. His sister dug. Everybody dug. They dug holes. They dug tunnels. They dug places to sleep. Their whole house was underground.

Sometimes, they dug just for fun. Mole would race his brother and sister across the field. The fastest digger would win. Everyone would clap and cheer. Dig, dig, dig.

The words and question starters on my Questioning Strategy Card will help me think of different kinds of questions to ask. I want to make sure that I ask a variety of Right There and Think questions. I can ask:

What does Mole like to do? (R)

Does Mole enjoy digging? How can you tell? (T)

When does he dig? (R)

Who else in Mole's family likes to dig? (R)

What is a *tunnel*? (T)

What can you predict this story will be about? Why? (T)

- Use a **Think Aloud** to model answering the questions, providing complete explanations or information.

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "What does Mole like to do?" The answer is Mole likes to dig. Another question is "When does he dig?" The answer is he digs all day and all night. Another question is "Who else in Mole's family likes to dig?" The answer is Mole's mother, father, sister, and brother like to dig. These are all Right There questions. Their answers are easy to find in the story.

Now for the more challenging questions. I asked, “Does Mole enjoy digging? How can you tell?” Yes. Mole enjoys digging. I can tell because he digs so much. He digs all night and day. He digs everywhere. He digs for fun. If Mole didn’t like digging, he wouldn’t do it all the time. Another question is “What is a *tunnel*?” A tunnel is a hole that travels underground. That is where Mole digs. Another question is “What can you predict this story will be about? Why?” I can predict that this story will be about digging. This page talks about how much Mole likes to dig. The title of the story is *Mole’s Big Dig*. It must be about digging something. These last three questions are more challenging. They are Think questions. I can’t find the answers in just one place on the page. Sometimes I have to use my own background knowledge to answer them. It’s important to ask a variety of Right There and Think questions about the text.

Preview Team Talk

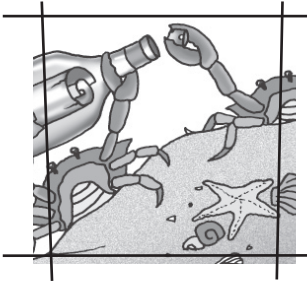
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-12

Team Talk

1. What happens to the pile of dirt as Mole digs and digs? |CE|
2. Is Mole using a shovel to dig his well? How can you tell? |DC|
3. Ant says he can’t help because he is too— |CE|
 - a. weak.
 - b. scared.
 - c. small.
 - d. angry.
4. Write a question about today’s reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

- 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 14 (paragraph 1) aloud with partners.
page 14 (paragraphs 2–5) silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What happens to the pile of dirt as Mole digs and digs? |CE|

100 points = *The pile of dirt gets higher and higher as Mole digs and digs. He scoops more dirt out of his hole.* **90 points** = *The pile of dirt gets higher and higher as he digs and digs.* **80 points** = *It gets higher.*

2. Is Mole using a shovel to dig his well? How can you tell? |DC|

100 points = *No. Mole is not using a shovel to dig his well. I can tell because the text says his claws scrape and scoop the dirt. He must be using his claws to dig instead of a shovel.* **90 points** = *No. Mole is not using a shovel to dig his well. The text says his claws scrape and scoop the dirt.* **80 points** = *No. The text says his claws scrape and scoop the dirt.*

Team Talk *continued*

3. Ant says he can't help because he is too— |CE|
 - a. weak.
 - b. scared.
 - c. *small*.
 - d. angry.

4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text. 90 points* = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text. 80 points* = *The student asks a question and provides a correct answer.*

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

Class Discussion **TP**

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



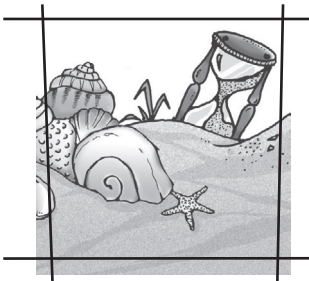
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Mole says he's digging a well to put water in it. What questions could you ask to learn more about his plans for the well?</p> <p>Ant thinks he's too small to help Mole dig. Do you think this is a good reason not to help? Why or why not?</p>
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- Award team celebration points.

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

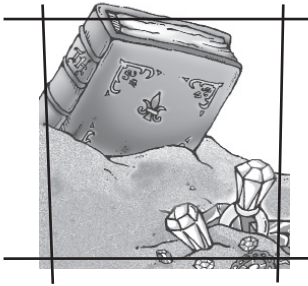
Timing Goal: 5 minutes

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

Page 14 (paragraphs 1–3)

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

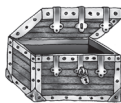
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review



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

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

Why can't Ant help Mole dig?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 15 aloud. When you finish, use a **Think Aloud** to model asking and listing questions about that page. Also model referring to the question words and starters on the Questioning Strategy Card to ask a variety of questions.

A Collection of Readings,
page 15

The sun climbed high in the sky. The morning grew warm. Mole kept digging. Dig, dig, dig. Ant sat and watched. Then their friend Hippo came over.

“What’s going on?” asked Hippo.

“Mole’s digging a hole,” said Ant.

“What for?” asked Hippo.

“For a well,” said Ant. All the while, Mole kept digging.

“What’s a well for?” asked Hippo.

“It’s for water,” replied Ant.

“Would you like to help?” asked Mole.

“No. I’m too clumsy,” said Hippo. Mole kept digging. Dig, dig, dig.

The words and question starters on my Questioning Strategy Card will help me think of different kinds of questions to ask. I want to make sure I ask a variety of Right There and Think questions. I can ask:

What does Mole do as the sun climbs higher? (R)

Why do you think Mole asks for help? (T)

Who answers Hippo’s questions? (R)

Why can’t Hippo help? (R)

Where do you think this story takes place? (T)

- Use a **Think Aloud** to model answering the questions, providing complete explanations or information.

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn’t. Let’s look at the answers to the questions I asked. One question is “What does Mole do as the sun climbs higher?” The answer is that Mole keeps digging. Another question is “Who answers Hippo’s questions?” The answer is that Ant answers Hippo’s questions. Another question is “Why can’t Hippo help?”

The answer is Hippo is too clumsy to dig. These are all Right There questions. Their answers are easy to find in the story.

Now for the more challenging questions. I asked, “Why do you think Mole asks for help?” I think Mole asks for help because he wants to finish his well as soon as possible. If Ant and Hippo help him, he will finish more quickly. Another question is “Where do you think this story takes place?” I think this story takes place in Africa. I know that hippos live in Africa. Ants live everywhere. Moles could live in Africa. These last two questions are more challenging. They are Think questions. I can’t find their answers in just one place on the page. Sometimes I have to use my own background knowledge to answer them. It’s important to ask a variety of Right There and Think questions about the text.

- Review the questioning procedures for Partner Reading listed on day 1. Model these again if necessary.

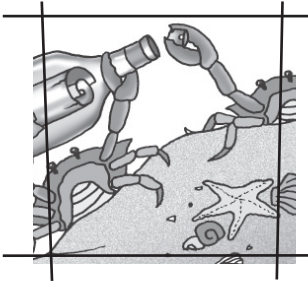
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-12

Team Talk

1. Which of the following best describes Mole? |CHI|
 - a. angry
 - b. hardworking
 - c. slow moving
 - d. lazy
2. Does Mole want help digging? How can you tell? |DC|
3. How are Ant and Hippo the same? How are they different? |CC|
4. Write a question about today’s reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



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 16 (paragraphs 1–3) aloud with partners.
page 16 (paragraphs 4 and 5) 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. Which of the following best describes Mole? |CH|

- angry
- hardworking*
- slow moving
- lazy

2. Does Mole want help digging? How can you tell? |DC|

100 points = *Yes. Mole wants help digging. I can tell because he keeps asking for help. He asks Ant if he will help. He asks Hippo if he will help.*

90 points = *Yes. Mole wants help digging. I can tell because he keeps asking for help. 80 points* = *Yes. He asks Ant and Mole for help.*

Team Talk *continued*

3. How are Ant and Hippo the same? How are they different? |CCI

100 points = *Ant and Hippo are the same because neither of them want to help Mole dig his well. They are different because they have different reasons for not helping. Ant says he is too small, and Hippo says he is too clumsy. They also eat different lunches. Ant eats a peanut butter sandwich. Hippo eats salty crackers.* **90 points** = *Ant and Hippo are the same because neither of them want to help Mole dig his well. They are different because they have different reasons for not helping.* **80 points** = *Neither of them want to help Mole dig. They have different reasons for not helping.*

4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text.* **90 points** = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text.* **80 points** = *The student asks a question and provides a correct answer.*

- 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.

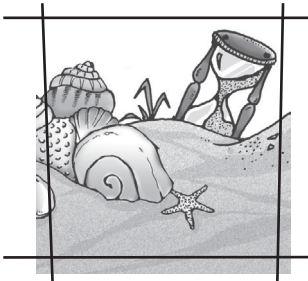
Class Discussion TP

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	Team Talk Extenders	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <p>Mole wants to finish his job before he takes his lunch break. Do you like to finish something completely before taking a break or moving on to something else? Why or why not?</p> <p>If you were Mole, how do you think you would feel about Ant's and Hippo's actions? Explain your answer.</p>
	<ul style="list-style-type: none"> – Award team celebration points. 	

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

Timing Goal: 5 minutes

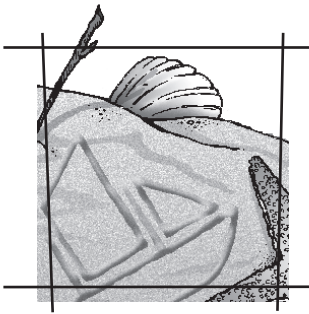
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-11

Page 16

- 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

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for consonant blends.
- Display a glue brush, and write “plastic,” “pleasant,” and “plain” below it.

Blackline master provided.



plastic pleasant plain



- Point out the three words and that the clue is a glue brush. Use **Think-Pair-Share** to have students identify what is the same about all three words. Randomly select a few students to share. *The words all begin with pl.*
- Explain that *pl* makes the /pl/ sound and is called a consonant blend. Tell students that consonant blends are letters that stick together a lot. Explain that Captain Read More uses the glue brush to make sure that the consonant blends stick tightly together.



(pl)astic (pl)easant (pl)ain

- Circle the *pl* in the words to show which letters stick together. Explain that circling the letters in a consonant blend will help students identify and remember the blend. Tell students that learning and reading common consonant blends can help them to read difficult words.
- Model reading the *pl* in *plastic* and then the whole word.
- Use **Think-Pair-Share** to have students read the other words. Randomly select a few students to share.
- Share the Word Treasure (skill) by reading Captain Read More's treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some words contain consonant blends.</p> <p>If you're having trouble reading this kind of word, first read the consonant blend, and then read the whole word.</p>
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- Tell students to look out for a couple of words from this cycle's vocabulary list that have consonant blends in them.
- 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-12** and **S-13**

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. plant (p)lant
2. plenty (p)lenty
3. pluck (pl)uck
4. plan (pl)an

Building Meaning

well	scraped	nearly	complete
strike	rose	cool	pleased

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

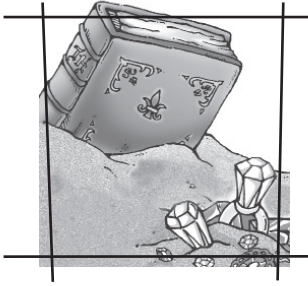
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. Choose the word that best fits in the blank.

My dog's nails scraped against the bottom of the door as he tried to show us that he wanted to go outside.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

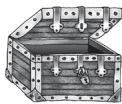
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

Why does Mole want help digging?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 17 aloud. When you finish, use a **Think Aloud** to model asking and listing questions about that page. Also model referring to the question words and starters on the Questioning Strategy Card to ask a variety of questions.

A Collection of Readings,
page 17

Mole sighed. "Okay, I'll do it," he said. He wiped his furry forehead. He started digging again. Dig, dig, dig.

The day was now very hot. The sun beat down.

Mole was really sweating. But he could smell the water. Mole knew he was almost done. Dig, dig, dig. He dug faster and faster.

"Boy, it's hot," said Ant. "Also, this sandwich has made me thirsty."

"It really is hot," said Hippo, "My crackers made me thirsty too! I hope Mole reaches water soon."

"Would you like to help me?" asked Mole as he dug. Ant said he was too small. Hippo said he was too clumsy. Mole kept digging.

Dig, dig, dig. Gurgle! Mole struck water!

The words and question starters on my Questioning Strategy Card will help me think of different kinds of questions to ask. I want to make sure that I ask a variety of Right There and Think questions. I can ask:

How hot is it? (R)

Does Mole have a good sense of smell? Why? (T)

Why is Hippo thirsty? (R)

What does the word *gurgle* mean? (T)

- Use a **Think Aloud** to model answering the questions, providing complete explanations or information.

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find; sometimes it isn't. Let's look at the answers to the questions I asked. One question is "How hot is it?" The answer is that it is very hot. The sun is beating down, and Mole is really sweating. Another question is "Why is Hippo thirsty?" The answer is Hippo is thirsty because he is eating salty crackers and it is hot outside. These are both Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, “Does Mole have a good sense of smell? Why?” Yes. Mole has a good sense of smell. He has a good sense of smell because he can smell the water that he is digging for. Most people cannot smell water. Another question is “What does the word *gurgle* mean?” The word *gurgle* is the sound the water makes when it comes up into Mole’s well. The word sounds like the sound that water makes when it begins to flow somewhere. When Mole hits water, the water gurgles as it comes into the well. These last two questions are more challenging. They are Think questions. I can’t find the answers in just one place on the page. Sometimes I have to use my own background knowledge to answer them. It’s important to ask a variety of Right There and Think questions about the text.

- Review the questioning procedures for Partner Reading listed on day 1. Model these again if necessary.

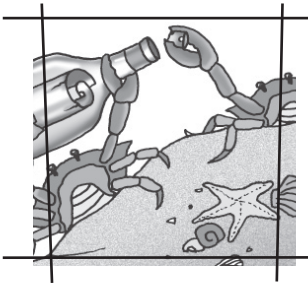
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-13

Team Talk

1. What happens **after** Mole strikes water? |SQ|
2. Do you think Mole is happy that he found water? How can you tell? |DC|
3. Mole makes a joke and says, “I did well. I made a well.” What does his joke mean? How did you figure this out? |CL|
4. Write a question about today’s reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



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 (paragraph 1) aloud with partners.
page 18 (paragraphs 2 and 3) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What happens **after** Mole strikes water? |SQ|

100 points = *After Mole strikes water, the well begins to fill up. The water covers Mole's toes. It rises higher and higher. Then it fills the hole.*

90 points = *After Mole strikes water, the well begins to fill up.*

80 points = *The water fills the hole.*

2. Do you think Mole is happy that he found water? How can you tell? |DC|

100 points = *Yes. I think Mole is happy that he found water. I can tell because Mole splashes in it. He also takes a drink of it. The water is cool and nice.*

90 points = *Yes. I think Mole is happy that he found water. I can tell because Mole splashes in it. He also takes a drink of it.*

80 points = *Yes. He splashes in it and takes a drink.*

Team Talk *continued*

3. Mole makes a joke and says, “I did well. I made a well.” What does his joke mean? How did you figure this out? |CL|

100 points = Mole’s joke means that he did a good job digging his well. I figured this out by rereading. The text says Mole knows he did a good job. I know that the word well can mean good. It can also be an object that holds water. The job he was doing was digging a well, so he did a good job on it. **90 points** = Mole’s joke means that he did a good job digging his well. I figured this out by rereading. The text says Mole knows he did a good job. I know that the word well can mean good. **80 points** = He did a good job digging the well. I reread about how he did a good job.

4. Write a question about today’s reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text. **90 points** = The student asks a question and provides a correct answer that restates the question and includes one detail from the text. **80 points** = The student asks a question and provides a correct answer.

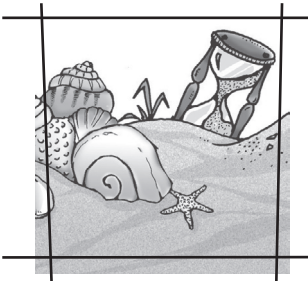
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**Strategy-Use
Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Mole rewards his hard work by finally stopping to eat lunch and drink his cool water. Have you ever been rewarded for completing a hard job? What was the hard job, and what was your reward?</p> <p>Remember that the day is hot, and Ant and Hippo are thirsty after eating their lunches. What do you think they will ask Mole?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

Timing Goal: 5 minutes

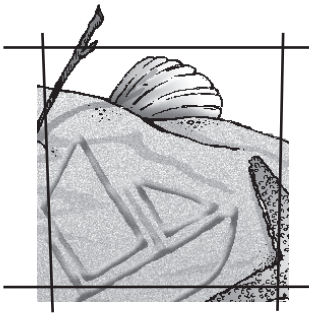
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11

Page 16 or 18 (paragraphs 1 and 2)

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (consonant blends).
- Point out that there are some words from this cycle's vocabulary list that have consonant blends in them. Write the word "pleased" on the board.
- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the consonant blend. Randomly select a few students to share.
- Circle the *pl* in *pleased* after students respond.
- Point out to students that consonant blends do not come just at the beginnings of words. Write the word "complete" from their vocabulary list on the board.
- Use **Think-Pair-Share** to have students identify where the consonant blend is in the word. Randomly select a few students to share.
- Circle the *pl* in *complete* after students respond.
- Use **Think-Pair-Share** to have students read the word. Randomly select a few students to share.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.

- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-13 and S-14

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. plot (p)lot
2. split (spl)it
3. earplug ear(pl)ug
4. plate (pl)ate

Building Meaning

well	scraped	nearly	complete
strike	rose	cool	pleased

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

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

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

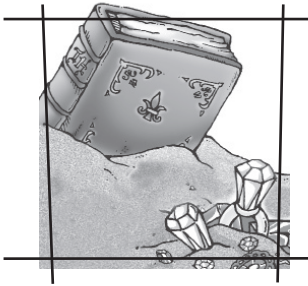
In the evening after the sun went down, the hot, steamy day became cool and refreshing.

Practice Lists		
Group 1		
plum	display	plural
reply	plug	explore
planet	plaid	plow
Group 2		
explore	come	plum
gone	plural	doing
display	sang	reply



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

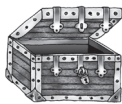
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

How does Mole feel when he finds water?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 19 aloud. When you finish, use a **Think Aloud** to model asking and listing questions about that page. Also model referring to the question words and starters on the Questioning Strategy Card to ask a variety of questions.

A Collection of Readings,
page 19

Ant and Hippo watched Mole eat and drink.

They looked at the water. Ant said, “Mole, I am very thirsty. May I have a drink of water from the well?”

Then Hippo said, “Yes, Mole, it is very hot.

May I cool off with a sip of water?”

Mole put down his lunch. He looked at Ant and Hippo. “Ant,” he said, “you were too small to help me dig. Hippo, you were too clumsy to help me dig. I had to do it by myself. I’m not sure you should get any water.” Ant and Hippo were very sad. But they understood. They had not helped.

The words and question starters on my Questioning Strategy Card will help me think of different kinds of questions to ask. I want to make sure that I ask a variety of Right There and Think questions. I can ask:

Why do Ant and Hippo want water? (R)

What does Mole tell them? (R)

How do you think Mole feels about the way Ant and Hippo treated him? Why? (T)

- Use a **Think Aloud** to model answering the questions, providing complete explanations or information.

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find; sometimes it isn’t. Let’s look at the answers to the questions I asked. One question is “Why do Ant and Hippo want water?” The answer is that they are both thirsty. They are watching Mole drink his cool water. Another question is “What does Mole tell them?” The answer is Mole tells them that he should not let them have any water since they did not help him dig the well. He had to do it by himself. These are both Right There questions. Their answers are easy to find in the story.

Now for a more challenging question. I asked, “How do you think Mole feels about the way Ant and Hippo treated him? Why?” I think Mole is annoyed, or unhappy, with the way Ant and Hippo treated him. He asked them both if they would like to help him. They told him no twice. He had to work in the heat by himself. They sat, ate their lunches, and watched him. I think he wishes they had helped him. This last question is more challenging. It is a Think question. I can’t find the answer in just one place on the page. Sometimes I have to use my own background knowledge to answer a Think question. It’s important to ask a variety of Right There and Think questions about the text.

- Review the questioning procedures for Partner Reading listed on day 1. Model these again if necessary.

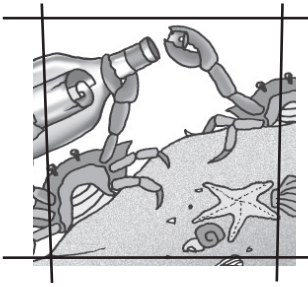
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-14

Team Talk

1. Ant and Hippo didn’t help Mole. Why does Mole give them water? |CE|
2. How will drinking the water affect Ant and Hippo? |CE|
3. Which of the following does Mole do **first** when he gets ready to dig his tunnel? |SQ|
 - a. looks on his map
 - b. fills a jug with water
 - c. sharpens his claws
 - d. makes his lunch
4. Write a question about today’s reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 20 (paragraphs 1–3) aloud with partners.
page 20 (paragraphs 4–6) 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. Ant and Hippo didn't help Mole. Why does Mole give them water? |CE|

100 points = Mole gives Ant and Hippo water because they are his friends. He hopes they have learned a lesson about helping others now.

90 points = Mole gives Ant and Hippo water because they are his friends.

80 points = They are his friends.

2. How will drinking the water affect Ant and Hippo? |CE|

100 points = Drinking the water will affect Ant and Hippo by making Ant less thirsty and by helping Hippo cool off. It will make them feel better.

90 points = Drinking the water will affect Ant and Hippo by making Ant less thirsty and by helping Hippo cool off. **80 points** = It will make Ant less thirsty and cool Hippo off.

Team Talk *continued*

3. Which of the following does Mole do **first** when he gets ready to dig his tunnel? |SQ|

- a. looks on his map
- b. fills a jug with water
- c. *sharpens his claws*
- d. makes his lunch

4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text. 90 points* = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text. 80 points* = *The student asks a question and provides a correct answer.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
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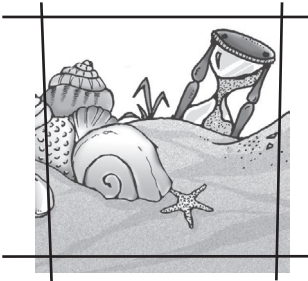
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Mole forgives his friends for not helping him and shares his water. What does this tell you about Mole? Do you think you would act the same in his place?</p> <p>Do you think Ant and Hippo will help Mole dig the tunnel? Why or why not?</p>
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- Award team celebration points.

Write-On Discussion

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

**FLUENCY IN FIVE** **TP**

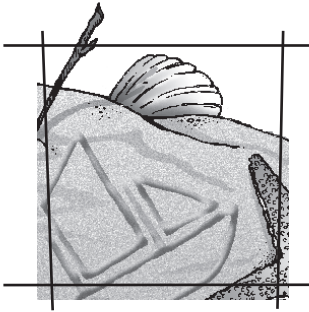
Timing Goal: 5 minutes

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

Student Edition, page S-11

Page 16, 18 (paragraphs 1 and 2), or 20 (paragraphs 1–4)

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (consonant blends) and the Word Treasure clue that Captain Read More uses for consonant blends (a glue brush).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

We played a long game of kickball after school, so I was very hungry for dinner.

I went to my neighbor's house to apply for the dog-walking job they posted.



- Use **Random Reporter** to select students to read each sentence. Have students identify where the blends are in the words. Circle the blends as students identify them.

played; apply

- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-14 and S-15

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. plus *plus*
2. multiply *multiply*
3. splash *splash*
4. plop *plop*

Building Meaning

well	scraped	nearly	complete
strike	rose	cool	pleased

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

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

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

The liquid in the thermometer rose until it reached 100 degrees, so I knew I had a slight fever.

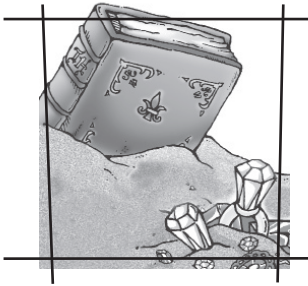
On My Own

plural	doing	plug
explore	gone	reply
sang	plow	plum

- 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.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

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



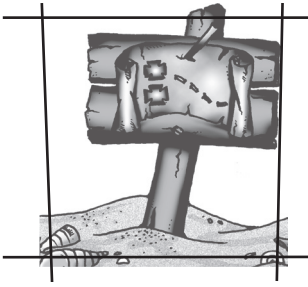
In yesterday's reading, Mole forgives Ant and Hippo and says they can have some of his water if they help him dig a tunnel. Today we will find out whether Ant and Hippo keep their promise.

Vocabulary **TP**

- Remind students that their knowledge of 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

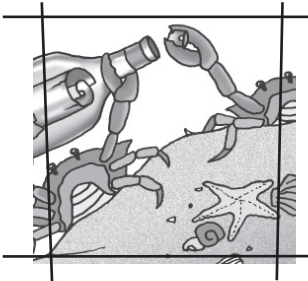
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about questioning.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

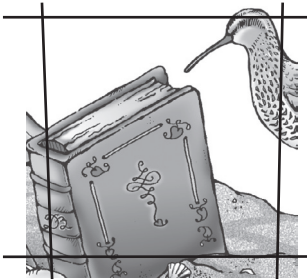
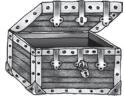
Team Discussion **TP**

- 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 that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

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

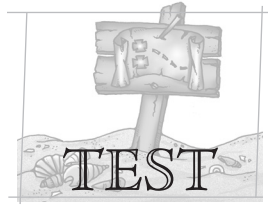


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read page 21 of *Mole's Big Dig*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why. |QU|

20 points = The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text. **15 points** = The student asks a question and provides a correct answer that restates the question and includes one detail from the text.

10 points = The student asks a question and provides a correct answer.

10 points

2. How is Hippo different from Ant? |CC|

- He is too small to dig.
- He is too thirsty to dig.
- He is too hungry to dig.
- He is too clumsy to dig.

20 points

3. How does Mole get ready to dig his tunnel? |SQ|

20 points = Mole gets ready to dig his tunnel by sharpening his claws first. Then, he fills his jug from the well. Next, he makes his lunch. After that, he looks on a map and finds where he wants to dig. **15 points** = Mole gets ready to dig his tunnel by sharpening his claws first. Then, he gets water and his lunch. Then, he looks at a map. **10 points** = First, he sharpens his claws. Then, he gets water and his lunch. Then, he looks for a place to dig.

10 points

4. Mole's kindness the day before causes Ant and Hippo to— |CE|

- stay away from Mole.
- want to help dig the tunnel.
- bring their own water to drink.
- dig their own well.

20 points

5. How do you think Mole feels when he sees Ant and Hippo waiting for him? How can you tell? |CH|

20 points = I think Mole feels surprised and happy when he sees Ant and Hippo waiting for him. I can tell because in the drawing, he looks like he's surprised. He smiles at them. **15 points** = I think Mole feels surprised and happy when he sees Ant and Hippo waiting for him. He smiles at them.

10 points = He is surprised and happy. He smiles.

20 points

6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. |QU|

20 points = The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text. **15 points** = The student asks a question and provides a correct answer that restates the question and includes one detail from the text. **10 points** = The student asks a question and provides a correct answer.

Word Power

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

Skill Questions

Write the words. Then circle the consonant blends.

5 points 1. explain *explain*

5 points 2. planting *planting*

5 points 3. player *player*

5 points 4. supply *supply*

Building Meaning

well	scraped	nearly	complete
strike	rose	cool	pleased

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

10 points = I was nearly done making a house out of playing cards, but a slight gust of wind knocked it over just before I added the last card.

5 points = I was nearly done making a house out of playing cards, but a slight gust of wind knocked it over. **1 point** = I was nearly done making a house out of playing cards.

- 10 points** 6. I was *pleased* to see my dog looking healthy and full of energy after he spent the night at the vet's office.

10 points

7. The cool river water felt good on my hot feet after a day of hiking through the woods. *Cool* means—
- freezing.
 - a little hot.
 - a little cold*.
 - scorching.

10 points

8. You can tell whether a well is deep by throwing a coin in it and waiting to hear it splash in the water.

10 points

9. I scraped my hand on a rock in the dirt as I was sliding into first base during the baseball game. *Scraped* means—
- scratched*.
 - dropped.
 - soothed.
 - placed.

10 points

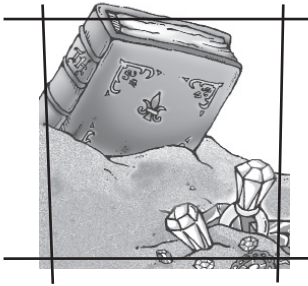
10. Beau wanted to complete his book report on Friday so he could spend all weekend playing and not worry about it.

10 points

11. The water in the river rose higher and higher as the heavy rains continued to fall. *Rose* means—
- came up*.
 - flower.
 - fragrant.
 - went down.

10 points

12. “I’m going to keep digging this hole until I strike gold or diamonds in it!” Frederico exclaimed.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a journal entry from Mole's point of view. Mole had a big day. He dug a well by himself and had to make a decision about his friends, Ant and Hippo. What do you think Mole would think at the end of his day as he writes in his journal?

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a journal entry.

A journal is a good thing to keep. You can write about your day in your journal. You can write about how different events or people make you feel. Sometimes writing in a journal can make you feel better, especially if you are angry or sad. Journals can be useful.



- Use **Team Huddle** to have students discuss whether they have ever kept a journal or if they think it is a good idea to keep one. Use **Random Reporter** to select students to share.

- Display the following journal entry.

Blackline master provided.

Sept. 15, 2011

Dear Journal,

This is going to be a tough year of school! The year just started, and I already have more homework to do than ever before. I really like Ms. Leonard though, and I think she will make the year fun.

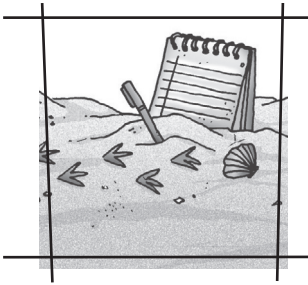
I got in a fight with Jermaine Gruber on the playground. Janice, Tasha, Mindy, and I wanted to play basketball with the boys. Jermaine said we could not play because girls do not play basketball, and we would not be as good as them. That hurt my feelings. I know girls play basketball. There are girls who are professional players. I think the girls and I will ask for a basketball tomorrow so we can show the boys that girls are good basketball players!

Lucinda

- Use **Team Huddle** to ask students what Lucinda wrote about in her journal. Use **Random Reporter** to select students to share. *She wrote about the beginning of the school year. She thinks it will be tough, but fun. She wrote about the fight she had with Jermaine Gruber about playing basketball. She said her feelings were hurt when he said girls cannot play basketball. She will get a ball tomorrow so she and her friends can play without the boys.*
- Point out how Lucinda expresses thoughts and feelings in her journal entry and makes a plan for the next day.
- Tell students that a journal entry is similar to writing a letter.

Think of writing in a journal as writing a letter to yourself or a close friend. It is a letter you keep so you can read it again later and remember what happened in your life. You should always begin a journal entry with the date. This lets you know when you wrote your entry and when things happened. Many people write greetings in their journals. They treat their journals like a person and write, “Dear Journal,” in them. Then, you write the body of the journal, where you tell about what happened that day or write about your thoughts and feelings. Finally, you should sign a journal entry with your name. This helps to make it personal.

- Remind students that they will write their journal entries from Mole’s point of view.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a journal entry from Mole's point of view about his day digging the well.



- 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-15

Writing Prompt

Pretend that you are Mole and have just gotten home after a long day of digging your well. You want to write in your journal. In your journal entry, tell what happened as you dug your well. Tell at least one way you felt when Ant and Hippo did not want to help you. Tell whether you believe Ant and Hippo will really come to help you dig a tunnel tomorrow. Remember to include all the parts of a journal entry (the date, a greeting, the body, and a signature).

Scoring Guide

You pretend to be Mole and write a journal entry from his point of view.	20 points
You tell what happened as you dug the well.	20 points
You tell at least one way you felt when Ant and Hippo did not help you dig.	20 points
You tell whether you believe Ant and Hippo will really come to help you dig a tunnel.	20 points
You include all the parts of a journal entry (the date, a greeting, the body, and a signature).	5 points each (20 points maximum)

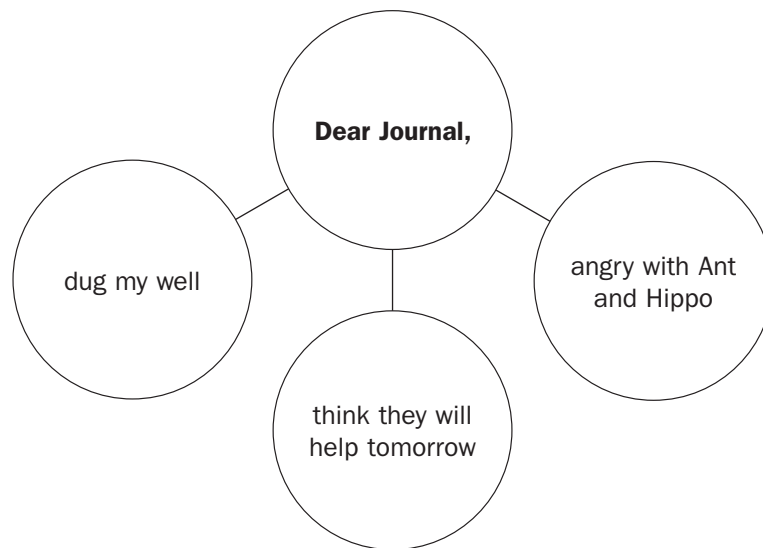
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our journal entries.

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Point out to students that the story does not say when it takes place. Use **Think-Pair-Share** to have students answer questions about the story. Randomly select a few students to share.

You are writing a journal entry and need to include a date, but the story does not provide one! Let's use some clues from the story to figure out which dates you might use in your journal. What is the weather like in the story? It is hot. Good! Mole is hot and sweaty from all of his digging,

and the water is refreshing. Ant and Hippo get hot and uncomfortable just sitting outside watching Mole. When is the weather usually hot and sunny? In the summer. Great! It would probably make sense to pick a date any time in the summer months when it is hot.

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

Sharing, Responding, and Revising

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

It is important to include all the information from the writing prompt and scoring guide when you write. Sometimes you might forget an item, but that is why you have a partner! You and your partner can help each other find where you have forgotten to include something in your journal entries.

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

Blackline master provided.

July 21, 2011

Dear Journal,

Wow, today was a hot day! I was really angry at Ant and Hippo because they did not offer to help me after I asked them four times! I could have gotten my work done a lot faster if they had helped me. I shared my water with them anyway because I think they were sorry for not helping. I invited them to come help me dig a tunnel tomorrow. I think they will help this time. They know the work will get done quickly with all three of us working together. I don't think it matters that Ant is tiny or that Hippo is clumsy!



- Ask students to pretend to be your partners, and use **Random Reporter** to identify what is missing from the journal entry based on the writing prompt and scoring guide. *The journal does not tell what happened during the day.*

Mole does not mention that he dug a well. It also does not have a signature. Mole's name should be at the end of the entry.

- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Rewriting

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

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

Dee was very excited. She was almost sure that her brother was coming home the next day. When she woke up in the morning, she ran downstairs. She hoped to see her brother at the kitchen table. He wasn't there. He didn't come home for lunch. All day, Dee was disappointed. She began to think her brother wasn't coming home. Dinnertime came around. Dee heard the door open. She heard a voice call out. "Mom? Dad? I'm home!" Her brother was home!



Sept. 15, 2011

Dear Journal,

This is going to be a tough year of school! The year just started, and I already have more homework to do than ever before. I really like Ms. Leonard though, and I think she will make the year fun.

I got in a fight with Jermaine Gruber on the playground. Janice, Tasha, Mindy, and I wanted to play basketball with the boys. Jermaine said we could not play because girls do not play basketball, and we would not be as good as them. That hurt my feelings. I know girls play basketball. There are girls who are professional players. I think the girls and I will ask for a basketball tomorrow so we can show the boys that girls are good basketball players!

Lucinda

July 21, 2011

Dear Journal,

Wow, today was a hot day! I was really angry at Ant and Hippo because they did not offer to help me after I asked them four times! I could have gotten my work done a lot faster if they had helped me. I shared my water with them anyway because I think they were sorry for not helping. I invited them to come help me dig a tunnel tomorrow. I think they will help this time. They know the work will get done quickly with all three of us working together. I don't think it matters that Ant is tiny or that Hippo is clumsy!

Story Map



Title: Mole's Big Dig

Characters:

Mole
Ant
Hippo

Setting:

Where: Mole's home

When: morning, afternoon

Problem:

Mole is digging a hole, and it is hard work. He asks his friends for help, but they say they cannot help him.

Event: Mole starts to dig a hole for a well.

Event: Mole asks Ant if he wants to help him dig his well, but Ant says that he is too small to help.

Event: Mole asks Hippo if he wants to help him dig his well, but Hippo says that he is too clumsy to help.

Event: It is hot, and Ant and Hippo are thirsty, but Mole tells them they should not get any water because they did not help him.

Event: Mole lets Ant and Hippo have some water when he sees that they are sad. He tells them they should help him dig a tunnel the next day.

Solution:

The next morning, Hippo and Ant have shovels and are ready to help Mole dig a tunnel.

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 2 / <i>Mole's Big Dig</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

LITERATURE (5 DAY)

Crabby and the Whales: Blue Crabs of the Chesapeake Bay

Written by Cris Field

The Savvy Reader—Questioning, A Collection of Readings, pages 23–27
Success for All Foundation, 2011

Summary

Something exciting is happening at Bayside Elementary! A Chesapeake Bay blue crab has been added to the school aquarium, and Mr. Clark’s second-grade class will get to name it! For inspiration, the students have been given two books to read about blue crabs—one literature and one informational.

The Whales team—Molly, Josh, Tara, and Sam—would love to be the team that names the crab. Josh’s brother, Tom, might be able to help them. He knows a lot about crabs. But rather than give them ideas for names, Tom gives the Whales something much more valuable—a questioning strategy they can use to learn more from their books. That way, the Whales are sure to think of a great name for the crab.

Your students will learn about and practice questioning along with the Whales. And who knows, maybe they’ll find a great name for the crab too!

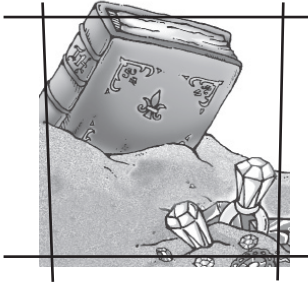
Instructional Objectives

Reading	
CYCLE 1	Questioning (QU)
	Students will ask a variety of questions about the text and answer them with correct, complete information and explanations.

Teacher’s Note: *Crabby and the Whales: Blue Crabs of the Chesapeake Bay* is a five-day lesson cycle based on the questioning 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—Questioning, A Collection of Readings* for each partnership, a Questioning Strategy Card for each partnership, and journals for writing activities.

**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 questioning.

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 we will review the concept that questioning—asking and answering questions as you read—will help you learn and remember important information about informational texts.

- 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 story.
 - Ask students if they know the difference between an ocean and a lake or a river and a bay. Use **Team Huddle** to have students discuss these differences. Tell students to think about the size of each object or where each might be located. Use **Random Reporter** to select students to share.
 - Display a map of the United States for students. Point out significant bodies of water around the country, including the Chesapeake Bay, Massachusetts Bay, San Francisco Bay, the Mississippi River, and the Great Lakes. Tell students to think about how these bodies of water might be similar or different.
 - Share a few interesting or important facts about the Chesapeake Bay with students. For example, show students how the bay is so large that it almost splits the state of Maryland in two. The Susquehanna River provides the Chesapeake Bay with about 50 percent of its fresh water. The name *Chesapeake* comes from an American Indian word that means great shellfish bay.

Using the Targeted Skill (Introduction and Definition)



- Use **Think-Pair-Share** to have students review the concept of a question and the question words. Ask students to look at their Questioning Strategy Cards for help. Randomly select a few students to share.

You know what questions are, right? If I said, “What day of the week is it today?” how would you know that the sentence is a question? *It begins with a question word; an answer is expected.* That’s right, the word *what* helps us know it’s a question. And when I ask, “What day of the week is it?” I expect to be told the answer. When you ask a question, you expect an answer. Who can tell me why good readers ask questions as they read? Wait for students’ responses. Yes, good readers ask themselves questions to make sure they understand what they’re reading and to help them remember important ideas or information. The front of our Questioning Strategy Card helps us remember to ask questions and to answer them with complete information and explanations. The back of the card gives us some question words and question starters. These will help us think of questions to ask. Now, without looking at your strategy card, how many question words do you know? Make a list.

Preview Team Talk

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

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

Student Edition, page S-17

Team Talk

1. What can help you think of questions to ask about an informational text like *Blue Crabs of the Chesapeake Bay*?
2. Try to turn this sentence into a question: The water in the Chesapeake Bay is a mixture of salt water and fresh water.
3. Sam asked, “What is fresh water?” Do you think that was a good question to ask? Why or why not? (Write-On)

- Randomly assign team leaders.
- Introduce the video.

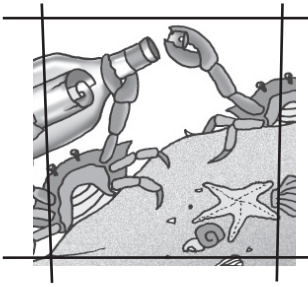
The last time we saw the Whales team—Molly, Josh, Tara, and Sam—they had just finished reading the story *Sky, the Blue Crab*. They learned a lot about crabs by asking questions as they read that story. So did you! Today, the Whales team is going to start reading another book about blue crabs. This one is an informational text. It has lots of interesting information about crabs in it. You’re going to read it along with them. Let’s pay attention to the questions the Whales ask. I wonder which question words they’ll use.



- **Play** “Part 1: Remember, Ask Questions!” (5 1/2 minutes). Ask students to read along as Josh and Tom read page 1 of *Blue Crabs of the Chesapeake Bay*.
- Stop the video as indicated, and have students work in teams to answer Tom’s questions.

1. What is the question word in this sentence: Where does the salt water in the Chesapeake Bay come from? *Where*.
2. Where does the salt water in the bay come from? *The Atlantic Ocean*.

- Use **Random Reporter** to have students share their answers.
- 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 can help you think of questions to ask about an informational text like *Blue Crabs of the Chesapeake Bay*?

100 points = *I can use different strategies to help me think of questions to ask about an informational text like Blue Crabs of the Chesapeake Bay. I can use my Questioning Strategy Card to think of questions. I can look at the text to see what questions I might ask. I can ask my partner for help thinking of questions.*

90 points = *I can use different strategies to help me think of questions to ask about an informational text like Blue Crabs of the Chesapeake Bay. I can use my Questioning Strategy Card to think of questions.*

80 points = *I can use my Questioning Strategy Card to think of questions.*

2. Try to turn this sentence into a question: The water in the Chesapeake Bay is a mixture of salt water and fresh water.

(Answers will vary.) **100 points** = *I can turn this sentence into a question by asking, "What kinds of waters are in the Chesapeake Bay?"*

90 points = *I can ask, "What kinds of waters are in the Chesapeake Bay?"*

80 points = *What kinds of waters are in the Chesapeake Bay?*


Team Talk *continued*

3. Sam asked, “What is fresh water?” Do you think that was a good question to ask? Why or why not? (Write-On)

100 points = *Yes. I think it was a good question to ask because understanding what fresh water means helped Sam understand what he read. Good readers always clarify unfamiliar words and phrases.* **90 points** = *Yes. I think it was a good question to ask because understanding what fresh water means helped Sam understand what he read.* **80 points** = *Yes. It helped him understand what he read.*

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

Questioning



1. Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
2. Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
3. **Answer** questions with complete information or explanations.


Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.



- Introduce Crabby’s Challenge. Use this activity to review the concept of a question and the question words.

Crabby wants to see if we know how to ask questions about informational texts, so he’s going to send us more challenges. Let’s show him what we’re learning.

- Read Crabby's Challenge aloud.

Student Edition, page S-17

Hi boys and girls,

The Whales team hopes to think of more names for the crab in the school aquarium by reading *Blue Crabs of the Chesapeake Bay*. They could use some more names. Asking questions as they read will help the Whales understand and remember the information in the book. Below are some things I've learned about the Chesapeake Bay.

- Take turns reading the sentences below with your partners.
- See if you can turn each sentence into a question.

Good luck!

Crabby

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

Student Edition, page S-17

1. A bay is a body of water that has land on three sides of it and an opening to the sea.
2. Three types of whales sometimes visit the Chesapeake Bay: humpback, pilot, and minke whales.
3. If sharks travel into the Chesapeake Bay, it's because they are looking for food.
4. At its widest point, the Chesapeake Bay is 35 miles across.

- Monitor the discussion for understanding. Remind students to look at your list of question words as necessary.
- 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 that they will talk about Crabby'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.

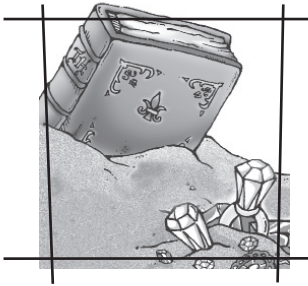
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>We usually drink fresh water at home. Salt water wouldn't be very good to drink. How do you think the water in the Chesapeake Bay might taste? Why?</p> <p>Look at the map on page 1. What do you think would need to happen to make the Chesapeake Bay into a lake?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

It was fun to see the Whales team and Tom and Crabby again, wasn't it? The Whales team is learning how to ask questions about an informational text. Asking questions about informational texts helps us make sure we understand the information the author gives us. The Whales hope that they can use what they're learning about blue crabs to help them think of a name for the crab in their school aquarium. Using the Questioning Strategy Card will help them think of questions to ask. Now, here's a question for you: Who can tell me something he or she learned about the Chesapeake Bay today?

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)



- Use **Think-Pair-Share** to have students identify questions they have about the Chesapeake Bay. Ask students to use a variety of question words. Randomly select a few students to share.

We know that to really learn from what we're reading, we need to ask lots of different questions. We've started reading about the Chesapeake Bay in the book *Blue Crabs of the Chesapeake Bay*. I'd like you and your partner to think of questions you have about the Chesapeake Bay. Use as many different question words as you can. Your strategy card will help you out. Here's a question I have: How many people live near the Chesapeake Bay? What would you like to know about the Chesapeake Bay? Accept responses. Write the question words students use. Accept responses until the students have used all or most of the question words.

Preview Team Talk

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

Team Talk

1. How many different question words did you and your partner use today?
What were they?
2. What can you do to remind yourself to use different question words?
3. Molly asked this question about page 4 of *Blue Crabs of the Chesapeake Bay*:
“What do you call it when a crab sheds its shell?” Is that an easy-to-answer question or a hard-to-answer question? Why? (Write-On)
4. Sam asked if blue crabs live in salt water. Is that an easy-to-answer or a hard-to-answer question? Why?

- Ask students to take the Questioning Strategy Cards out of their team folders. Review the cards with them before watching the video.
- Introduce the video.

The Whales team is going to continue reading and asking questions about *Blue Crabs of the Chesapeake Bay*. Let’s see if they use their strategy card to help them think of different kinds of questions. Because if they ask different questions, we know they’ll learn more.



- **Play Part 2:** Questions About *Blue Crabs of the Chesapeake Bay*, Pages 2–4 (8 ½ minutes).
- Stop the video as indicated, and have students follow Tom’s directions.

Tom’s Directions

Read pages 3 and 4 with your partner.

Ask questions.

Write one question for each page along with the page number.

Pick one question each to ask your team.

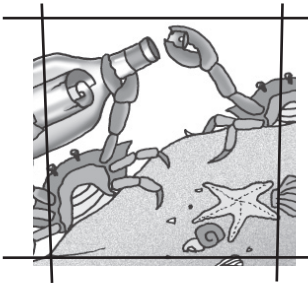
Ask and answer questions with your team.

With your team, pick one question to ask the class. Write the answer.

Challenge your class.



- Use **Random Reporter** to have students share their questions and answers.
- Play the video to listen to the Whales’ questions and answers and to see their rendezvous with Crabby.
- 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. How many different question words did you and your partner use today? What were they?

(Answers will vary.) 100 points = My partner and I used three question words today. We used the question words where, what, and how.

90 points = My partner and I used three words. We used where, what, and how. 80 points = We used the words where, what, and how.

2. What can you do to remind yourself to use different question words?

100 points = I can remind myself to use different question words by using the Questioning Strategy Card to learn more question words or starters. I can also look back at the questions I've written in my journal so I'll know whether I'm missing different words. 90 points = I can remind myself to use different question words by using the Questioning Strategy Card to learn more question words or starters. 80 points = I can use the Questioning Strategy Card to learn more question words or starters.

3. Molly asked this question about page 4 of *Blue Crabs of the Chesapeake Bay*: "What do you call it when a crab sheds its shell?" Is that an easy-to-answer question or a hard-to-answer question? Why? (Write-On)

100 points = Molly's question is an easy-to-answer question. The answer can be found in one place in the text. I don't have to look through or read other parts of the text to find the answer. 90 points = Molly's question is an easy-to-answer question. The answer can be found in one place in the text.

80 points = It's easy because the answer is in one place.


Team Talk *continued*

- Sam asked if blue crabs live in salt water. Is that an easy-to-answer or a hard-to-answer question? Why?

100 points = *Sam’s question is a hard-to-answer question. The book doesn’t directly say that crabs live in salt water. Molly was able to figure out the answer from what she read.* **90 points** = *Sam’s question is a hard-to-answer question. The book doesn’t directly say that crabs live in salt water.* **80 points** = *It’s hard because the book doesn’t directly say they live in salt water.*

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

Questioning



- Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
- Answer** questions with complete information or explanations.


Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.



- Review the Questioning Strategy Card.
- Introduce Crabby’s Challenge. Use this activity to have students practice asking different kinds of questions.

Crabby has sent us another challenge. It’s about asking different kinds of questions so we learn more from what we’re reading. Read it along with me.

- Read Crabby's Challenge aloud.

Student Edition, page S-18

Hi boys and girls,

You're probably learning a lot about crabs from the book you're reading. But I have some special information for you from the real crab expert—me!

- Take turns with your partners reading the sentences in the paragraphs below.
- Think of as many different questions about it as you can. Write them down in your journal. Use your strategy card to help you think of different question words and starters.

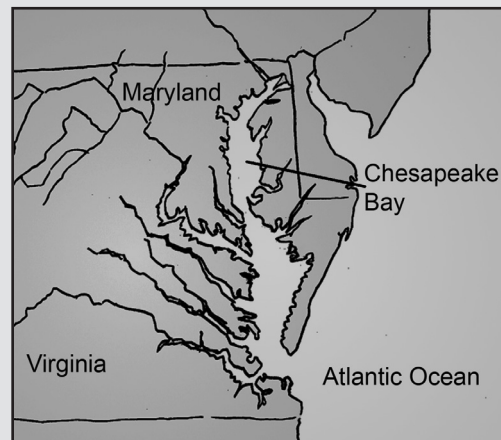
Good luck,
Crabby

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

Student Edition, page S-19

A crab that is beginning to shed its shell is called a “peeler.” Once it sheds its shell, the crab is called a “soft-shell crab.” Large soft-shell crabs are called “whales.” (Do you think the Whales team knows that?) It takes a crab two or three days to grow a new shell.

The water in the Chesapeake Bay is a mixture of salt water and fresh water. But the water is saltier in some parts of the bay than in others. The saltiest water is in the lower part of the bay where it meets the Atlantic Ocean. Female crabs like saltier water. Many females hibernate for the winter in the lower part of the bay. Male crabs hibernate in the middle or upper parts of the bay, where the water is less salty.



- Monitor the discussion for understanding. Remind students to use their Questioning Strategy Cards as necessary.
- 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 Crabby’s Challenge.

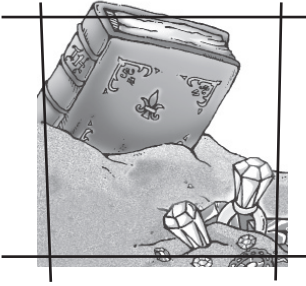


<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Look at the drawing of a crab on page 3. The text says a crab uses its claws to catch food and for protection. How do you think it uses its claws differently from another animal with claws such as a cat?</p> <p>Crabs grow out of their shells and molt. Can you think of any other creature that grows too big for its skin/shell and needs to shed it? What other creatures do this?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Summarize the lesson for students.

The Whales asked a lot of different questions today. Most of their questions were easy to answer, but some of their questions were hard. They had to remember what they read on other pages or use their background knowledge to answer the hard questions. You asked some great questions too. Crabby said that you're probably getting to be experts on blue crabs! So who can tell me something that he or she learned about blue crabs today?

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

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

Timing Goal: 55 minutes

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)

- Write the following sentence on the board: “Where is the Chesapeake Bay located?”
- Use **Think-Pair-Share** to have students think about giving correct and complete answers to questions.



Our Questioning Strategy Card reminds us that we should answer questions with complete information and explanations. I’m going to give you an answer to the question I’ve written. My answer is: The Chesapeake Bay is located near the Atlantic Ocean. (Or provide a partial answer to the question.) Is that a correct and complete answer? Talk it over with your partner. (Accept responses.)

Right! It’s correct, but it isn’t a complete answer; it doesn’t include all the important information. What could you add to my answer to make it more complete? (Accept responses.) It’s on the east coast of the United States; it’s bordered by the states of Maryland and Virginia.

Preview Team Talk

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

Team Talk

1. Give a correct and complete answer to this question: “What will adult crabs eat?”
2. Tara asked Sam why crabs hide in the bay grass. Sam answered, “So they won’t get caught.” What would you add to Sam’s answer to make it more complete? (Write-On)
3. Why do the Whales decide to name the crab at school James?
4. How do you think asking questions helps the Whales think of the winning name for the crab?

- Introduce the video.

The Whales are going to finish reading *Blue Crabs of the Chesapeake Bay* today, and we’re going to read it along with them. Let’s pay special attention to the questions they ask and the answers they give and ask ourselves if their answers are correct and complete. Do their answers include all the important information? Let’s make sure our answers are correct and complete too!



- **Play** “Part 3: Questions About *Blue Crabs of the Chesapeake Bay*, Pages 5 and 6 (7 1/2 minutes).
- Stop the video as indicated, and have students follow Tom’s directions as shown below.

Tom’s Directions

Read pages 5 and 6 with your partner.

Ask and answer questions.

Write one question for each page along with the page number.

Pick one question each to ask your team.

Ask and answer questions with your team.

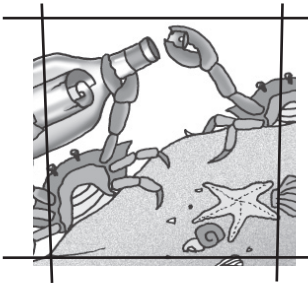
With your team, pick one question to ask the class. Write the answer.

Challenge your class.

Think of names for the crab.



- Use **Random Reporter** to have students share their questions and answers.
- Award team celebration points.
- Play the video to listen to the Whales’ questions and answers, to compare names for the crab, and to find out how the story *Blue Crabs of the Chesapeake Bay* ends.



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. Give a correct and complete answer to this question: "What will adult crabs eat?"

100 points = *Adult crabs will eat whatever food they can find. They will eat fish, plants, and thin-shelled sea creatures like mussels or smaller crabs. Sky ate leftovers from a fisherman's lunch. Crabby likes eating French fries.* **90 points** = *Adult crabs will eat whatever food they can find. They will eat fish, plants, or thin-shelled sea creatures.* **80 points** = *They will eat whatever food they can find.*

2. Tara asked Sam why crabs hide in the bay grass. Sam answered, "So they won't get caught." What would you add to Sam's answer to make it more complete? (Write-On)

100 points = *To make Sam's answer more complete, I would add that crabs hide in the bay grass so they won't be eaten by large fish, eels, or sea turtles. They also hide so they won't be caught by fishermen.* **90 points** = *To make Sam's answer more complete, I would add that crabs hide in the bay grass so they won't be eaten by large fish, eels, or sea turtles.* **80 points** = *So they won't be eaten by large fish, eels, sea turtles, or fishermen.*

3. Why do the Whales decide to name the crab at school James?

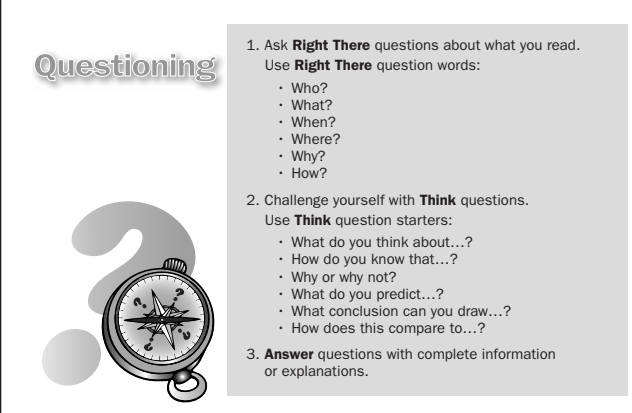
100 points = *The Whales decide to name the crab at school James because they learned that a male crab is sometimes called a jimmy. Tara also says that Crabby told them that the name James sounds more grown-up than their other choices.* **90 points** = *The Whales decide to name the crab at school James because a male crab is called a jimmy.* **80 points** = *Male crabs are called jimmies.*

Team Talk *continued*

- How do you think asking questions helps the Whales think of the winning name for the crab?

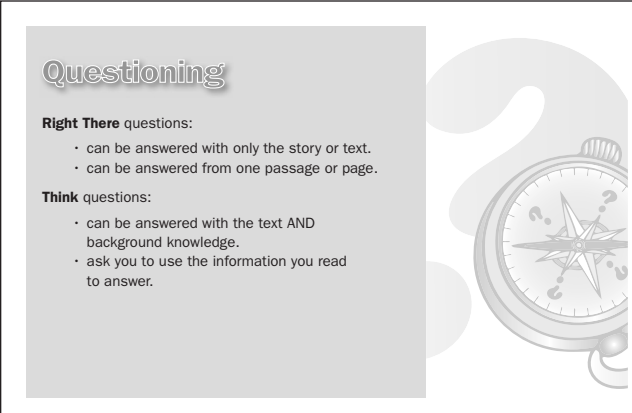
(Answers will vary.) 100 points = Asking questions helps the Whales think of the winning name for the crab because it helps them learn more from the books they read, and they use what they learn about crabs to think of possible names. 90 points = Asking questions helps the Whales think of the winning name for the crab because it helps them learn more from the books they read. 80 points = It helps them learn more from the books they read, and they use what they learn to name the crab.

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



Questioning

- Ask **Right There** questions about what you read.
Use **Right There** question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Challenge yourself with **Think** questions.
Use **Think** question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
- Answer** questions with complete information or explanations.



Questioning

Right There questions:

- can be answered with only the story or text.
- can be answered from one passage or page.

Think questions:

- can be answered with the text AND background knowledge.
- ask you to use the information you read to answer.

- Review the Questioning Strategy Card as necessary.
- Introduce Crabby’s Challenge. Use this activity to have students practice giving correct, complete answers to questions and to reinforce the benefits of asking questions as they read.

- Read Crabby's Challenge aloud.

Thanks to the Whales, Crabby is safely home in the Chesapeake Bay. But he's still thinking about you, and he's sent us one more challenge. This one is about giving correct and complete answers to questions. Let's show Crabby how much you've learned.

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

Student Edition, page S-20

Hi boys and girls,

It sure is good to be back home in the bay. My brothers and sisters missed me. No kidding, they really did! They even had a welcome home party for me and gave me a book about the whales that visit the bay—and I don't mean Molly, Josh, Tara, and Sam. There are some paragraphs from the book below. Why don't you and your partner take turns reading each paragraph and then answer the questions? Make sure your answers include all the important information or an explanation.

Good luck,
Crabby

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

Student Edition, page S-20

Humpback whales, one of the largest whales, live in both the Atlantic and the Pacific oceans. Humpback whales sometimes swim into the Chesapeake Bay to feed. A humpback whale eats up to 9,000 pounds of food a day! They eat fish and tiny shrimplike creatures, called krill.

Humpbacks can be up to forty feet in length. They weigh up to thirty tons. Yet they can leap out of the ocean and turn around in mid air. When they fall back down, they make a huge splash!

Did you know that whales can sing? Humpback whales can! Scientists who study whales have heard them making musical sounds. Some of these whale songs last up to twenty minutes. Whales that live in the same part of the ocean sing songs that sound very much alike.

1. Why do humpback whales visit the Chesapeake Bay?
2. What do humpback whales eat?
3. What do you think makes humpback whales special?
Why do you think that?
4. Where do humpback whales live?

- Monitor the discussion for understanding. Remind students to use their Questioning Strategy Cards as necessary.

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 Crabby’s Challenge.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>Crabs go to sleep during the winter and don’t wake up until spring. This is called <i>hibernating</i>. What other animals hibernate?</p> <p>Many animals sleep during the winter because it is cold, and there is less food for them to eat. Humans don’t need to hibernate. Why do you think that is? Support your answer.</p>
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

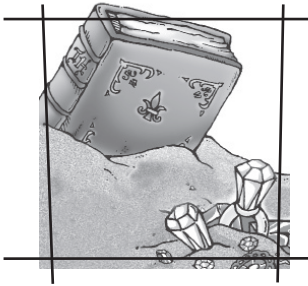
- Summarize the lesson for students.

The Whales did such a good job asking and answering questions about *Blue Crabs of the Chesapeake Bay*. Their answers were correct and complete. Their questions and answers helped them learn about blue crabs. They used what they learned to think of the winning name for the crab at school. Way to go, Whales! They were lucky to have Tom’s help and Crabby’s help too. After all, Crabby is the real crab expert! You did a great job asking and answering questions as you read on your own and with your partners. We’ve had some exciting class challenges too. Awesome job! Who can tell me why he or she thinks it’s important to ask questions as we read?

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: 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 as they've watched the video, they have been asking and answering questions.

When good readers read, they ask themselves questions to help them think about what they are reading and learning. Asking questions helps readers make sure they understand what they read because they use information from the text and background knowledge.

- Refer students to the Questioning Strategy Card, and review how asking questions helps them learn. Review questioning strategies.
- Ask students to think about their strategy use as they partner read today and to talk to their partners about the questioning strategies they use.

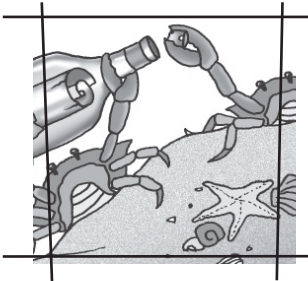
Preview Team Talk

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

Student Edition, page S-21

Team Talk

1. What information would make the answer to this more complete?
Q: What do oysters look like?
A: Oysters are slimy.
2. Turn the following statement into two questions: “Oysters are important to the bay.”
3. Think of a question to ask about *Oysters of the Chesapeake Bay*. What is your question? Is your question easy or hard to answer? Tell why. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of *Oysters of the Chesapeake Bay* to explain and model the Partner Reading routines using questioning. Have a student read the paragraph.

A Collection of Readings,
page 28**Oysters of the Chesapeake Bay****What is an oyster?**

An oyster is a sea animal. A certain type of oyster is native, or local, to the Chesapeake Bay. It has a hard shell that opens and closes. Inside, the oyster is soft and slimy. Oysters live in salty water eight to twenty-five feet below the surface of the bay. Some people may think that oysters aren't very nice looking. But oysters are very important to the bay.

Why are oysters important?

Oysters are important. They keep the bay healthy. Oysters act like a water filter. They suck out harmful algae from the water. Many oysters group together. This forms a habitat, or home, for smaller animals to hide in. Oysters are also food for many shore birds. These reasons show why oysters are very important to the Chesapeake Bay.

Why are oysters endangered?

Oysters are in danger. Humans catch too many of them. This is called overharvesting. Pollution also harms the oysters. Some people want to make laws to stop people from catching so many oysters. Other people help the oysters by volunteering to clean up the garbage around the bay.

- Model asking two questions about the paragraph using the Questioning Strategy Card. Ask your student partner to answer the questions correctly and completely.

This paragraph tells us about oysters. Let me think of a question that I can ask from this information. To think of question words, I'll look at my Questioning Strategy Card. One of the question words is *where*. I can think of a question that starts with where: Where do oysters live? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *Oysters live in the sea. Some oysters live in the Chesapeake Bay.* That question is easy to answer. Let's see if I can think of a question that is harder to answer. My Questioning Strategy Card gives "why" as a question starter. Here's a question that uses that starter: Why do people think oysters aren't nice looking? That's a good question because we have to use more information from the text and background knowledge to answer it. Do you know the answer? *People don't think oysters are nice looking because they are slimy. People don't think slimy things are nice looking.* Good! This question made you think, so let's write it on our Questioning Checklist.

- Ask partners to alternate reading aloud with listening and asking questions until they have read the entire text.
- Remind students to use their Questioning Strategy Cards during partner reading.

When you read, it is important to ask questions and answer them to make sure you understand the text. Look at your Questioning Strategy Card, and make sure you ask questions, use question words to think of more questions, and give complete answers and explanations. If you need suggestions of question words, look at your Questioning Strategy Card. Try to think of questions using each of these words or starters. Also think of questions that can be answered using information from the reading. Try to make your partner think!

- Remind students to suggest different strategies to their partners when they have trouble thinking of questions.
- Have students read and restate:
Oysters of the Chesapeake Bay aloud with partners.
- 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 information would make the answer to this more complete?

Q: What do oysters look like?

A: Oysters are slimy.

100 points = *More details would make the answer to the question more complete. Oysters have hard shells that open and close. Inside their shells, their bodies are soft and slimy.* **90 points** = *More details would make the answer to the question more complete. Oysters have hard shells that open and close.* **80 points** = *They have hard shells and soft, slimy bodies inside.*

2. Turn the following statement into two questions: “Oysters are important to the bay.”

100 points = *One question I could ask is “Why are oysters important?”*

Another question I could ask is “How do oysters help the bay?”

Another question I could ask is “How do oysters keep the bay healthy?”

90 points = *I could ask, “Why are oysters important?” and “How do oysters help the bay?”* **80 points** = *Why are oysters important? How do oysters help the bay?*

3. Think of a question to ask about *Oysters of the Chesapeake Bay*. What is your question? Is your question easy or hard to answer? Tell why. (Write-On)

100 points = *A question I could ask about Oysters of the Chesapeake Bay is “Why do people want to help the oysters?” This question is hard to answer because you need information from more than one place in the text to answer it. You can’t just point to one place that tells you the answer.*

90 points = *A question I could ask about Oysters of the Chesapeake Bay is “Why do people want to help the oysters?” This question is hard to answer because you need information from more than one place in the text.*

80 points = *Why do people want to help the oysters? It’s hard to answer because you need information from more than one place.*

- Circulate, and check for comprehension. Offer hints and suggestions to encourage further discussion. Examples include: What words did you use to start your questions? Did you use a variety of question words and starters? Did you ask questions that have both easy and hard-to-find answers? Are your answers correct and complete? How could you make your answers more complete? Could you use these questioning strategies when you read your science or social studies textbook?
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

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

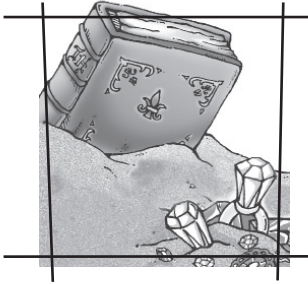


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Why is it important to ask questions while you read?</p> <p>At what other times should we ask questions? Why?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Why is it important to ask questions while you read?</p> <p>At what other times should we ask questions? Why?</p>	

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> – How many points did you earn today? – How well did you use the team cooperation goal and behavior? – How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION****Timing Goal: 20 minutes****Team Cooperation Goal**

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

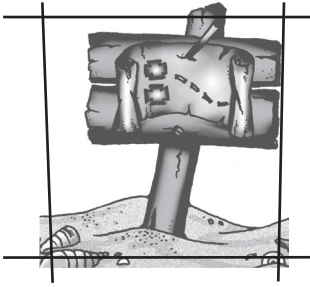
Set the Stage

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

Today we will read *Oystercatchers of the Chesapeake Bay*. We will stop to ask and answer questions while we're reading.

Prepare Students for the Test

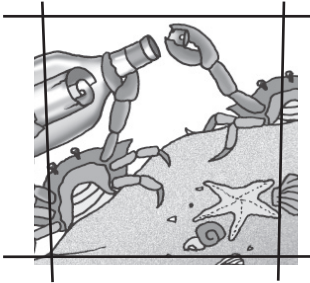
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions ask about questioning.
- Ask students to underline key words or phrases in question #1.
- Make sure that students understand that the test is independent work and that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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

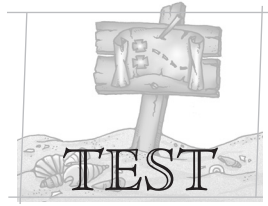
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



Comprehension Questions

Read *Oystercatchers of the Chesapeake Bay*, and answer the following questions. The total score for comprehension questions equals 100 points.

Oystercatchers of the Chesapeake Bay

What are oystercatchers?

Oystercatchers are large, black and white birds. They have bright, sharp orange bills. They have long, pink legs and yellow eyes. Once these unusual looking birds were in danger. They were almost all hunted by humans. But people today see oystercatchers often.

Where do oystercatchers live?

Oystercatchers live on the Eastern Shore. Many large groups live around the Chesapeake Bay. Oystercatchers have been seen as far north as Maine. Some oystercatchers can also be found on the Pacific coast. They build nests along sandy beaches or rocky cliffs.

What do oystercatchers eat?

Can you guess from their name? Oystercatchers eat oysters, of course! They also eat other sea animals such as clams, crabs, and shellfish. They use their sharp bills to cut open shells. They can also hammer shells to crack them open. They are fierce hunters.

20 points

1. What do oystercatchers look like? Is this an easy or a hard-to-answer question? Explain your answer. |QU|

20 points = *Oystercatchers are large black and white birds. Their bills are sharp and bright orange. They have long pink legs and yellow eyes. This is an easy-to-answer question because the answer is in the first paragraph. The answer is in one place in the text.*

15 points = *Oystercatchers are large black and white birds. It's an easy-to-answer question because the information is in the first paragraph.* **10 points** = *They are large black and white birds. It's easy because the answer is in the first paragraph.*

20 points

2. Turn the following statement into two questions: Oystercatchers are fierce hunters. |QU|

20 points = *One question I could ask is "Why are oystercatchers fierce hunters?" Another question I could ask is "What do oystercatchers hunt?"*

15 points = *I could ask, "Why are oystercatchers fierce hunters?" and "What do oystercatchers hunt?"* **10 points** = *Why are oystercatchers fierce hunters? What do oystercatchers hunt?*

20 points

3. How does asking questions while you read help you? |QU|

20 points = *Asking yourself questions while you read helps you know whether you understand what you are reading. Asking hard-to-answer questions helps you get more out of your reading. When you ask yourself questions, you remember more of the reading.* **15 points** = *Asking yourself questions while you read helps you know whether you understand what you are reading.*

10 points = *It helps you know whether you understand what you are reading.*

20 points

4. Using the information in *Oystercatchers of the Chesapeake Bay*, write a question that is hard to answer. |QU|

20 points = *A hard-to-answer question about Oystercatchers of the Chesapeake Bay is “Why are oystercatchers’ bills important?”* **15 points** = *A hard question is “Why are oystercatchers’ bills important?”* **10 points** = *Why are oystercatchers’ bills important?*

10 points

5. Which of the following is the best answer to the question “Where do oystercatchers live?” |QU|

- Oystercatchers live on the Eastern Shore and around the Chesapeake Bay.
- Oystercatchers live as far north as Maine on sandy beaches and rocky cliffs.
- Oystercatchers live on the Eastern Shore, around the Chesapeake Bay, in Maine, on the Pacific coast, and on sandy beaches or rocky cliffs.*
- Oystercatchers live on the Eastern Shore and Pacific coast of the United States.

10 points

6. Which of the following questions is a hard-to-answer question? |QU|

- What are oystercatchers?
- Where are oystercatchers’ nests?
- How do oystercatchers hunt?*
- How do oystercatchers eat oysters?

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 2 / *Crabby and the Whales: Blue Crabs of the Chesapeake Bay*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

INFORMATIONAL (6 DAY)

Sea Animals

Written by Terrence Parker

Illustrated by James Bravo

The Savvy Reader—Questioning, A Collection of Readings, pages 31–42

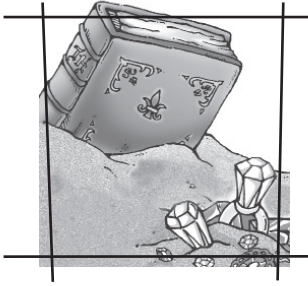
Success for All Foundation, 2011

Summary

Learn about some of the interesting creatures that live in, or around, the world's oceans.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Questioning (QU) Students will learn to ask questions about the text as they read to check their understanding.	Irregular vowel patterns Students will identify the irregular vowel patterns <i>-ight</i> and <i>-igh</i> to help them read words.	Write an informative paragraph. Students will write an informative paragraph about a land animal they know about.

**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 *Sea Animals* by Terrence Parker. As we read, we'll practice asking questions about information in the text. Asking questions helps you check your understanding. Good readers use questions to check their own understanding and that of their classmates.

- 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 book. I can do a few things to figure out the topic of a book. First I can read the title. *Sea Animals*. It sounds like the book will be about animals that live in the ocean. I know that seas and oceans are similar. I can also look at the front cover and flip through the pages of the book to see if I find any more clues about the topic. Page through the book. I see a lot of pictures of sea creatures on the cover and in the book. I see jellyfish, whales, sharks, turtles, and crabs. I think the topic of the book is animals that live in the ocean.

- Use the items below to build or activate background knowledge about the story.
 - Ask students to think about the kind of fish they might buy at a pet store. Use **Team Huddle** to have students think about how those fish might be different from the kinds of fish they find in the oceans. Use **Random Reporter** to select students to share.
 - Show students a globe or map of the world, and point out the oceans. Use **Team Huddle** to have students think about how the creatures that live in the oceans near the North and South Poles might be different from the creatures that live around the middle of the planet. Use **Random Reporter** to select students to share.
 - Share a few interesting or important facts about the sea, oceans, or sea animals with students. For example, about 71 percent of the earth is covered by the oceans. There are more than 199,000 named animals living in the oceans and hundreds of thousands yet to be discovered. Tiny floating plants in the ocean, called phytoplankton, make half of the world's oxygen.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



Now that we know the topic of this book, 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 book, or what she wants us to learn from reading the book. When I looked through the pages of *Sea Animals*, I saw a lot of pictures of animals that live in the ocean. I think the author's intent is to tell me about animals

that live in the ocean. When we read, we should look for information that tells us about animals that live in the ocean.

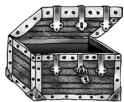
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which graphic 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. We 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 details that support the main ideas. When we are finished reading the book, 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.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-23
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
mighty page 34	base word + ending: might + y	strong	The <i>mighty</i> fighter won many boxing matches.
grasp page 34	blend	hold	I tried to <i>grasp</i> my dog's collar as he ran for the door, but he was too quick for me.
nab page 36	blend	catch	The police wanted to <i>nab</i> the thief in the act, so they set up a trap to lure him to the bank.
feast page 36	blend	eat	I like to <i>feast</i> on sweet green grapes and cheese when it's snack time at home.
diet page 37	chunk: di-et	food eaten	Carrots, lettuce, and other vegetables are the main <i>diet</i> of my pet rabbits.
drifting page 40	base word + ending: drift + ing	floating	My helium balloon was <i>drifting</i> away from me in the strong breeze.
stringy page 40	base word + ending: string + y	ropelike	The lost dog's fur looked <i>stringy</i> and dirty before we gave him a bath and cut it.
escape page 40	chunk: es-cape	get away from	The princess tried to <i>escape</i> the dragon's lair, but she couldn't without the help of a rescuer.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

This cycle we will focus on questioning. Questioning is an important reading strategy and is very useful in informational texts. Asking questions about the text helps you remember the information you read. It helps you remember main ideas and supporting details from the text. It is important to know how to ask a variety of questions about the text to help you and your classmates better understand what you are reading.



- Use **Think-Pair-Share** to see if students can tell the difference between two sentences, one of which is a question, after you say them. If necessary, write the sentences and point out that one is a question. Ask students what word, in particular, makes it a question, and write that word on the board. Randomly select a few students to share.

I'm going to say two sentences that are very similar, and I want you to tell me what is different about them. Here's the first: "Monique lives on Elm Street." Now here's the second sentence: "Where does Monique live?" How are these sentences different? Wait for students' responses. Right. The second sentence is a question. I would expect someone to answer me after I asked that question. What word helps you know that this sentence is a question? Wait for students' responses. Very good. The word *where* helps me know that this sentence is a question.

- Ask the class questions, and allow specific students to answer. After each question use **Think-Pair-Share** to have students identify the word in each question that helps them identify that it is a question. Randomly select a few students to share. List and use these words. Include the words *who*, *what*, *when*, *where*, *why*, and *how*.

***Who* sits next to you?**

***What* did you have for breakfast?**

***Why* are the lights on in this classroom?**

***When* did you get home yesterday?**

***Where* is the lunchroom?**

***How* did you get to school today?**

- Point out that we ask and answer questions all the time using words like these. Explain that teachers frequently ask questions to check students' understanding.
- Explain that readers also ask themselves questions as they read. They think about and try to answer questions to check their understanding.
- Display the passage below.

Blackline master provided.

Loggerhead Turtles

A loggerhead turtle is a type of sea turtle. Loggerhead turtles live along coasts. They like warm water. Just one loggerhead turtle can lay up to 500 eggs a year. Still, the loggerhead turtles are in danger. Builders are destroying their nests. Also, fishing nets kill many loggerheads. How can people help the loggerhead turtles?

From Yahoo!igans! Animals at www.yahooligans.com

- Read the passage aloud, and use a **Think Aloud** to model asking and answering questions about the passage. Make some of your questions about the passage simple to answer, but others should require more thought or explanation. Example questions are provided below.

Simple: What is a loggerhead? *A loggerhead is a kind of sea turtle. Where do loggerhead turtles live?* *Loggerhead turtles live along the coasts in warm water. How are loggerheads being killed?* *Loggerheads are being killed by builders who destroy their nests and by fishing nets.*

Requires more thought: **Why do you think loggerheads lay so many eggs?** *I think loggerheads lay so many eggs because it helps make sure there are a lot of baby loggerheads. What kinds of buildings do you think are being built near their nests? Why?* *I think houses are being built near their nests. People like living near the ocean. How do you think fishermen could keep loggerheads safe from their nets? Why?* *I think fishermen could keep loggerheads safe from their nets by not putting the nets where loggerheads swim. I think they could also check their nets often to make sure there aren't loggerheads trapped in them.*

- Remind students that some questions, called Right There questions, are simpler, and their answers can be found in one place in the text. Other questions require more thought and are called Think questions. Point out that students should ask a variety of questions when they read texts.
- Point out to students that you asked and answered some easy questions and some harder questions. If necessary, point out that the second set of questions requires more thought and that the answers include more information.
- Remind students that the simpler questions that they can answer by pointing to or reading from one place on a page are called Right There questions. Explain that the harder questions that require more thought and whose answers cannot be found in one place on a page are called Think questions.
- Use a **Think Aloud** to model showing students how the TIGRRS process can help them answer questions completely.

Remember that in the TIGRRS process, we read and reread the text. This can help you make sure that you answer any questions completely. A complete answer has all the available details in it. Let me reread the passage about loggerheads and see if I can provide a more complete answer to any of my questions. Reread the passage aloud. **OK, I think I've spotted some more details that I can add to answer the question "What kinds of buildings do you think are being built near their nests? Why?" I originally answered, "I think houses are being built near their nests. People like living near the ocean." But when I reread, I saw a good detail that I could add to my answer. Loggerheads live on the coasts. That means that they live on beaches. Builders must be building beach houses for people who want to live on the beach. I know a lot of people like vacationing at the beach. I can add these details to my answer to make it more complete. When you reread, you should add any details that you missed the first time to your answers.**

- Point out some of the clues in your questions that tell you that a certain question is a Think question ("how can you tell" and "what conclusion").
- Remind students that their Questioning Strategy Cards provide a list of Think question starters that can help them identify and ask Think questions as they

read. Point out that the backs of the cards explain the difference between Right There and Think questions.

- Explain to students that as they read *Sea Animals* this cycle, they will ask questions about what they read to check their understanding and their teammates' understanding. Remind students that they should ask a variety of questions about the story.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 33 aloud, and model identifying the main idea of the section. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.

A Collection of Readings,
page 33

Introduction

In the ocean, you'll find many animals—sharks, whales, dolphins, and crabs. All sorts of creatures live there. Even some birds spend a lot of time in the water! Some sea creatures eat plants. Some sea creatures eat other animals. Some sea creatures breathe in the water. Others need air to breathe. Some make homes in the sand. Others hide in reefs and plants. Some spend their whole lives swimming! Some live in the warm waters near lush islands. Others swim in the cold seas underneath icebergs. This book will help you learn about some of the creatures of the sea.

Remember, I am going to ask questions about each page to check my understanding. I will use my Questioning Strategy Card to help me think of different kinds of questions to ask. I want to make sure that I ask a variety of Right There and Think questions. I see that this page has the heading "Introduction." I know the text is about animals that live in the ocean, so this page will introduce the different kinds of animals I'll read about in the text. Let me think about the questions I can ask about the text. I can ask:

What kinds of animals live in the ocean? (R)

How do you know that not all animals that live in the ocean breathe underwater? (T)

Where do animals hide in the ocean? (R)

How are the animals that live in the ocean different? (R)

Teacher's Note: The Think question should be answered incompletely on purpose. You will return to this question when you reread the section on day 3.

- Use a **Think Aloud** to model answering the questions, providing complete explanations or information for the Right There questions.

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "What kinds of animals live in the ocean?" The answer is many animals, such as sharks, whales, dolphins, crabs, and birds, live in the ocean. Another question is "Where do animals hide in the ocean?" The answer is that animals hide in the sand, reefs, and plants in the ocean. Another question is "How are the animals that live in the ocean different?" The answer is that some creatures eat plants while others eat animals. Some creatures can breathe in water while some need air. Some creatures live in the sand while others live in the reefs and plants or just swim without hiding. Some live in warm waters, and some live where it's cold. These are all Right There questions. I can find the answers in one place in the text. I also asked, "How do you know that not all animals that live in the ocean breathe underwater?" This seems like a Think question. It's a little more challenging. The text says some animals need air to breathe, and that's how I know they don't all breathe underwater.

- Summarize the main ideas from your reading, and add them to the idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Sea Animals*.

Preview Team Talk

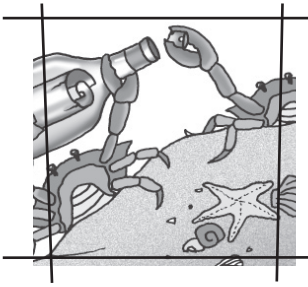
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-24

Team Talk

1. Why do blue whales need to come to the surface? |CE|
2. What happens **after** green turtles hatch from their eggs? |SQ|
 - a. They bury themselves in the sand.
 - b. They make their way to the water.
 - c. They try to nab other young turtles.
 - d. They walk inland to find their homes.
3. How are blue whales and brine shrimp different? |CC|
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 34–37 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Why do blue whales need to come to the surface? |CE|

100 points = *Blue whales need to come to the surface so they can breathe. Blue whales are mammals, so they cannot breathe underwater. They need air.* **90 points** = *Blue whales need to come to the surface so they can breathe. Blue whales are mammals.* **80 points** = *They need to breathe.*

2. What happens **after** green turtles hatch from their eggs? |SQ|
 - a. They bury themselves in the sand.
 - b. *They make their way to the water.*
 - c. They try to nab other young turtles.
 - d. They walk inland to find their homes.

Team Talk *continued*

3. How are blue whales and brine shrimp different? |CC|

100 points = *Blue whales and brine shrimp are different because blue whales are the largest creatures in the ocean, while brine shrimp are one of the smallest. Blue whales also eat brine shrimp.* **90 points** = *Blue whales and brine shrimp are different because blue whales are the largest creatures in the ocean, while brine shrimp are one of the smallest.* **80 points** = *Blue whales are the biggest creatures in the ocean. Brine shrimp are one of the smallest.*

4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text.* **90 points** = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text.* **80 points** = *The student asks a question and provides a correct answer.*

- 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**

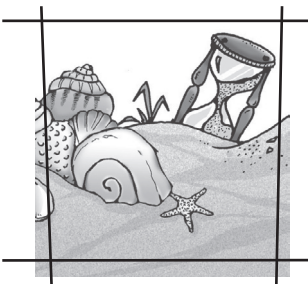
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**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	Team Talk Extenders	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
		<p>Whales use blubber to keep warm in cold water. How do mammals that live on land usually stay warm? Think about what covers their bodies.</p> <p>Ghost crabs use their color to hide from enemies. Why do you think they choose to hide instead of fight? Support your response.</p>
		<ul style="list-style-type: none"> – Award team celebration points.

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

Timing Goal: 5 minutes

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

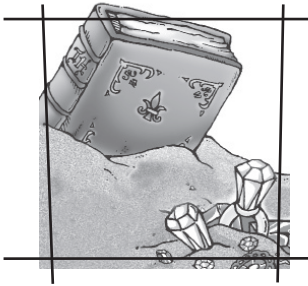
Page 34 (ending with “...two mighty claws.”)

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

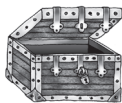
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

**Vocabulary TP**

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

**Strategic Review**

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

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

How are brine shrimp different from blue whales?

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 animals that live in and around the sea. We read about ghost crabs that live under the sand on beaches. We read about blue whales, which are the largest animal on Earth. They are sea mammals. We read about green turtles that lay their eggs on the beach. We read about brine shrimp, which are among the tiniest sea creatures. These are the important ideas we read about so far in the text.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 38 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,
page 38

Blue Marlins

The blue marlin is a species of fish. Blue marlins are blue and white and have long, pointed jaws that look like spears.

Blue marlins are found off the east coast of the United States among other places. They are some of the largest fish in these waters. Some blue marlins grow to be more than ten feet long. They can weigh more than 2,000 pounds! Even though they can be huge, they are also one of the fastest swimmers in the ocean.

Blue marlins are carnivores. That means they eat other animals. Because of their great size, blue marlins have plenty of choices when dinner time comes.

I will use my Questioning Strategy Card to help me think of different kinds of questions to ask about this section. I want to make sure I ask a variety of Right There and Think questions. This page has the heading "Blue Marlins." A blue marlin must be an animal that lives in the ocean. Let me think about the questions I can ask about the text. I can ask:

What do blue marlins look like? (R)

How big are blue marlins compared with other fish in the ocean? (T)

What is a *carnivore*? (R)

How do you think their speed helps blue marlins eat? (T)

Teacher’s Note: The Think question should be answered incompletely on purpose. You will return to this question when you reread the section on day 4.

- Use a **Think Aloud** to model answering the questions, providing complete explanations or information for the Right There questions.

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Let’s look at the answers to the questions I asked. One question is “What do blue marlins look like?” The answer is that blue marlins are blue and white. Another question is “What is a *carnivore*?” The answer is that a carnivore is an animal that eats other animals. These are both Right There questions. I can find the answers in one place in the text. I also asked, “How big are blue marlins compared with other fish in the ocean?” This seems like a Think question. It’s a little more challenging. The text says blue marlins are one of the largest fish in the water. Another Think question is “How do you think their speed helps blue marlins eat?” That’s a real challenge. I don’t see the answer to that right there in the text. Maybe when I reread the text later, I can figure it out.

- Summarize the main ideas from your reading, and add them to the idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Sea Animals*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

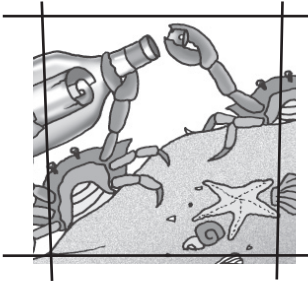
Student Edition, page S-24

Team Talk

1. What does a shark have in common with your nose? |CC|
2. Which of the following statements tells an opinion about jellyfish? |FO|
 - a. “If a jellyfish touches other creatures, it stings them.”
 - b. “Jellyfish are some of the most interesting creatures in the ocean.”
 - c. “Most jellyfish stings aren’t strong enough to really harm a person.”
 - d. “This helps the jellyfish escape and catch food.”

Explain why you chose this answer.

3. What causes emperor penguins to stay warm at the South Pole? |CE|
4. Write a question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 39–41 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What does a shark have in common with your nose? |CC|

100 points = *A shark has cartilage in common with my nose. Instead of having bones, sharks have softer cartilage. My nose also has soft cartilage in it.* **90 points** = *A shark has cartilage in common with my nose. Instead of having bones, sharks and my nose have soft cartilage.* **80 points** = *They both have cartilage.*

Team Talk *continued*

2. Which of the following statements tells an opinion about jellyfish? |FO|
- “If a jellyfish touches other creatures, it stings them.”
 - “*Jellyfish are some of the most interesting creatures in the ocean.*”
 - “Most jellyfish stings aren’t strong enough to really harm a person.”
 - “This helps the jellyfish escape and catch food.”

Explain why you chose this answer.

100 points = *I chose this answer because it tells what the author thinks about jellyfish. The author thinks jellyfish are some of the most interesting creatures in the sea. The other statements tell things that you can prove about jellyfish.* **90 points** = *I chose this answer because it tells what the author thinks about jellyfish. The author thinks jellyfish are some of the most interesting creatures in the sea.* **80 points** = *It tells what the author thinks about jellyfish.*

3. What causes emperor penguins to stay warm at the South Pole? |CE|

100 points = *Emperor penguins stay warm at the South Pole because they have thick feathers. Their feathers keep them warm in the cold water and on the ice.* **90 points** = *Emperor penguins stay warm at the South Pole because they have thick feathers.* **80 points** = *They have thick feathers.*

4. Write a question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text.* **90 points** = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text.* **80 points** = *The student asks a question and provides a correct answer.*

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

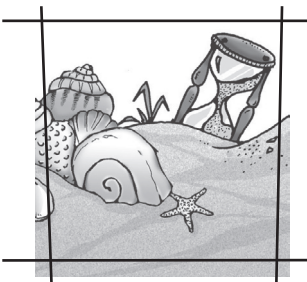
Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>The author of <i>Sea Animals</i> thinks jellyfish are pretty interesting. Do you agree with him? Why or why not? Which animal have you read about so far that you think is more interesting?</p> <p>Winter temperatures at the South Pole can be as cold as -75 degrees Fahrenheit. What would you need to wear to stay as warm as a penguin at the South Pole?</p>
		<ul style="list-style-type: none"> – Award team celebration points.

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

Timing Goal: 5 minutes

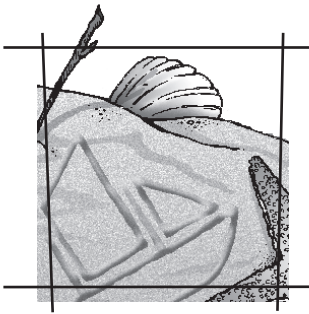
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-23

Page 39 (paragraphs 1 and 2)

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for irregular vowel patterns. Display a shark fin, and write “delight” below it.

Blackline master provided.



delight



- Point out that the clue is a shark fin. Use **Think-Pair-Share** to have students tell what words they would use to describe sharks. Randomly select a few students to share. Explain that the shark fin means that they need to look out for dangerous irregular vowel patterns in a word. Explain that irregular vowel patterns are dangerous because they do not follow the normal rules.
- Point to the word *delight*. Remind students that the long i sound is usually made when a word has the letter *i* followed by consonant and then the letter *e*. Write the words “hike” and “nine” on the board as examples.



- Read the word *delight* with a short i sound. Use **Random Reporter** to ask students if this word sounds familiar. Then read the word with the long i sound. Use **Random Reporter** to ask students if this word sounds more familiar now.
- Point out that when the letter *i* is followed by the letters *ght*, the letters *g* and *h* are silent, and the *i* makes the long i sound. Explain that the shark fin shows that the *i* doesn't make its normal sound.

- Write the words “slight” and “nightmare” on the board.

slight nightmare

- Use **Think-Pair-Share** to have students identify the irregular vowel patterns in the words. Randomly select a few students to share.
- Draw a shark fin above the letters *ight* in each word, and explain that its purpose is to help students identify and remember the vowels to look out for.

slight nightmare

- Model reading the words, first with the short i sound and then long i sound. Use **Think-Pair-Share** to have students identify which way is correct. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More’s treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Irregular vowel patterns can be dangerous because the vowels don’t make their normal sounds.</p> <p>If you’re having trouble reading a word with an irregular vowel pattern, try reading the word with different vowel sounds.</p>
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- Tell students to look out for a word from this cycle’s vocabulary list that has an irregular vowel pattern in it.
- 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-24 and S-25

Skill Practice	
<p>Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.</p>	
1. fright	<i>fright</i>
2. light	<i>light</i>
3. sight	<i>sight</i>
4. night	<i>night</i>

Building Meaning			
mighty	grasp	nab	feast
diet	drifting	stringy	escape

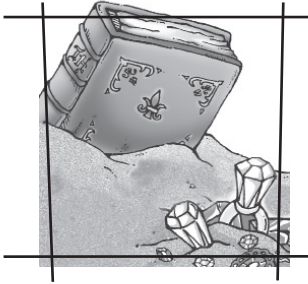
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

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

6. Which of the following could be described as stringy?
- a table
 - hair
 - limes
 - a door

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

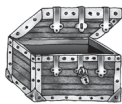
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

What is in both your nose and a shark's body?

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.

We read about more important ideas yesterday. We read about great white sharks, which have cartilage instead of hard bones. We read about jellyfish, which can hurt you with stinging cells. We read about emperor penguins, a bird that lives in Antarctica. These are all important ideas that I will add to my idea tree.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 33 aloud. Remind students that when you read the passage before, you asked some Right There questions and a Think question. Use a **Think Aloud** to model finding additional information to answer the Think question completely.



A Collection of Readings,
page 33

Introduction

In the ocean, you'll find many animals—sharks, whales, dolphins, and crabs. All sorts of creatures live there. Even some birds spend a lot of time in the water! Some sea creatures eat plants. Some sea creatures eat other animals. Some sea creatures breathe in the water. Others need air to breathe. Some make homes in the sand. Others hide in reefs and plants. Some spend their whole lives swimming! Some live in the warm waters near lush islands. Others swim in the cold seas underneath icebergs. This book will help you learn about some of the creatures of the sea.

Remember that when I read this section before, I asked some Right There questions and a Think question. I was able to answer the Right There questions completely, but now that I've reread the section, I think I've found more details that can help me provide a more complete answer to the Think question. The question was "How do you know that not all animals that live in the ocean breathe underwater?" I answered that the text says some ocean animals breathe air. Some more details that I read can answer this more completely. When I reread, I realized that I read about whales and dolphins. I know these animals are mammals. They breathe air. They support the idea that not all animals that live in the

ocean breathe underwater. I also read that some birds live in the ocean. I know that birds are another kind of animal that needs to breathe air. I should change my answer to “The text says that some animals breathe air. Whales, dolphins, and birds are all animals that live in the ocean that breathe air instead of breathing underwater.” Rereading helped me find more details to answer my question.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Sea Animals*.

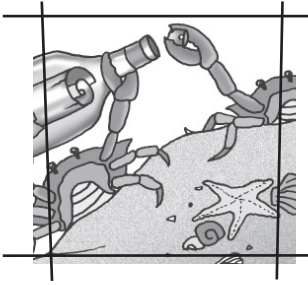
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-25

Team Talk

1. How does the ghost crab’s color protect it? |CE|
2. How are blue whales and green turtles similar? |CC|
 - a. They lay eggs on the beaches.
 - b. They feast on other creatures in the ocean.
 - c. They eat mostly green plants.
 - d. They need to come to the surface to breathe.
3. What extra information does the text box on page 37 give you about brine shrimp? |TF|
4. Write a new question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



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 34–37 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How does the ghost crab’s color protect it? |CE|

100 points = *The ghost crab’s color protects it because its color helps the crab hide in the sand. Ghost crabs are sandy colored and a little see-through. They blend in with the sand around them.* **90 points** = *The ghost crab’s color protects it because its color helps the crab hide in the sand.* **80 points** = *It helps the crab blend in with the sand.*

2. How are blue whales and green turtles similar? |CC|
 - a. They lay eggs on the beaches.
 - b. They feast on other creatures in the ocean.
 - c. They eat mostly green plants.
 - d. *They need to come to the surface to breathe.*

Team Talk *continued*

3. What extra information does the text box on page 37 give you about brine shrimp? |TF|

100 points = *The text box on page 37 gives me extra information about how brine shrimp were kept as pets. It tells me that in the 1960s, a man started selling kits to hatch and grow your own brine shrimp in an aquarium.* **90 points** = *The text box on page 37 gives me extra information about how brine shrimp were kept as pets.* **80 points** = *It tells me how brine shrimp were kept as pets.*

4. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text.* **90 points** = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text.* **80 points** = *The student asks a question and provides a correct answer.*

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

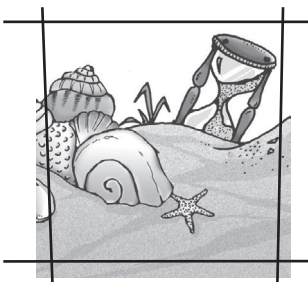
Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion	Team Talk Extenders	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <p>Ghost crabs have good camouflage, or colors that help them hide. Which colors might help other sea creatures hide from enemies? Explain your answer.</p> <p>Female green turtles return to the same place they were born to lay their eggs each year. How do you think they find their way?</p> <p>Revisit the question you wrote on day 1. Can you add any more details to your answer to make it more complete now that you have reread the selection?</p>
		<ul style="list-style-type: none"> – Award team celebration points.

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

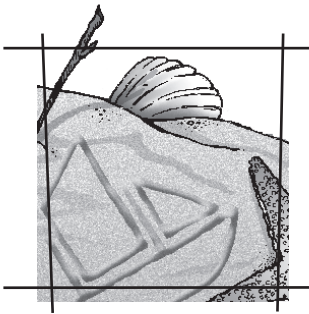
Timing Goal: 5 minutes

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

Student Edition, page S-23

Page 39 (paragraphs 1 and 2) or 37 (paragraphs 1 and 2)

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill they are working on (irregular vowel patterns).
- Point out that there is a word from this cycle's vocabulary list that follows this same pattern. Write the word "mighty" on the board.
- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the irregular vowels, and draw, or place, a shark fin above the letters *ight* after students respond. Randomly select a few students to share.
- Write the word "high" on the board. Point out to students that this word still has a long i sound. Draw, or place, a shark fin above the letters *igh*. Explain to students that the letters *igh* can make a long i sound without the *t*.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- 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-25 and S-26

Skill Practice

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. tight *tight*

2. fight *fight*

3. sigh *sigh*

4. bright *bright*

Building Meaning

mighty	grasp	nab	feast
diet	drifting	stringy	escape

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

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

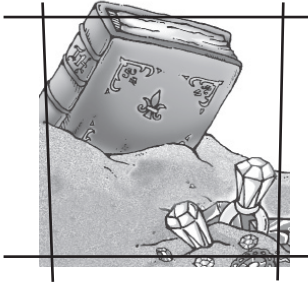
6. Which of the following could not be described as stringy?
- spaghetti
 - yarn
 - vines
 - cardboard

Practice Lists		
Group 1		
night	tight	sigh
might	light	fight
flight	bright	sight
Group 2		
bright	leave	might
book	sigh	jump
fight	just	tight



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

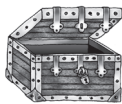
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

What do green turtles have in common with blue whales?

Listening Comprehension

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

Yesterday we identified more details about some important ideas. Ghost crabs can hide easily from enemies because of their see-through bodies and sandy color. They blend in with the sand. They have eight legs and claws that help them grab food such as smaller animals and worms. Blue whales grow to be about 100 feet long. They are mammals that need to breathe air, so they have to swim to the surface of the ocean. They live in the cold waters around the North and South Poles and move to warmer waters in winter. Thick blubber helps to keep them warm. Green turtles are born on beaches, and as babies, they have to crawl from their nest to the safety of the water. The females return to the same beaches where they were born to lay eggs. They can live to be very old. They eat green plants. Green turtles are reptiles and need to breathe air. Brine shrimp may be smaller than a centimeter in length, but they swim in huge groups with thousands of other brine shrimp. They are the main diet of whales. They are a type of shellfish. Some people keep them as pets.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 38 aloud. Remind students that when you read the passage before, you asked some Right There questions and a Think question. Use a **Think Aloud** to model finding additional information to answer the questions completely.



A Collection of Readings,
page 38

Blue Marlins

The blue marlin is a species of fish. Blue marlins are blue and white and have long, pointed jaws that look like spears.

Blue marlins are found off the east coast of the United States among other places. They are some of the largest fish in these waters. Some blue marlins grow to be more than ten feet long. They can weigh more than 2,000 pounds! Even though they can be huge, they are also one of the fastest swimmers in the ocean.

Blue marlins are carnivores. That means they eat other animals. Because of their great size, blue marlins have plenty of choices when dinner time comes.

Remember that when I read this section before, I asked some **Right There** questions and some **Think** questions. Now that I've reread the section, I think I've found more details that can help me provide more complete answers to a few questions. One question was "What do blue marlins look like?" I said that blue marlins are blue and white. But after rereading, I see that I missed a detail. Blue marlins also have long pointed jaws that look like spears. That also describes how they look, so I should add it to my answer. Even though this was a **Right There** question, I missed some details in the text when I first read it. Rereading helped me see what I missed.

Another question I asked was "How big are blue marlins compared with other fish in the ocean?" I answered that the text says they are one of the largest fish in the water. Some more details that I read can help me answer this more completely. The text says blue marlins grow to be more than ten feet long and can weigh 2,000 pounds. I can be more specific now. Most of the fish that live with the blue marlin must be smaller than ten feet. They must weigh a lot less too. My other **Think** question was "How do you think their speed helps blue marlins eat?" I remember that I couldn't find this information in the text right away, but now that I've reread, I think I know how it helps. I read that blue marlins eat other animals. They probably eat fish. Small fish can swim pretty quickly. It can be hard to catch them. The blue marlin is fast even though it is so big. It must use its speed to help it catch fish that are smaller than itself. Rereading the text helped me answer my questions more completely.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Sea Animals*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-27

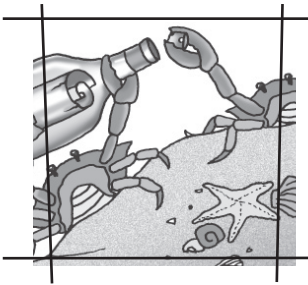
Team Talk

1. How do jellyfish stings affect sea creatures differently from humans? |CC • CE|
2. Which of the following is not a way that penguins move around? |DC|
 - a. walking on their two legs
 - b. flying through the air
 - c. diving under the water
 - d. sliding around on their bellies
3. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|
4. Use the important ideas from the list to help you summarize *Sea Animals*. |SU|

Fish, mammals, reptiles, and birds live in the sea.

Sea animals might eat plants or other animals.

Sea animals live in and out of the water.



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 39–41 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How do jellyfish stings affect sea creatures differently from humans? |CC • CE|

100 points = *Jellyfish stings affect sea creatures differently from humans because when a jellyfish stings a sea creature, the creature cannot move for awhile. Then the jellyfish can eat it. When a jellyfish stings a human, it hurts, but it does not stop you from moving. Jellyfish stings don't usually harm people.* **90 points** = *Jellyfish stings affect sea creatures differently from humans because when a jellyfish stings a sea creature, the creature cannot move for awhile, but it doesn't stop humans.* **80 points** = *Sea creatures cannot move after being stung, but humans can still move.*

2. Which of the following is not a way that penguins move around? |DC|

- walking on their two legs
- flying through the air*
- diving under the water
- sliding around on their bellies

3. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

100 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text.* **90 points** = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text.* **80 points** = *The student asks a question and provides a correct answer.*

4. Use the important ideas from the list to help you summarize *Sea Animals*. |SU|

Fish, mammals, reptiles, and birds live in the sea.

Sea animals might eat plants or other animals.

Sea animals live in and out of the water.

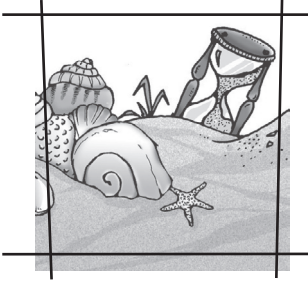
100 points = *There are many different kinds of animals that live in the sea. Ghost crabs, brine shrimp, sharks, and jellyfish are fish. Whales are sea mammals. Green turtles are reptiles. Emperor penguins are birds. Sea animals eat a lot of different things. Some, such as green turtles, eat green plants. Others, such as ghost crabs, blue whales, sharks, jellyfish, and penguins, eat animals. They live in a lot of different places. Some live in the cold water near the poles. Others live in warm waters. Ghost crabs and emperor penguins live on beaches or ice.* **90 points** = *There are many different kinds of animals that live in the sea. There are fish, mammals, reptiles, and birds that call the sea home. Sea animals eat a lot of different things. Some eat green plants while some eat animals. They live in a lot of different places in the ocean or live near the ocean so they can eat.* **80 points** = *Many different kinds of animals live in the sea. They may eat plants or other animals. Some sea animals live underwater while others live near it and swim in it.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>How are your teeth similar to shark teeth? What is different about the teeth in a shark’s mouth?</p> <p>Most jellyfish stings don’t really hurt people too much. Why do you think they affect fish or other sea creatures differently from humans?</p> <p>Revisit the question you wrote on day 2. Can you add any more details to your answer to make it more complete now that you have reread the selection?</p>
	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

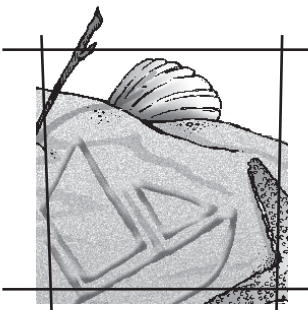
Timing Goal: 5 minutes

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

Student Edition, page S-23

Page 39 (paragraphs 1 and 2), 37 (paragraphs 1 and 2), or 40 (paragraphs 1 and 2)

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (irregular vowel patterns) and the Word Treasure clue that Captain Read More uses for irregular vowel patterns.
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

The hero used all of his might to save the princess and escape from the castle.

My nightgown is warm, soft, and the perfect clothing for sleeping in a chilly room.

- Use **Random Reporter** to select a student to read each sentence orally, identify the word with an irregular vowel pattern, and identify the irregular vowel pattern.


 
might; nightgown

- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
 pages S-27 and S-28

Skill Practice

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. daylight  *daylight*

2. tights  *tights*

3. right  *right*

4. tonight  *tonight*

Building Meaning

mighty	grasp	nab	feast
diet	drifting	stringy	escape

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

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

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

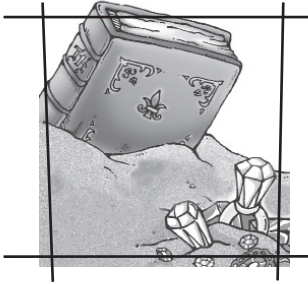
My toy boat began drifting away from me, and I had to wade in the water to get it.

On My Own		
flight	just	light
sight	leave	tight
jump	book	sigh



- 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.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

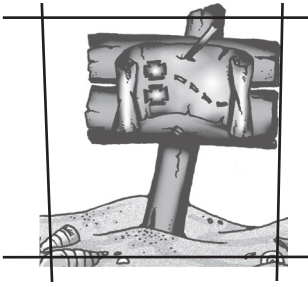
Today you will read about sea otters. These are other mammals that call the sea their home.

Vocabulary TP

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

Prepare Students for the Test

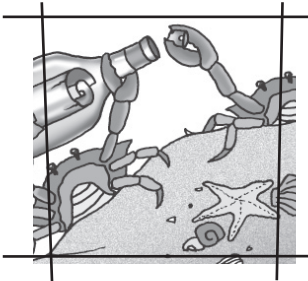
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

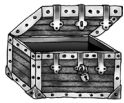
Team Discussion **TP**

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

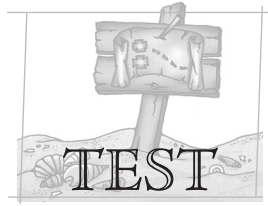


Class Discussion TP

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



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



Test Passage

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

Sea Otters

Sea otters are the smallest sea mammals. They live near the coast. They live where the water is very cold. Sea otters are different from other sea mammals. They have thick fur to keep them warm. Their fur is the thickest in the animal world.

Sea otters spend their whole lives in the water. They float on their backs most of the time. They dive under the water to find shellfish. Then they come to the surface to eat. When they sleep, they roll themselves in seaweed. This keeps them from floating away from their families.

Sources: National Geographic (animals.nationalgeographic.com/animals/mammals/sea-otter.html)

Marine Mammal Center (www.marinemammalcenter.org/education/marine-mammal-information/sea-otter.html)

Comprehension Questions

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

20 points

1. What is the topic of this text? How do you know? [MI]

20 points = *The topic of this text is sea otters. I know this is the topic because the heading tells me it is about sea otters. Also, I learn information about sea otters from the text.* **15 points** = *The topic of this text is sea otters. I know this is the topic because the heading tells me it is about sea otters.* **10 points** = *It is about sea otters. The heading tells me this.*

30 points

2. What is the intent of the author? |AP|
- to compare sea otters with other marine mammals
 - to persuade the reader to visit the home of sea otters
 - to entertain the reader with sea otter stories
 - to give the reader information about another sea mammal*

How do you know?

20 points = *I know this is the intent of the author because the text tells me about sea otters, which are sea mammals. I read about blue whales earlier in Sea Animals. I learn a lot of information about sea otters such as where they live, what they eat, and how they sleep.* **15 points** = *I know this is the intent of the author because the text tells me about sea otters, which are sea mammals. I learn a lot of information about sea otters such as where they live.* **10 points** = *It tells me about sea otters, which are mammals. I learn where they live.*

20 points

3. Write a question about the passage. Then answer the question, and tell whether this is a Right There or Think question and why. |QU|

20 points = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text.* **15 points** = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text.* **10 points** = *The student asks a question and provides a correct answer.*

20 points

4. Summarize the text using important ideas from this list. |SU|

Sea otters live in cold water.

They have the thickest fur in the world.

They spend their whole lives in the water.


20 points = *Sea otters are sea mammals that live in cold water. They live near the coast. They have the thickest fur in the world. This helps them stay warm in the cold water. This makes them different from other sea mammals. They do everything in the water. They dive in the water to find food and then float on their backs to eat. They sleep in the water by wrapping themselves in seaweed.* **15 points** = *Sea otters are sea mammals that live in cold water. They have the thickest fur in the world to help them stay warm in the cold water. They do everything, such as eat and sleep, in the water.* **10 points** = *Sea otters live in cold water. They have thick fur to keep them warm. They eat and sleep in the water.*

Word Power

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


Skill Questions

Write the words. Then draw a shark fin above the vowels that do not follow the normal rules.

5 points 1. twilight *twilight* 

5 points 2. high *high* 

5 points 3. thigh *thigh* 

5 points 4. uptight *uptight* 

Building Meaning

mighty	grasp	nab	feast
diet	drifting	stringy	escape

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

10 points = *The rabbit was able to escape from the chasing dog by running down its hole, which was safely hidden in some thick bushes.* **5 points** = *The rabbit was able to escape from the chasing dog by running down its hole.*

1 point = *The rabbit was able to escape from the chasing dog by running.*

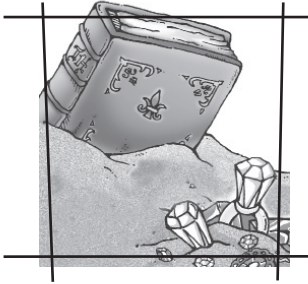
10 points 6. Fruits and vegetables are the main diet of gorillas, but sometimes they find nests of insects to eat too.

10 points 7. The rotten tree holding the bee hive was no match for the hungry bear's mighty claws. *Mighty* means—

- a. weak.
- b. *strong*.
- c. small.
- d. gentle.

10 points 8. The little boy tried to grasp the frog in his hands, but it was just too slippery and wiggly for him.

- 10 points** 9. Anteaters will feast on a whole colony of ants in just a few hours. *Feast* means—
- push.
 - throw away.
 - eat*.
 - store for later.
- 10 points** 10. The curtains looked stringy after the cat decided to shred them with her claws.
- 10 points** 11. If you're not careful at the beach, a seagull will nab your lunch and fly away with it. *Nab* means—
- catch*.
 - drop.
 - replace.
 - gift.
- 10 points** 12. We spent a pleasant day drifting down the gentle river riding inner tubes.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write an informative paragraph about a land animal you know about. You just read a whole text about animals that live in the sea. There are a lot of animals that live on land. What can you write about land animals?

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing an informative paragraph.

It can be fun to share our knowledge with others. Sometimes we know a lot about a book, famous athlete, or particular subject, and we can answer questions for friends or family members. When you write informative paragraphs, you provide good details so others can learn more about something from you.

- Display the following informative paragraph. Read the paragraph aloud to students.

Blackline master provided.

Maple Trees

Maple trees are one of the most recognizable trees in the world. They are recognizable because of the shape of their leaves. Their leaves have three main sections, tipped by three points. A maple leaf is the national symbol of Canada and appears on the country's flag. The seeds of a maple tree are also easily recognized. When the seeds fall from the tree, they spin like the blades on a helicopter. Maple trees do not grow fruit, but they produce a different sweet treat—maple syrup! The sap from these trees is used to make this popular topping for pancakes and waffles. Maple trees grow almost everywhere on Earth and are popular trees for decorating yards and parks.

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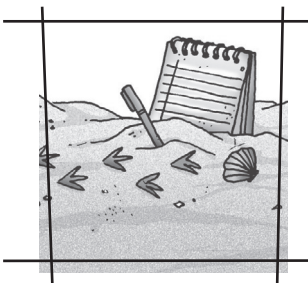
th



- Use **Think-Pair-Share** to have students tell what this informative paragraph is about. Randomly select a few students to share. *It is about maple trees.*
- Use **Team Huddle** and **Random Reporter** to ask students some of the informative details they learned from the paragraph. *Maple trees are recognizable. I learned about the shape of their leaves. The maple leaf is a symbol of Canada and is on the Canadian flag. The seeds fall and spin like helicopters. Maple trees produce syrup. They grow almost everywhere.*
- Point out that a paragraph should have a certain organization and structure. Use **Think-Pair-Share** to have students talk about the paragraph's structure. Randomly select a few students to share.

Your informative paragraph should have a certain organization. It should begin with an opening sentence that introduces the main idea. What is the opening sentence of this paragraph? “Maple trees are one of the most recognizable trees in the world.” Right. It is the first sentence. It tells the reader the main idea of the paragraph. Next is the body. You already told me what details you learned in the body. This is where you provide your information. Finally, a paragraph should have a closing sentence. This is the last sentence and should restate the main idea. What is the closing sentence of the paragraph? “Maple trees grow almost everywhere on Earth and are popular trees for decorating yards and parks.” Good. This sentence tells how people see maple trees all over the world. They are popular. They are easily recognizable.

- Point out to students that this informative paragraph also has a heading that states the main idea. Tell students that they will give their informative paragraphs headings too.
- Tell students that they will write an informative paragraph about a land animal today.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an informative paragraph about a land animal you know about.

tps

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

Student Edition, page S-28

Writing Prompt

You read a book about animals that live in the ocean. Now you will write an informative paragraph about an animal that lives on land. Choose a land animal to write about. Start your informative paragraph with an opening sentence that introduces the animal you chose. Provide three details that you know about the animal such as what it looks like, what it eats, where it lives, what color it is, how big it is, how it protects itself, and so on. End your paragraph with a closing sentence that restates the main idea. Remember to give your paragraph a heading. If you have time, draw a picture of your animal to go with your paragraph. Your classmates will put your informative paragraphs together to create a book about land animals.

Scoring Guide

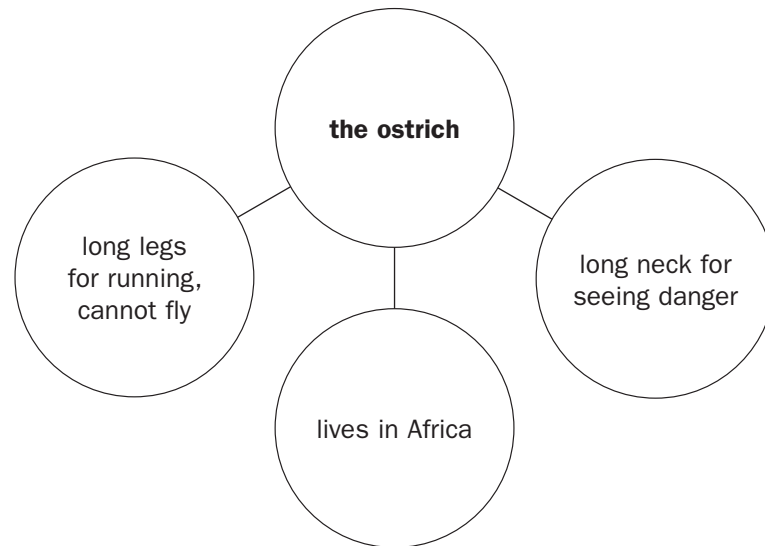
You wrote an informative paragraph about a land animal.	20 points
Your paragraph has a heading.	5 points
You begin your paragraph with an opening sentence that introduces the animal you chose to write about.	15 points
You provide three details about the animal.	15 points each (45 points maximum)
You end your paragraph with a closing sentence that restates the main idea.	15 points

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

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

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

Sample Graphic Organizer



Drafting

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

You need to write a good opening sentence for your informative paragraph. It needs to introduce the main idea of your paragraph so readers know what they will read about. An opening sentence should be interesting. You want readers to keep reading afterward.

- Display the following sample opening sentences.

Blackline master provided.

Ostriches are birds.

The ostrich is one of the largest birds living on Earth today.

- Use **Think-Pair-Share** to have students tell which sentence is more interesting and why. Randomly select a few students to share. *The second sentence is more interesting. It introduces ostriches with the fact that they are one of the largest birds.*

- Point out to students that the first sentence does not really grab the reader's interest.

You want your opening sentence to draw the reader in and make him or her want to know more about your animal. The first sentence does not do this. It just states a very simple fact. The second sentence is a little more interesting. Not only do we learn that ostriches are birds, but they are one of the largest birds. That makes me want to read more. I want to find out how large an ostrich is or find out how its size helps it. This opening sentence makes me think I might learn those answers.

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

Sharing, Responding, and Revising

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

Editing

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

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

Rewriting

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

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

Loggerhead Turtles

A loggerhead turtle is a type of sea turtle. Loggerhead turtles live along coasts. They like warm water. Just one loggerhead turtle can lay up to 500 eggs a year. Still, the loggerhead turtles are in danger. Builders are destroying their nests. Also, fishing nets kill many loggerheads.

How can people help the loggerhead turtles?

From Yahoooligans! Animals at www.yahoooligans.com



Maple Trees

Maple trees are one of the most recognizable trees in the world. They are recognizable because of the shape of their leaves. Their leaves have three main sections, tipped by three points. A maple leaf is the national symbol of Canada and appears on the country's flag. The seeds of a maple tree are also easily recognized. When the seeds fall from the tree, they spin like the blades on a helicopter. Maple trees do not grow fruit, but they produce a different sweet treat—maple syrup! The sap from these trees is used to make this popular topping for pancakes and waffles. Maple trees grow almost everywhere on Earth and are popular trees for decorating yards and parks.

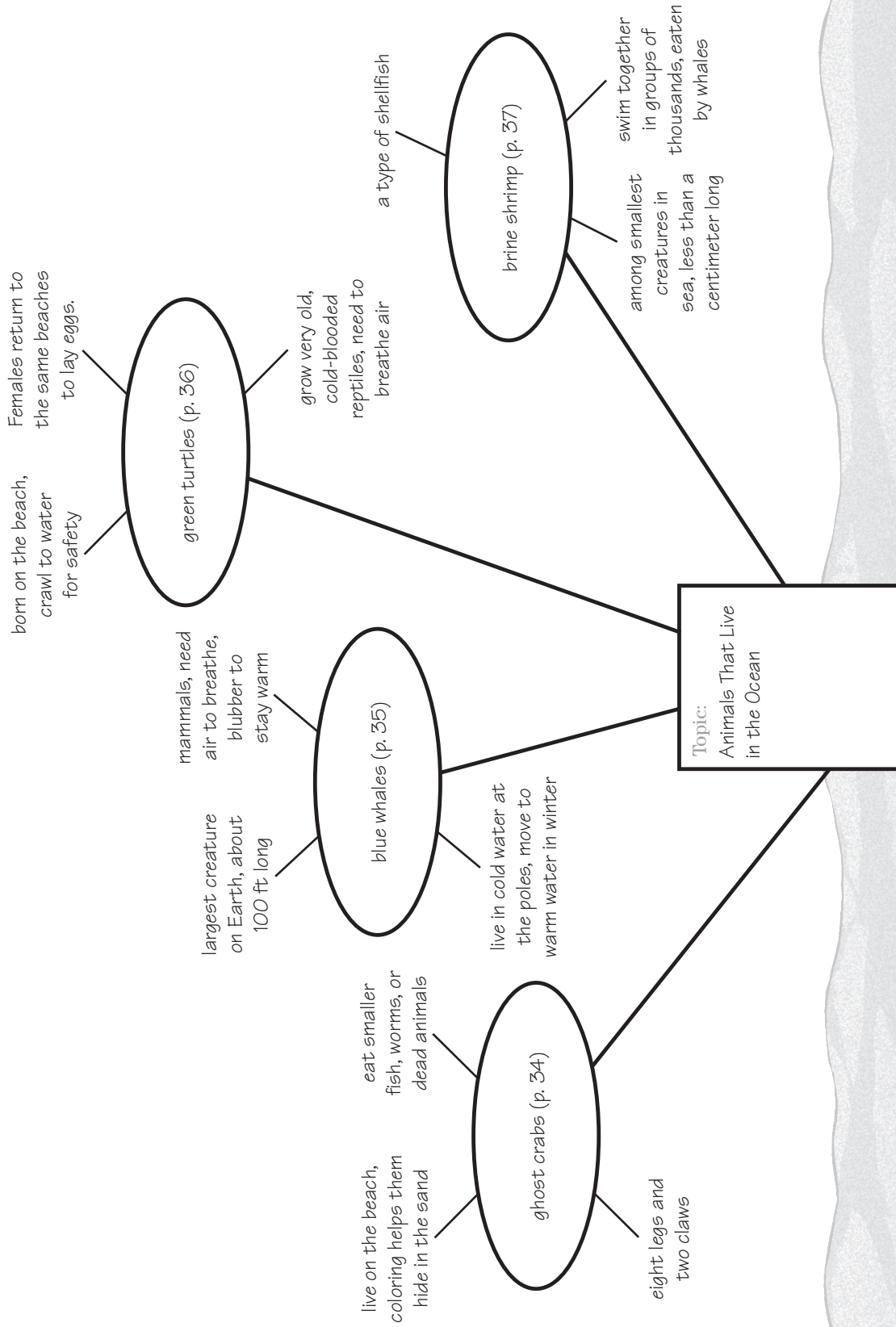
Ostriches are birds.

The ostrich is one of the largest birds living on Earth today.

Idea Tree



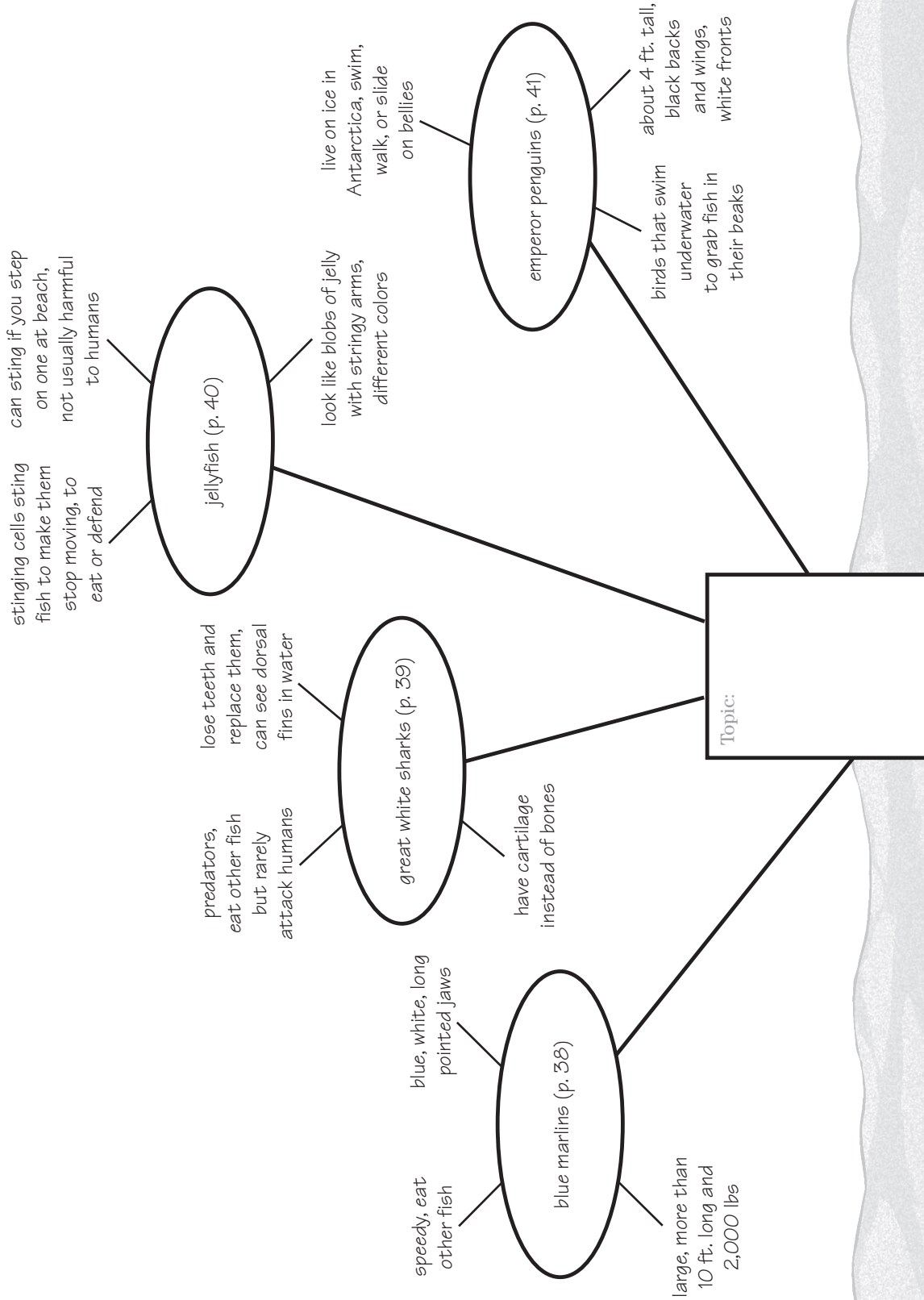
Title: Sea Animals





Title: Sea Animals, continued

Idea Tree



Common Core State Standards

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

LEVEL 2 / <i>Sea Animals</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

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Crabby and the Whales: Sky, the Blue Crab

DAY 1

Team Talk

1. What did Tom tell the Whales they could do to learn and remember more about the story? Here's a hint—it's what Tom does when he reads.
2. Why does the Whales team want to learn as much as they can from Sky, the Blue Crab?
3. Tom told the Whales about question words. How many question words do you remember? What are they? (Write-On)

Crabby's Challenge

Hi boys and girls,

Hiding out was hard work, and I was getting pretty hungry, so I looked in Tom's backpack to see if he had any snacks. Just my luck, there wasn't any food. But I did find a story he wrote about going fishing with his dad. If you ask me, it needs editing. All the sentences end with periods, but some of them are questions. See if you can help him out.

Take turns reading the sentences with your partner.

Tell your partner whether the sentence he or she reads is a question.

If it is a question, ask your partner to write the sentence in his or her journal and fix it with a question mark.

Good luck,
Crabby

Who do you think taught me how to fish. My dad taught me. I've been fishing with my dad since I was six years old. What kinds of fish does my dad catch. He catches sea bass, trout, catfish, and rockfish. Sometimes he catches blue crabs. One day, Dad caught a sea bass that was so big it took three of us to reel it in. That fish thrashed around so much it nearly pulled me overboard! When do Dad and I go fishing. We go out on the boat very early in the morning, before the sun is up. Where do you think we go fishing. We go fishing in the Chesapeake Bay.

DAY 2

Team Talk

1. The Whales asked Tom a lot of questions about the story. What did they do to help themselves think of questions?
2. Josh asked Tom, “What is bay grass?” Do you think that was a good question to ask? Why or why not?
3. Just like you, the Whales have a Questioning Strategy Card. How do you think having the strategy card will help the Whales when they read on their own? (Write-On)
4. If the Whales promise not to tell anyone that Crabby escaped, how will Crabby help them?

Crabby’s Challenge

Hi boys and girls,

Asking different kinds of questions will help you learn more about a story. Let’s see how many different questions you can ask about this story about why everyone calls me Crabby.

Take turns reading the sentences in the story below with your partners.

Think of as many different questions about the story as you can.

Write them down in your journals. Use your strategy card for question words and question starters.

Good luck,
Crabby

Crabby's Challenge *continued*

There once was a crab named Chester who lived in the Chesapeake Bay. Chester had so many brothers and sisters that it was hard to keep track of them all. “Was that Charlie, Chester’s brother, swimming by?” asked Sid, the wide-mouthed bass, one summer day.

“No, that was Clarence,” answered his friend Ollie the oyster. “Or maybe it was Chad, or Cindy, or Clara or, oh, I don’t know!” Ollie sighed. “All of Chester’s brothers and sisters look alike to me.”

“Hey, what do you mean?” asked Chester, who swam out of the bay grass and stared angrily at Ollie and Sid. “If you paid attention, you’d know it’s easy to tell us apart,” he growled. “Charlie is the nice one; Clarence is the biggest; Chad is a fast swimmer; Cindy is smart; Clara is shy. We’re not alike at all.”

“Well, I guess we know how to tell you apart from your brothers and sisters,” sniffed Ollie.

“Oh, yeah?” said Chester. “How?”

“You’re the unpleasant one,” Ollie said.

“In fact, you’re kind of crabby!” laughed Sid. And that’s how Chester came to be called Crabby.

DAY 3

Team Talk

1. To figure out what the word *curious* means, Josh and Molly read on. Did you and your partner get stuck on a word or phrase? What was it? How did you clarify it?
2. What information would make the answer to this question more complete?
 Q: What did Sky see when he got to the shallow water?
 A: He saw that there were no children playing on the beach.
3. Josh asked what Sky thought when he woke up from his nap. Tara answers, “He thought he’d better go home, but he forgot which way to go.” Was that a good answer? Why or why not? (Write-On)

Crabby's Challenge

Hi boys and girls,

Asking questions is great, but answering them correctly and completely really shows that you understand the story. So dazzle me with your understanding of this story by answering some questions about it.

Take turns reading the sentences in the story with your partners.

Talk about the answers to the questions. Then write your answers in your journal.

Compare answers with your teammates to see if your answers are correct and complete.

Good luck!

Crabby

Crabby's Challenge *continued*

Crabby's younger brother, Charlie, was born in the spring, when the water in the bay was warm and the sun shone brightly. But one day, things changed. The water grew colder, the sky turned gray, and snow fell. Charlie shivered. "What can I do to stay warm?" he wondered aloud. Sid, the wide-mouthed bass, answered, "When I'm cold, I swim far away to where the water is still warm."

"But I don't want to leave home!" said Charlie.

"Well, good luck then, kid," Sid called as he swam south.

"When I'm cold, I swim into the thickest part of the bay grass," said Rocco, the rock fish. "It's warmer there." So Charlie swam into a thick clump of grass, but he was still cold.

"Why don't you do what I do?" said Ollie, the oyster. "When I'm cold, I dig myself into the soft mud at the bottom of the bay." Ollie showed Charlie how he wiggled around in the soft mud until it covered him. "Ah, toasty," Ollie said. "Try it, Charlie."

So Charlie wiggled around until the mud covered him like a soft, brown blanket. "It works! I'm warm!" he cried. "Thanks Ollie!" And that's how Charlie kept warm through that winter and every winter ever after.

1. Who is Charlie?
2. When was Charlie born?
3. Why did Charlie shiver?
4. How did Sid, the wide-mouthed bass, stay warm?
5. What did Charlie learn from Ollie, the oyster?

DAY 4

Team Talk

1. We meet a new character in the story today. Who is it?
2. Can you name all the characters we've met in the story so far? Who are they?
3. Is question #2 an easy or a hard question to answer? Explain your thinking. (Write-On)
4. How long does Gertrude say that Sky has been sleeping?
5. Is question #4 an easy or a hard question to answer? Explain your thinking.
6. Think of a question to ask about page 6. What is it? Is your question easy or hard to answer? Explain why.

Crabby's Challenge

Hi boys and girls,

Here's a story about my sister Cindy. She's smart.

- Take turns reading the sentences in the story with your partners.
- Discuss the answers to the questions.

Good luck,
Crabby

One day, my little sister Cindy was swimming near the shore when she spied a tasty-looking chicken leg dangling from a string. "Don't eat that, Cindy," I cried in alarm, "it's bait!" Too late! Cindy took a big bite, and soon she and the chicken leg were heading for the surface of the water, where a fisherman grabbed Cindy and threw her into a crab trap.

"Oh, no!" Cindy cried to another crab in the trap. "I'll be steamed and eaten!"

(continued on next page)

“Me, too!” cried the other crab. But Cindy wasn’t listening to him. She was listening to the happy sound of music and laughter that came from the beach. Looking through a crack in the trap, she saw a crowd of people on the shore. “What’s going on?” Cindy wondered aloud. “There’s a sign. It says: Annual Crisfield Crab Derby! What’s a crab derby?” “It’s a crab race,” the other crab told her. “The crab that wins gets thrown back in the bay. The losers will be someone’s supper.”

Just then the fisherman picked up the crab trap and carried it to the beach. “Here are two more entries in the crab derby,” the fisherman said, as he added Cindy and the crab to a bunch of crabs already at the starting line.

“On your mark, get set, go!” a man shouted. Startled by his loud voice, the crabs ran off in every direction. “Which way do we go?” one of the crabs cried. Cindy looked around and saw a sign: ‘Finish Line.’ “Follow me!” she called to the other crabs. Cindy raced toward the finish line with the others running behind her. “Wait for me!” one of the crabs called. “Not so fast!” said another. Cindy slowed up, and they all crossed the finish line together.

“Well, look at that,” said the fisherman. “It’s a tie. We’ll have to throw all the crabs back in the bay.” And they did! My sister Cindy had saved all the crabs in the crab derby from becoming someone’s supper!

1. Who is Cindy?
2. Why did Crabby tell Cindy not to eat the chicken leg?
3. What is a crab derby?
4. What happened when the man shouted, “On your mark, get set, go!”?
5. How did Cindy save the crabs from becoming someone’s supper?

DAY 5

Team Talk

1. Do you and your partner use the same question words a lot? How could you remind each other to use different question words?
2. When Josh asked Molly, “How did Sky get home?” she answered, “Gertrude Seagull showed him the way. She flew above the water, and Sky swam after her.” Do you think that was a good answer? Why or why not? (Write-On)
3. Molly said that asking questions has helped her remember more about the story. How is questioning helping you?
4. What’s one thing your partner or teammates did today that helped you with questioning?

Crabby’s Challenge

Hi boys and girls,

I think Gertrude Seagull was a good friend and partner for Sky because she helped him find his way home. Here’s another story about partners and finding your way home. With your partners:

- Take turns reading the sentences in the story.
- Ask and answer questions. See how many different questions you can ask. Help each other out.
- Pick two questions, write them in your journal.
- I wrote a question at the end of the story. See if you and your partner can answer it.

Good luck,
Crabby

Crabby's Challenge *continued*

My youngest sister, Clara, has a crab for a best friend, and his name is Arthur. One day, Clara and Arthur met at a spot where the bay grass ends and the open water of the bay begins.

“Guess what, Arthur? I learned something new!” cried Clara excitedly. “What?” Arthur asked. Clara told him that she’d learned how to swim through the bay grass to the beach and back again. “Amazing!” Arthur cried. “Will you show me how?”

“Follow me!” Clara said. So Clara led Arthur through the bay grass and back again to the open water.

“Good job figuring that out!” Arthur told Clara. “Let me see if I can do it on my own.” So Arthur swam into the grass. Clara swam behind him. Suddenly Arthur stopped swimming. “I don’t remember where to go from here,” he told Clara, sadly.

“Sure you do!” Clara said. “Just look for things to guide you. See that rusty anchor over there? I know that if I swim past the anchor, I’ll be on my way to the beach. And if I turn around when I get to the big, black rock, I’ll be heading back to the open water. I’ll bet you can find things to guide you too. Try it.”

“I’ll try,” Arthur said. He swam past the anchor. When he got to the big, black rock, he turned around. Then he stopped to look for something else to guide him back to the open water. “Hey, I see the sunken boat that sits at the edge of the bay grass,” he thought. “If I swim past that boat, I think I’ll be back in the open water!”

So Arthur swam past the boat and saw the open water straight ahead. Clara was waiting there for him, happily waving her claws. “You did it, Arthur!” Clara said.

“I did!” Arthur cried. “Thanks for your help, Clara.”

“You’re welcome!” Clara said. “Now we’ve both learned something new!”

1. What made Clara a good partner?

DAY 6

Team Talk

1. What information would make the answer to this question more complete?

Q: Where does Tabby live?

A: Tabby lives in the bay.

2. Turn the following statement into two questions: “The boy was a friend of the bay.”
3. Think of a question to ask about Tabby the terrapin. What is it? Is your question easy or hard to answer? Tell why. (Write-On)

Mole's Big Dig

Word	Identification Strategy	Definition	Sentence
well	blend	a hole dug for water	Everyone gets water from the town <i>well</i> .
scraped	base word + ending	scratched	I <i>scraped</i> my knee on the ground when I fell from my bike.
nearly	base word + ending	almost	Joe <i>nearly</i> fell off his chair because he laughed so hard.
complete	chunk	finish	Molly wants to <i>complete</i> her homework before she plays.
strike	blend	hit	Vlad will <i>strike</i> the drum with the stick.
rose	blend	came up	The water level <i>rose</i> when I poured more water into the jug.
cool	blend	a little cold	It was too hot yesterday, but today it's nice and <i>cool</i> .
pleased	base word + ending	happy	Bali was <i>pleased</i> with her good grades.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 16	Page 16 or 18 (paragraphs 1 and 2)	Page 16, 18 (paragraphs 1 and 2), or 20 (paragraphs 1–4)

DAY 1

Team Talk

1. What happens to the pile of dirt as Mole digs and digs?
2. Is Mole using a shovel to dig his well? How can you tell?
3. Ant says he can't help because he is too—
 - a. weak.
 - b. scared.
 - c. small.
 - d. angry.
4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)

DAY 2

Team Talk

1. Which of the following best describes Mole?
 - a. angry
 - b. hardworking
 - c. slow moving
 - d. lazy
2. Does Mole want help digging? How can you tell?
3. How are Ant and Hippo the same? How are they different?
4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. plant 2. plenty 3. pluck 4. plan

Building Meaning	well	scraped	nearly	complete
	strike	rose	cool	pleased
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Choose the word that best fits in the blank. My dog's nails _____ against the bottom of the door as he tried to show us that he wanted to go outside.</p>				

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. What happens after Mole strikes water? 2. Do you think Mole is happy that he found water? How can you tell? 3. Mole makes a joke and says, "I did well. I made a well." What does his joke mean? How did you figure this out? 4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)
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Skill Practice	<p>Write the words in your journal. Then circle the consonant blends, and read each word.</p> <p>1. plot 2. split 3. earplug 4. plate</p>
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Building Meaning	well	scraped	nearly	complete
	strike	rose	cool	pleased
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank. In the evening after the sun went down, the hot, steamy day became _____ and refreshing.</p>				

Practice Lists	Group 1		
	plum reply planet	display plug plaid	plural explore plow
	Group 2		
	explore gone display	come plural sang	plum doing reply

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Ant and Hippo didn't help Mole. Why does Mole give them water? 2. How will drinking the water affect Ant and Hippo? 3. Which of the following does Mole do first when he gets ready to dig his tunnel? <ol style="list-style-type: none"> a. looks on his map b. fills a jug with water c. sharpens his claws d. makes his lunch 4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)
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Skill Practice	<p>Write the words in your journal. Then circle the consonant blends, and read each word.</p> <p>1. plus 2. multiply 3. splash 4. plop</p>
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Building Meaning	well	scraped	nearly	complete
	strike	rose	cool	pleased
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank. The liquid in the thermometer _____ until it reached 100 degrees, so I knew I had a slight fever.</p>			
On My Own	plural	doing	plug	
	explore	gone	reply	
	sang	plow	plum	

DAY 6

Writing Prompt	<p>Pretend that you are Mole and have just gotten home after a long day of digging your well. You want to write in your journal. In your journal entry, tell what happened as you dug your well. Tell at least one way you felt when Ant and Hippo did not want to help you. Tell whether you believe Ant and Hippo will really come to help you dig a tunnel tomorrow. Remember to include all the parts of a journal entry (the date, a greeting, the body, and a signature).</p>	
Scoring Guide	You pretend to be Mole and write a journal entry from his point of view.	20 points
	You tell what happened as you dug the well.	20 points
	You tell at least one way you felt when Ant and Hippo did not help you dig.	20 points
	You tell whether you believe Ant and Hippo will really come to help you dig a tunnel.	20 points
	You include all the parts of a journal entry (the date, a greeting, the body, and a signature).	5 points each (20 points maximum)

Crabby and the Whales: Blue Crabs of the Chesapeake Bay

DAY 1

Team Talk

1. What can help you think of questions to ask about an informational text like *Blue Crabs of the Chesapeake Bay*?
2. Try to turn this sentence into a question: The water in the Chesapeake Bay is a mixture of salt water and fresh water.
3. Sam asked, “What is fresh water?” Do you think that was a good question to ask? Why or why not? (Write-On)

Crabby’s Challenge

Hi boys and girls,

The Whales team hopes to think of more names for the crab in the school aquarium by reading *Blue Crabs of the Chesapeake Bay*. They could use some more names. Asking questions as they read will help the Whales understand and remember the information in the book.

Below are some things I’ve learned about the Chesapeake Bay.

- Take turns reading the sentences below with your partners.
- See if you can turn each sentence into a question.

Good luck!

Crabby

1. A bay is a body of water that has land on three sides of it and an opening to the sea.
2. Three types of whales sometimes visit the Chesapeake Bay: humpback, pilot, and minke whales.
3. If sharks travel into the Chesapeake Bay, it’s because they are looking for food.
4. At its widest point, the Chesapeake Bay is 35 miles across.

DAY 2

Team Talk

1. How many different question words did you and your partner use today? What were they?
2. What can you do to remind yourself to use different question words?
3. Molly asked this question about page 4 of *Blue Crabs of the Chesapeake Bay*: “What do you call it when a crab sheds its shell?” Is that an easy-to-answer question or a hard-to-answer question? Why? (Write-On)
4. Sam asked if blue crabs live in salt water. Is that an easy-to-answer or a hard-to-answer question? Why?

Crabby’s Challenge

Hi boys and girls,

You’re probably learning a lot about crabs from the book you’re reading. But I have some special information for you from the real crab expert—me!

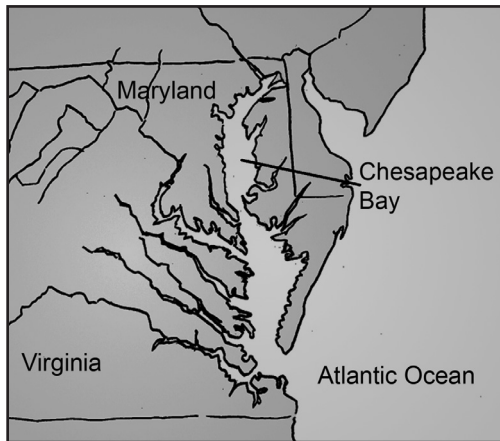
- Take turns with your partners reading the sentences in the paragraphs below.
- Think of as many different questions about it as you can. Write them down in your journal. Use your strategy card to help you think of different question words and starters.

Good luck,
Crabby

Crabby's Challenge *continued*

A crab that is beginning to shed its shell is called a “peeler.” Once it sheds its shell, the crab is called a “soft-shell crab.” Large soft-shell crabs are called “whales.” (Do you think the Whales team knows that?) It takes a crab two or three days to grow a new shell.

The water in the Chesapeake Bay is a mixture of salt water and fresh water. But the water is saltier in some parts of the bay than in others. The saltiest water is in the lower part of the bay where it meets the Atlantic Ocean. Female crabs like saltier water. Many females hibernate for the winter in the lower part of the bay. Male crabs hibernate in the middle or upper parts of the bay, where the water is less salty.



DAY 3

Team Talk

1. Give a correct and complete answer to this question: “What will adult crabs eat?”
2. Tara asked Sam why crabs hide in the bay grass. Sam answered, “So they won’t get caught.” What would you add to Sam’s answer to make it more complete? (Write-On)
3. Why do the Whales decide to name the crab at school James?
4. How do you think asking questions helps the Whales think of the winning name for the crab?

Crabby's Challenge

Hi boys and girls,

It sure is good to be back home in the bay. My brothers and sisters missed me. No kidding, they really did! They even had a welcome home party for me and gave me a book about the whales that visit the bay—and I don't mean Molly, Josh, Tara, and Sam. There are some paragraphs from the book below. Why don't you and your partner take turns reading each paragraph and then answer the questions? Make sure your answers include all the important information or an explanation.

Good luck,
Crabby

Humpback whales, one of the largest whales, live in both the Atlantic and the Pacific oceans. Humpback whales sometimes swim into the Chesapeake Bay to feed. A humpback whale eats up to 9,000 pounds of food a day! They eat fish and tiny shrimplike creatures, called krill.

Humpbacks can be up to forty feet in length. They weigh up to thirty tons. Yet they can leap out of the ocean and turn around in mid air. When they fall back down, they make a huge splash!

Did you know that whales can sing? Humpback whales can! Scientists who study whales have heard them making musical sounds. Some of these whale songs last up to twenty minutes. Whales that live in the same part of the ocean sing songs that sound very much alike.

1. Why do humpback whales visit the Chesapeake Bay?
2. What do humpback whales eat?
3. What do you think makes humpback whales special?
Why do you think that?
4. Where do humpback whales live?

DAY 4

Team Talk

1. What information would make the answer to this more complete?

Q: What do oysters look like?

A: Oysters are slimy.

2. Turn the following statement into two questions: “Oysters are important to the bay.”
3. Think of a question to ask about Oysters of the Chesapeake Bay. What is your question? Is your question easy or hard to answer? Tell why. (Write-On)

Sea Animals

Word	Identification Strategy	Definition	Sentence
mighty	base word + ending	strong	The <i>mighty</i> fighter won many boxing matches.
grasp	blend	hold	I tried to <i>grasp</i> my dog's collar as he ran for the door, but he was too quick for me.
nab	blend	catch	The police wanted to <i>nab</i> the thief in the act, so they set up a trap to lure him to the bank.
feast	blend	eat	I like to <i>feast</i> on sweet green grapes and cheese when it's snack time at home.
diet	chunk	food eaten	Carrots, lettuce, and other vegetables are the main <i>diet</i> of my pet rabbits.
drifting	base word + ending	floating	My helium balloon was <i>drifting</i> away from me in the strong breeze.
stringy	base word + ending	ropelike	The lost dog's fur looked <i>stringy</i> and dirty before we gave him a bath and cut it.
escape	chunk	get away from	The princess tried to <i>escape</i> the dragon's lair, but she couldn't without the help of a rescuer.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 39	Page 39 (paragraphs 1 and 2) or 37 (paragraphs 1 and 2)	Page 39 (paragraphs 1 and 2), 37 (paragraphs 1 and 2), or 40 (paragraphs 1 and 2)

DAY 1

Team Talk

1. Why do blue whales need to come to the surface?
2. What happens **after** green turtles hatch from their eggs?
 - a. They bury themselves in the sand.
 - b. They make their way to the water.
 - c. They try to nab other young turtles.
 - d. They walk inland to find their homes.
3. How are blue whales and brine shrimp different?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

DAY 2

Team Talk

1. What does a shark have in common with your nose?
2. Which of the following statements tells an opinion about jellyfish?
 - a. "If a jellyfish touches other creatures, it stings them."
 - b. "Jellyfish are some of the most interesting creatures in the ocean."
 - c. "Most jellyfish stings aren't strong enough to really harm a person."
 - d. "This helps the jellyfish escape and catch food."

Explain why you chose this answer.

3. What causes emperor penguins to stay warm at the South Pole?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. fright 2. light 3. sight 4. night

Building Meaning	mighty	grasp	nab	feast
	diet	drifting	stringy	escape
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Which of the following could be described as <u>stringy</u>?</p> <ol style="list-style-type: none"> a table hair limes a door 				

DAY 3

Team Talk	1. How does the ghost crab's color protect it?
	2. How are blue whales and green turtles similar?
	<ol style="list-style-type: none"> They lay eggs on the beaches. They feast on other creatures in the ocean. They eat mostly green plants. They need to come to the surface to breathe.
	3. What extra information does the text box on page 37 give you about brine shrimp?
Skill Practice	4. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. tight 2. fight 3. sigh 4. bright

Building Meaning	mighty	grasp	nab	feast
	diet	drifting	stringy	escape
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Which of the following could not be described as <u>stringy</u>?</p> <p>a. spaghetti</p> <p>b. yarn</p> <p>c. vines</p> <p>d. cardboard</p>			
Practice Lists	Group 1			
	night	tight	sigh	
	might	light	fight	
	flight	bright	sight	
Group 2				
bright	leave	might		
book	sigh	jump		
fight	just	tight		

DAY 4

Team Talk

1. How do jellyfish stings affect sea creatures differently from humans?
2. Which of the following is not a way that penguins move around?
 - a. walking on their two legs
 - b. flying through the air
 - c. diving under the water
 - d. sliding around on their bellies
3. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why.
(Write-On)

4. Use the important ideas from the list to help you summarize *Sea Animals*.

Fish, mammals, reptiles, and birds live in the sea.

Sea animals might eat plants or other animals.

Sea animals live in and out of the water.

Skill Practice

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. daylight
2. tights
3. right
4. tonight

Building Meaning

mighty

grasp

nab

feast

diet

drifting

stringy

escape

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Choose the word that best fits in the blank.
My toy boat began _____ away from me, and I had to wade in the water to get it.

On My Own	flight sight jump	just leave book	light tight sigh
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DAY 6

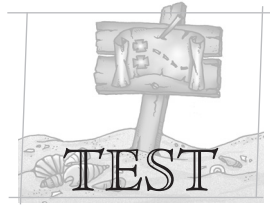
Writing Prompt	<p>You read a book about animals that live in the ocean. Now you will write an informative paragraph about an animal that lives on land. Choose a land animal to write about. Start your informative paragraph with an opening sentence that introduces the animal you chose. Provide three details that you know about the animal such as what it looks like, what it eats, where it lives, what color it is, how big it is, how it protects itself, and so on. End your paragraph with a closing sentence that restates the main idea. Remember to give your paragraph a heading. If you have time, draw a picture of your animal to go with your paragraph. Your classmates will put your informative paragraphs together to create a book about land animals.</p>
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Scoring Guide	You wrote an informative paragraph about a land animal.	20 points
	Your paragraph has a heading.	5 points
	You begin your paragraph with an opening sentence that introduces the animal you chose to write about.	15 points
	You provide three details about the animal.	15 points each (45 points maximum)
	You end your paragraph with a closing sentence that restates the main idea.	15 points

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Comprehension Questions

Read *How Vance Became a Great Blue Heron*, and answer the following questions.

How Vance Became a Great Blue Heron

“Mom, how can I become a great blue heron?” asked Vance.

Vance’s mother chuckled. “Don’t be silly, Vance. You’re already a great blue heron. That’s the type of bird you are.”

Vance was not satisfied with his mother’s answer. “No. I want to be really great,” he thought. He flew from the nest and looked for his friend Chaz, who was a great egret.

“How did you become a great egret?” Vance asked Chaz.

“Well, that’s just the type of bird I am. What a strange question, Vance,” said Chaz as he flew away.

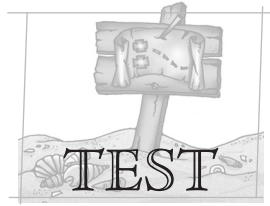
Later that evening Vance flew over the Chesapeake Bay toward his nest. A terrible storm came. Vance saw that the nest was empty! The strong winds had blown the smaller birds out of the nest. Vance scrambled to find all the birds. Using his beak, he carried each one back to the nest. He stayed with the baby birds until the storm passed. When their mother returned, she saw that Vance had saved their family, she cried, “Vance, you truly are a great blue heron!” Vance proudly smiled.

1. Why does Chaz think Vance’s question is strange? Is this an easy or a hard-to-answer question? Explain your answer.

2. Turn the following statement into two questions: Vance is a great blue heron.

3. Why do you think it helps you to ask questions while you are reading?

4. Using the information in *How Vance Became a Great Blue Heron*, write a question that is hard to answer.
5. Which of the following is the best answer to the following question: How did Vance become a great blue heron?
 - a. Vance became a great blue heron because he was born that way and saved all the baby birds.
 - b. Vance became a great blue heron because he was born that way.
 - c. Vance became a great blue heron because he saved all the baby birds.
 - d. Vance became a great blue heron because his friend Chaz said he could be great.
6. Which of the following questions is hard to answer?
 - a. What type of bird is Chaz?
 - b. Where is Vance's nest?
 - c. How does Vance save the baby birds during the storm?
 - d. Why isn't Vance satisfied with his mother's answer?



Comprehension Questions

Read page 21 of *Mole's Big Dig*, and answer the following questions.

1. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why.
2. How is Hippo different from Ant?
 - a. He is too small to dig.
 - b. He is too thirsty to dig.
 - c. He is too hungry to dig.
 - d. He is too clumsy to dig.
3. How does Mole get ready to dig his tunnel?
4. Mole's kindness the day before causes Ant and Hippo to—
 - a. stay away from Mole.
 - b. want to help dig the tunnel.
 - c. bring their own water to drink.
 - d. dig their own well.
5. How do you think Mole feels when he sees Ant and Hippo waiting for him? How can you tell?

- | |
|--|
| <ol style="list-style-type: none"> 6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. |
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Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write the words. Then circle the consonant blends.

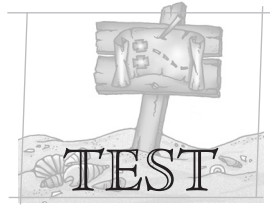
1. explain 2. planting 3. player 4. supply

Building Meaning

well	scraped	nearly	complete
strike	rose	cool	pleased

5. Write a meaningful sentence for the word *nearly*.
6. I was _____ to see my dog looking healthy and full of energy after he spent the night at the vet's office.
7. The cool river water felt good on my hot feet after a day of hiking through the woods. *Cool* means—
- freezing.
 - a little hot.
 - a little cold.
 - scorching.
8. You can tell whether a _____ is deep by throwing a coin in it and waiting to hear it splash in the water.

9. I scraped my hand on a rock in the dirt as I was sliding into first base during the baseball game. *Scraped* means—
- scratched.
 - dropped.
 - soothed.
 - placed.
10. Beau wanted to _____ his book report on Friday so he could spend all weekend playing and not worry about it.
11. The water in the river rose higher and higher as the heavy rains continued to fall. *Rose* means—
- came up.
 - flower.
 - fragrant.
 - went down.
12. “I’m going to keep digging this hole until I _____ gold or diamonds in it!” Frederico exclaimed.



Comprehension Questions

Read *Oystercatchers of the Chesapeake Bay*, and answer the following questions.

Oystercatchers of the Chesapeake Bay

What are oystercatchers?

Oystercatchers are large, black and white birds. They have bright, sharp orange bills. They have long, pink legs and yellow eyes. Once these unusual looking birds were in danger. They were almost all hunted by humans. But people today see oystercatchers often.

Where do oystercatchers live?

Oystercatchers live on the Eastern Shore. Many large groups live around the Chesapeake Bay. Oystercatchers have been seen as far north as Maine. Some oystercatchers can also be found on the Pacific coast. They build nests along sandy beaches or rocky cliffs.

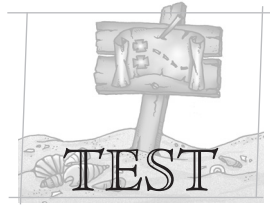
What do oystercatchers eat?

Can you guess from their name? Oystercatchers eat oysters, of course! They also eat other sea animals such as clams, crabs, and shellfish. They use their sharp bills to cut open shells. They can also hammer shells to crack them open. They are fierce hunters.

1. What do oystercatchers look like? Is this an easy or a hard-to-answer question? Explain your answer.

2. Turn the following statement into two questions: Oystercatchers are fierce hunters.

3. How does asking questions while you read help you?
4. Using the information in *Oystercatchers of the Chesapeake Bay*, write a question that is hard to answer.
5. Which of the following is the best answer to the question “Where do oystercatchers live?”
 - a. Oystercatchers live on the Eastern Shore and around the Chesapeake Bay.
 - b. Oystercatchers live as far north as Maine on sandy beaches and rocky cliffs.
 - c. Oystercatchers live on the Eastern Shore, around the Chesapeake Bay, in Maine, on the Pacific coast, and on sandy beaches or rocky cliffs.
 - d. Oystercatchers live on the Eastern Shore and Pacific coast of the United States.
6. Which of the following questions is a hard-to-answer question?
 - a. What are oystercatchers?
 - b. Where are oystercatchers’ nests?
 - c. How do oystercatchers hunt?
 - d. How do oystercatchers eat oysters?



Test Passage

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

Sea Otters

Sea otters are the smallest sea mammals. They live near the coast. They live where the water is very cold. Sea otters are different from other sea mammals. They have thick fur to keep them warm. Their fur is the thickest in the animal world.

Sea otters spend their whole lives in the water. They float on their backs most of the time. They dive under the water to find shellfish. Then they come to the surface to eat. When they sleep, they roll themselves in seaweed. This keeps them from floating away from their families.

Sources: National Geographic (animals.nationalgeographic.com/animals/mammals/sea-otter.html)

Marine Mammal Center (www.marinemammalcenter.org/education/marine-mammal-information/sea-otter.html)

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to compare sea otters with other marine mammals
 - b. to persuade the reader to visit the home of sea otters
 - c. to entertain the reader with sea otter stories
 - d. to give the reader information about another sea mammal

How do you know?

3. Write a question about the passage. Then answer the question, and tell whether this is a Right There or Think question and why.

4. Summarize the text using important ideas from this list.

Sea otters live in cold water.

They have the thickest fur in the world.

They spend their whole lives in the water.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write the words. Then draw a shark fin above the vowels that do not follow the normal rules.

1. twilight 2. high 3. thigh 4. uptight

Building Meaning

mighty	grasp	nab	feast
diet	drifting	stringy	escape

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

6. Fruits and vegetables are the main _____ of gorillas, but sometimes they find nests of insects to eat too.

7. The rotten tree holding the bee hive was no match for the hungry bear's mighty claws. *Mighty* means—
- weak.
 - strong.
 - small.
 - gentle.
8. The little boy tried to _____ the frog in his hands, but it was just too slippery and wiggly for him.
9. Anteaters will feast on a whole colony of ants in just a few hours. *Feast* means—
- push.
 - throw away.
 - eat.
 - store for later.
10. The curtains looked _____ after the cat decided to shred them with her claws.
11. If you're not careful at the beach, a seagull will nab your lunch and fly away with it. *Nab* means—
- catch.
 - drop.
 - replace.
 - gift.
12. We spent a pleasant day _____ down the gentle river riding inner tubes.

