



Questioning

Level 3

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 (9 DAY)

The Explorer's Treasure: Sir Robert's Treasure

Written by Elisabeth Bennet

The Savvy Reader—Questioning, A Collection of Readings, pages 1–24

Success for All Foundation, 2011

Summary

A dark, foreboding forest, howling beasts, deadly plants, clanking swords, and dangerous thieves—all this and more await Jackson and Charlotte as they ride off in search of Sir Robert Tremaine and his mysterious treasure. Ah well, just another day in the faraway kingdom of Garren.

The Explorers team from Mrs. Colon's class—Rachel, Carlos, Kate, and Eli—are reading about the adventures of Jackson and Charlotte in *Sir Robert's Treasure*. In fact, you might say they really get *into* this story.

Mrs. Colon gives great rewards for academic accomplishments, and the Explorers are determined to earn the one she's promised for the best presentation on *Sir Robert's Treasure* at next week's Readers Club. But what should their presentation be? A book report? Too ordinary. A summary of the story? What can they do to impress Mrs. Colon?

"I've got it!" cries Kate. "We'll ask the other kids *questions* about the story to see what they've learned!" And so begins the Explorers' quest to learn as much as they can about asking questions so they can earn the reward.

Your students will learn about questioning along with the Explorers. And who knows what treasure awaits the readers who master this powerful strategy?

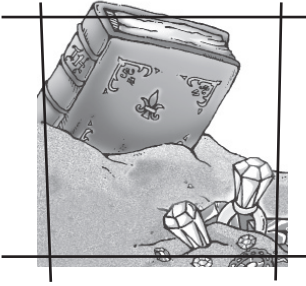
Instructional Objectives

| Reading | |
|---------|--|
| CYCLE 1 | Questioning (QU) |
| | Students will ask a variety of simple-to-answer and hard-to-answer questions about the text and answer them with correct, complete information or explanation. |

Teacher's Note: The Explorer's Treasure: Sir Robert's Treasure is a nine-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*, 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 **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.

Today we're going to learn about questioning. Questioning, asking and answering questions as you read, is a strategy that can help you learn important ideas. The lesson reviews the concept of a question, introduces question words, and presents examples of simple-to-answer and harder-to-answer questions.

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



- Use the items below to build or activate background knowledge about the story.
 - Tell students that they will read a story about a quest, or a journey. Use **Team Huddle** to have students think about any famous quests or journeys they have heard of. Use **Random Reporter** to select students to share.
 - Explain that one of the characters in the story uses something he learned from a book to help his friend. Use **Team Huddle** to ask students if they have ever experienced a moment when something they learned in a book helped them in real life. Use **Random Reporter** to select students to share.
 - Tell students that this story tells about a special treasure. Use **Think-Pair-Share** to have students discuss what they might consider a special treasure. Randomly select a few students to share.



Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students turn statements into questions. Randomly select a few students to share.

You know what questions are and how to ask them, right? 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, if I say, "It's raining today," you might ask, "What's the weather today?" Ready to try that? Here's the statement. See if you and your partner can turn it into a question. Example statements include: Today is my birthday. Independence Day is the fourth of July. My grandmother taught me how to bake cookies. See? You do know how to ask questions!

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 do the Explorers decide to do for their Readers Club presentation?
2. Jackson tells Rachel that he asks questions whenever he reads. Why does he ask questions when he reads?
3. Jackson tells Rachel about simple-to-answer and harder-to-answer questions. What makes a question simple to answer? (Write-On)

Team Talk *continued*

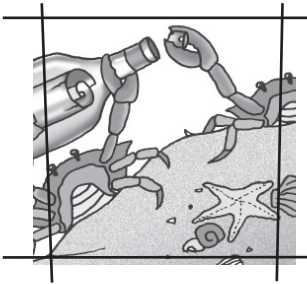
4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?
5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

- Randomly assign team leaders.
- Introduce the video.

The Explorers team—Rachel, Carlos, Kate, and Eli—has a chance to earn a special reward at next week's Readers Club. But to earn it, they have to come up with a presentation that will impress their teacher. I don't know what their presentation will be, but I do know that it will be about the story *Sir Robert's Treasure*. Let's meet the Explorers.



- **Play** "Part 1: Questions" (10 minutes). Ask students to read along with the first part of the story, *Sir Robert's Treasure*.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

1. What do the Explorers decide to do for their Readers Club presentation?
100 points = *The Explorers decide to ask their classmates questions about Sir Robert's Treasure to see how much they have learned.* **90 points** = *The Explorers decide to ask their classmates questions about Sir Robert's Treasure.* **80 points** = *They will ask questions about the story.*

Team Talk *continued*

2. Jackson tells Rachel that he asks questions whenever he reads. Why does he ask questions when he reads?

100 points = Jackson asks questions when he reads so he can learn as much as he can from books. Jackson wants to be successful in the world.

90 points = Jackson asks questions when he reads so he can learn as much as he can from books, and he can be successful. **80 points** = He wants to learn as much as possible and be successful.

3. Jackson tells Rachel about simple-to-answer and harder-to-answer questions. What makes a question simple to answer? (Write-On)

100 points = A question is simple to answer when the answer can be found easily in the story. The answers to simple-to-answer questions are found in one place in the story. **90 points** = A question is simple to answer when the answer can be found easily in the story. **80 points** = The answer is found easily in one place.

4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?

100 points = Jackson says that Rachel's question "What is an orphan?" is hard to answer because the story doesn't say what an orphan is. Jackson has to use his experience to answer the question. He might also have to guess the answer from information in the story. **90 points** = Jackson says that Rachel's question "What is an orphan?" is hard to answer because the story doesn't say what an orphan is. He has to use his experience to answer it. **80 points** = The story doesn't say what an orphan is.

5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

100 points = I can think of six words that questions often begin with. They are who, what, when, where, why, and how. **90 points** = I can think of six words: who, what, when, where, why, and how. **80 points** = Six. 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 Jackson's Challenge. Use this activity to reinforce the concepts of a question and simple-to-answer and harder-to-answer questions.

Jackson, the stable boy in *Sir Robert's Treasure*, takes care of the horses every morning, but in the afternoons he reads books and works math problems. He's learned that asking questions as he reads helps him remember more. Jackson wants us to ask questions, too, so he's going to give us a challenge in every lesson.

- Read Jackson's Challenge aloud.

Student Edition, page S-1

Dear Students,

I wrote a description of Sir Robert Tremaine's estate, but it needs editing. All the sentences end with periods, but I know I asked some questions. Can you help?

- Take turns reading the sentences with your partners.
- Tell your partner whether the sentence he or she read is a question or not.
- If it is a question, ask your partner to write the sentence in his or her journal and add a question mark.

Best wishes,
Jackson

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

Student Edition, page S-1

Sir Robert Tremaine's estate covers 200 acres of the Kingdom of Garren. The Blue River runs through the estate, providing water for Sir Robert's sheep and horses. How many buildings are on the estate. There are four buildings on the estate: the manor house where Sir Robert and his family live; two cottages, one for the shepherd who tends Sir Robert's sheep, and one for the farmer who grows fruit and vegetables; and the stables, where I live. The estate also has a beautiful garden filled with roses and flowering trees.

Besides the estate, are there other interesting places to visit in Garren. Indeed there are: There is the castle, where the king of Garren and his family live, and there is a village with houses, shops, and a church. What do you think makes Sir Robert's estate such a nice place to live.



- Monitor the discussion for understanding.
- Use **Random Reporter** to have students tell whether their questions are simple or harder to answer and then to answer the questions.
- 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 Jackson'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. | |
| | <table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Do you think the Explorers' idea to have a sort of quiz show about <i>Sir Robert's Treasure</i> is a good way to have fun while giving a presentation? Why or why not?</p> <p>How do you think Sir Robert feels about Jackson based on what he tells Jackson and how he treats him in this part of the story? Support your response.</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. | Team Talk Extenders |
| Team Talk Extenders | <p>Do you think the Explorers' idea to have a sort of quiz show about <i>Sir Robert's Treasure</i> is a good way to have fun while giving a presentation? Why or why not?</p> <p>How do you think Sir Robert feels about Jackson based on what he tells Jackson and how he treats him in this part of the story? Support your response.</p> | |

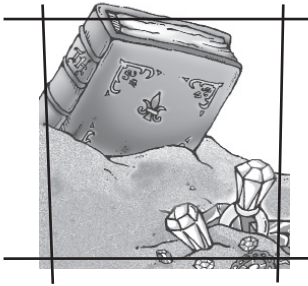
| | |
|---------------------|---|
| Write-On Discussion | <ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and 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. |
|---------------------|---|

- Summarize the lesson for students.

The Explorers really want to earn the special reward for the best presentation at the Readers Club. They decided they would ask their classmates questions about the story *Sir Robert's Treasure*. Great idea! But coming up with questions was harder than they thought it would be. Luckily, Rachel had a dream that she was in Garren, where she met Jackson, Sir Robert's stable boy. He told Rachel that asking questions as he reads helps him learn more. Rachel found out that asking questions isn't that hard. She asked Jackson a lot of good questions about page 1. Some of her questions were simple to answer. The answers were in one place in the story. One question was harder though: the one about what

an orphan is. The answer to that question couldn't be found in one place in the story. Jackson gave Rachel some question words to use. And now that she's back home, Rachel can share the question words and everything she's learned about questioning with her teammates. We're going to learn about questioning right along with the Explorers. So let's remind ourselves of the question words one more time. This time I'll make a list. How many of them do you remember? Make a list on chart paper, and keep it posted: who, what, when, where, why, how.

| 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 suggest ways to help the Explorers team think of questions to ask. Randomly select a few students to share.

For their Readers Club presentation, the Explorers team decided to ask their classmates questions about the story *Sir Robert's Treasure*. But they had a hard time coming up with questions to ask. What suggestions do you have that might help the team think of questions? Think about what Rachel learned in her dream. Think about how you turned my statements into questions. Responses might include: use the question words; turn a statement into a question; think about what you'd ask a character if he or she were here in person.

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-2

Team Talk

1. When Eli says he isn't good at asking questions, where does Kate suggest that he look for help? I'll bet it's where you'd look if you were stuck for a question.
2. Why do you think it's a good idea to use different question words?
3. Did the Explorers use a question word that you didn't use? What was it? Did you use a question word that the Explorers didn't use? What was it?
4. Rachel asks Carlos a question about the meaning of the word *quiver*. Is that a simple question to answer or hard question to answer? Do you think it is a good question to ask? Why? (Write-On)
5. When Eli asks Kate a question she can answer with *yes* or *no*, Jenny suggests that Eli ask it another way. Do you remember why Jenny says it's better not to ask a yes-or-no question?

- 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.

Rachel woke up from her dream with some helpful information about questioning to share with the rest of the Explorers. Today they'll use that information as they read the rest of chapter 1 of *Sir Robert's Treasure* and ask one another questions. Let's pay attention to how many of the question words on our list the Explorers use. You're going to have a chance to read the story along with them and ask and answer questions with your partners, your teams, and the whole class.



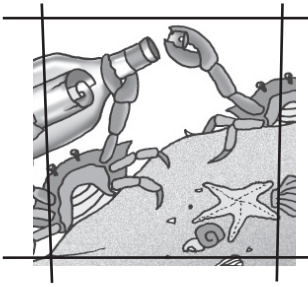
- Play "Part 2: Questions and Answers About Chapter 1" (12 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask students to:

- take turns reading and asking and answering questions about pages 5 and 6 of *Sir Robert's Treasure* with their partners. Then, write in their journals one question for each page, along with the page numbers. Students should then discuss how the question words helped; which question words they used; how they clarified unfamiliar words or phrases.
- read page 7 silently. Then, ask themselves questions, and write one question along with the page number. With their partners, they should ask and answer questions. Pairs should pick one of each partner's questions to ask the team. With their teams, they should ask and answer questions. Then, they should pick one question from each partnership, write the answers, and challenge the class to answer them.



- Use **Random Reporter** to ask students to tell their questions and answers.
- Play the video to hear the Explorers' questions and 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. When Eli says he isn't good at asking questions, where does Kate suggest that he look for help? I'll bet it's where you'd look if you were stuck for a question.

100 points = *When Eli says he isn't good at asking questions, Kate suggests that he look at the question-words list and then back at the story. That will help him think of questions to ask.* **90 points** = *When Eli says he isn't good at asking questions, Kate suggests that he look at the question-words list and then back at the story.* **80 points** = *She says to look at the question-words list.*

2. Why do you think it's a good idea to use different question words?

100 points = *I think it's a good idea to use different question words to make sure you learn more about the story. They will help you make sure you understand the story. They will help you explore the story more fully since you will ask different kinds of questions about it.* **90 points** = *I think it's a good idea to use different question words to make sure you learn more about the story. They will help you make sure you understand the story.* **80 points** = *They will help you make sure you understand the story.*

3. Did the Explorers use a question word that you didn't use? What was it? Did you use a question word that the Explorers didn't use? What was it?

100 points = *Yes. Eli used the question word where. I did not use the question word where. I also used a question word that the Explorers didn't use. I used the question word how.* **90 points** = *Yes. Eli used the question word where. I did not use that. I used the question word how.* **80 points** = *Yes. I did not use the word where. I used the question word how.*

Team Talk *continued*

4. Rachel asks Carlos a question about the meaning of the word *quiver*. Is that a simple question to answer or hard question to answer? Do you think it is a good question to ask? Why? (Write-On)

100 points = *It is a hard question to answer because the answer is not right there on the page. Carlos has to think about what a quiver might be. I think it is a good question to ask because clarifying that word helps Rachel and Carlos understand the story.* **90 points** = *It is a hard question because the answer is not right there on the page. I think it is a good question because clarifying that word helps Rachel and Carlos understand the story.* **80 points** = *It is hard because the answer isn't right there. It is good because clarifying helps them understand the story.*

5. When Eli asks Kate a question she can answer with *yes* or *no*, Jenny suggests that Eli ask it another way. Do you remember why Jenny says it's better not to ask a yes-or-no question?

100 points = *Jenny says it's better not to ask a yes-or-no question because the answer could be guessed without thinking about the question. A yes-or-no question doesn't show what the reader remembers about the story.* **90 points** = *Jenny says it's better not to ask a yes-or-no question because the answer could be guessed without thinking about the question.* **80 points** = *The answer could be guessed without thinking.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Introduce Jackson's Challenge. Use this activity to support asking different kinds of questions.

Jackson has given us another challenge. This one has to do with asking different kinds of questions. Turn to Jackson's Challenge, and read it with me.

- Read Jackson's Challenge aloud.

Student Edition, page S-2

Dear Students,

I've learned that if you ask different kinds of questions, you'll learn more about the story.

- Read the following paragraph about Charlotte Tremaine silently.
- With your partners, see how many different questions you can ask. Use as many question words as you can.
- Then compare questions with your teammates to see who used the most question words.

Good luck!

Jackson

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

Student Edition, page S-2

Charlotte Tremaine is the youngest daughter of Sir Robert and Lady Mary Tremaine. She has two sisters named Ann and Catherine and two brothers named James and Edward. Charlotte was born on the Tremaine estate in Garren. She is a pretty girl, tall, with long, blonde hair. But don't let her good looks fool you! Charlotte is smart and strong-willed. She likes to have her way! Along with her brothers and sisters, Charlotte studies at home with a teacher. She's read a great many books. For fun, Charlotte likes to ride her horse, and climb trees so she can look over the castle wall and see what the king's children are doing. Charlotte is very curious.

- 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 Jackson's Challenge.



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

When Carlos answered Kate's question about what a quiver was, how did he answer it? What strategy did he use to clarify the word?

What did Jackson say he didn't like about Charlotte earlier in the story? Do you think what Jackson said about her is true? What evidence from the story tells you this?

- Award team celebration points.

Write-On Discussion

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

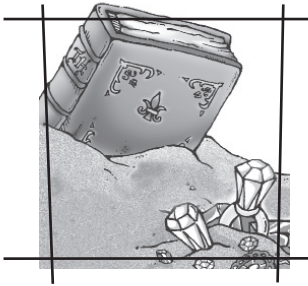
- Summarize the lesson for students.

The Explorers are learning that asking questions isn't that hard, especially if they use the question words to help them think of different kinds of questions. Eli said asking questions was more fun than just answering them. You probably think that too. And, as Kate said, asking questions helps her remember the story. Let's see if asking questions is helping you remember the story. Who can tell me something he or she remembers about the Doomed Forest?

Team Celebration Points

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)



- 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.

We've been asking a lot of questions, different kinds of questions. But asking questions alone doesn't help us learn. We need the answers too! Let's think about what makes a good answer to a question. I'm going to answer the question that I've written on the board. Talk with your partners, and decide if my answer is complete. Does it include all the important information? Examples include: Q: What is today's date? A: Provide the day only. For example, It's the sixth. Q: What is the name of the president of the United States? A: Provide the first name only. Q: Where is our city/town located? A: Provide the name of the country only. **Was my answer complete? If not, what would have made my answer correct and complete?** Add the month and the year; the president's last name; or the name of the state. **We're using questioning to help us learn and remember more about a story. The strategy works best when our answers are correct and complete, and include all the important information. That way we'll learn a lot.**

- Point out that the best answers to questions are complete and correct. Answers should include all the important information.

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-3

Team Talk

1. Do you find that you and your partner use the same question words a lot? If so, how could you use different question words?
2. During their team discussion, Rachel asked, "How does Deadly Ivy kill its victims?" Eli answered, "It looks like ordinary ivy, so it fools people. But if someone touches Deadly Ivy, it wraps around the victim so tightly that it squeezes the victim to death." Do you think that was a good answer? Why or why not? (Write-On)
3. What information could you add to the following answer to make it correct and complete? If you need to, look at page 11 of the story.
Q: When they come to the edge of a clearing in the forest, what do Charlotte and Jackson see?
A: They see three people.

- Introduce the video.

Today we're going to read chapter 2 of *Sir Robert's Treasure* along with the Explorers. I wonder what kinds of questions they'll ask. I wonder if their answers will be correct and complete. Let's find out!



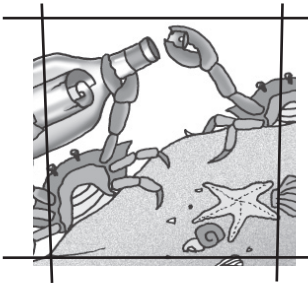
- **Play** "Part 3: Questions and Answers About Chapter 2" (7 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask partners to:

- take turns reading pages 8 and 9 of *Sir Robert's Treasure*.
- ask and answer questions.
- write in their journals one question about each page, along with the page number.
- read pages 10 and 11 silently and write in their journals one question about each page, along with the page number.
- ask and answer questions.
- pick one question from each partner to ask the team.
- ask and answer questions with their teams, and then pick one question from each partnership, write the answers, and challenge the class to answer them.



- Use **Random Reporter** to have students share their questions and answers.
- Award team celebration points.
- Play the video to listen to the Explorers' questions and answers.



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 find that you and your partner use the same question words a lot? If so, how could you use different question words?

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 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.

2. During their team discussion, Rachel asked, "How does Deadly Ivy kill its victims?" Eli answered, "It looks like ordinary ivy, so it fools people. But if someone touches Deadly Ivy, it wraps around the victim so tightly that it squeezes the victim to death." Do you think that was a good answer? Why or why not? (Write-On)

100 points = Yes. I think it was a good answer because it is correct, and it includes the important information. Eli tells all the information about how Deadly Ivy tricks people and then kills them. **90 points** = Yes. I think

it was a good answer because it is correct, and it includes the important information. **80 points** = Yes. It is complete and gives all the information.

Team Talk *continued*

3. What information could you add to the following answer to make it correct and complete? If you need to, look at page 11 of the story.

Q: When they come to the edge of a clearing in the forest, what do Charlotte and Jackson see?

A: They see three people.

100 points = *To make the answer correct and complete, you could add that two of the people are probably thieves. They are wild looking and dirty. The other man is Sir Robert, who is tied to a tree.* **90 points** = *To make the answer correct and complete, you could add that two of the men are probably thieves, and the other is Sir Robert.* **80 points** = *Two of the men are thieves. The other is Sir Robert.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Introduce Jackson's Challenge. Use this activity to support giving correct, complete answers to questions.

Jackson's Challenge today has to do with horses and giving good answers to questions. Read it with me.

- Read Jackson's Challenge aloud.

Student Edition, page S-3

Dear Students,

As you know, I'm the stableboy on Sir Robert's estate. I've written a story about one of the horses.

- Read the story silently.
- Discuss the answers to the questions with your partners, and then write your answers in your journal.
- Compare answers with your teammates to see if your answers are correct and complete.

Best wishes,
Jackson

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

Student Edition, page S-3

Among the horses on the Tremaine estate was a mare named Skittish. None of the Tremaine children like to ride Skittish, because they thought she was too slow. Skittish was also timid and easily frightened. She was especially afraid of loud noises, perhaps because she was born during a raging thunderstorm. You could always tell when Skittish was frightened, because she would pin her ears back on her head and hold her tail low between her legs.

One fine spring day, Skittish was wandering along through the pasture when the sky clouded over and the wind began to blow. Suddenly, there was a flash of lightning and a loud clap of thunder. Skittish reared up and raced full speed for the safety of the herd, as all horses do when they're afraid. "Well," I thought, "if the Tremaine children want a fast horse to ride, they need only mount Skittish during a storm!"

1. Why didn't the Tremaine children like to ride Skittish?
2. What especially frightened Skittish? Why?
3. How could you tell when Skittish was frightened?

- 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 Jackson'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.

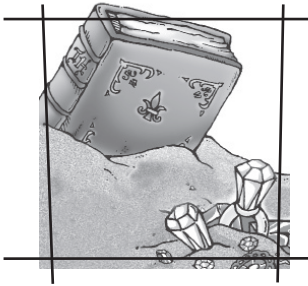
| | | |
|--|---|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. | |
| | Team Talk Extenders | <p>Is Jackson surprised that reading a book would help him save a life? Why or why not?</p> <p>Jackson puts his hand over Sir Robert's mouth when he shakes him awake. Why do you think he does that?</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. |
|---------------------|---|

- Summarize the lesson for students.

The Explorers asked a lot of good questions about chapter 2. They also gave good answers. For example, during the team discussion, Carlos asked how Jackson rescued Sir Robert. Eli said that Jackson waited for the thieves to fall asleep, took Charlotte's dagger, snuck into camp, and cut Sir Robert loose. That's a correct, complete answer, right? I think that question and Eli's answer will help the Explorers remember that part of the story! Let's see who can help us remember another part of the story by giving a complete answer to this question: How did Jackson rescue Charlotte from the Deadly Ivy? Jackson took a pouch of salt from the saddlebags and poured it on the ivy, and the ivy released Charlotte. Students might add that Jackson had read about how to stop Deadly Ivy in one of his books.

| 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 easier Right There questions and harder-to-answer Think questions. Use literature that students have not read.

Like the Explorers, you're getting very good at asking and answering questions. You know that questions can be easy to answer or hard to answer. Some questions are easy to answer because you can find the answer in one place. I'll give you an example. Hold up the book/story so all students can read the title. What is the title of this book/story? Accept responses. That was an easy question to answer. You can read the title right here on the cover, right? Here's another question. What do you think this book/story is probably about? Accept responses. Where did you find that answer? Did you read it in one place? No, the answer came from thinking, predicting, and using background knowledge. A question is harder to answer when you can't point to the answer in one place in the book/story. But once you realize that you can answer the question by thinking about what you've read or using your background knowledge, hard questions won't seem that hard.

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-4

Team Talk

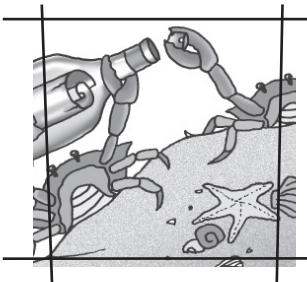
1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 12 of the story a Right There or Think question? Why do you think that? (Write-On)
Q: Why is Sir Robert in the Doomed Forest?
4. How can the Questioning Strategy Card help you ask Think questions?
5. Is it better to ask Think or Right There questions? Why do you think that?

- Introduce the video.

The Explorers are off to a great start on their presentation for Readers Club. They've started putting together a list of questions to ask. But to impress Mrs. Colon and earn the special reward, they're going to have to ask their classmates different kinds of questions—some easy-to-answer questions and some hard-to-answer questions. Rachel thinks the Explorers need to come up with harder questions. But they're not sure how. Let's see if they figure it out themselves or find someone to help them out.



- **Play** “Part 4: Easier and Harder Questions” (8 minutes). Have students read along as the Explorers read chapter 3 aloud.
- Direct students to their Questioning Strategy Cards in their team folders.



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 does Jackson call easy-to-answer questions? Why?

100 points = Jackson calls easy-to-answer questions *Right There* questions. They are called *Right There* questions because the answer is right there in one place on the page. **90 points** = Jackson calls easy-to-answer questions *Right There* questions. The answers are right there in one place. **80 points** = They are *Right There* questions. The answers are in one place.

2. What does Jackson say is the reason harder-to-answer questions are called Think questions?

100 points = Jackson says the reason harder-to-answer questions are called *Think* questions is because you have to think to answer them. The answer is not in one place in the story. You might have to use information from different parts of the story or use your background knowledge. Sometimes you have to guess the answer. **90 points** = Jackson says the reason harder-to-answer questions are called *Think* questions is because you have to think to answer them. The answer is not in one place in the story. **80 points** = You have to think to answer them because the answer isn't in one place.

3. Is the following question about page 12 of the story a *Right There* or *Think* question? Why do you think that? (Write-On)

Q: Why is Sir Robert in the Doomed Forest?

100 points = The question about page 12 of the story is a *Right There* question. I think this because the answer is right there on page 12. He is in the forest on a quest for his treasure. **90 points** = The question about page 12 of the story is a *Right There* question. The answer is right there on page 12. **80 points** = It's a *Right There* question. The answer is on page 12.

4. How can the Questioning Strategy Card help you ask Think questions?

100 points = The Questioning Strategy Card can help me ask *Think* questions because the card reminds me to challenge myself with *Think* questions. It gives me a list of *Think* question starters. It also reminds me to answer questions with complete information or explanations. **90 points** = The Questioning Strategy Card can help me ask *Think* questions because the card reminds me to challenge myself with *Think* questions. **80 points** = It reminds me to challenge myself and gives me question starters.


Team Talk *continued*

5. Is it better to ask Think or Right There questions? Why do you think that?

Teacher's Note: *Accept responses while guiding students to understand that, while Think questions are more challenging to answer and can stretch their thinking, both types of questions can help them understand and remember the story. (Answers will vary.)* **100 points =** *It is better to ask Think questions. I think this because they are challenging questions that make you think harder about the story. They help you see different things about the story.* **90 points =** *It is better to ask Think questions. I think this because they are challenging questions that make you think harder about the story.* **80 points =** *Think questions are better. They make you think harder.*

- 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 Jackson's Challenge. Use this activity to support asking different types of questions, including both Right There and Think questions.

Jackson has another challenge for us. He knows that asking and answering questions helps us understand and remember what we read. The Questioning Strategy Card reminds us to ask Right There and Think questions. Maybe the strategy card will help us with Jackson's Challenge. Let's find out. Read along with me.

- Read Jackson's Challenge aloud.

Student Edition, page S-4

Dear Students,

I thought you might be curious about the Doomed Forest, so I wrote about the first time I entered that dark wood.

With your partners:

- Take turns reading the sentences in the following paragraph.
- Decide if each question is a Think or a Right There question.
- Discuss your answers to the questions.

You may find that your strategy card will help you.

Best wishes,
Jackson

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

Student Edition, page S-5

One day one of Sir Robert's sheep wandered off into the Doomed Forest, which lies just to the east of the Tremaine estate in the kingdom of Garren. The shepherd was too frightened to go into the forest, so I strapped on my sword and went off to rescue the poor animal. It was a sunny day, but the forest is so thick with trees that it seemed as black as night. While deciding where to begin my search, I heard a sheep bleating in the distance and moved quietly in the direction of the sound. As I walked, a snake slithered and hissed its way across my path, and a giant vulture cried overhead. "What an awful place this is," I thought. Reaching a spot where the trees thinned, letting in some light, I saw the sheep tangled in a bush. "Silly animal," I said, "I'll cut you loose, and we can both get out of here." Just then I heard a loud snort and saw something move out from the shadows. It was a wild brown boar, a dangerous animal with a huge body and long, sharp tusks. The boar's eyes were fixed on the sheep. I drew my sword and jumped in front of the sheep. Suddenly, the boar charged. Holding the blade flat and pointed at the boar, I braced myself for the attack. Then something amazing happened: a beam of sunlight came through the trees and struck my sword! Blinded by the light, the boar stopped in its tracks, turned, and ran away! As I cut the sheep free, I said, "I think we've both had enough adventure for one day. Let's go home." I can't be sure, but I think the sheep nodded.

(continued on next page)

1. Where is the Doomed Forest?
2. Why didn't the shepherd go into the forest to look for the lost sheep?
3. How would you describe the Doomed Forest?
4. What saved Jackson and the sheep from the wild brown boar?



- 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 Jackson'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. | |
| | <table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Do you think it's important to recognize the Think question starters? Why or why not? How could it help you prepare for your reading?</p> <p>Charlotte is angry that Jackson didn't tell her why her father was in the Doomed Forest. How do you think you would feel if a similar secret were kept from you?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. | Team Talk Extenders |
| Team Talk Extenders | <p>Do you think it's important to recognize the Think question starters? Why or why not? How could it help you prepare for your reading?</p> <p>Charlotte is angry that Jackson didn't tell her why her father was in the Doomed Forest. How do you think you would feel if a similar secret were kept from you?</p> | |

Write-On Discussion

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

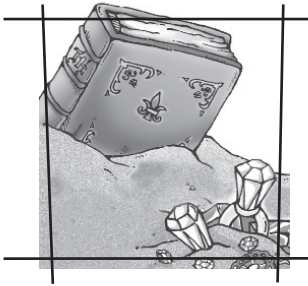
- Summarize the lesson for students.

To earn the reward for the best presentation at Readers Club, the Explorers decided they'd better add some hard questions to their list. Rachel had another amazing dream, and this time the whole team ended up in Garren! Jackson told the team about Right There and Think questions and gave them a strategy card with the question words and Think question starters. And now you have the strategy card too. Let's use it right now. Take a look at page 10 of the story, and write down one Right There question and one Think question about it. Use your strategy card for question words or starters. 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.

- 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)

- Write a sentence on the board followed by a Think question.

Examples:

Children must stay in their seats while riding on the school bus.

Do you agree that children must stay in their seats while riding on the school bus? Why or why not?

Students are not allowed to run in the school hallways.

Do you agree that students must not run in the hallways? Why or why not?



- Use **Think-Pair-Share** to have students answer the question. Remind them that the answers to Think questions should include complete information and explanations. Randomly select a few students to share.

Think about this question I've written, and then discuss your answer with your partners. Explain your thoughts. *Accept responses, prompting students to explain their thinking.* **You all had good answers. Was my question a Think question or a Right There question?** *Think.* **Good answers to Think questions make your thinking clear to others by including information, details, and explanations.**

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

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

Student Edition, page S-5

Team Talk

1. Sir Robert tells Charlotte that she can't go with him to the thieves' camp. Do you think Sir Robert is right to say she can't go? Why or why not?
2. Rachel asked Kate, "Do you think Jackson is a good fighter? Why or why not?" How would you answer this question? Here's a hint: think about the way Kate answered that question. (Write-On)
3. Kate asked Eli if he thought Charlotte had found Sir Robert's treasure. Eli thought she had found the treasure. What evidence can you give to back up Eli's answer?
4. What do you think Sir Robert's treasure is? Explain your thoughts.

- Introduce the video.

The Explorers have returned from Garren, where Jackson told them about Think and Right There questions and gave them Questioning Strategy Cards. Let's see if they use the strategy cards to ask more Think questions about chapter 3 of the story and if they answer the questions with complete information and explanations. You'll have a chance to ask and answer questions too as you read along with the Explorers.



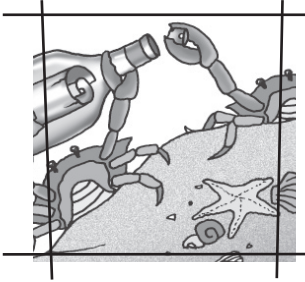
- **Play** "Part 5: Questions and Answers About Chapter 3" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask the partners to:

 - take turns reading and asking and answering questions about pages 13 and 14 of *Sir Robert's Treasure*.
 - write in their journals one question for each page, along with the page number.
 - discuss which of their questions were Right There and which were Think.
 - read pages 15 and 16 silently.
 - ask questions, write one question for each page, along with the page number, and then answer questions.
 - discuss which types of questions they asked and which question words or question starters they used.
 - pick one question from each partner to ask their teams.
 - with their teams, ask and answer questions, and then pick one question from each partnership, write the answers, and challenge the class to answer the questions.



- Use **Random Reporter** to have students share their questions and answers.
- Award team celebration points.
- Play the video to listen to the Explorers' questions and answers.



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. Sir Robert tells Charlotte that she can't go with him to the thieves' camp. Do you think Sir Robert is right to say she can't go? Why or why not?

(Answers will vary.) 100 points = Yes. I think Sir Robert is right to say she can't go. The fight with the thieves could be very dangerous. Charlotte is Sir Robert's youngest daughter. He does not want her to get hurt in the fight. 90 points = Yes. I think Sir Robert is right to say she can't go. The fight with the thieves could be very dangerous. 80 points = Yes. The fight could be dangerous.

2. Rachel asked Kate, "Do you think Jackson is a good fighter? Why or why not?" How would you answer this question? Here's a hint: think about the way Kate answered that question. (Write-On)

100 points = I would answer this question by saying yes, I think Jackson is a good fighter. He is a good fighter because he practices sword fighting at home. He fights with the panther and a bunch of thieves.

90 points = I would answer this question by saying yes, I think Jackson is a good fighter. He is a good fighter because he practices sword fighting at home. 80 points = Yes. He practices sword fighting.

Team Talk *continued*

3. Kate asked Eli if he thought Charlotte had found Sir Robert's treasure. Eli thought she had found the treasure. What evidence can you give to back up Eli's answer?


100 points = Evidence that backs up Eli's answer is that the story says Charlotte gives the signal. She hoots like an owl. The signal is supposed to mean that she found the treasure. **90 points** = Evidence that backs up Eli's answer is that the story says Charlotte gives the signal that she found it. **80 points** = Charlotte gives the signal.

4. What do you think Sir Robert's treasure is? Explain your thoughts.

100 points = I think Sir Robert's treasure is a chest full of gold and expensive jewels. I've heard of treasure chests full of gold and jewels before. There must be a lot of it if Sir Robert wants it back enough to ride into the Doomed Forest and fight Fearsome Joe for it. **90 points** = I think Sir Robert's treasure is a chest full of gold and expensive jewels. I've heard of treasure chests full of gold and jewels before. **80 points** = It's a chest full of gold and jewels. I've heard of chests full of treasure.


- 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 Jackson's Challenge. Use this activity to support giving good answers to Think questions.

Jackson's Challenge today has to do with giving good answers to Think questions. Read it with me.

- Read Jackson's Challenge aloud.

Student Edition, page S-6

Dear Students,

Asking questions when you read is one half of a great reading strategy. What is the other half? Giving good answers to the questions! You knew that, didn't you? Here's a chance for you to give good answers to challenging Think questions.

- Read about panthers silently, discuss the answers to Think questions with your partners, and then write the answers in your journals.
- Share your answers with your teammates to see if the answers are correct and complete.

Good luck!

Jackson

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

Student Edition, page S-6

There are panthers and then there are giant panthers. Panthers range in length from 3 ½ to 6 feet. Giant panthers, however, can be 10 to 12 feet long. Both panthers and giant panthers have black fur. They both live mainly in forested areas. Panthers live in several parts of the world; giant panthers can be found only in the Doomed Forest. All panthers are meat eaters. They kill their prey by stalking and pouncing on it, or by hiding in trees and jumping on it. They often eat their kill in a tree to keep it away from other animals. Panthers have excellent night vision and hunt mostly at night. Giant panthers hunt day and night.

1. How are panthers and giant panthers alike, and how are they different?
2. Why do you think panthers mainly live in forested areas?



- 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 Jackson'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. | |
| | <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>Do you think Jackson feels differently about Charlotte now than he did earlier in the story? Why or why not?</p> <p>Is the fight between Jackson, Sir Robert, and the thieves a fair fight? Explain your reasoning.</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. | Team Talk Extenders |
| Team Talk Extenders | <p>Do you think Jackson feels differently about Charlotte now than he did earlier in the story? Why or why not?</p> <p>Is the fight between Jackson, Sir Robert, and the thieves a fair fight? Explain your reasoning.</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. |
|---------------------|---|

- Summarize the lesson for students.

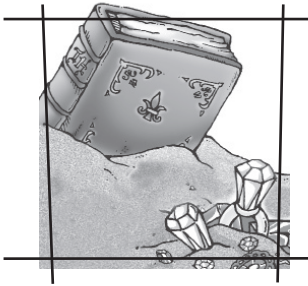
The Explorers are asking more Think questions and including complete information and explanations in their answers. I hope that impresses Mrs. Colon and earns them the reward at Readers Club. But if it doesn't, just learning the questioning strategy is pretty rewarding. Let's see if asking and answering questions is helping you learn as much as the Explorers. Discuss the answer to this question with your partners: Jackson didn't tell Charlotte that Sir Robert's journey was really a quest

for his missing treasure. Would you have told this to Charlotte? Explain your thinking. *Accept responses. Prompt students to use information from the story to back up their responses.*

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 6****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use the following activity to have students think about how working with their partners and teammates can help everyone learn more.

Have you noticed how well the Explorers work together as partners and teammates? They listen to one another, they remind one another to use the strategy card for question words and starters, and they all participate in team discussions. How has working with your partners and teammates helped you learn the questioning strategy? *Accept responses.*

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-6

Team Talk

1. Kate asked Eli, "Why do Fearsome Joe and the thieves stay in the forest?" Is that a Right There or Think question? How would you answer the question?
2. Did you and your partner ask a question that the Explorers didn't think to ask? What was it? Was it a Right There or Think question? (Write-On)

Team Talk *continued*

3. The Explorers had good partner and team discussions. What did you see and hear them doing during their discussions to help every team member learn more?
4. What's one thing your team could do from now on to have better discussions and help one another learn more?

- Introduce the video.

The Explorers are going to read the last chapter of *Sir Robert's Treasure* and put together the final list of questions to ask their classmates at Readers Club. Let's pay attention to their questions and answers and also to how they work together as partners and teammates. Will they help one another so everyone learns more? Let's watch and see.



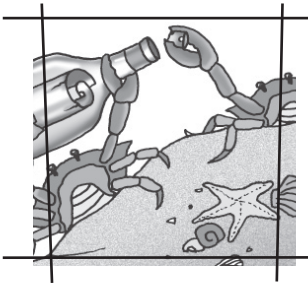
- **Play** "Part 6: Questions and Answers About Chapter 4" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask partners to:

- take turns reading and asking and answering questions about pages 17 and 18 of *Sir Robert's Treasure*.
- write one question for each page, along with the page number, in their journals.
- read page 19 silently and ask themselves and then each other questions.
- write one question, along with the page number.
- discuss which types of questions they asked and which question words/starters they used.
- read page 20 silently and ask themselves and then each other questions.
- write in their journals one question, along with the page number.
- pick one question each to ask the team.
- with their teams, ask and answer questions.
- pick one question from each partnership, write the answers, and challenge the class to answer the questions.



- Use **Random Reporter** to have students share their questions and answers.
- Award team celebration points.
- Play the video to listen to the Explorers' questions and answers.



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. Kate asked Eli, "Why do Fearsome Joe and the thieves stay in the forest?" Is that a Right There or Think question? How would you answer the question?

100 points = *This is a Think question. I would say that the forest is a good hiding place for the thieves because it's dark and filled with wild animals and deadly plants. The thieves can surprise and rob unsuspecting travelers in the forest.* **90 points** = *This is a Think question. I would say that the forest is a good hiding place for the thieves because it's dark and filled with wild animals.* **80 points** = *It's a Think question. The forest is a good hiding place.*

2. Did you and your partner ask a question that the Explorers didn't think to ask? What was it? Was it a Right There or Think question? (Write-On)

100 points = *Yes. My partner and I asked a question that the Explorers didn't think to ask. We asked, "How have Jackson's feelings about Charlotte changed by the end of the story?" This is a Think question. You have to think about how Jackson felt about Charlotte earlier in the story and how he thinks about her now.* **90 points** = *Yes. My partner and I asked a question they didn't ask. We asked, "How have Jackson's feelings about Charlotte changed by the end of the story?" This is a Think question.* **80 points** = *We asked, "How have Jackson's feelings about Charlotte changed by the end of the story?" It's a Think question.*

Team Talk *continued*

3. The Explorers had good partner and team discussions. What did you see and hear them doing during their discussions to help every team member learn more?


100 points = *I saw and heard the Explorers doing a lot of things to help one another learn more. They asked Think questions. They all participated and listened to one another. They extended one another's thinking. For example, Eli followed a question about why Fearsome Joe kept the coin with a question about what might happen to the coin next. I also saw them give specific praise for one another's questions and answers.* **90 points** = *I saw and heard the Explorers doing a lot of things to help one another learn more. They asked Think questions. They all participated and listened to one another.* **80 points** = *They asked questions, and they all participated and listened to one another's questions and answers.*

4. What's one thing your team could do from now on to have better discussions and help one another learn more?

100 points = *One thing my team could do from now on to have better discussions and help one another learn more is to praise one another for our questions and answers. This will help us let one another know that we are working well and understanding what we learn.* **90 points** = *One thing my team could do from now on to have better discussions and help one another learn more is to praise one another for our questions and answers.* **80 points** = *We could praise one another for our questions and answers.*

- 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 Jackson's Challenge. Use this activity to reinforce prompting and supporting partners and teammates as they ask and answer questions.

Jackson's Challenge today has to do with asking questions and being a good partner. Read it with me.

- Read Jackson's Challenge aloud.

Student Edition, page S-7

Dear Students,

Charlotte and I didn't like each other very much when we started on our journey to find Sir Robert. But we became partners and friends along the way.

- Read about that part of our adventure silently.
- With your partners, see how many different kinds of questions you can ask about it. Work together on a list of questions. Your strategy card may help you.

Best wishes,
Jackson

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

Student Edition, page S-7

It's no wonder that Charlotte and I didn't like one another at first. After all, it seemed we had nothing in common. I was a poor orphan forced to look out for myself. Charlotte had a wealthy family to take care of her. I lived in a simple stable. Charlotte lived in a big house. Charlotte had a teacher and was well educated. All I knew, I read in books, or learned from experience. So when we set off for the Doomed Forest to look for Sir Robert, naturally, we argued a lot—about which route to take, and how to find Sir Robert when we got there. It was the attack of the giant panther that changed things between Charlotte and me. When I fought the panther to save Charlotte, she learned that I was brave. When she shot the panther with her bow and arrow, I learned that she kept her wits about her in a dangerous situation. After that, Charlotte and I began to respect and like one another. That's why I convinced Sir Robert to allow her to come to the thieves' camp with us. I learned a lesson in my travels with Charlotte that I shall remember always.



- 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 Jackson'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 |

Earlier in the lesson, you told what you thought Sir Robert's treasure would be. What did you say, and how was his treasure different from your prediction?

Do you think Jackson will take as good care of Sir Robert's treasure as Sir Robert? Why or why not?

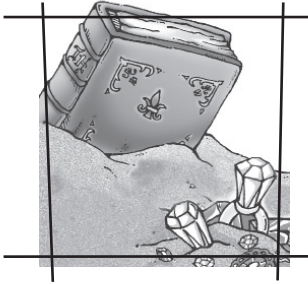
- Award team celebration points.

| | |
|---------------------|---|
| 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. |
|---------------------|---|

- Summarize the lesson for students.

Once again, the Explorers worked well as partners and teammates. In their last discussion before Readers Club, they asked one another challenging Think questions like, “Why do you think the coin was so important to Sir Robert?” And they gave answers that included information and explanations, like Rachel’s answer to the question, “Does your family have a treasure like the silver coin?” Do you remember what her family’s treasure is? Accept responses. Right, it’s the earrings her grandmother brought from China. Just like the Explorers, questioning has helped you learn and remember more about the story. You’ve done a great job! Now here’s one more question for you. Based on what you’ve read in the story, do you predict that Jackson and Charlotte will have more adventures in the future? Why or why not?

| 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: 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)



- Have students discuss in their teams how questioning has helped the Explorers develop their presentation for Readers Club. Use **Random Reporter** to review team discussions.

I'll bet we all expect the Explorers to give a great presentation at Readers Club and earn the reward—although we might have different ideas about what the reward will be. Talk with your teammates about how you think questioning might help the Explorers earn the reward. Responses will vary.

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-7

Team Talk

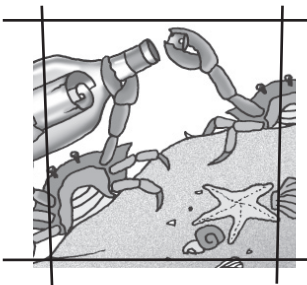
1. What do Carlos and Kate say is the reason the Explorers earned the reward?
2. What is the special reward?
3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)

- Introduce the video.

Today we'll find out if the Explorers earned the reward from Mrs. Colon and what the reward was. Let's check in with the Explorers one more time.



- Play "Part 7: The Treasure Reward" (2 minutes).



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

1. What do Carlos and Kate say is the reason the Explorers earned the reward?

100 points = *Carlos and Kate say the reason the Explorers earned the reward is because they asked a variety of questions about the story. Their classmates also had fun discussing the answers.* **90 points** = *Carlos and Kate say the reason the Explorers earned the reward is because they asked a variety of questions about the story.* **80 points** = *They asked a variety of questions, and their classmates had fun.*

2. What is the special reward?


100 points = *The special reward is some popcorn and another book about the adventures of Charlotte and Jackson.* **90 points** = *The special reward is popcorn and another book.* **80 points** = *They win popcorn and another book.*

3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)

100 points = *I think questioning will help the Explorers get more out of every book they read from now on because they will remember the stories better. Questioning helps you remember information from stories.* **90 points** = *I think questioning will help the Explorers get more out of every book they read from now on because they will remember the stories better.* **80 points** = *It will help them remember the stories better.*

- 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?
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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 Jackson's Challenge. Use this activity to review and reinforce questioning as a strategy.

By asking and answering questions, the Explorers really got into *Sir Robert's Treasure*. And now Carlos is writing a story about how the Explorers learned about questioning! As Jenny would say, that's very cool! Today Jackson has given us one last challenge to show how much we've learned about asking and answering questions. Let's show him. Read Jackson's Challenge with me!

- Read Jackson's Challenge aloud.

Student Edition, page S-8

Dear Students,

As you know, reading can take you on some amazing adventures. Asking and answering questions will help you learn more about every story. Everyone has their favorite part of the story. Eli's favorite part of *Sir Robert's Treasure* was the attack of the giant panther. Rachel liked the happy ending. I wonder which part of the story you liked best.

- Pick your favorite part of *Sir Robert's Treasure*, and write two challenging Think questions about it. Once again, your strategy card may help you.
- Write your questions and answers in your journals. Make sure your answers include correct, complete information and explanations.
- Ask and answer questions with your partners. Pick one of each partner's questions to ask your team.

Remember, from now on, to learn more as you read, ask questions!

Farewell for now,
Jackson



- Monitor the discussion for understanding. Use **Random Reporter** to have teams share their answers.
- Award team celebration points.

Class Discussion TP

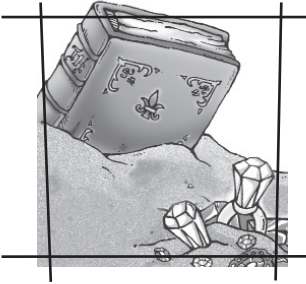
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Jackson's Challenge.

| | |
|------------------------------|---|
| 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 |
| 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. |

- Summarize the lesson for students.

How many of us predicted that the Explorers would earn the reward? (Show of hands.) How many of us predicted what the reward would be? (Show of hands.) That was a surprise, wasn't it? Another surprise was that the Explorers returned to Garren to tell Jackson how well their presentation went. But, after all, Jackson was a huge help; he showed them how to ask Right There and Think questions and how to give complete answers. And he gave them the strategy card. With his help, the Explorers earned the reward. But the most important thing is that the Explorers learned about questioning and how it helps them learn more about every story. Because you worked along with them, you learned about questioning too! To reward you for the good job you've done, Jackson has sent you a treasure! Hand out the treasure (bookmark) in the appendix—or a reward of your choosing.

| 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 8****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 students 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

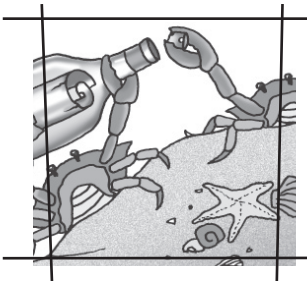
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-8

Team Talk

1. What information would make the answer to this question more complete?
Q: Why doesn't Colin listen to his father?
A: Colin doesn't listen to his father because he is thinking about something else.
2. Turn the following statement into two questions: Colin learned an important lesson.
3. Think of a question to ask about *The Forgotten Password*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of *The Forgotten Password* to explain the Partner Reading routines using questioning. Have a student read the paragraph.

A Collection of Readings,
pages 21 and 22

The Forgotten Password

Colin was a young prince in the kingdom of Gibson. He was a handsome young boy and full of mischief.

"Colin! Are you paying attention?" shouted King Michael. Colin jumped at the sound of his father's booming voice.

"Yes, father, of course," Colin said. He looked out the window where the horses galloped in the meadow. He couldn't wait to get back to his horse and run through the fields. He could almost feel the wind on his face.

"Good. This is important!" The king left the room and slammed the door. Colin chuckled to himself. His father was always making a big deal out of little things.

"I'm sure whatever he said wasn't that important," Colin whispered. He ran outside to his horse. He had already forgotten about speaking with his father. Colin spent the rest of the day outside. He and his horse galloped through fields and streams. They explored the kingdom. By the end of the day, Colin was sweaty and dirty from his travels. He couldn't wait to return to the castle and have a nice feast and a warm bath.

(continued on next page)

As Colin started home, the wind began to blow. The sky darkened. Colin dreamed of becoming a knight, but he wasn't one yet. He had no sword and was scared. He heard a wolf howl. Colin raced home quickly.

Just as he reached the drawbridge, he came to a sudden stop. The knights guarding the building lowered their swords.

"What's the password young man?" grumbled the first knight.

"I...I...don't remember!" shouted Colin.

"Then you need to leave immediately!" shouted the second knight.

"Don't you know me?" cried Colin. "I'm the prince! Let me in at once!"

The knights laughed at Colin. "Look at yourself. You certainly do not look like the prince with your torn, dirty clothes. Leave at once!" The first knight started toward Colin with his sword drawn.

Colin looked back at the dark forest. Then he looked at the castle where his dinner and bath waited for him. He began to cry. Just then the king saw Colin from the window. "Let him in!" he shouted to the knights. "This is why you're not ready to be a knight, Colin! You don't listen, and you get yourself into trouble!" yelled the king. Colin heard him yelling, but he didn't pay attention. He was too busy running to the dining room for dinner.

- 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 a prince named Colin. 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 does Colin live? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *Colin lives in the kingdom of Gibson. That is a Right There question. Let's see if I can think of a Think question. My Questioning Strategy Card gives "What do you predict" as a Think question starter. Here's a question that uses that starter: What do you predict will happen to Colin? 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? Yes. I predict Colin will get into trouble because he is described as "full of mischief." Good!*

- 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:

***The Forgotten Password* 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: Why doesn't Colin listen to his father?

A: Colin doesn't listen to his father because he is thinking about something else.

100 points = *Information that would make the answer to the question more complete is that Colin wants to go outside and ride his horse. He is daydreaming about riding his horse through the fields.*

90 points = *Information that would make the answer to the question more complete is that Colin wants to go outside and ride his horse.*

80 points = *He wants to ride his horse and is daydreaming.*

2. Turn the following statement into two questions: Colin learned an important lesson.

100 points = *One question I could make from the statement is "Did Colin learn an important lesson?" Another question I could ask is "What lesson should Colin have learned?"* **90 points** = *Two questions I could ask are "Did Colin learn an important lesson?" and "What lesson should Colin have learned?"* **80 points** = *Did Colin learn an important lesson? What lesson should Colin have learned?*

Team Talk *continued*

3. Think of a question to ask about *The Forgotten Password*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)

100 points = A question I could ask about *The Forgotten Password* is “What did Colin’s father tell him earlier when Colin was daydreaming?” This is a Think question. You have to think about what happens to Colin when he returns home and can’t get in the castle and why his father was telling him something important earlier in the story. **90 points** = A question I could ask is “What did Colin’s father tell him earlier when Colin was daydreaming?” This is a Think question. You have to think about what happens to Colin when he returns home and can’t get in the castle and what happened earlier. **80 points** = What did Colin’s father tell him earlier when Colin was daydreaming? It’s a Think question because the answer isn’t on one page.

- Circulate, and check for comprehension. Offer hints and suggestions to encourage further discussions. 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.



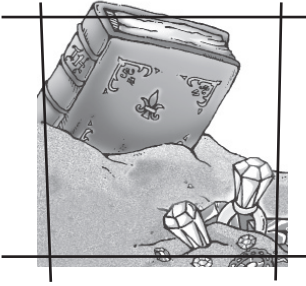
Strategy-Use Discussion

- 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>Why is it important to ask questions while reading?</p> <p>At what other times should we ask questions? Why?</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. |
|---------------------|---|

| 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 9****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.

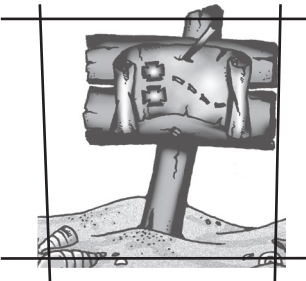
Set the Stage

- 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 *Colin and the Maidens*. We will stop to ask and answer questions while we're reading.

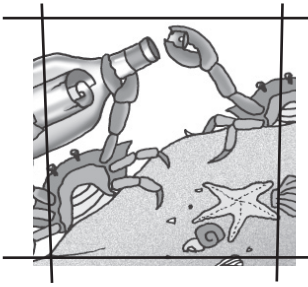
Prepare Students for the Test

- 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 that they made to the targeted skill question.
- Award team celebration points.



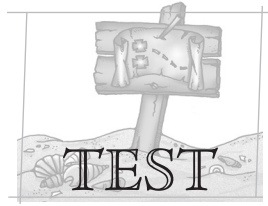
Class Discussion **TP**

- 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.

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

Colin and the Maidens

Colin, the young prince from the kingdom of Gibson, was outside with his horse. He walked by several maidens. They were milking cows and hanging clothes out to dry.

“Look at the maidens! So busy with work and no time to play!” laughed Colin. The maidens gritted their teeth. They knew they could not say anything to the prince for fear of losing their jobs.

Luckily for the maidens, the queen happened to be walking around the grounds. She heard Colin teasing the maidens.

“Colin! How dare you speak to those ladies like that!” scolded the queen. “For the rest of the day, you will finish their chores!”

Colin’s face turned as red as a freshly picked apple. “I will not!” he shouted. The queen’s eyes turned icy cold. Colin felt the hairs prickle on the back of his neck.

“You will not speak to your mother that way, Colin. You will do as I say, or you will have your horse taken away for a month,” hissed the queen. Colin dropped his head and shuffled over to the maiden who was milking a cow. The maiden hid a smirk as she moved aside. The cow was not used to Colin and started to bellow. It angrily moved away from Colin. Colin kicked over the pail of milk that the maiden had started collecting. His cheeks burned even redder.

“Why don’t you start with hanging the clothes,” suggested the queen. Colin sulked over to the clothesline. He could not lift the heavy basket. He struggled, and the basket tipped. Wet clothes spilled out onto the ground. The maidens could not hold back their laughter.

“Run along, ladies. Colin will manage for the rest of the day,” the queen winked at them. Colin was angry, but not foolish enough to disobey his mother. So for the rest of the day, he learned to milk the cows and hang the clothes. He stripped the sheets from twenty beds and dusted five rooms. He carried trash and planned dinner. By the end of the day, he was exhausted. Never again did Colin tease the maidens.

20 points

1. Why couldn't the maidens respond to Colin? Is this a Right There or Think question? Explain your answer.

20 points = *The maidens couldn't respond to Colin because he is their prince, and they would lose their jobs. This is a Right There question. The answer to this question is in the second paragraph.* **15 points** = *The maidens couldn't respond to Colin because he is their prince, and they would lose their jobs. This is a Right There question since the answer to it is in one place.* **10 points** = *He is the prince, and they would lose their jobs. It's a Right There question. It's in one place.*

20 points

2. Turn the following statement into two questions: Colin got into trouble.

20 points = *One question I could ask from the statement is "How did Colin get into trouble?" Another question I could ask is "What happened when Colin got into trouble?"* **15 points** = *Two questions I could ask are "How did Colin get into trouble?" and "What happened when Colin got into trouble?"* **10 points** = *How did Colin get into trouble? What happened when Colin got into trouble?*

20 points

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

(Answers will vary.) **20 points** = *I think it helps me to ask questions because it helps me know if I understand what I am reading. Asking hard-to-answer questions helps me get more out of the reading. When I ask myself questions, I remember more of the information.* **15 points** = *I think it helps me to ask questions because it helps me know if I understand what I am reading.* **10 points** = *It helps me make sure that I understand what I am reading.*

20 points

4. Using the information in the story *Colin and the Maidens*, write a Think question.

(Answers will vary.) **20 points** = *A Think question I could ask about the story Colin and the Maidens is "Why does Colin change the way he treats the maidens?"* **15 points** = *A Think question is "Why does Colin change the way he treats the maidens?"* **10 points** = *Why does Colin change the way he treats the maidens?*

10 points

5. Which of the following is the best answer to the question "Why does the queen punish Colin?"

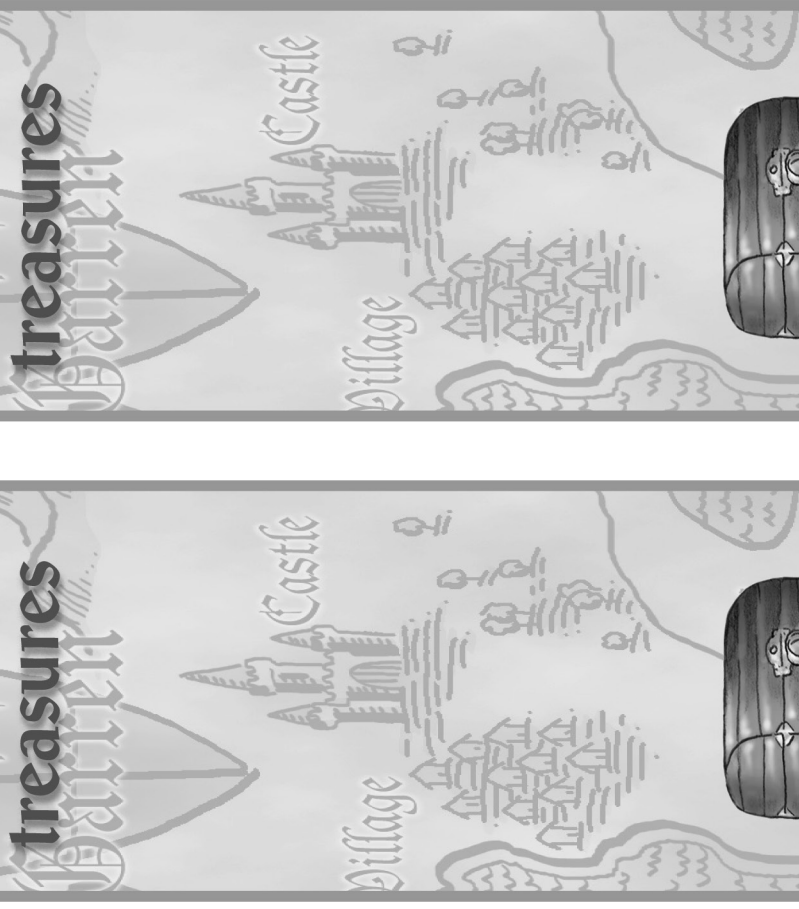
- The queen punishes Colin to teach him a lesson.*
- The queen punishes Colin because she is angry at him.*
- The queen punishes Colin to make the maidens happy.*
- The queen punishes Colin because he disobeys her.*

10 points

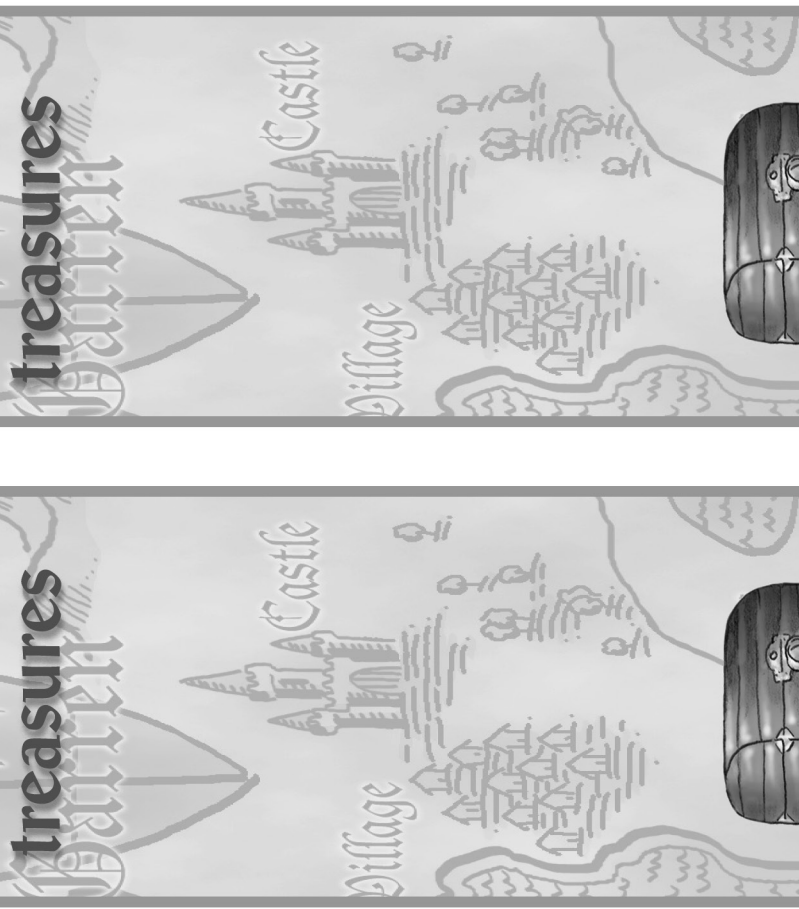
6. Which of the following questions is a Think question?

- Why do the maidens leave?*
- How does Colin knock over the basket?*
- What chores does Colin do?*
- How does Colin feel after finishing his chores?*

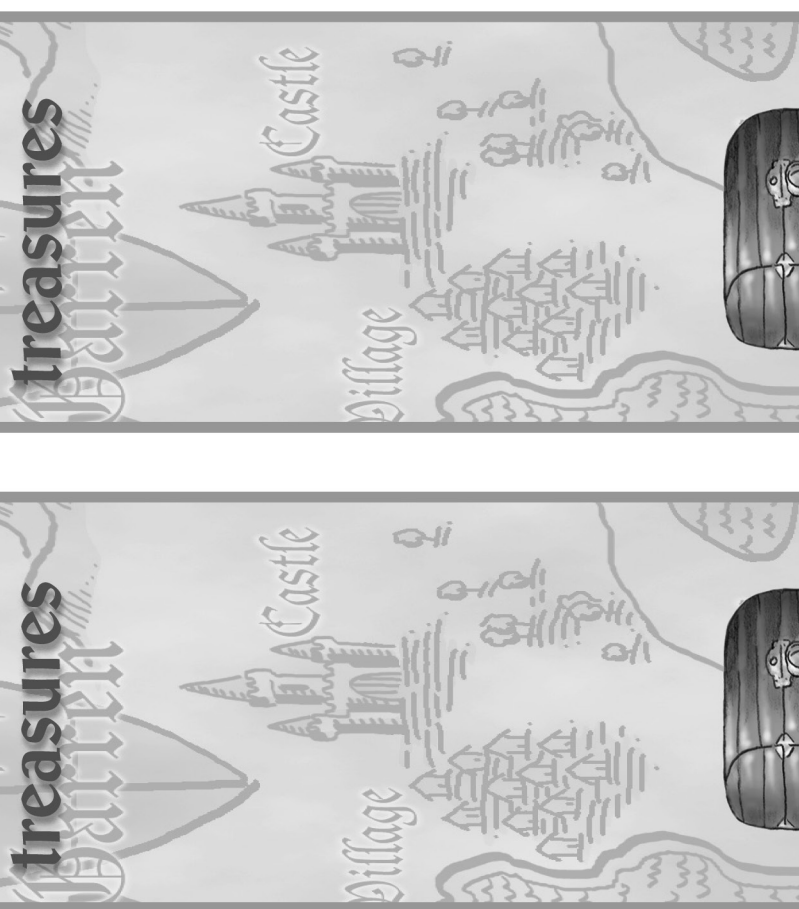
**Asking
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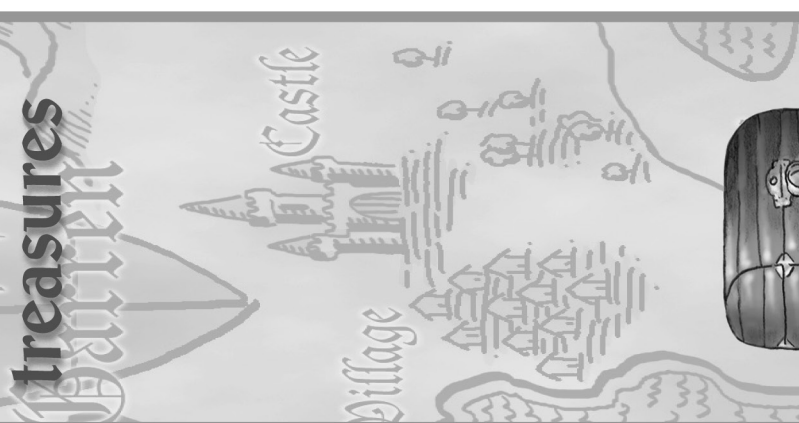
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Common Core State Standards

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

LEVEL 3 / *The Explorer's Treasure: Sir Robert's Treasure*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LITERATURE (6 DAY)

The Yo-Yo New Kid

Written by Andy Wolinsky

Illustrated by James Bravo

The Savvy Reader—Questioning, A Collection of Readings, pages 25–47

Success for All Foundation, 2011

Summary

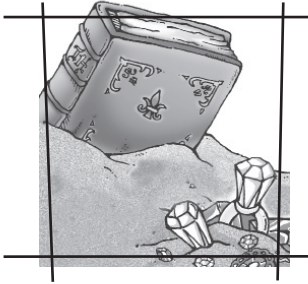
Nate's best friend and next door neighbor Molly has moved away. A boy named Terrell has moved in. It doesn't take long for the two new neighbors to become friends. But will Nate's other friends be as nice?

Instructional Objectives

| | Reading | Word Power | Writing |
|---------|---|---|---|
| CYCLE 1 | Questioning (QU) Students will learn to ask questions about the text as they read. They will learn to ask Right There questions that are simple to answer. They will also learn to ask Think questions that require more thought. | Antonyms Students will identify antonyms to figure out word meanings from context. | Write a story. Students will write stories about being the new kid in town. |
| CYCLE 2 | Questioning (QU) Students will ask questions about the text as they read to check their comprehension. | Prefix and base word Students will break words into prefixes and base words and use the prefix <i>un-</i> (meaning not) to increase their understanding of words. | Write an advice column. Students will pretend that they write an advice column in the school newspaper, and Nate has written to them asking for advice about how to help his friends get along. |

CYCLE 1**Instructional Objectives**

| | Reading | Word Power | Writing |
|----------------|--|---|--|
| | Questioning (QU) | Antonyms | Write a story. |
| CYCLE 1 | Students will learn to ask questions about the text as they read. They will learn to ask Right There questions that are simple to answer. They will also learn to ask Think questions that require more thought. | Students will identify antonyms to figure out word meanings from context. | Students will write stories about being the new kid in town. |

**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 begin reading *The Yo-Yo New Kid* by Andy Wolinsky. As we read, we'll practice asking questions about the story. Thinking of questions helps to 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.
 - The main character in this story makes a new friend when someone moves in next door. Ask students: Have you ever had to move or met someone who recently moved to your town? Use **Team Huddle** to have students discuss how they were made to feel welcome, or how they welcomed someone else. Use **Random Reporter** to select students to share.
 - One of the characters in this story is very good at playing with a yo-yo. Use **Team Huddle** to have students discuss their special skills or talents. Tell them to think about something they can do very well. Use **Random Reporter** to select students to share.
 - Ask students what they might do if two of their friends do not get along with each other. Use **Think-Pair-Share** to have students discuss how they might help everyone get along and be friends. 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-9
 Student Edition chart does not contain page numbers or identification examples.

| Word and Page Number | Identification Strategy | Definition | Sentence |
|-----------------------------|-------------------------------------|--------------------------------------|--|
| flicked page 29 | base word + ending: flick + ed | threw quickly, with a short movement | Honey <i>flicked</i> the pebble into the water. |
| certainly page 29 | base word + ending: certain + ly | definitely, surely | If you study, you'll <i>certainly</i> feel proud of your good grades. |
| fresh page 29 | blend | new, unused | The police needed some <i>fresh</i> ideas about solving the hard case, so they asked the mayor for advice. |

| Word and Page Number | Identification Strategy | Definition | Sentence |
|----------------------------|---------------------------------------|--|--|
| startled page 29 | base word + ending: startl(e) + ed | frightened, scared and surprised | Martina <i>startled</i> Josh by sneaking up behind him and yelling, “Boo!” |
| whirled page 31 | base word + ending: whirl + ed | spun around | The top <i>whirled</i> across the floor. |
| peeves page 34 | blend | things that annoy or bother someone | One of my <i>peeves</i> is when people talk as I’m trying to watch a movie. |
| scolded page 34 | base word + ending: scold + ed | punished by talking to | Mark’s mom <i>scolded</i> him for breaking the vase. |
| ambled page 36 | base word + ending: ambl(e) + ed | walked slowly, with little purpose | We had no plans for the whole day, so we just <i>ambled</i> down the country lane for a while. |

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to see if students can tell the difference between two similar 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 the word on the board. Randomly select a few students to share. *The word where.*

I’m going to say two sentences that are very similar, and I want you to tell me how they are different. Here’s the first: “Mark went to the library.” Now here’s the second: “Where did Mark go?” 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 it’s a question?** Wait for students’ responses. **Right. The word *where* helps you know it’s a question. It’s a question word.**

- Ask the class and specific students questions and have them answer the questions. After each question use **Think-Pair-Share** to have students identify the question word. Randomly select a few students to share. List these words. Include *who, what, when, where, why,* and *how* in your questions and in the list of question words. Examples are provided below.

Who ate breakfast today?
What time is it, Jania?
When does school end for the year?
Darnell, **where** do you live?
Why did you wear a sweater today, Mark?
Sally, **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 as they teach to check students' understanding.
- Also explain that readers ask themselves questions as they read. Point out that readers think about and try to answer their questions to check their understanding.
- Display the following passage, and read it aloud.

Blackline master provided.

David was excited but nervous. His soccer team was going to play the Bulldogs, and his team had never won a game against the Bulldogs. He was ready, though. He had practiced hard all week, and he'd had a good night's sleep. The clock in the car read 2:15, so he knew that he had plenty of time to get to the field and warm up.

When he and his mom arrived at the field and got out of the car, no one was there. His mom checked the soccer schedule. Oh, no! The game was at a different field, ten minutes away. They jumped back into the car and started driving. When they arrived, his teammates were looking for him. He was just in time for the important game.

- Use **Team Huddle** to have students think of questions that they could ask about the passage. Assist them by suggesting different question words and modeling your own questions. Use **Random Reporter** to select students to share. Accept and list all questions on the board. Brainstorm as many as possible. Make sure to include questions that are simple to answer and questions that require more thought. Examples are provided below.

What was David ready for?

Why was David excited and nervous?

How did David get ready for the game?

Where was David going in the car?

What did David plan to do when he got to the soccer field?

What happened when David and his mom arrived at the first field?

What did David's mom check when they got to the first field?

Why was no one at the field?

How do you think David felt when he arrived at the first field and no one was there?

What did David and his mother do?

Who was looking for David when they arrived at the second field?

How do you think David felt when he knew he was not late for the game?

- Review some of or all the questions, and discuss the answers. Point out different question words. Explain that some of the questions are Right There questions that are simple to answer because the answer can be found by pointing to one place in the text. Explain that other questions are Think questions that require more thought because the answer cannot be found simply by pointing to one place in the text.

- Explain that as students read *The Yo-Yo New Kid*, they will ask a variety of question about what they read to check their understanding of the story.

Listening Comprehension

- Read pages 27 and 28 aloud. When you finish, model asking questions to check your understanding. Point out that you use question words to help you think of different kinds of questions to ask. Write your questions down as you ask them, noting the page number. Example questions are provided below.

A Collection of Readings,
pages 27 and 28

Chapter 1

I met Terrell a few years ago. He moved to my town. I remember the day really well. It was a sunny day. It was a Saturday. Dad and I were painting the house. We were painting it blue. I had just spilled some paint on the front steps.

“Don’t cry over spilled paint, son,” Dad said. Then he helped me clean it up. We used the hose. We used some rags. Then Dad said, “Let’s take a break.” We sat down with some lemonade.

A strange car turned into the street. It drove down toward our house. Then it turned into the house next door. It parked there. I had never seen such a car. It was really big. It was red and white. It was shaped like a giant box, with wheels.

“What kind of car is that, Dad?” I asked.

Dad put down his lemonade. “That’s called a moving van, Nate,” Dad said. “People use them to move. Looks like we’ll have new neighbors.”

Our old neighbors, the Mortons, had moved away a month ago. Molly Morton was my age. She was my friend. I missed her. I watched a man climb out of the moving van. He was by himself. So it seemed there wouldn’t be anybody my age. Not living next door, anyway.

Then another car pulled into the driveway. It parked behind the moving van.

A woman climbed out of the car. From the other side, a kid climbed out. He had a baseball hat on. He looked to be about my age. But I couldn’t tell for sure.

I took a sip of my lemonade. Dad and I sat and watched the new neighbors.

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 about the story.

I can ask:

When does this story take place? (R)

Who is the narrator? (T)

What’s happening next door? (T)

How does Nate learn that somebody is moving in? (R)

Why does Nate miss Molly? (R)



- 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 "When does this story take place?" The answer is a sunny Saturday a few years ago. Another question is "How does Nate learn that somebody is moving in?" The answer is that he sees a moving van pull up to the house next door. Another question is "Why does Nate miss Molly?" The answer is that he misses Molly because she moved away a month ago, and she was his friend. These are all Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Who is the narrator?" The narrator of the story is Nate, a young boy. Another question is "What's happening next door?" People are moving in next door. A man pulls up with a moving van. Then another car pulls up, and a woman and a boy about Nate's age get out of the car. These last two questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. I have to read almost the whole first page before I learn that the narrator's name is Nate. It's important to ask a variety of Right There and Think questions about the text.

Preview Team Talk

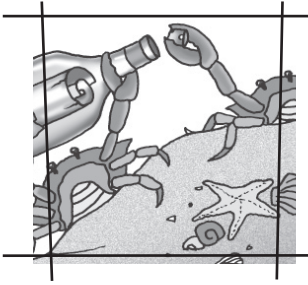
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-10

Team Talk

1. Why doesn't Nate go next door with his dad? |CE|
 - a. He has other things to do.
 - b. He is shy.
 - c. He doesn't want a new friend.
 - d. He is tired.
2. Does Nate's dad trust him to do a good job painting? How can you tell? |DC|
3. What do you think will happen next in the story? Why do you think so? |PR|
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 29 (paragraphs 1–4) aloud with partners.
page 29 (paragraphs 5 and 6) 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. Why doesn't Nate go next door with his dad? |CE|

- He has other things to do.
- He is shy.*
- He doesn't want a new friend.
- He is tired.

2. Does Nate's dad trust him to do a good job painting? How can you tell? |DC|

100 points = *Yes. Nate's dad trusts him to do a good job painting. I can tell because his dad agrees to let Nate keep painting the door while he helps the new neighbors move in. His dad knows that he doesn't need to watch Nate or tell him what to do to paint the door.* **90 points** = *Yes. Nate's dad trusts him to do a good job painting. I can tell because his dad agrees to let Nate keep painting the door while he helps the new neighbors move in.* **80 points** = *Yes. He lets him paint the door by himself.*

Team Talk *continued*

3. What do you think will happen next in the story? Why do you think so? |PR|
100 points = *I think Nate and the new boy will learn each other's names next in the story. The new boy comes over to see Nate and asks him a question.* **90 points** = *I think Nate and the new boy will learn each other's names next in the story.* **80 points** = *The boys will learn each other's names.*

4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|
100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text.* **80 points** = *The student asks two questions and provides correct answers.*

- 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. |
|-------------------------|--|

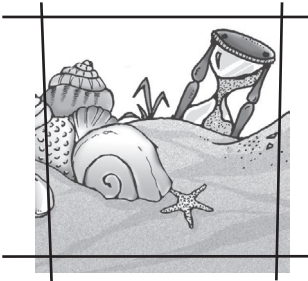
| | |
|------------------------------|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding 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>Nate is too shy to go next door. What are some things you might not do, or something you haven't done, because of shyness?</p> <p>Do you think Nate's new neighbor is as shy as Nate? How can you tell?</p> |
|---------------------|--|

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

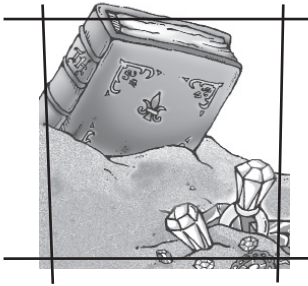
Page 29 (paragraphs 1–4)

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

Team Celebration Points

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

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

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

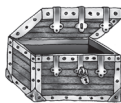
Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary **TP**

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

Strategic Review

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

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

How can you tell Nate is shy?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 30 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 30

Chapter 3

I carefully put my paintbrush down. “Hey there,” I said. I put out my hand. I said, “My name’s Nate.”

The boy shook my hand. “I’m Terrell,” he said. “Some folks think my name is TARE-ell, but it’s not. It’s pronounced tuh-RELL.”

“Terrell,” I said. “I got it. No problem.”

“So, do you play with yo-yos, or what?” Terrell asked.

I said, “Well, I’m not too good at it. I have one, though.”

Terrell said, “Well, run and get it. I’ll give you a few tips.”

“Okay,” I replied, “but first let me make sure these painting supplies are cleaned up.” I carefully closed the lid of the paint bucket. Then I laid the brush across the top. I made sure the brush wasn’t dripping onto the ground. “I’ll be right back,” I said, and then ran inside.

I rummaged through my closet, looking for my yo-yo. I hadn’t played with it for a while, so it was hard to find. I finally found it near the bottom of the closet. It was in a shoebox along with some of my action figures. It looked like it was in pretty good shape. It was a little dusty. So I brushed it off and took it outside. Terrell was still out there, waiting for me. He was flicking his yo-yo up and down, back and forth.

The question words and 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 is the new kid’s name? (R)

What does Nate do before he gets his yo-yo? (R)

Where is Nate’s yo-yo? (R)

How do you think Nate feels when he runs to get his yo-yo? (T)

Why does Terrell go over to Nate’s house? (T)

Why do you think Terrell explains how to say his name? (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 is the new kid's name?" The answer is Terrell. Another question is "What does Nate do before he gets his yo-yo?" The answer is he cleans up his painting supplies by closing the lid on the paint can and laying the brush across the top, making sure paint doesn't drip on the ground. Another question is "Where is Nate's yo-yo?" The answer is it's in a box in his closet with some action figures. These are all Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "How do you think Nate feels when he runs to get his yo-yo?" I think Nate feels excited when he runs to get his yo-yo. He looks for it as fast as possible so he can bring it back outside to Terrell. Another question is "Why does Terrell go over to Nate's house?" I think Terrell goes over to Nate's house because he thinks he can make a new friend. He wants to meet someone. Nate's dad might have told him to go introduce himself also. Another question is "Why do you think Terrell explains how to say his name?" I think Terrell explains how to say his name because a lot of people don't say it right. He wants to make sure Nate says it right. 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.

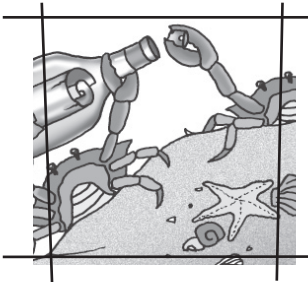
Preview Team Talk

- 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-10

Team Talk

1. How do you think Nate feels when he tries to play with the yo-yo and doesn't do very well? Why do you think that? |DC • CH|
2. Which of the following is a good comparison? |CC|
 - a. Terrell is a better yo-yo player than Nate.
 - b. Terrell is a worse yo-yo player than Nate.
 - c. Terrell and Nate are as good as each other at playing with yo-yos.
 - d. Terrell and Nate are both terrible at playing with yo-yos.
3. What does Terrell do when he sees that Nate isn't very good at playing with a yo-yo? |CE|
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 31 (paragraphs 1–4) aloud with partners.
page 31 (paragraphs 5–9) 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. How do you think Nate feels when he tries to play with the yo-yo and doesn't do very well? Why do you think that? |DC • CH|

100 points = *I think Nate probably feels embarrassed when he tries to play with the yo-yo and doesn't do very well. Terrell is very good at playing with the yo-yo. I think Nate is embarrassed about not making a better impression on his new friend.* **90 points** = *I think Nate probably feels embarrassed when he tries to play with the yo-yo and doesn't do very well. Terrell is very good at it.* **80 points** = *He probably feels embarrassed since Terrell is so good at it.*

2. Which of the following is a good comparison? |CC|

- a. Terrell is a better yo-yo player than Nate.
- b. Terrell is a worse yo-yo player than Nate.
- c. Terrell and Nate are as good as each other at playing with yo-yos.
- d. Terrell and Nate are both terrible at playing with yo-yos.

3. What does Terrell do when he sees that Nate isn't very good at playing with a yo-yo? |CE|

100 points = *When Terrell sees that Nate isn't very good at playing with a yo-yo, he teaches Nate the right way to play with it. He helps Nate become better at playing with the yo-yo.* **90 points** = *When Terrell sees that Nate isn't very good at playing with a yo-yo, he teaches Nate the right way to play with it.* **80 points** = *He teaches him how to play with it.*

4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|

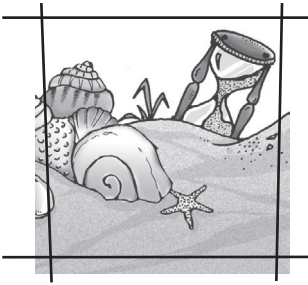
100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text.* **80 points** = *The student asks two questions and provides correct answers.*

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

Class Discussion TP



| | | | |
|-------------------------------------|---|----------------------------|---|
| <p>Strategy-Use Discussion</p> | <ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. | | |
| <p>Think-and-Connect Discussion</p> | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; vertical-align: top;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>Playing with a yo-yo is one of Terrell’s hobbies. Do you think it is important to have a hobby that you enjoy? Why or why not?</p> <p>Do you think Nate should feel embarrassed about not being good at playing with a yo-yo? Why or why not? Does Terrell seem to think Nate should be embarrassed?</p> </td> </tr> </table> | <p>Team Talk Extenders</p> | <p>Playing with a yo-yo is one of Terrell’s hobbies. Do you think it is important to have a hobby that you enjoy? Why or why not?</p> <p>Do you think Nate should feel embarrassed about not being good at playing with a yo-yo? Why or why not? Does Terrell seem to think Nate should be embarrassed?</p> |
| <p>Team Talk Extenders</p> | <p>Playing with a yo-yo is one of Terrell’s hobbies. Do you think it is important to have a hobby that you enjoy? Why or why not?</p> <p>Do you think Nate should feel embarrassed about not being good at playing with a yo-yo? Why or why not? Does Terrell seem to think Nate should be embarrassed?</p> | | |
| <p>Write-On Discussion</p> | <ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. | | |



FLUENCY IN FIVE **TP**

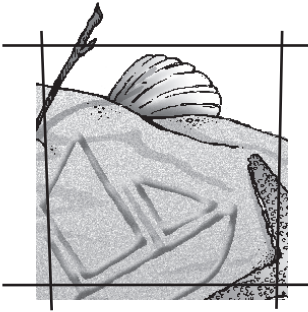
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 31 (paragraphs 6–9)

- 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 following words:
gallop and *trot*.



- Point out the words you have displayed. Use **Think-Pair-Share** to have students tell what they notice about the two words. Randomly select a few students to share. *They are opposites.*
- Tell students that words that are opposites are called antonyms. Display the Word Treasure clue for antonyms (a compass rose). Point to the directions on the compass rose (north and south). Explain that north and south are opposites. Point to the directions east and west on the compass rose, and explain that they are opposites.

Blackline master provided.



- Explain to students that sailors use the compass rose to tell which direction they are headed. If they are heading north and they are supposed to head south, they know they need to head in the opposite direction.
- Tell students that Captain Read More thinks it is important to know antonyms because they help us define words and make connections among words.
- Display the graphic of the compass rose. Write the word “remedy” at the top of the compass rose.

remedy



- Use **Think-Pair-Share** to have students identify an antonym for the word *remedy*. Randomly select a few students to share. *The word disease.*
- Use **Think-Pair-Share** to have students identify the treasure (skill). Confirm, or model, by reading Captain Read More’s treasure note. Randomly select a few students to share.

Word Treasure

Some words have opposites.

If you come across a word that has an opposite, think about what each word means. This will help you have a better understanding of each word's meaning.

- Tell students that Captain Read More found words in the vocabulary list that have antonyms. Remind students to look for those words the next time they review their vocabulary with their partners.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-10

Skill Practice

Write an antonym for each of the following words.

1. mountain *valley*
2. hire *fire*
3. bland *flavorful*
4. honest *lying*

Building Meaning

| | | | |
|---------|-----------|---------|----------|
| flicked | certainly | fresh | startled |
| whirled | peeves | scolded | ambled |

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.

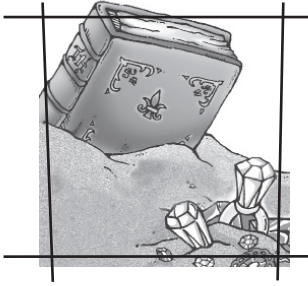
The ballet dancers whirled around in tight circles until they looked like blurs of color.



- 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

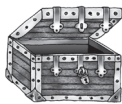
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

How does Nate feel when he tries to play with the yo-yo?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 32 and 33 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,
pages 32 and 33

Chapter 5

Terrell taught me a few tricks over the next hour or so. I learned walk-the-dog. That's like making the yo-yo look like a dog on a leash. It rolls along the ground. Then you pull it back up. Then Terrell taught me rock-the-cradle. That's a trick for two hands. You can hold the yo-yo string and make the yo-yo look like a rocking cradle. They're pretty cool tricks. We did them over and over again.

Then Aunt Tina, Dad's sister, poked her head out of the kitchen window. "You boys want some lunch?" she asked.

"Sure, Aunt Tina," I said. Aunt Tina makes great lunches.

Terrell said, "I'd better ask my folks." He called over to his house. "Hey Mom!" he hollered. "Can I have lunch over here with Nate?"

Terrell's mom yelled back, "If it's okay with Nate's mom, it's okay with me!"

I said, "Aunt Tina's my aunt, not my mom. My mom doesn't live with us anymore. But Aunt Tina makes great lunches! Let's go inside!"

"Cool," said Terrell. We put our yo-yos in our pockets and went inside. Aunt Tina had made us her special peanut butter sandwiches. Her secret? She puts a dash of pepper in the peanut butter. That makes them extra tasty. Aunt Tina poured us some lemonade. Terrell and I sat down to eat.

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:

Who is Aunt Tina? (R)

Why do you think Terrell asks his mom if it's OK to have lunch with Nate? (T)

Where do Terrell and Nate eat? (R)

What does Aunt Tina make for lunch? (R)

Why are Aunt Tina's sandwiches so good? (R)

- 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 "Who is Aunt Tina?" The answer is that Aunt Tina is Nate's dad's sister. Another question is "Where do Terrell and Nate eat?" The answer is they eat inside Nate's house. Another question is "What does Aunt Tina make for lunch?" The answer is she makes her special peanut butter sandwiches. Another question is "Why are Aunt Tina's sandwiches so good?" The answer is they are good because she adds a little pepper to the peanut butter to make them tasty. These are Right There questions. Their answers are easy to find in the story.

Now for a more challenging question. I asked, "Why do you think Terrell asks his mom if it's OK to have lunch with Nate?" I think he asks because he does not want to eat lunch at Nate's house if his mom already has plans for his lunch. He also wants to let her know where he'll be since he won't be outside anymore. I know that it's good for kids to let their parents know where they will be. This last question is more challenging. It is a Think question. I can't find the answer in just one place on the page. I have to use my own background knowledge to answer it. It's important to ask a variety of Right There and Think questions about the text.

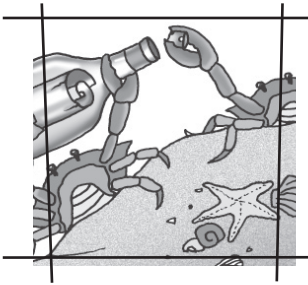
Preview Team Talk

- 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-11

Team Talk

1. Where did Terrell's family move from, and why did they move? |CE|
2. On page 34, Aunt Tina scolds Nate for being nosy. What does this mean? How did you figure it out? |CL|
3. Terrell has to watch himself as the principal's son because— |CE|
 - a. other kids in school make fun of him because of it.
 - b. he never gets in trouble during school.
 - c. his friends want special treatment.
 - d. his mom always knows when he gets in trouble.
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 34 (paragraphs 1–5) aloud with partners.
page 34 (paragraphs 6–8) 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. Where did Terrell's family move from, and why did they move? |CE|
100 points = *Terrell's family moved from Nashville, Tennessee. They moved because Terrell's mom got a job as the principal of Trading Elementary School. 90 points* = *Terrell's family moved from Nashville. Terrell's mom got a job as the principal of Nate's school. 80 points* = *They moved from Nashville. His mom got a job as principal at the school.*
2. On page 34, Aunt Tina scolds Nate for being nosy. What does this mean? How did you figure it out? |CL|
100 points = *When Aunt Tina scolds Nate for being nosy, she means he is asking too many questions. I figured this out by rereading the passage. Nate asks Terrell a lot of questions, and then his aunt scolds him. She must think it's rude to ask a lot of questions. 90 points* = *When Aunt Tina scolds Nate for being nosy, she means he is asking too many questions. I figured this out by rereading the passage and seeing how many questions he asks. 80 points* = *He is asking too many questions. I reread the passage.*
3. Terrell has to watch himself as the principal's son because— |CE|
 - a. other kids in school make fun of him because of it.
 - b. he never gets in trouble during school.
 - c. his friends want special treatment.
 - d. his mom always knows when he gets in trouble.
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|
100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text. 90 points* = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text. 80 points* = *The student asks two questions and provides correct answers.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

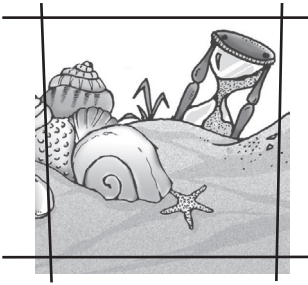
Nate mentions that talking with your mouth full is one of Aunt Tina’s pet peeves. What does this mean? What does this tell you about Aunt Tina’s character?

Do you think Nate is being nosy? What’s the difference between being curious and being nosy?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

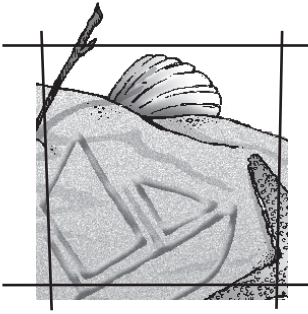
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 31 (paragraphs 6–9) or 34 (paragraphs 1–6)

- 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 (antonyms) and the Word Treasure clue that Captain Read More uses for antonyms (the compass rose).
- Display the graphic of the compass rose, and write the word “fresh” at the top. Point out that this is a vocabulary word that has an antonym, or opposite. Use **Think-Pair-Share** to have students identify the opposite. Randomly select a few students to share. *Rotten, stale, bad.*

fresh



- Display the graphic of the compass rose, and write the word “scolded” at the top. Point out that this is another vocabulary word that has an antonym, or opposite. Use **Think-Pair-Share** to have students identify the opposite. Randomly select a few students to share. *Praised.*

scolded



- Display the graphic of the compass rose, and write the word “ambled” at the top. Point out that this is another vocabulary word that has an antonym, or opposite. Use **Think-Pair-Share** to have students identify the opposite. Randomly select a few students to share. *Ran, hurried.*

ambled



- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-11

Skill Practice

Write an antonym for each of the following words.

1. flooded *dried*
2. majority *minority*
3. liquid *solid*
4. connected *apart*

Building Meaning

| | | | |
|---------|-----------|---------|----------|
| flicked | certainly | fresh | startled |
| whirled | peeves | scolded | ambled |

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

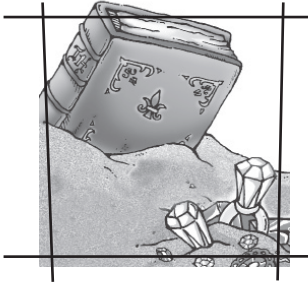
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. “It certainly is hot,” Franco said as he looked at the thermometer that read 90 degrees. *Certainly* means—
 - a. might be.
 - b. questionably.
 - c. definitely.
 - d. kind of.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

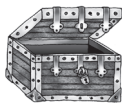
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

Why does Aunt Tina think Nate is being nosy?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 35 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 35

Chapter 7

After lunch, we went outside to play with our yo-yos some more. Terrell taught me a few more tricks. We played for a while. Then Terrell said, “You mind if I ask you a question?”

“Sure thing,” I said.

“I don’t want to be nosy. But how come your mom doesn’t live with you?” I get this question a lot, whenever I meet somebody new. It’s really not a big deal. I explained it to Terrell.

“My mom has a great job over in London. That’s in England. It’s across the ocean. She works for a big bank. But my dad’s job is here. He runs a machine shop. Mom gets to take off a lot of time in the winter. She usually spends a few months here in Cincinnati, and then spends the rest of the year in London,” I explained.

“Wow,” said Terrell. “Do you miss her?”

“Of course I do,” I said, “but I’ve gotten used to it now. She’s lived over there for about three years. Besides, it’s nice having Aunt Tina around. My mom says that someday maybe I can visit her over in England. But I’ve never been out of the country. I’ve never even been out of Ohio. But someday I will. Maybe next year or the year after,” I said.

Terrell listened and played with his yo-yo as I spoke. “I guess I understand,” he said. “That’s cool.”

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 does Terrell ask Nate about his mom? (T)

How do you think Nate feels about that? (T)

Why doesn’t Nate’s mom live with him? (R)

How often does Nate see her? (R)

- 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 "Why doesn't Nate's mom live with him?" The answer is she has a great job in London, England, so she lives there most of the year. Another question is "How often does Nate see her?" The answer is Nate sees her at least once a year for a few months during the winter when she comes home from London. These are both Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Why does Terrell ask Nate about his mom?" I think Terrell is curious. He probably wonders if Nate's parents are divorced or separated. Another question is "How do you think Nate feels about that?" I think Nate is probably OK with Terrell asking questions. The text says he is used to it. He has lived with the arrangement for a long time. I think he's happy to answer the question because it's not really a sad situation. 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.

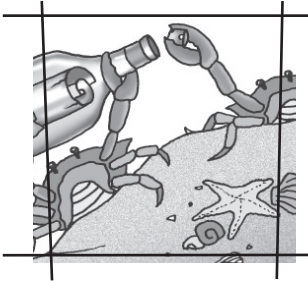
Preview Team Talk

- 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-11

Team Talk

1. Why do the boys go over to Terrell's house? |CE|
2. Nate's dad and Terrell's parents are most likely— |DC|
 - a. waiting for movers to come unpack boxes.
 - b. taking a break from moving furniture.
 - c. waiting for the paint on Nate's front door to dry.
 - d. looking for yo-yos so they can play too.
3. How is Molly's room the same and different now? |CC|
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 36 (paragraphs 1–6) aloud with partners.
page 36 (paragraphs 7–9) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

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

Team Talk

1. Why do the boys go over to Terrell's house? |CE|

100 points = *The boys go over to Terrell's house because Terrell wants to check out his new home. Nate wants to see what an empty house looks like.* **90 points** = *The boys go over to Terrell's house to check it out.* **80 points** = *They want to check it out.*

2. Nate's dad and Terrell's parents are most likely— |DC|

- a. waiting for movers to come unpack boxes.
- b. taking a break from moving furniture.
- c. waiting for the paint on Nate's front door to dry.
- d. looking for yo-yos so they can play too.

3. How is Molly's room the same and different now? |CC|

100 points = *Molly's room is the same now because the walls and carpet are the same. Molly's room is different now because her stuff is gone, and Terrell's stuff is in its place.* **90 points** = *Molly's room is the same because the walls and carpet are the same. It's different because her stuff is gone, and Terrell's stuff is there.* **80 points** = *The walls and carpet are the same. Her stuff is gone, and Terrell's stuff is there.*

4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|

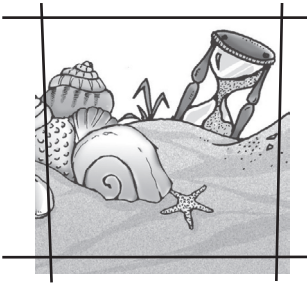
100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text.* **80 points** = *The student asks two questions and provides correct answers.*

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

Class Discussion TP



| | | |
|-------------------------------------|---|----------------------------|
| <p>Strategy-Use Discussion</p> | <ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. | |
| <p>Think-and-Connect Discussion</p> | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>A bedroom can be a special place. Do you have a special place, a place where you like to spend time by yourself? What makes it special?</p> <p>How might Terrell’s room be different from how Molly’s room was? Tell what kinds of things you think you would expect to see in Terrell’s room versus Molly’s room.</p> </td> </tr> </table> | <p>Team Talk Extenders</p> |
| <p>Team Talk Extenders</p> | <p>A bedroom can be a special place. Do you have a special place, a place where you like to spend time by yourself? What makes it special?</p> <p>How might Terrell’s room be different from how Molly’s room was? Tell what kinds of things you think you would expect to see in Terrell’s room versus Molly’s room.</p> | |
| <p>Write-On Discussion</p> | <ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. | |



FLUENCY IN FIVE **TP**

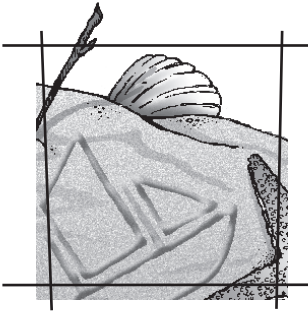
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 31 (paragraphs 6–9), 34 (paragraphs 1–6), or 36 (paragraphs 1–5)

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (antonyms) and the Word Treasure clue that Captain Read More uses for antonyms.
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn antonyms. *Knowing antonyms, or opposites, helps us to understand the relationship between two words. Understanding the meaning of a word's opposite helps us to understand that word more easily.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify an antonym for the underlined word and then to discuss how use of the antonym changes the meaning of the sentence. Remind students that they may find more than one antonym for a word.

Word Power Challenge

1. Josie was calm as he stood up to spell his first word in the spelling bee.
2. Lucas mended his brother's favorite hat with a needle and thread.



- Use **Random Reporter** to select students to share. *Calm: excited, nervous, scared; mended: destroyed, ruined.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-12

Skill Practice

Write an antonym for each of the following words.

1. blame *praise*
2. straighten *twist*
3. freedom *slavery*
4. attic *basement*

| Building Meaning | | | |
|------------------|-----------|---------|----------|
| flicked | certainly | fresh | startled |
| whirled | peeves | scolded | ambled |

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

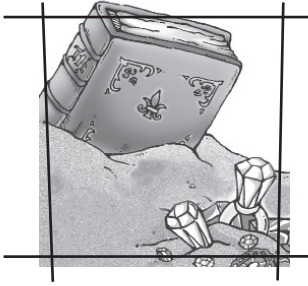
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

The horse was startled by the loud sound and reared back in fright.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



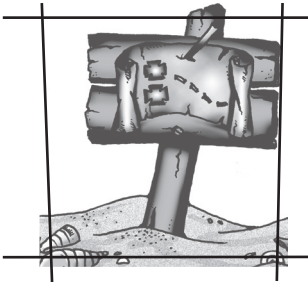
In yesterday's reading, Terrell and Nate went over to Terrell's new house to check it out. Today we will find out how Terrell feels about his move.

Vocabulary **TP**

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

Prepare Students for the Test

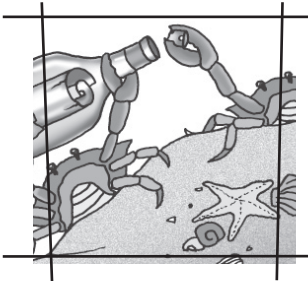
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about questioning.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that 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.

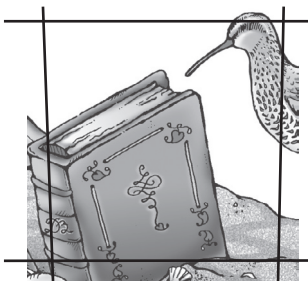
Team Discussion **TP**

- 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.

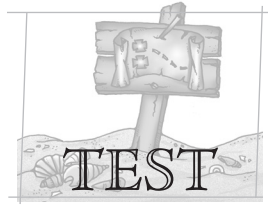


BOOK CLUB

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 37 of *The Yo-Yo New Kid*, 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. Terrell teaches Nate how to play with a yo-yo because— |CE|

- a. Terrell needs more practice.
- b. Nate wants a new hobby.
- c. Terrell is starting a club.
- d. Nate isn't very good at it.

20 points

3. How does Molly's room look different now that Terrell's family has moved into the house? |CC|

20 points = *Molly's room looks different now that Terrell's family has moved into the house because Molly's furniture and things are no longer in the room. The room has Terrell's furniture and boxes of his things in it. 15 points* = *Molly's room looks different now that Terrell's family has moved into the house because Molly's things aren't there. 10 points* = *Molly's things aren't there.*

10 points

4. How are Nate and Terrell similar in this section of the story? |CC|

- a. They are both new kids.
- b. They both miss friends.
- c. They are both good at playing with a yo-yo.
- d. They both like peanut butter sandwiches.

20 points

5. Do you think Terrell and Nate are becoming good friends? Support your answer. |DC • CH|

20 points = *Yes. I think Terrell and Nate are becoming good friends. They play together. They discuss their feelings about missing friends. They laugh together. They have had some good times together already. 15 points* = *Yes. I think Terrell and Nate are becoming good friends. They play and talk together. 10 points* = *Yes. They play and talk together.*

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 an antonym for each of the following words.

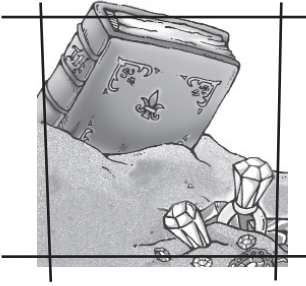
- 5 points** 1. question *answer*
- 5 points** 2. natural *fake*
- 5 points** 3. danger *safety*
- 5 points** 4. waste *save*

Building Meaning

| | | | |
|---------|-----------|---------|----------|
| flicked | certainly | fresh | startled |
| whirled | peeves | scolded | ambled |

- 10 points** 5. Write a meaningful sentence for the word *fresh*.
10 points = *It is my job to make sure the dog always has a fresh supply of water in his bowl so he always drinks clean, healthy water.* **5 points** = *It is my job to make sure the dog always has a fresh supply of water in his bowl to drink.* **1 point** = *It is my job to make sure the dog always has fresh water.*
- 10 points** 6. Norma flicked the coin into the well and made a wish.
- 10 points** 7. We were unsure of where we were going, so we just ambled around for a while. *Ambled* means—
 - a. rushed.
 - b. *walked slowly.*
 - c. walked quickly.
 - d. sprinted.

- 10 points** 8. The principal scolded Charlie in his office after Charlie broke a school window.
- 10 points** 9. The two children whirled around in circles in their father’s new office chair. *Whirled* means—
- a. *spun.*
 - b. *stopped.*
 - c. *sat.*
 - d. *slipped.*
- 10 points** 10. One of the police officer’s biggest peeves was having to lecture adults about throwing trash away in trashcans instead of on the ground.
- 10 points** 11. The sound of the book crashing to the floor startled the students taking a test in a quiet classroom. *Startled* means—
- a. *excited.*
 - b. *distracted.*
 - c. *amused.*
 - d. *frightened.*
- 10 points** 12. Tevon knew his back would certainly ache after spending his Saturday raking leaves and pulling weeds.

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

Set the Stage

- Introduce the writing goal.

Today you will write a story about being the new kid in town. Terrell is the new kid in Nate's neighborhood. He moved from Nashville, Tennessee, to Cincinnati, Ohio. Things are a lot different in a new town. What might happen to another character who moves to a new place?

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 story.

You have probably read or heard a lot of stories. You may have even told some stories of your own. All stories have some things in common, such as a setting, characters, a problem, plot events that happen as the character tries to solve the problem, and a solution, that give them structure. These are called the elements of story structure.

- Display the following blank story map.

Blackline master provided.

Story Map



Title: _____

Characters:

Setting:

Where:

When:

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

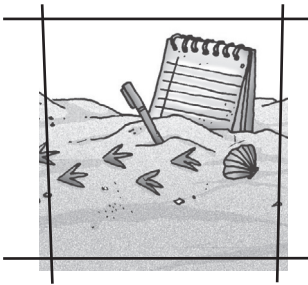


- Use **Team Huddle** and **Random Reporter** to have students fill in the story map with information from the first cycle of *The Yo-Yo New Kid*.

Knowing the story elements and organization can help us better understand a story. Let's see what information we can fill in on the story map after reading the first cycle of *The Yo-Yo New Kid*. Where does this story take place? *Cincinnati, Ohio*. Good. This is where Terrell has moved. Who are the characters in the story? *Nate, his dad, Terrell, Aunt Tina, and Mr. and Mrs. Johnson*. Great! These are the characters we have met so far in the story. Now, we're not really sure about the problem. So far, we only know that Terrell is new, and Nate is the first person he has met. What are

some things that happen in this part of the story? *Nate sees the new people but is too shy to go with his dad to meet them. Terrell introduces himself to Nate. He shows Nate how to play with a yo-yo. Terrell and Nate talk about their lives. Terrell shows Nate around his new house. Good. Is there a solution to this story yet? No. Terrell has made one friend. He and Nate get along well, but Terrell is a little sad. At the end of this cycle's reading, Nate mentions that his friends Lisa, Li, Juan, and Philippe are all nice people that Terrell will meet. We will have to see what happens then. The solution usually comes at the end of a story, so that is why we do not know the full solution yet. We have only read half the story.*

- Tell students that they will use the elements of story structure to plan and organize their own stories about being a new kid in town.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a story about being a new kid in town.



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

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Writing Prompt

Write a story with yourself as the main character. Imagine that you have moved to a new place, and at first you do not know anyone. Your story will have a beginning, middle, and an ending. The beginning of the story will introduce you as the main character, your new setting, and your problem. Describe yourself, where you moved, and what it is like not knowing anyone. The middle of the story will describe what happens when you meet someone new, who he or she is, and what you do with your new friend. Finish your story by describing the solution, which is what your new life is like now that you have a friend. Make sure your ideas are written in complete sentences. Give your story a title.

| Scoring Guide | |
|--|------------------|
| You wrote a story about being the new kid in town with yourself as the main character. | 25 points |
| The beginning of your story introduces and describes you as the main character, the setting, and the problem. | 20 points |
| The middle describes what happens as you meet someone new, who he or she is, and what you do with your friend. | 20 points |
| The ending describes what your life is like in the new place now that you have a friend. | 20 points |
| Your ideas are written in complete sentences. | 10 points |
| Your story has a title. | 5 points |

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

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

- 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

Story Map



Title: *New Goals in a New Town*

Characters:
myself, a grade-school student
Joe, my new next-door neighbor in the same grade

Setting:

Where: Chicago, Illinois

When:

Problem:
I moved to Chicago and do not know anyone.

Event: *Joe sees me outside in the yard kicking a soccer ball around.*

Event: *He tells me to try out for the school team.*

Event: *He helps me show the coach what I can do, and I make the team.*

Event:

Event:

Solution:
Joe and I become good friends. I meet more people through the soccer team.

Drafting

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

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students that they want to develop interest in their stories through their story titles.

As an author, you want to draw readers into your story. You want to get them interested. The first way a story does that is through the title. A title should be catchy and make the reader want to find out more about the story.

- Display the following sample story titles.

Blackline master provided.

Nate Meets a New Kid
 Terrell Moves to Cincinnati
 Nate Misses Molly
 The New Kid Plays with Yo-Yos

- Use **Think-Pair-Share** to have students tell if there is anything familiar about the sample titles. Randomly select a few students to share. *They are different titles for the story The Yo-Yo New Kid.*
- Use **Team Huddle** to ask students whether these titles are as interesting as the story's real title. Use **Random Reporter** to share responses. *(Answers may vary.) No. Some of the titles are not very interesting. They tell me exactly what the story is about.*
- Point out to students that the story's real title, *The Yo-Yo New Kid*, is an interesting title.



The title for this story is interesting. It makes the reader ask a lot of questions. Think about the title, *The Yo-Yo New Kid*. When I read the title, I ask myself, “What is a yo-yo new kid?” “Is it talking about the toy called a yo-yo or something else?” “Are yo-yos important to the story?” “Is the kid a new student or new to playing with yo-yos?” Having questions about the story is good. It makes me want to read on to find out the answers. I soon learn that Terrell is the new kid, and he's really good at yo-yo tricks. The title does not spell that out for me; I have to keep reading to find that out.

- Have students share their ideas for titles with their partners.
- 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? |

David was excited but nervous. His soccer team was going to play the Bulldogs, and his team had never won a game against the Bulldogs. He was ready, though. He had practiced hard all week and he'd had a good night's sleep. The clock in the car read 2:15, so he knew he had plenty of time to get to the field and warm up.

When he and his mom arrived at the field and got out of the car, no one was there. His mom checked the soccer schedule. Oh, no! The game was at a different field, ten minutes away. They jumped back into the car and started driving. When they arrived, his teammates were looking for him. He was just in time for the important game.



Story Map



Title: _____

Characters:

Setting:

Where:

When:

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

Nate Meets a New Kid

Terrell Moves to Cincinnati

Nate Misses Molly

The New Kid Plays with Yo-Yos

Story Map



Title: The Yo-Yo New Kid, cycle 1

Characters:

Nate
Dad
Terrell
Aunt Tina
Terrell's parents

Setting:

Where: Cincinnati, Ohio

When: Saturday

Problem:

Event: Nate meets Terrell, who is moving in next door to Nate. Terrell shows Nate how to do tricks with his yo-yo.

Event: Terrell shows Nate his new house while Nate tells Terrell about his friends.

Event:

Event:

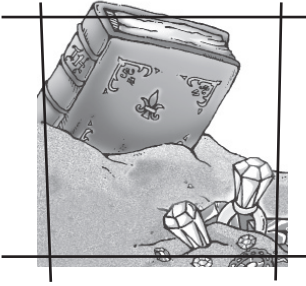
Event:

Solution:

CYCLE 2

Instructional Objectives

| | Reading | Word Power | Writing |
|----------------|---|--|---|
| CYCLE 2 | Questioning (QU) | Prefix and base word | Write an advice column. |
| | Students will ask questions about the text as they read to check their comprehension. | Students will break words into prefixes and base words and use the prefix <i>un-</i> (meaning not) to increase their understanding of words. | Students will pretend that they write an advice column in the school newspaper, and Nate has written to them asking for advice about how to help his friends get along. |

**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 continue reading *The Yo-Yo New Kid* by Andy Wolinsky. As we read, we'll continue asking questions about the story. Thinking of questions helps to check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.

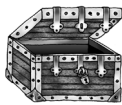
- Point out the strategy target on the team score sheet.

- 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.

Vocabulary **TP**



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



Student Edition, page S-13
Student Edition chart does not contain page numbers or identification examples.

| Word and Page Number | Identification Strategy | Definition | Sentence |
|----------------------------|--|---|---|
| concerns page 39 | chunk: con-cerns | worries, things that might be a problem | One of my <i>concerns</i> is that I'll hurt myself playing hockey. |
| relieved page 39 | base word + ending: relie(f) + v + ed | no longer afraid | Joe was <i>relieved</i> to hear that his teammate was okay after the accident. |
| seldom page 41 | chunk: sel-dom | rarely, not often | Molly is so <i>seldom</i> wrong that people always ask her for answers to tough questions. |
| muttered page 41 | base word + ending: mutter + ed | said quietly | As the thieves hid in the bushes, one <i>muttered</i> , “be quiet” to the other. |
| opted page 43 | base word + ending: opt + ed | chose, selected | Joe had to choose between the tuba and the trombone, and he <i>opted</i> to play the trombone. |
| striding page 44 | base word + ending: strid(e) + ing | walking quickly, with confidence | The coach was <i>striding</i> across the field, ready to discuss the game with his star player. |

| Word and Page Number | Identification Strategy | Definition | Sentence |
|---------------------------|-----------------------------------|--------------------------|--|
| unease page 46 | prefix + base word: un + ease | lack of comfort | India felt a sense of <i>unease</i> when she heard she'd have a pop quiz that day. |
| offered page 46 | base word + ending: offer + ed | presented, tried to give | People liked the store because it <i>offered</i> customers many great choices. |

Using the Targeted Skill (Introduction and Definition)



- Use **Think-Pair-Share** to have students answer questions that are simple to answer. Then ask a question or two that requires more thought and explanation. Randomly select a few students to share. Example questions are provided below.

Simple:

John, when is your birthday?

Jessica, do you have a brother?

What's his name?

Ricardo, where do you live?

Isaac, how did you get to school today?

Requires more thought:

Darryl, what do you think the weather will be like later today and tomorrow?

Why do you think so?

Jan, how are third grade and second grade the same, and how are they different?

- Use **Think-Pair-Share** to have students identify how the answers to the second set of questions are different from the answers to the first set of questions. If necessary, point out that the second set of questions require more thought and the answers include more information. Randomly select a few students to share.
- Explain that readers can ask different questions like this about what they read. Point out that some questions can be simple to answer, by simply pointing to one place on a page. Tell students that other questions require more thought, and that readers need to explain the answers to these questions with reasons or with evidence from the text (or sometimes, with both).
- Tell students that the kind of question they can answer by pointing to or reading from one place on a page is called a Right There question. Explain that the other kind of question, which can't be answered by simply pointing to or reading one place on a page, is called a Think question.

- Display the following paragraph, and read it aloud.

Blackline master provided.

It was ten o'clock and time for the race. Laura was at the starting line, her body ready for action. She heard the words, "On your marks, get set, go!" She sprang forward, almost leaving the ground as she pushed ahead. At first, she could see others beside her and ahead of her. Then, slowly, she saw only one person beside her. It was Aza, the only girl she had never beaten in a race. Laura made herself work harder. She brought her arms closer to her body and made her legs stretch farther. She pushed down harder on her feet to spring ahead even more. At last, she saw the finish line. Aza was still beside her. Laura took one more huge leap. She fell across the finish line just before Aza.

- Ask teams some questions about this paragraph. Show the questions about the paragraph one at a time. Use **Random Reporter** to have students answer each one. If necessary, prompt students to extend their answers to the Think questions by asking, "What are your reasons?" or "What evidence can you find in the text?" or both.
- Review the questions and answers. Use **Think-Pair-Share** to have students identify the Right There questions and the Think questions. Remind students of the distinction between Think and Right There questions. Randomly select a few students to share. Mark each question with an "R" for Right There or a "T" for Think.

Blackline master provided.

What time was it? (R)
 Who is at the starting line? (R)
 What kind of race is this? How do you know? (T)
 Why was Laura looking to see who was ahead of her or beside her? (T)
 Do you think it was important for Laura to beat Aza? Why? (T)
 What did Laura do to win? (R)
 Who almost beat Laura? (R)
 How do you think Laura felt when she won? Why? (T)
 How do you think Laura would have felt if Aza had won? (T)

- Point out some of the clues that tell you that a certain question is a Think question: the words *how do you know* and *do you think*, and the question words *why* and *why not*.
- Explain that this cycle, as students continue to read *The Yo-Yo New Kid*, they will ask and answer questions about the reading to check their understanding, and their team's understanding, of the story.
- Review some or all the questions, and discuss the answers. Point out different question words. Explain that some of the questions are Right There questions that are simple to answer because the answers can be found by pointing to one place in the text. Explain that other questions are Think questions that

require more thought because the answers cannot be found simply by pointing to one place in the text.

- Explain that as students read *The Yo-Yo New Kid*, they will ask a variety of questions about what they read to check their understanding of the story.

Listening Comprehension

- Explain that you are going to read aloud and ask questions to check your understanding of the story and that you will include some challenging Think questions as you go.
- Read page 38. Model asking questions and list them with the page number. Example questions are provided below, with Think questions in bold.

A Collection of Readings,
page 38

Chapter 10

That night, Dad, Aunt Tina, and I sat down to dinner. “Looks like you’ve got a new friend,” said Aunt Tina. I saw Dad smile.

“Yeah, he’s okay, I guess.” I said. “He’s pretty cool.”

Then Aunt Tina said, “Well, you’re going over to Philippe’s house tomorrow for his party. You should have Terrell go with you.”

“But Aunt Tina,” I complained, “what if the other kids don’t like him?” I was almost certain that they would, but I couldn’t be absolutely sure. Sometimes people have a hard time meeting new people. I remembered what I had said to Terrell earlier that day. I had told him that my friends were his friends. Was that true? I certainly liked Terrell. But would my friends?

Aunt Tina put on a very stern face. “If your friends don’t treat your other friends well, then you have some important choices to make, Nate,” she said. “People who are mean to others just because they are new aren’t usually good people, and you’ll have to think about that.”

I understood what she was saying. But I had one more concern. “I’m not sure Terrell’s been invited to Philippe’s party.”

Aunt Tina said, “I’ve already spoken to Philippe’s father. Philippe and his father are expecting you and Terrell tomorrow. Okay? Now, help your father clean the dishes, and then get ready for bed.”

“Yes, Aunt Tina,” I said, getting up from the table.

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 about the story.

I can ask:

What are Nate and his family doing at this point in the story? (R)

Who suggests that Terrell go to the party? (R)

Why do you think Nate should invite Terrell to the party tomorrow? (T)

What do you think Nate is worried about? (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 are Nate and his family doing at this point in the story?" The answer is they are eating dinner and talking about Terrell, Nate's new friend. They talk about bringing Terrell to Philippe's party the next day. Another question is "Who suggests that Terrell go to the party?" The answer is Aunt Tina. She suggests that Nate bring Terrell to the party. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Why do you think Nate should invite Terrell to the party tomorrow?" I think Nate should invite Terrell to the party tomorrow because Terrell is new and needs to make new friends. If he goes to the party, he will meet Nate's other friends. Nate also told Terrell that his group of friends would be Terrell's friends too. Another question is "What do you think Nate is worried about?" I think Nate is worried that his friends won't get along with Terrell and that Terrell won't get along with his friends. Nate knows some people have trouble meeting new people. But he knows that he told Terrell that his friends were good people. I think he's also worried that Terrell won't be welcome at the party since he wasn't originally invited. These last two questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. I have to think about what happened earlier in the story. It's important to ask a variety of Right There and Think questions about the text.

- Review the characteristics of the different Think questions: 1) the answer cannot be pointed to in one place in the text; 2) many ask readers what they think and why; and, 3) the answer should include reasons, evidence from the text, or both.

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.

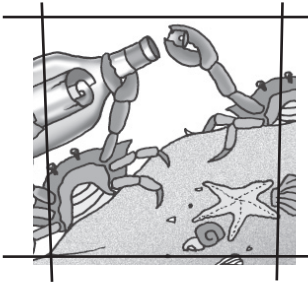
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-14

Team Talk

1. Do you think Nate wants Terrell to go to the party? Explain your answer. |DC|
2. Which of the following tells you that Terrell might be a little nervous about meeting Nate's friends? |CH • DC|
 - a. He sits on his front porch playing with his yo-yo.
 - b. He plans to unpack his boxes.
 - c. He jokes with Nate about yo-yos.
 - d. He doesn't say yes to going to the party right away.
3. What do you think will happen next in the story? Why do you think so? |PR|
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 39 (paragraphs 1–5) aloud with partners.
page 39 (paragraphs 6–11) 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. Do you think Nate wants Terrell to go to the party? Explain your answer. |DC|
100 points = *I think Nate wants Terrell to go to the party, but he wants to make sure Terrell has a good time. Nate wonders if Terrell is worried about the same thing that he is worried about. I know Nate is worried that Terrell and his other friends won't get along.* **90 points** = *I think Nate wants Terrell to go to the party, but he wants to make sure Terrell has a good time.* **80 points** = *Yes, but he wants to make sure Terrell has a good time.*
2. Which of the following tells you that Terrell might be a little nervous about meeting Nate's friends? |CH • DC|
 - a. He sits on his front porch playing with his yo-yo.
 - b. He plans to unpack his boxes.
 - c. He jokes with Nate about yo-yos.
 - d. He doesn't say yes to going to the party right away.
3. What do you think will happen next in the story? Why do you think so? |PR|
100 points = *I think Nate and Terrell will go to the party next in the story. Terrell says he will go. Nate tells him that he will come over around two o'clock so they can walk to the party.* **90 points** = *I think Nate and Terrell will go to the party next in the story. Terrell says he will go.* **80 points** = *They will go to the party.*
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|
100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text.* **80 points** = *The student asks two questions and provides correct answers.*

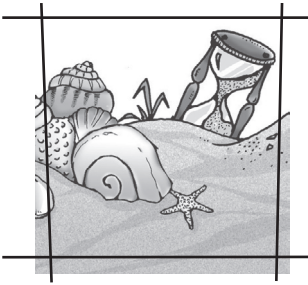
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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. | |
| Think-and-Connect Discussion | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Nate has some concerns about taking Terrell to the party. Should he? Why or why not?</p> <p>Terrell seems to be concerned about going to the party too. What do you think he might be worrying about? What would you worry about in his position?</p> </td> </tr> </table> | Team Talk Extenders |
| Team Talk Extenders | <p>Nate has some concerns about taking Terrell to the party. Should he? Why or why not?</p> <p>Terrell seems to be concerned about going to the party too. What do you think he might be worrying about? What would you worry about in his position?</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. | |



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.

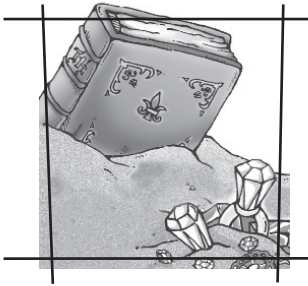
Page 39 (paragraphs 1–5)

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

Team Celebration Points

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

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

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

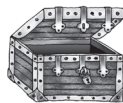
Timing Goal: 30 minutes

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.

How does Nate feel about Terrell going to the party?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 40 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 40

Chapter 12

Two o'clock rolled around. It was time to go to the party. I'd spent most of the day working on my yo-yo tricks. I was getting really good at walk-the-dog. I still couldn't quite master rock-the-cradle, though. That trick still needed a little work.

I pocketed my yo-yo and walked over to Terrell's house. He wasn't outside, so I knocked on the door. Terrell answered. "Hey, what's up?" I asked. "You ready to go?"

"Sure. Let's do it," Terrell said. He sounded more confident than he had earlier today.

"Wait a second," I said. "First, let me show you my trick." Terrell watched as I did walk-the-dog with my yo-yo. It was perfect. "What do you think?" I asked.

"Not bad, for a rookie," Terrell said. "Not bad at all. Now let's get going. We don't want to miss this party, do we?"

"Right on," I said, "follow me."

We walked the few blocks to Philippe's house. We both played with our yo-yos as we walked. Terrell was silent. I thought he might be a little nervous. I didn't know what to say. "These guys and girls are all pretty cool," I said as we reached Philippe's door.

"Okay," Terrell said as I knocked on the door.

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 time does Nate to go the party? (R)

Has Nate become a better yo-yo player? How do you know? (T)

Why does Nate think Terrell might be nervous? How can you tell? (T)

Where does Philippe live? (R)

- 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 time does Nate go to the party?" Nate goes to the party at two o'clock. Another question is "Where does Philippe live?" He lives a few blocks away from Nate and Terrell. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Has Nate become a better yo-yo player? How do you know?" Yes. Nate has become a better yo-yo player. He practices his tricks and gets really good at walk-the-dog. When he shows Terrell, Terrell says he doesn't do bad for a rookie. That means that Nate is doing his tricks better. Another question is "Why does Nate think Terrell might be nervous? How can you tell?" Nate thinks Terrell might be nervous because Terrell is quiet as they walk to Philippe's house. I know that when people are nervous, they might be too scared to talk a lot. 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.

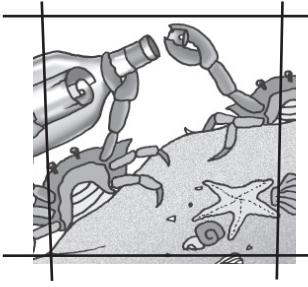
Preview Team Talk

- 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. How does Marco help Terrell feel at home? |CE|
2. What makes Terrell and Nate nervous? |CH|
 - a. Marco has friends at school from Nashville.
 - b. They feel relieved after talking to Marco.
 - c. The other kids stop playing and stare at them.
 - d. Marco tells them he is helping make some snacks.
3. How do you think Terrell's feelings about meeting Nate's friends change during this part of the story? |CC • DC|
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 41 (paragraphs 1–3) aloud with partners.
page 41 (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. How does Marco help Terrell feel at home? |CEI|

100 points = Marco helps Terrell feel at home by being nice to Terrell and introducing himself. When Terrell says he is from Nashville, Marco says he has some friends from Nashville. He says he hears Nashville is a cool place. He makes Terrell comfortable. **90 points** = Marco helps Terrell feel at home by being nice to Terrell and introducing himself. They talk about Nashville. **80 points** = He's nice and talks about Nashville.

2. What makes Terrell and Nate nervous? |CHI|
 - a. Marco has friends at school from Nashville.
 - b. They feel relieved after talking to Marco.
 - c. The other kids stop playing and stare at them.
 - d. Marco tells them he is helping make some snacks.

Team Talk *continued*

3. How do you think Terrell’s feelings about meeting Nate’s friends change during this part of the story? |CC • DC|

100 points = *I think Terrell’s feelings about meeting Nate’s friends change during this part of the story because he is nervous at first. Then I think he feels better after talking to Marco. I think he is nervous again when they walk outside and the other kids stop playing and stare at him.*

90 points = *I think Terrell’s feelings about meeting Nate’s friends change during this part of the story because he is nervous at first, then he relaxes, and then he gets nervous again. 80 points* = *He goes from being nervous to relaxed and back to nervous again.*

4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|

100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text. 90 points* = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text.*

80 points = *The student asks two questions and provides correct answers.*

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

Class Discussion **TP**



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

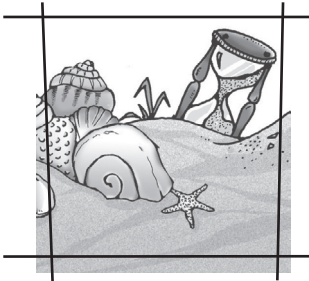
| | |
|-------------------------------------|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. |
|-------------------------------------|---|

| | |
|----------------------------|---|
| Team Talk Extenders | <p>Marco is a lot older and in college. How do you think this affects the way he makes friends?</p> <p>Are there any reasons the other kids might not be nice to Terrell? If so, what are they?</p> |
|----------------------------|---|

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

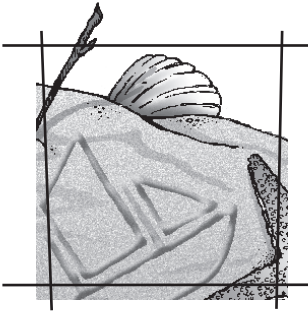
Timing Goal: 5 minutes

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

Student Edition, page S-13

Page 41 (paragraphs 1–3)

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

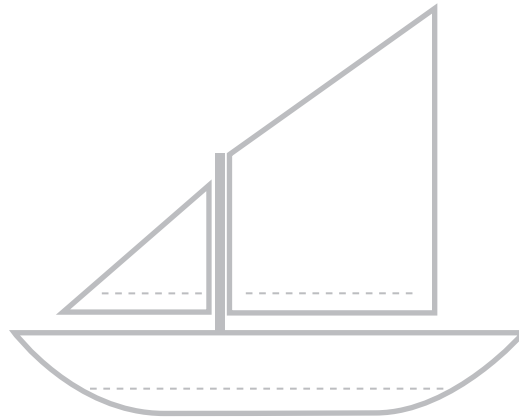


WORD POWER **TP**

Timing Goal: 10 minutes

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

Blackline master provided.



tps

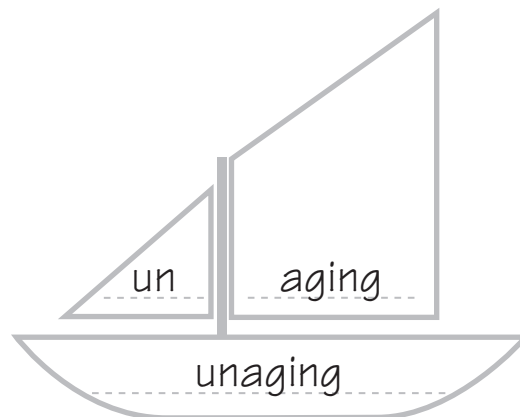
- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings, or prefixes.

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

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





- Use the word parts written on the sails to pronounce the word *unaging*, and have students say the word with you.
- Explain that a prefix changes the meaning of the base word to which it is attached. Tell students that prefixes can help us define the meaning of a word. Explain that *un-* means not.
- Use **Team Huddle** to have students discuss the meaning of *unaging*. Use **Random Reporter** to select students to share responses. *Not aging, not growing older.*
- Tell students that there is a word with the prefix *un-* in their vocabulary list and that they should look out for the word the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-14

Skill Practice

Write the words in your journal. Then write the prefix and base word of each word. Draw a sailboat if you need help.

1. unanswered *un + answered*
2. untouched *un + touched*
3. unconcerned *un + concerned*
4. unborn *un + born*

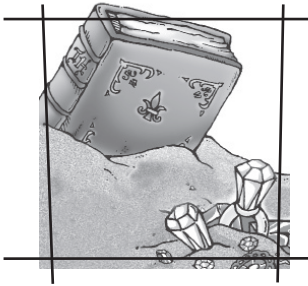
Building Meaning

| | | | |
|----------|----------|--------|----------|
| concerns | relieved | seldom | muttered |
| opted | striding | unease | offered |

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. Georgia couldn't hear Rick's answer because he muttered it while looking away from her. *Muttered* means—
 - a. said quickly.
 - b. whistled.
 - c. shouted.
 - d. *said quietly.*

- 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

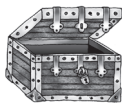
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

How does Marco make Terrell feel?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 42 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 42

Chapter 14

Philippe tossed the volleyball to Juan and jogged over to us. “Hey, what’s up, Nate?” he said. Then he looked at Terrell. “You must be Terrell,” he said.

“Welcome to my house.” Philippe stuck out his hand.

“What’s up, Philippe,” Terrell said, shaking Philippe’s hand. “Thanks for having me over. Pretty cool place. And your brother’s pretty cool too.”

Philippe smiled. “Who, Marco? Yeah, I guess he’s all right for a big brother. He’s all right as long as he’s not picking on me. Which isn’t too much, since he’s gone away to college. Where are you from?”

The other kids were standing in the yard, staring at Terrell. Terrell ignored them for the time being. “I’m from Nashville, in Tennessee.”

“Nashville.” said Philippe. “Oh yeah. My mom pointed it out to me on a map last night. Cool. Well, welcome to Cincinnati.”

“Thanks!” said Terrell.

“You play volleyball?” asked Philippe.

“Sure do,” said Terrell.

“Well, pick a team,” Philippe said. “You can play with the guys or the girls.” It looked like everything was going to be okay. Or so I thought.

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 game are the kids playing at the party? (R)

Is Philippe a nice guy? How can you tell? (T)

What does Philippe say about his brother? (R)

How does Nate feel at the end of this page? How can you tell? (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 game are the kids playing at the party?" The kids are playing volleyball. They are playing boys versus girls. Another question is "What does Philippe say about his brother?" Philippe says his brother is all right for a big brother. He says he's all right as long as he isn't picking on him, but that doesn't happen as much now that he's in college. These are Right There questions. Their answers are easy to find in the story.

Now for a more challenging question. I asked, "Is Philippe a nice guy? How can you tell?" I think Philippe is a nice guy. He introduces himself to Terrell and welcomes him to his house. He asks Terrell where he's from and invites him to play volleyball. Another question is "How does Nate feel at the end of this page? How can you tell?" Nate feels nervous at the end of this page. I can tell because the last thing he says is, "or so I thought." He thinks things are going well until something happens. Something must happen to make him nervous about how Terrell is getting along with his friends. These last questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. 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.

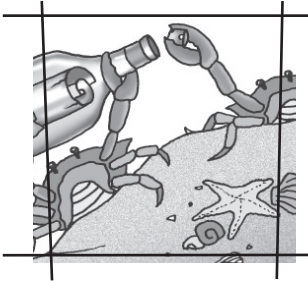
Preview Team Talk

- 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-15

Team Talk

1. What do you know about Juan from this part of the story? |CH|
2. What do you think Nate will do next? Why will he do that? |PR|
3. What does Terrell do **after** Juan calls him “new kid”? |SQ|
 - a. He drops the volleyball he is holding.
 - b. He decides to play on Lisa and Li’s team.
 - c. He asks Nate if everything is OK.
 - d. He tells Juan that he isn’t a good person.
4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions 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 43 aloud with partners.
page 44 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 do you know about Juan from this part of the story? |CH|

100 points = *I know that Juan isn’t very nice, or at least, doesn’t like meeting new people, from this part of the story. He asks Nate who the new kid is and why he is there. He must say it in a mean way because Nate doesn’t like how he says it. Then he calls Terrell “new kid” even though he knows Terrell’s name. 90 points* = *I know that Juan isn’t very nice, or at least, doesn’t like meeting new people, from this part of the story. He asks Nate who the new kid is and why he is there in a mean way. 80 points* = *He isn’t very nice or doesn’t like meeting new people.*

2. What do you think Nate will do next? Why will he do that? |PR|

100 points = *I think Nate will stick up for Terrell and tell Juan to be nice. He wants Terrell to be comfortable and does not like the way Juan is talking to Terrell, even though Juan is his friend. He is about to tell Juan what Aunt Tina told him about being a good person. 90 points* = *I think Nate will stick up for Terrell and tell Juan to be nice. He wants Terrell to be comfortable and does not like the way Juan is talking to Terrell. 80 points* = *He will stick up for Terrell.*

3. What does Terrell do **after** Juan calls him “new kid”? |SQ|

- a. *He drops the volleyball he is holding.*
- b. *He decides to play on Lisa and Li’s team.*
- c. *He asks Nate if everything is OK.*
- d. *He tells Juan that he isn’t a good person.*

4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|

100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text. 90 points* = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text. 80 points* = *The student asks two questions and provides correct answers.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

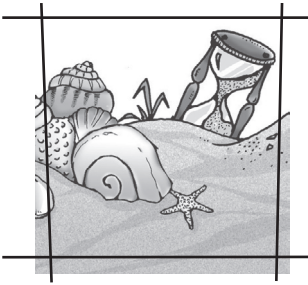
Team Talk Extenders

What do you think Nate should do about the problem that Juan causes?
 What should Terrell do?
 Has there ever been a time when all of your friends didn’t get along with one another? How did you handle the problem?
 Did everyone eventually make up?

- 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**

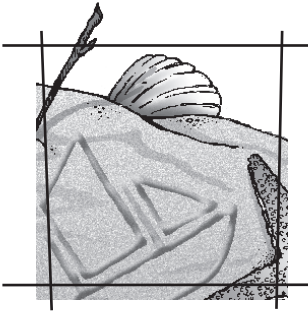
Timing Goal: 5 minutes

- 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-13

Page 41 (paragraphs 1–3) or 43

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



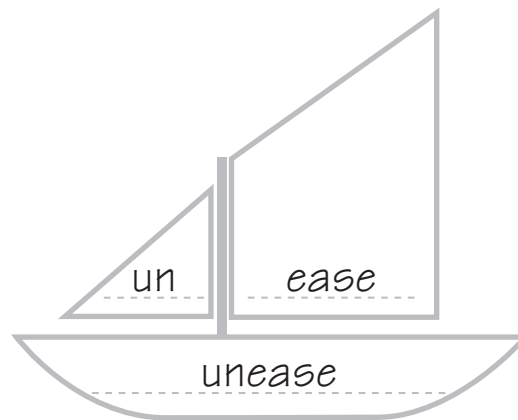
WORD POWER **TP**

Timing Goal: 10 minutes

th



- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue that Captain Read More uses for it (a boat with a little sail and a big sail). Have students identify the prefix they are working with this cycle. *The prefix un-*
- Display the sailboat clue, and write the word “unease” on the bottom of the boat. Point out that *unease* is a word from this cycle’s vocabulary list. Use **Team Huddle** to have students identify the prefix and base word. Use **Random Reporter** to select students to share. Write “un” on the little sail, and “ease” on the big sail.



tps

- Use the word parts to say the word, and have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Not at ease, not comfortable.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-15

Skill Practice

Write the words in your journal. Then write the prefix and base word of each word. Draw a sailboat if you need help.

1. unstuffed *un + stuffed*
2. unfold *un + fold*
3. uncap *un + cap*
4. unbuttoned *un + buttoned*

Building Meaning

| | | | |
|----------|----------|--------|----------|
| concerns | relieved | seldom | muttered |
| opted | striding | unease | offered |

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.*

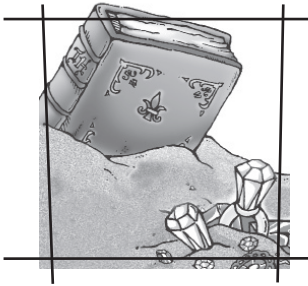
6. Choose the word that best fits in the blank.

My grandma offered me another piece of cake, but I was stuffed already.

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

Team Celebration Points

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

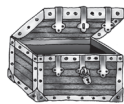
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

What type of person is Juan?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 45 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 45

Chapter 16

Before I could say anything, Lisa spoke up from their side of the volleyball net. She said, “Would you boys stop being so silly? What’s the big idea? Why do you have to act so macho all the time?”

Then Li said, “That’s right. I agree. And Juan, you’re being especially silly. Just because Terrell’s new in town, doesn’t mean you should call him ‘new kid.’ It isn’t very nice. His name’s Terrell. And he’s a friend of Nate’s. That makes him a friend of mine too.”

“And mine,” said Lisa.

“Same goes for me,” said Philippe.

We were all looking at Juan. Terrell picked up the ball and tossed it up and down. I could tell he was thinking about what he’d do or say. I still didn’t know what to do or say. I didn’t think I had to say anything more. But there was still a lot of tension, or discomfort, in the air.

Philippe tried to make everyone feel better. He said, “Hey y’all. We have a volleyball game to play. Hey, Terrell, pass me the ball.” Terrell looked at Philippe, and a smile came across Terrell’s face.

“Sounds good,” Terrell said, and threw Philippe the ball. Then he turned to Juan.

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 happens on this page? (R)

How do the girls help the situation? What does this tell you about them? (T)

How does Terrell do in the situation? Why do you think so? (T)

How is the problem solved? (R)

- 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 happens on this page?" On this page, the girls stick up for Terrell and tell Juan he's being silly. They tell Juan to be nicer. Another question is "How is the problem solved?" The problem is solved when Philippe reminds everyone that they have a volleyball game to play, and he tells Terrell to pass him the ball.

Now for some more challenging questions. I asked, "How do the girls help the situation? What does this tell you about them?" The girls help the situation by stepping in and keeping the boys from fighting. They tell them to stop acting macho. They say the boys are acting silly. They tell Juan to be nicer. They say that since Terrell is Nate's friend, he is their friend too. I can tell the girls are very nice, and they want everyone to get along and have fun. They don't want the boys to fight. Another question is "How does Terrell do in the situation? Why do you think so?" I think Terrell does OK in the situation. He gets mad at Juan for calling him "new kid," but he doesn't say anything after the girls tell the boys to stop being silly. When Philippe wants to continue playing volleyball, Terrell smiles and passes him the ball. I think Terrell wants to make a good impression. I don't think he wants to fight. He doesn't want to make his new friends angry, especially since the girls just stood up for him and called him a friend. 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.

Preview Team Talk

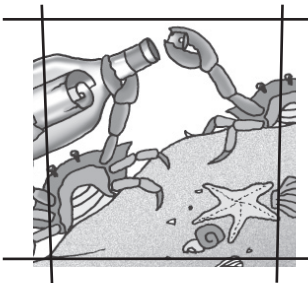
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-15

Team Talk

1. Describe what you've learned about Terrell from the problem in the backyard. |CH|
2. How has Juan changed from when we first met him? |CC|
3. At the end of this section, Nate feels— |CH|
 - a. relieved.
 - b. confused.
 - c. worried.
 - d. angry.

How can you tell?
4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions 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 46 (paragraphs 1–4) aloud with partners.
page 46 (paragraphs 5–7) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. Describe what you've learned about Terrell from the problem in the backyard. |CH|

100 points = *I learned that Terrell wants to avoid problems, and he wants everything to be OK between himself and others. He's a nice guy. He asks Juan if they are cool and accepts his apology. He gives Juan a second chance.* **90 points** = *I learned that Terrell wants to avoid problems, and he wants everything to be OK between himself and others. He's a nice guy.* **80 points** = *He wants to avoid problems and wants everything to be OK between himself and others.*

2. How has Juan changed from when we first met him? |CC|

100 points = *Juan has changed from when we first met him because he wasn't very nice then. He called Terrell "new kid" in a mean way. Now he is nicer. He is sorry he acted badly toward Terrell, and he wants to be friends with him.* **90 points** = *Juan has changed from when we first met him because he wasn't very nice then. Now he is nicer.* **80 points** = *He was mean at first, but now he is nicer and wants to be friends.*

3. At the end of this section, Nate feels— |CH|

- a. *relieved.*
- b. *confused.*
- c. *worried.*
- d. *angry.*

How can you tell?

100 points = *I can tell that Nate feels relieved because he is happy at the end of this section. He laughs when Terrell makes a joke about him. He is happy to see his old friends getting along with his new friend.* **90 points** = *I can tell that Nate feels relieved because he is happy at the end of this section.* **80 points** = *He is happy.*

4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |QU|

100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks two questions and provides correct answers that restate the questions and include one detail from the text.* **80 points** = *The student asks two questions and provides correct answers.*

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

Class Discussion TP
Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

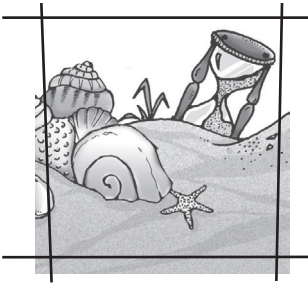
Imagine that you had been in Philippe's backyard. What would you have done? Why?

Terrell gives Juan a second chance at being friends. Do you think it's important to give people second chances? Why or why not?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

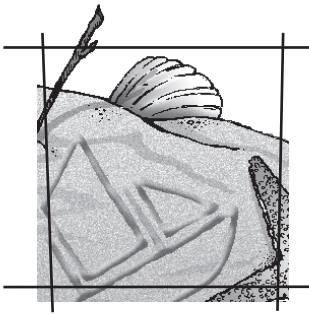
Timing Goal: 5 minutes

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

Student Edition, page S-13

Page 41 (paragraphs 1–3), 43, or 46 (paragraphs 1–3)

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to have students tell what the prefix *un-* at the beginning of a word often means. Randomly select a few students to share. *Not.*
- 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

1. Bart's room looked uncluttered once he put his clean clothes away in the closet.
2. Talia's brother tried to help her unknot her yo-yo string, but he found it too difficult.



- Use **Random Reporter** to choose a student to read each sentence orally, identify the word that has a prefix and base word, and then separate the prefix and base word. *Un + cluttered; un + knot.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-16

Skill Practice

Write the words in your journal. Then write the prefix and base word of each word. Draw a sailboat if you need help.

1. unlevel *un + level*
2. unpin *un + pin*
3. unseen *un + seen*
4. unlikely *un + likely*

| Building Meaning | | | |
|------------------|----------|--------|----------|
| concerns | relieved | seldom | muttered |
| opted | striding | unease | offered |

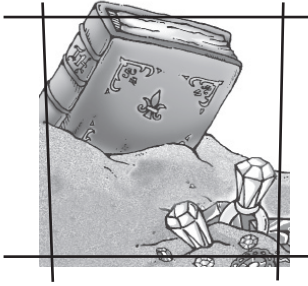
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

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

6. The Bridgeville Broncos were such a good basketball team that they seldom lost games. *Seldom* means—
- often.
 - rarely.
 - rapidly.
 - slowly.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



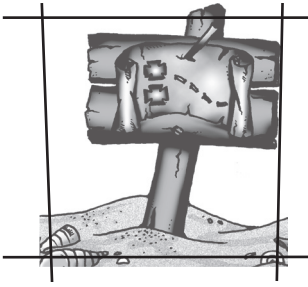
In yesterday's reading, Terrell and Juan made up, and it seemed like everyone was going to get along. Today we will find out how the group's friendship has lasted over the years.

Vocabulary TP

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

Prepare Students for the Test

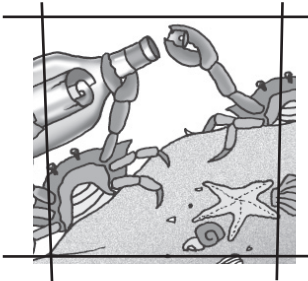
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about questioning.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that 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.

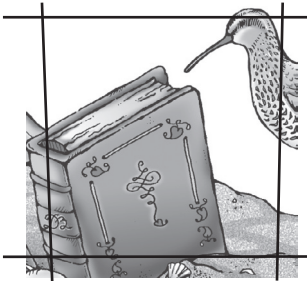
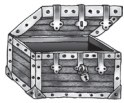
Team Discussion **TP**

- 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

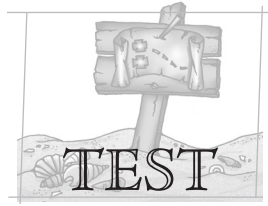
Timing Goal: 20 minutes

- 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.

- 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 47 of *The Yo-Yo New Kid*, 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.

20 points

2. How does Terrell show that he is nervous about going to Philippe’s party? |CH|

20 points = Terrell shows that he is nervous about going to Philippe’s party by not saying yes to going right away when Nate asks him. He is also very quiet as he and Nate walk to Philippe’s house. **15 points** = Terrell shows that he is nervous by not saying yes to going right away when Nate asks him.

10 points = He doesn’t say yes right away.

10 points

3. Juan changes how he acts toward Terrell by— |CC|

- continuing to call him “new kid.”
- apologizing and being nicer.
- making fun of him for playing with girls.
- taking the volleyball out of his hands.

20 points

4. How can you tell that everyone in the group has become good friends with Terrell? |DC|

20 points = I can tell that everyone in the group has become good friends with Terrell because he is always included when they play volleyball and other games. They often go over to Terrell’s house, where they have the most fun. They learn yo-yo tricks from Terrell. They forget that Terrell was once a new kid. **15 points** = I can tell that everyone in the group has become good friends with Terrell because he is always included when they play volleyball and other games. **10 points** = Terrell is always a part of the group when they play.

10 points

5. Which of the following describes the mood at the end of the story? |MD|

- dark
- tense
- happy
- sad

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 on your paper. Then write the prefix and base word of each word. Draw a sailboat if you need help.

5 points 1. untrue *un + true*

5 points 2. unbalanced *un + balanced*

5 points 3. unwind *un + wind*

5 points 4. unsnap *un + snap*

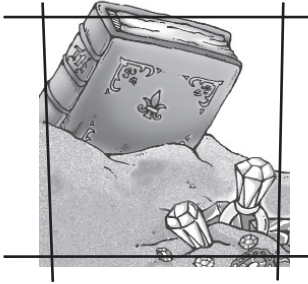
Building Meaning

| | | | |
|----------|----------|--------|----------|
| concerns | relieved | seldom | muttered |
| opted | striding | unease | offered |

- 10 points 5. Write a meaningful sentence for the word *unease*.
- 10 points** = I wasn't sure I had studied enough for the test, so I was worried and felt some unease as I walked into Mr. Hobart's room on the big day.
5 points = I wasn't sure I had studied enough for the test, so I felt some unease before it. **1 point** = I felt some unease because I wasn't sure I had studied enough.

- 10 points 6. My horse came *striding* over to me when he saw me walk toward the fence with some carrots and sugar cubes.

- 10 points** 7. My dad offered me a choice between two chores: mowing the lawn or cleaning the garage. *Offered* means—
- owned.
 - threw.
 - removed.
 - presented*.
- 10 points** 8. The students muttered under their breath so the librarian wouldn't complain about them being too noisy.
- 10 points** 9. Losing my backpack is one of my concerns, so I have my phone number written on a tag inside the bag. *Concerns* means—
- worries*.
 - ideas.
 - tastes.
 - pleasures.
- 10 points** 10. Barry is seldom on time, so we were surprised to see him waiting for us when we got to the movie theater.
- 10 points** 11. “Stay or go,” said Coach Yancy, and I opted to stay. *Opted* means—
- left.
 - forgot.
 - chose*.
 - moved.
- 10 points** 12. The pitcher was relieved that he struck out the final batter when the bases were loaded.

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

Set the Stage

- Introduce the writing goal.

Today you will pretend that you write an advice column in your school newspaper and that Nate has written to you asking for help. Nate finds out that sometimes some people do not get along. His friend Juan is not very polite to Terrell when they first meet. Pretend that Nate has written to you for advice to make sure future introductions go more smoothly.

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 advice letter.

Have you ever asked someone for advice? Sometimes a friend or a family member might have a solution to a problem that never occurred to you. Everyone is different and sees different solutions to the same problem. Many newspapers have advice columns. That is where you can write a short letter to a person who will offer you advice. You can read the response right in the paper! That is what you will write today.

- Display the following question and answer from an advice column. Read the column aloud to students.

Blackline master provided.

Dear Wise Wendy,

My best friend let me borrow his favorite movie recently. Unfortunately, my younger sister took it out of the player and then stepped on the DVD, breaking it in half. Should I blame my sister? Should I lie and say he never loaned me the movie?

Worried in Wellington

Dear Worried,

It might be tempting to lay all the blame on your younger sister, but that would not be very fair. You should have removed the DVD from the player as soon as you finished it and returned it to your friend. You shouldn't lie either. Tell your friend the truth about what happened and offer to buy a replacement for him as soon as you can. Hopefully your friend will see that it was an accident and that he is not suffering a permanent loss! Lying might lose you a friend, which is worth more than the price of a movie.

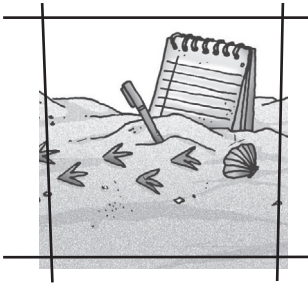
Wise Wendy



- Use **Team Huddle** and **Random Reporter** to ask students why Worried in Wellington needed advice. *Worried in Wellington borrowed a movie from a friend, and the movie ended up getting stepped on by his or her younger sister. He or she is not sure what to tell the friend.*
- Use **Team Huddle** and **Random Reporter** to ask students if they think it is good that Worried asked someone else for advice and why. *(Answers may vary.) Yes. It is good that Worried asked for advice because he or she does not have very good ideas about what to do. Worried asks whether blaming his or her sister or lying are good options. Wendy tells Worried that it is better to tell the truth.*
- Point out how the question and answer are formatted for the advice letter.

When you see an advice column in the newspaper, the letters look just like the sample. They are similar to a normal friendly letter. There is a greeting, body, and signature for each letter. What is missing? Wait for students' responses. Right. You do not need a date or a closing when you write to an advice column. Notice the names that are used. Usually the people asking questions want to be anonymous. That means they do not want other readers to know who they are. For example, Worried in Wellington means that the writer is worried about his or her situation and lives in Wellington.

- Tell students that they will write letters giving Nate advice about how to make sure Terrell does not have any more problems making friends in town.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you answer letters in your school newspaper’s advice column. You will give Nate advice about how to make sure Terrell makes new friends smoothly.



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

Student Edition, page S-16

Writing Prompt

Pretend that you answer letters for the Good Advice column in your school newspaper. Nate has written the following letter to your advice column:

Dear Good Advice,

I have a new friend who just moved to town. I want to make sure he meets a lot of new people, but I’m afraid some people won’t like him or get along with him. I’ve already had a problem with one friend. How can I make sure everyone is nice to him?

Concerned in Cincinnati

Write a response to Nate giving him at least three pieces of advice about how he can help his new friend make other new friends easily. Tell Nate whether you think it is important that everyone is nice to his new friend. Your advice letter should have a greeting, body, and signature. Remember to use the name that Nate signed in his letter.

Scoring Guide

| | |
|---|---|
| You wrote a response to Nate’s letter. | 25 points |
| You give Nate at least three pieces of advice about how to help his new friend make other friends easily. | 15 points each (45 points maximum) |
| You tell whether you think it is important that everyone is nice to his new friend. | 15 points |
| Your response has a greeting, body, and signature, and you remember to use the name that Nate signed in his letter. | 5 points each (15 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 advice letters.

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

Sample Graphic Organizer



Drafting

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

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students that it is important to think about their audience as they write their letters of advice to Nate.

You might think of an audience as a group of people watching a concert or a movie, but you have an audience too. Your audience is the people who will read your writing. Today you are writing an advice letter to Nate that would appear in your school newspaper. That means your audience is students just like you. Think about the kind of advice you would give a friend as you write your letter. You should also think about how you should write your letter. It should be serious, fair, and reasonable. Nate and other writers to your advice column rely on you to give them good advice!

- Display the following sample passages. Read them aloud to students.

Blackline master provided.

Sample 1

Making new friends can be tough, so I think it's great that you want to help your new friend meet other people. Don't worry about introducing your new friend to people whom you don't like or don't think are cool though. Not everyone can be best friends, and you probably don't want your friend to hang out with people you don't like.

Sample 2

Making new friends can be tough, so I think it's great that you want to help your new friend meet other people. I don't think you should worry about everyone being best friends with your new friend. Not everyone can be best friends, and the new kid will quickly figure out whom he wants to be friends with.



- Use **Team Huddle** and **Random Reporter** to ask students what the similarities and differences are between these two passages.

Let's think about these two passages. How are these passages alike? *They both say that Nate is a good person for wanting to help his new friend. They both say not to worry about his new friend being friends with everyone. Good!* **They start the same way and have the same basic message. How are these messages different?** *The first passage says that Nate should not introduce his new friend to people whom Nate does not like. The second passage says that Nate cannot worry about everyone getting along and that his new friend will figure out whom he likes and dislikes. Great.* **Which passage do you think offers better and fairer advice?** *(Answers may vary.) The second passage. The author tells Nate to let his new friend figure out whom he likes and says not everyone can be best friends. The first passage tells Nate to keep his new friend from meeting people. That is not fair. His new friend might like someone that Nate does not like. Good. The second passage is probably the better one for an advice column. It is more fair and reasonable. It is good advice.*

You should never force people to like or dislike someone just because you like or dislike that person.

- Tell students to think about their audience and about offering fair and reasonable advice.
- 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? |

It was ten o'clock and time for the race. Laura was at the starting line, her body ready for action. She heard the words, "On your marks, get set, go!" She sprang forward, almost leaving the ground as she pushed ahead. At first, she could see others beside her and ahead of her. Then, slowly, she saw only one person beside her. It was Aza, the only girl she had never beaten in a race. Laura made herself work harder. She brought her arms closer to her body and made her legs stretch farther. She pushed down harder on her feet to spring ahead even more. At last, she saw the finish line. Aza was still beside her. Laura took one more huge leap. She fell across the finish line just before Aza.

What time was it? (R)

Who is at the starting line? (R)

What kind of race is this? How do you know? (T)

Why was Laura looking to see who was ahead of her or beside her? (T)

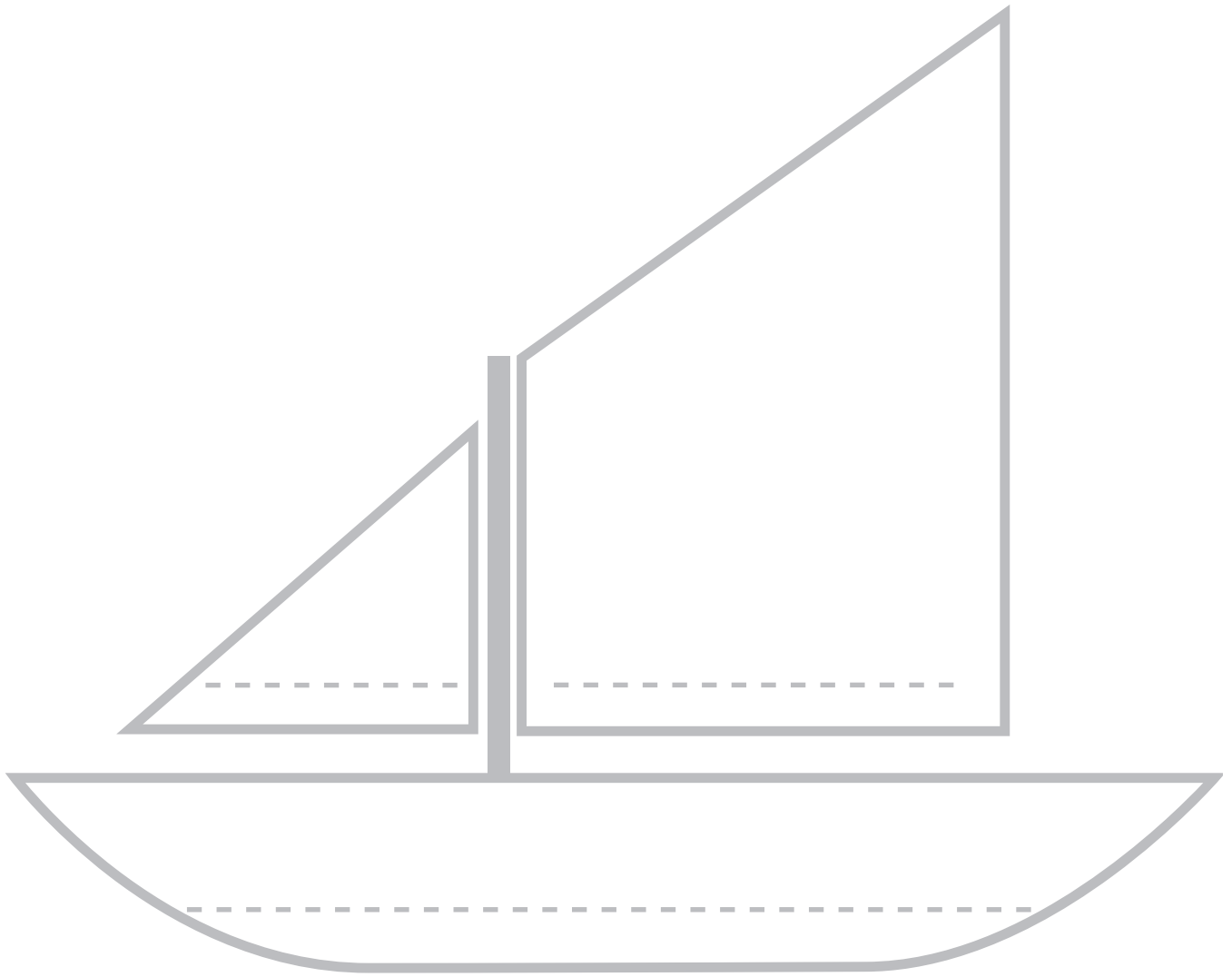
Do you think it was important for Laura to beat Aza? Why? (T)

What did Laura do to win? (R)

Who almost beat Laura? (R)

How do you think Laura felt when she won? Why? (T)

How do you think Laura would have felt if Aza had won? (T)



Dear Wise Wendy,

My best friend let me borrow his favorite movie recently. Unfortunately, my younger sister took it out of the player and then stepped on the DVD, breaking it in half. Should I blame my sister? Should I lie and say he never loaned me the movie?

Worried in Wellington

Dear Worried,

It might be tempting to lay all the blame on your younger sister, but that would not be very fair. You should have removed the DVD from the player as soon as you finished it and returned it to your friend. You shouldn't lie either. Tell your friend the truth about what happened and offer to buy a replacement for him as soon as you can. Hopefully your friend will see that it was an accident and that he is not suffering a permanent loss! Lying might lose you a friend, which is worth more than the price of a movie.

Wise Wendy

Sample 1

Making new friends can be tough, so I think it's great that you want to help your new friend meet other people. Don't worry about introducing your new friend to people whom you don't like or don't think are cool though. Not everyone can be best friends, and you probably don't want your friend to hang out with people you don't like.

Sample 2

Making new friends can be tough, so I think it's great that you want to help your new friend meet other people. I don't think you should worry about everyone being best friends with your new friend. Not everyone can be best friends, and the new kid will quickly figure out whom he wants to be friends with.

Story Map



Title: The Yo-Yo New Kid, cycle 2

Characters:

| | |
|-------------------|----------|
| Nate | Marco |
| Dad | Philippe |
| Terrell | Juan |
| Aunt Tina | Lisa |
| Terrell's parents | Li |

Setting:

Where: Cincinnati, Ohio

When: Saturday, Philippe's party on Sunday

Problem:

Nate worries that Terrell and Nate's old friends won't get along because some people have trouble making new friends.

Event: Nate meets Terrell, who is moving in next door to Nate. Terrell shows Nate how to do tricks with his yo-yo.

Event: Terrell shows Nate his new house while Nate tells Terrell about his friends.

Event: Aunt Tina tells Nate that he is to take Terrell to Philippe's house for a party.

Event: Juan does not like meeting Terrell and calls him "new kid," which Terrell does not like.

Event: The girls tell the boys that they are being silly and to stop fighting.

Solution:

Juan apologizes for being mean to Terrell, and everyone gets along. Terrell teaches everyone how to do tricks with yo-yos.

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 3 / <i>The Yo-Yo New Kid</i> |
|---|
| <p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> |
| <p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> |
| <p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> |
| <p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> |

Questioning: A Winning Strategy!

The Savvy Reader—Questioning, A Collection of Readings, pages 49–67
Success for All Foundation, 2011

Summary

Welcome! You're in time to join Tory, Adam, Amy, and Daniel as they compete against the brainy Warthogs team for an awesome prize: the chance to be junior guides at the zoo. If our friends can beat the Warthogs at *Animal Questions*, the junior zoo guide title will be theirs! *Animal Questions* is a quiz show in which the contestants ask and answer questions about animals. Adam and Tory would be perfect zoo guides; after all, they learned so much about wild animals on their recent trip to Africa when they helped Dr. Nick Brown on the Samburu Wildlife Reserve by summarizing his article on leopards. Amy and Daniel didn't go to Africa, but they're sure that being zoo guides would be the next best thing to being there.

What our friends need is a winning strategy, a way to make sure that they will know more about the zoo animals than their competitors, the Warthogs team. Sarah, an older friend, suggests that they use questioning as they read about the animals. She points out that if they ask each other questions as they read, they are bound to learn and remember more of the important facts. What's more, they'll be asking and answering questions, which is the format of the game show.

The Samburu Leopards, as our friends have named themselves, are not so sure about questioning. They've never used this strategy. Will it work? Can they do it? Will it help them beat the Warthogs? Why don't you, and your students, join us to learn about questioning along with the Samburu Leopards. After all, what do you have to lose? Questioning is a winning strategy!

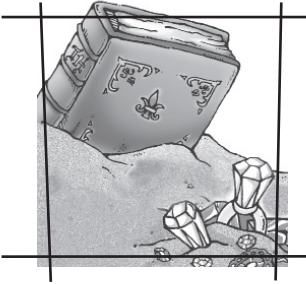
Instructional Objectives

| | |
|----------------|--|
| Reading | |
| CYCLE 1 | Questioning (QU) |
| | Students will ask a variety of easy-to-answer and hard-to-answer questions about a text and answer them with correct, complete information or explanation. |

Teacher's Note: Questioning: A Winning Strategy! is an eleven-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 you are going to ask a variety of easy-to-answer and hard-to-answer questions about a text and answer them with correct, complete information or explanations.

- 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 text differs from literature.



- Use the items below to build or activate background knowledge about the story.
 - Tell students they will mostly be reading about animals from Africa and one animal that lives near the North Pole. Show students these two areas on a map or a globe. Use **Team Huddle** to have students discuss how animals from these two places might be different. Use **Random Reporter** to select students to share.
 - Tell students that many of the animals they will read about are endangered. Use **Think-Pair-Share** to have students discuss what the word *endangered* means and what people could do to help animals survive. Randomly select a few students to share.
 - Share a few interesting or important facts about the African and Arctic habitats of the animals discussed in this text. For example, Africa is the second-largest continent on Earth and contains deserts, rainforests, mountains, and valleys. Unlike Africa, the Arctic is not a continent, but a region made up of the northernmost parts of several countries and pack ice that is present for most of the year.



Using the Targeted Skill (Introduction and Definition)

- Review the idea of questioning with students.

We're going to watch a DVD about some students who find out how to use a strategy—questioning—to get ready for an important event. You all know what questions are and how to ask them. I'll show you: I'll make a statement, and you and your partner will try to turn it into a question. For example, if I say, "Today's my birthday!" you might say, "Is today your birthday?" or "What is today?" Let's try that. Remember, I'll make a statement, and you and your partner will turn it into a question.

- Use **Think-Pair-Share** to have students turn statements into questions. Randomly select a few students to share.

It might rain tomorrow.

The sun set at 6:00 p.m. yesterday.

I have two brothers and a sister.

You all know how to ask questions.

Preview Team Talk

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

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Team Talk

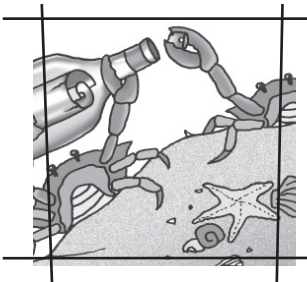
1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?
2. Why do you think it would be important for zoo guides to know a lot about animals?
3. How does the *Animal Questions* quiz show work? What do the players have to do? (Write-On)
4. What was Sarah's idea about how the team can get ready for the show?

- Randomly assign team leaders.
- Introduce the video.

Tory and Adam are back in school after visiting Africa to study the animals there with a wildlife conservationist named Dr. Nick Brown. They and their friends Daniel and Amy have just found out about an exciting opportunity: a chance to be junior zoo guides. Let's see what they need to do!



- **Play** "Part 1: Back from Africa" (5 minutes).



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?

100 points = *To get a chance to work at the zoo as junior zoo guides, Tory, Adam, Amy, and Daniel have to read about the animals at the zoo and answer questions on the quiz show, Animal Questions. They also have to do a better job than the other team on the show.* **90 points** = *To get a chance to work at the zoo as junior zoo guides, they have to read about the animals at the zoo and answer questions on a quiz show.* **80 points** = *They have to read about the zoo animals and answer questions about them.*

2. Why do you think it would be important for zoo guides to know a lot about animals?

100 points = *I think it would be important for zoo guides to know a lot about animals because visitors to the zoo will ask questions about the animals. Zoo guides should be able to tell visitors a lot of interesting and important facts about the animals.* **90 points** = *I think it would be important for zoo guides to know a lot about animals because visitors to the zoo will ask questions about the animals.* **80 points** = *Visitors will ask questions about them.*

3. How does the *Animal Questions* quiz show work? What do the players have to do? (Write-On)

100 points = *The Animal Questions quiz show works by having teams of players read articles about animals and then answer questions about the animals. They also have to ask the other team questions about the animals.* **90 points** = *The Animal Questions quiz show works by having teams of players read about animals and then answer and ask questions about them.* **80 points** = *Teams read about animals and then ask and answer questions about them.*

4. What was Sarah's idea about how the team can get ready for the show?

100 points = *Sarah's idea about how the team can get ready for the show is for them to read the animal articles with partners and then ask one another questions about the information.* **90 points** = *Sarah's idea about how the team can get ready for the show is for them to read the animal articles and ask one another questions.* **80 points** = *They should read the articles and ask one another questions.*

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

We've heard Tory and Adam talk a lot about Dr. Nick, the wildlife conservationist they worked with at the wildlife reserve in Africa. Dr. Nick is a very smart man who wants Tory, Adam, and all of their

friends, including you, to learn as much about the animals in Africa as possible. He knows that the only way to do this, since most of us can't go to Africa, is by reading about the animals. To help us learn more about the animals by asking questions, he will give us a challenge in each lesson.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-17

Dear Students,

Help! I wrote a paragraph about one of Kenya's wild animals, but it needs editing. All the sentences end with periods, but I know I asked some questions. Can you help me?

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

Thanks for your help.

Your friend,

Dr. Nick

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

Student Edition, page S-17

Did you know that the cheetah is one of the world's fastest animals. It is a sleek animal with long legs and a flexible spine. It can twist and turn quickly, which helps it catch other animals. Can you guess what its favorite prey is. It is the gazelle. Cheetahs make amazing, low purring sounds, but their claws do not retract, like those of other cats. Do you think you would like to have a cheetah as a pet kitty. I'm not sure I would.

- Monitor the discussion for understanding.
- Use **Random Reporter** to have students share their work.
- 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 Dr. Nick'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.

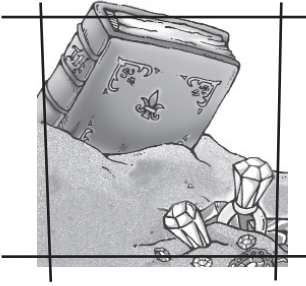
| | | |
|--|---|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. | |
| | Team Talk Extenders | <p>How do you think asking one another questions will get the kids ready for the quiz show? How might it give them an advantage over the other team?</p> <p>Why do you think the zoo will pick kids who win <i>Animal Questions</i> to be junior guides? What will doing well on the show prove to the zoo?</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. |
|---------------------|---|

- Summarize the lesson for students.

Today we’ve seen that Tory, Adam, Amy, and Daniel really want to be junior zoo guides, but to do that, they have to prove they know a lot about the animals. After all, zoo guides must be ready to answer so many questions! But Sarah has helped them come up with a plan—a strategy—that will help them get ready. The Samburu Leopards are going to read the information about animals and ask and answer one another’s questions as they do. What better way to learn about the animals and get ready for the *Animal Questions* game show at the same time! We’ll be learning how to use questioning right along with them.

| 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 **Team Huddle** to have students brainstorm question words that they know. Use **Random Reporter** to select students to share.

Remember how you changed my statements into questions in our last lesson? Most of your questions started with a question word, like *what*. If you're going to become good questioners, like students in the video, you're going to have to know a lot of question words. Think in your teams for 30 seconds about other question words you know, and make a list. I'll time you. When we're finished, we'll make one big list on this chart paper. Ready? Let's begin. Wait for students' responses.

- Make a class list of question words on chart paper.

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

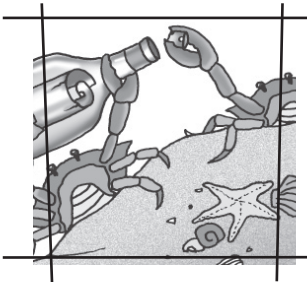
1. The Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?
2. What did Sarah say makes one question harder than another?
3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do you know any question words they did not use? (Write-On)

- Introduce the video.

Sarah is about to help the Samburu Leopards prepare for the game show. Who remembers what she suggested that they do to prepare? *Accept responses.* That's right! She suggested that the Samburu Leopards use the questioning strategy: work as partners and ask each other questions as they read about the animals. Let's check in and watch as they get started. While you watch, notice how many of the question words on our class list (point to the list on the chart) the Samburu Leopards use.



- **Play** "Part 2: Questions, Question Words, and Different Kinds of Questions" (6 minutes).
- Have students read the zebra article in A Collection of Readings. As a class, ask and answer questions about it.
- Have partners choose two questions about zebras to write in their journals.



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 Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?

100 points = *The Samburu Leopards looked at the article and the question-word list to ask Sarah questions about animals.*

90 points = *The Samburu Leopards looked at the article and the question-word list.* **80 points** = *They looked at the article and question-word list.*

2. What did Sarah say makes one question harder than another?

100 points = *Sarah said one question is harder than another because of where and how you find the answer. A question is easy if you can locate the answer in one place on a page. It is harder if you have to think about the answer and you can't find it in one place on the page.* **90 points** = *Sarah said one question is harder than another because of where and how you find the answer. It is easy if you can find the answer on the page and harder if you can't.* **80 points** = *It depends on where and how you find the answer to the question.*

3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do you know any question words they did not use? (Write-On)

100 points = *The Samburu Leopards used the question words where, how, why, and when. They did not use the question words what and who to ask Sarah questions.* **90 points** = *The Samburu Leopards used where, how, why, and when.* **80 points** = *They used where, how, why, and when.*

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

Dr. Nick has sent us another challenge to help us learn about questioning. He knows that we'll learn more about the animals in Africa if we use this strategy.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-18

Dear Students,
 Here’s a challenge to help you learn more about questioning and more about lions!

- Read the paragraph about lions below.
- With your partners, ask and answer questions. See how many different question words you can use. Use your question-word list for ideas!

Your friend,
 Dr. Nick

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

Student Edition, page S-18

The Swahili name for lion is Simba. Although most other cats like to live alone, lions are social, which means they like to live with other lions. Usually one to three males will live with a number of females. A group of lions like this is called a pride. Lions even have social behaviors. For example, they have special ways of greeting one another. They probably don’t say hi and shake hands though.

- Monitor the discussion for understanding.
- Prompt students to ask questions using as many different question words as they can. Tell them to use the question-word list to think of different questions.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.

Class Discussion TP

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

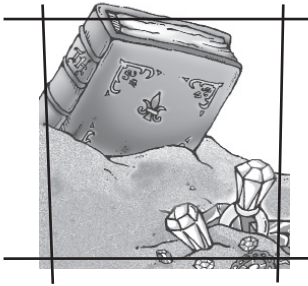
| | | |
|--|---|--|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. | |
| | Team Talk Extenders | <p>What was the hard question that Daniel asked? How did Sarah figure out the answer?</p> <p>Do you think asking easy or hard questions will help the Samburu Leopards win <i>Animal Questions</i>? Why?</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. |
|---------------------|---|

- Summarize the lesson for students.

We saw Sarah help the Samburu Leopards learn to ask questions. They thought it would be difficult because they weren't used to asking questions about what they read. Sarah showed them that it's not so hard though. As they asked questions, she made a list of question words, just like we did, so the team could look at those when they were trying to think of questions. This is a great way for the Leopards to get ready for the *Animal Questions* game show! I think they'll learn and remember a lot of information about zoo animals. I bet you will too. In fact, who can tell me something he or she learned about zebras? Wait for students' responses.

| 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)

- Use **Team Huddle** to have your students think of two ways to help the Samburu Leopards if they get stuck with questioning. Use **Random Reporter** to select students to share responses.

The students in the video—Amy, Daniel, Tory, and Adam—are learning how to ask questions about what they read, and you're learning along with them. Suppose one of them, or your own partner, got stuck and couldn't think of any questions. What tips could you give them that might help? Wait for students' responses. Remember how you turned my statements into questions? How could that help you think of questions about what you're reading? How could the question words help you think of questions? Wait for students' responses.

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-18

Team Talk

1. At one point in the DVD, Amy paused to think of a question. What did she look at and think about as she considered what question to ask? Here's a hint: Adam later told Tory to look at this when she was stuck.
2. Daniel and Amy thought about questions that zoo visitors might ask. Why would they try to think of these questions? (Write-On)
3. Adam told Tory that he had figured out a way to think of questions. What was it?

- Introduce the video.

The Samburu Leopards are about to learn about the rhinoceros. They plan to work as partners to read about this animal and ask each other questions. You're going to have a chance to do that with your partners too. I'll bet we can learn as much about rhinos as the Leopards team. Wouldn't it be fun if we could be junior zoo guides too?



- **Play** “Part 3: Partners read and ask questions about the rhinoceros!” (5½ minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

Sarah will ask partners to:

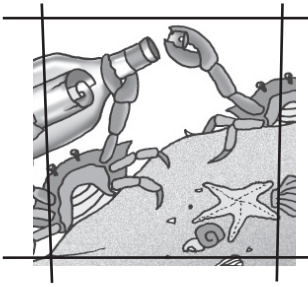
- take turns reading and asking and answering questions about sections 4 and 5 of the “Rhinoceros!” article found on pages 63 and 64 in their copy of A Collection of Readings.
- choose a question from each partner for their journals.

At the end of part 3, Sarah will ask partners to:

- discuss whether question words helped them.
- discuss which question words they used.



- Use **Random Reporter** to have students 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. At one point in the DVD, Amy paused to think of a question. What did she look at and think about as she considered what question to ask? Here's a hint: Adam later told Tory to look at this when she was stuck.

100 points = *When Amy paused to think of a question, she looked at the question-word list as she considered what question to ask.*

90 points = *When Amy paused to think of a question, she looked at the question-word list. 80 points* = *She looked at the question-word list.*
2. Daniel and Amy thought about questions that zoo visitors might ask. Why would they try to think of these questions? (Write-On)

100 points = *Daniel and Amy would try to think of questions that zoo visitors might ask because zoo visitors want to know a lot about the animals. Daniel and Amy want to be ready with answers to questions that visitors might have. They want to be good zoo guides. 90 points* = *Daniel and Amy would try to think of questions that zoo visitors might ask because zoo visitors want to know a lot about the animals. 80 points* = *Zoo visitors want to know a lot about the animals.*
3. Adam told Tory that he had figured out a way to think of questions. What was it?

100 points = *Adam told Tory that he figured out that every statement is an answer to a question. If you read a statement, you can think of the question it answers. 90 points* = *Adam told Tory that he figured out that every statement is an answer to a question. 80 points* = *Every statement is the answer to a question.*

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

Dr. Nick has a new challenge. This time he wants us to learn more about questions, and about the hippopotamus. Turn to Dr. Nick’s Challenge on page S-18 of your student edition, and read it with me.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-18

Dear Students,

Shall we try Adam’s trick of turning statements into questions as we learn about hippos?

- Take turns reading the following sentences about hippos with your partners.
- After your partner reads a sentence, turn it into a question.
- Write down the question words in your journal as you use them to see which kinds of words you and your partner use!

Your friend,
Dr. Nick

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

Student Edition, page S-19

1. Hippos, or hippopotamuses, spend most of the day in the water.
2. Hippos have big, curved teeth in their upper and lower jaws for attacking other animals and for protecting themselves.
3. Hippos like to eat soft grass and fruit that has fallen to the ground.
4. Hippos can run faster than most men.
5. Hippos like to graze in the evenings and in the night.

- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.



Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Dr. Nick’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. | |
| | <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>Daniel used a strategy to read the word <i>herbivores</i>. What strategy did he use?</p> <p>What do you think about Adam’s idea that every statement is the answer to a question? How do you think this will help the Samburu Leopards win <i>Animal Questions</i>?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. | Team Talk Extenders |
| Team Talk Extenders | <p>Daniel used a strategy to read the word <i>herbivores</i>. What strategy did he use?</p> <p>What do you think about Adam’s idea that every statement is the answer to a question? How do you think this will help the Samburu Leopards win <i>Animal Questions</i>?</p> | |

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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.

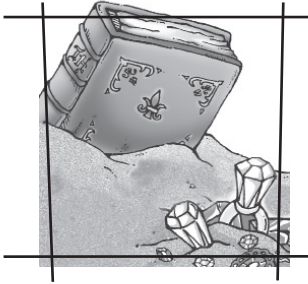
Today the Samburu Leopards learned a lot about another animal: the rhinoceros. You did too, didn’t you? Questioning is really helping them get ready for the *Animal Questions* show and to be great zoo guides if they win. They’re even figuring out how to ask more and more questions as they read. They’re looking back at the information in the articles and at the question words to see what they can ask. Adam’s trick works well too, doesn’t it? It’s easy to see how you can turn a statement into a question.

It looks like everyone is getting smarter about animals—and smarter about questioning. Who wants to show off what he or she learned about rhinos? Tell me one thing you’ve learned about these animals.

Team Celebration Points

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students think about answers to questions. Randomly select a few students to share.

We've been asking and answering a lot of questions. Today let's think about answers. What makes a good answer to a question? I've written a question on the board, and now I'll answer it. Decide with your partners if my answer is complete.

Sample questions and answers:

Q: What is our school's address? A: Provide only the street or road name.

Q: What is my name? A: Provide only your first name.

Was my answer complete? If not, what would make it complete? Adding the town or city, state, and zip code; adding the last name. Questioning helps us learn and remember information. That's why the Samburu Leopards are using questioning to learn as much about the zoo animals as they can. This strategy works best when our answers are correct and complete—when they include all the information.

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-19

Team Talk

1. Daniel asked Amy how giraffes can find the best leaves to eat. Was Amy's answer correct? Was it complete? Explain your thinking.
2. Amy asked this question: "What happens to the babies when their mothers go off for food and water?" Was Daniel's answer correct and complete? Explain your thoughts. (Write-On)
3. Amy thinks that questioning is making her pay more attention when she reads, so she remembers more. If that's true, how could questioning help you with your school work? Give at least one example.

- Introduce the video.

Today the Samburu Leopards are going to learn about giraffes. Sarah is going to ask you to join them. She'll ask you to read and ask questions about giraffes with your partners. Then you'll get to see Amy and Daniel ask questions about giraffes. I wonder if you'll ask the same questions they do.



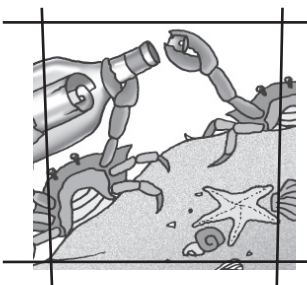
- **Play** "Part 4: Partners read and ask questions about giraffes!" (3 minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

Student Edition, page S-19

- Take turns reading and asking questions about giraffes with your partner.
- Choose a question to write in your journal.



- Use **Random Reporter** to have students share their question words.
- 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. Daniel asked Amy how giraffes can find the best leaves to eat. Was Amy's answer correct? Was it complete? Explain your thinking.

100 points = Yes. Amy's answer was correct and complete. She gave information from the text, and she included two reasons in her answer.

90 points = Yes. Amy's answer was correct and complete. She gave information and reasons. **80 points** = Yes. She gave information and reasons.

2. Amy asked this question: "What happens to the babies when their mothers go off for food and water?" Was Daniel's answer correct and complete? Explain your thoughts. (Write-On)

Teacher's Note: Students may respond that it is complete because it answered Amy's question or that it was not complete because Amy asked Daniel another question to have him extend his answer. (Answers will vary.) **100 points** = No. Daniel's answer was not correct and complete. Amy asked Daniel another question to extend his answer. He didn't give all the information he could about baby giraffes. **90 points** = No. Daniel's answer was not correct and complete. Amy asked Daniel another question to extend his answer. **80 points** = No. She asked him another question to extend his answer.

3. Amy thinks that questioning is making her pay more attention when she reads, so she remembers more. If that's true, how could questioning help you with your school work? Give at least one example.

(Answers will vary.) **100 points** = Questioning could help me with my school work because I will remember information more quickly. It won't take me as long to answer questions in class. **90 points** = Questioning could help me with my school work because I will remember information more quickly. **80 points** = I will remember information more quickly.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Introduce Dr. Nick's Challenge. Use this activity to focus on giving correct and complete answers to questions.

Dr. Nick has a challenge for you that has to do with buffaloes and answering questions. Let's take a look.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-19

Dear Students,

Can you answer questions as well as the Samburu Leopards team?

- Read about Cape buffaloes silently.
- Discuss the answers to the questions with your partners, and then write your answers in your journal.
- Compare your answers with your teammates' answers to see if they are complete and correct.

Your friend,

Dr. Nick

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

Student Edition, page S-20

Cape buffaloes are vegetarians. That means that they do not eat meat. Cape buffaloes eat grass and parts of small plants, such as buds and leaves. Cape buffaloes are dangerous animals though. They will kill people and even attack them without much reason. They are especially dangerous if people or other animals come between them and their young. They have been known to attack and kill strong animals such as lions.

Questions:

1. Why don't Cape buffaloes eat meat?
2. What do Cape buffaloes eat?
3. What makes Cape buffaloes dangerous animals?
4. Are Cape buffaloes dangerous only to people? Explain your thoughts.



- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.

Class Discussion **TP**

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

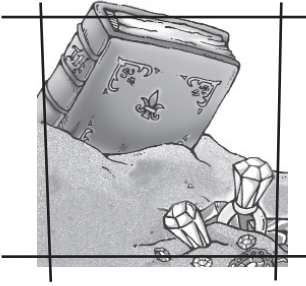
| | | |
|------------------------------|---|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding 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>Do you think the zoo is looking for children who can answer questions completely and correctly to be junior zoo guides? Why or why not?</p> <p>Do you think you can only use questioning strategies with school work? When else might you use this strategy?</p> |
| | <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. |
|---------------------|---|

- Summarize the lesson for students.

This lesson was different; Sarah asked you to read and ask questions about giraffes before you watched the Leopards do the same thing. Was it hard to do? You have been asking great questions, but those great questions alone won't help you learn as you read. The Samburu Leopards know that giving great answers is just as important. They're giving amazing answers! Who can tell me what makes a good answer to a question? Who can give me a great answer to this question: Why are the Samburu Leopards reading and asking questions about animals?

| 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 answer questions that vary in difficulty. Have students answer each question, tell whether it was difficult or easy, and explain why. Randomly select a few students to share.

Sample questions and answers:

Is it raining today? *Yes or no, the answer will depend upon the weather.* **What is 3 plus 5?** *8.* **What are the rules for playing basketball** (or any other game with which students may be familiar)? *Answers will vary depending upon knowledge of the game.*

Preview Team Talk

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

Student Edition, page S-20

Team Talk

1. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here's a hint: Sarah explained the reason.

Team Talk *continued*

2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?
3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?
4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)

- Introduce the video.

The *Animal Questions* quiz show is about to begin. First, though, you'll see the Samburu Leopards get ready by asking each other their best questions and picking two questions for the quiz show. The Warthogs team is stiff competition. You'll meet the Warthogs today. I can't wait to see what happens!



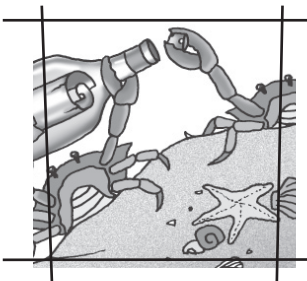
- **Play** “Part 5: Team Questions and Answers and Animal Questions, Round 1” (8½ minutes).
- Stop the video as indicated, and have teams follow Sarah’s directions as shown below.

Sarah will ask teams to:

- answer two questions from each partnership.
- decide whether any of the questions were harder to answer and explain why.
- pick one question from each partnership to ask the class.
- be ready with the answers.



- Use **Random Reporter** to have students share and challenge the class.
- 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. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here's a hint: Sarah explained the reason.
100 points = *The question about herbivores was so hard because Amy had to think about what she read in all three articles. She had to remember what zebras, rhinos, and giraffes ate.* **90 points** = *The question about herbivores was so hard because Amy had to think about what she read in all three articles.* **80 points** = *She had to think about what she read in all the articles.*
2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?
100 points = *The Warthogs' strategies were visiting the zoo, reading about animals, and watching animal videos. I think questioning is better for remembering what you learn because you have to think more about the information to ask questions. Also, in asking questions, you talk about the information, which helps you remember it.* **90 points** = *The Warthogs' strategies were visiting the zoo, reading, and watching videos. I think questioning is better for remembering what you learn because you have to think more about the information to ask questions.* **80 points** = *They visited the zoo, read, and watched videos. Questioning makes you think more about the information.*
3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?
100 points = *The evidence in Mike's answer was that zebras live in family groups. The family groups often come together in herds. They also share their territory with other animals.* **90 points** = *The evidence in his answer was that zebras live in family groups, herds, and with other animals.* **80 points** = *Zebras live in family groups, herds, and with other animals.*

Team Talk *continued*

- 4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)

100 points = *It was such a hard question because the Samburu Leopards had to remember information about zebras and horses, and they had to compare and contrast it.* **90 points** = *It was such a hard question because they had to remember information about both animals and then compare and contrast it.* **80 points** = *They had to remember information about both animals.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.
- Introduce Dr. Nick’s Challenge. Use this activity to review the differences between hard and easy questions.

Dr. Nick’s challenge today has to do with elephants and asking hard questions.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-20

Dear Students,
 Some questions are harder than others. See if you can tell the difference.

- Read about elephants below, and answer the questions with your partners. Which question is harder to answer? Do you know why?

Your friend,
 Dr. Nick

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

Student Edition, page S-21

Everyone knows that elephants are huge animals. Did you also know that they are vegetarians and eat only grass, shoots, leaves, and other plant life? They especially like to eat fruit, which is one of the reasons they may cross paths with people. One of the best places to see elephants in Africa is Amboseli National Park.

Questions:

1. Where can you often see elephants in Africa?
2. How could elephants cause problems for African farmers who grow bananas?

- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.



Class Discussion TP

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

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| 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 |

What causes the Samburu Leopards to be behind in points at the end of the first round of the quiz show?

How do you think the Samburu Leopards might prepare differently for the next round of the quiz show? What might they do that is the same?

| |
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| – 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.

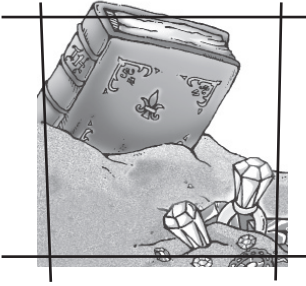
The Samburu Leopards have done a great job, and so have you. You both practiced asking questions in your teams and then had your own quiz shows. Round 1 between the Samburu Leopards and the Warthogs was close! The Samburu Leopards seemed to know just as much about the animals as those brainy Warthogs. I couldn’t believe it when Elinor said Amy’s answer wasn’t complete! Comparing and contrasting zebras and horses is hard. Hard questions can be difficult to ask and difficult

to answer. But they make you think, don't they? Tell me the answer to this hard question: Who do you think will win the next round of *Animal Questions*, and why do you think so?

Team Celebration Points

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

- 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: 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 this activity to demonstrate the difference between Right There and Think questions. Use an informational book that your students have not read.

We know that questions can be easy or hard to answer. Some questions are easy because you can read the answer in one place. I'll demonstrate. Hold up a book so all students can read the title. **What is the title of this book?** *Accept responses. That's right, the answer is easy; you can read it right here on the cover. Here's another question: What is this book probably about?* *Accept all responses. Where did you find the answer to that question?* **Did you read it?** *No, the answer was from thinking, predicting, or using background knowledge. When you cannot read the answer to a question or point to it in one place, the question may seem difficult. Once you realize that the answer comes from thinking about what you've read, though, it may not be so hard.*

Preview Team Talk

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

Student Edition, page S-21

Team Talk

1. Where can you find answers to Right There questions?
2. Why is a Think question more difficult to answer than a Right There question? (Write-On)
3. Ask a Think question about “Warthogs.” Ask a Right There question about this article.
4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?

- Introduce the video.

Remember at the end of Round 1 of *Animal Questions*, the Warthogs were in the lead? Well today we’ll watch the Samburu Leopards get ready for Round 2. To beat the Warthogs, they will have to work even harder—or work in a smarter way—as they read and ask each other more challenging Think questions. Sarah will help them again. The Samburu Leopards also get a surprise visit in this part of the DVD. Let’s see who it is!



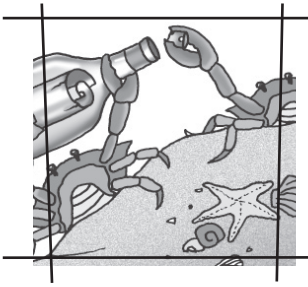
- **Play** “Part 6: Right There and Think Questions” (9 minutes).
- Ask students to read along as Adam reads part of the warthog article in *A Collection of Readings*. Have students join the Samburu Leopards in writing responses (R or T) as Sarah asks the team to identify her questions as Right There or Think.
- Refer students to the Questioning Strategy Cards in their team folders, and have them use these as they follow Sarah’s directions.
- Stop the video as indicated, and have students follow Sarah’s directions as shown below.

Sarah will ask partners to:

- take turns reading and asking and answering questions about sections 5 and 6 of the warthog article, found on page 68 in their copy of *A Collection of Readings*.
- use their strategy cards for question words and starters.
- choose two questions for their journals.



- Use **Random Reporter** to have students 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. Where can you find answers to Right There questions?

100 points = You can find answers to Right There questions in one place on a page. **90 points** = You can find answers to them in one place.

80 points = They're in one place on a page.

2. Why is a Think question more difficult to answer than a Right There question? (Write-On)

100 points = A Think question is more difficult to answer than a Right There question because the answer is not in one place on a page. You must put together information from different places and use your own thinking and words to answer the question. Sometimes you have to make an inference to answer it. **90 points** = A Think question is more difficult to answer than a Right There question because the answer is not in one place on a page. **80 points** = The answer isn't in one place on the page.

3. Ask a Think question about "Warthogs." Ask a Right There question about this article.

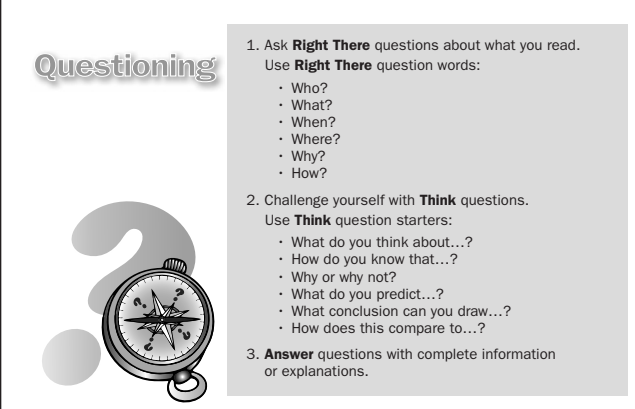
Teacher's Note: Discuss whether students ask correct questions and why. (Answers will vary.) **100 points** = A Think question about the "Warthogs" article is "Why do you think warthogs prefer to live in burrows dug by aardvarks?" A Right There question about the "Warthogs" article is "Why aren't warthogs endangered?" **90 points** = A Think question is "Why do you think warthogs prefer to live in burrows dug by aardvarks?" A Right There question is "Why aren't warthogs endangered?" **80 points** = Think: "Why do you think warthogs prefer to live in burrows dug by aardvarks?" Right There: "Why aren't warthogs endangered?"

Team Talk *continued*

4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?

100 points = *The best thing about asking questions about the animal articles was learning so much about the animals. The Samburu Leopards also learned to ask questions as they read so they can learn and remember more information.* **90 points** = *The best thing about asking questions about the animal articles was learning so much about the animals.*
80 points = *Learning so much about the animals.*

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



Questioning

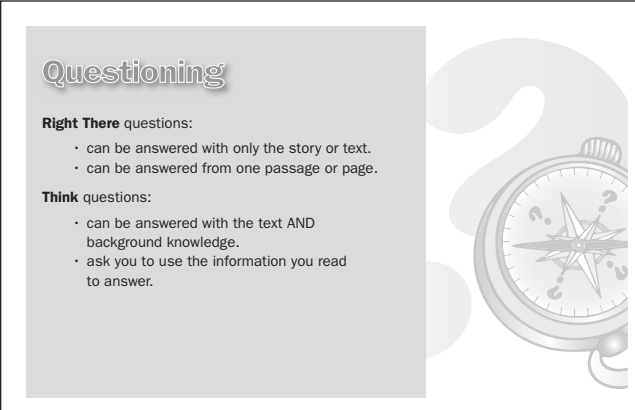
1. Ask **Right There** questions about what you read.
 Use **Right There** question words:

- 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 Dr. Nick’s Challenge. Use this activity to reinforce the concepts of Right There and Think questions.

Wasn’t it great that Dr. Nick showed up to wish the Samburu Leopards team good luck? Dr. Nick has sent another challenge for you and your team. The challenge has to do with baboons and asking Right There and Think questions.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-21

Dear Students,

Let’s practice telling the difference between Right There (R) and Think (T) questions by reading some information about baboons, which are very common animals in Kenya.

- Read the paragraph below, and answer the questions with your partners.
- Decide whether each is an R question or a T question.

Your friend,
Dr. Nick

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

Student Edition, page S-21

There are two kinds of baboons living in Kenya: the yellow baboon and the olive baboon. The yellow baboon lives only in the eastern part of the country, and the olive baboon lives in all other parts of the country. The yellow baboon is thinner than the olive baboon and does not have a mane, like the olive baboon does. All baboons live in groups and eat meat and plants. They can be dangerous and even attack people if disturbed.

1. How many kinds of baboons live in Kenya?
2. Where does the yellow baboon live?
3. Compare and contrast the yellow baboon and the olive baboon.
4. What do baboons eat?

- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.



Class Discussion TP

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

| | |
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| 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 |

How is the endangered status of warthogs different from the other animals you and the Samburu Leopards have read about? Why?

Do you agree with Dr. Nick that beating the Warthogs isn’t the most important thing about being on *Animal Questions*? Why or why not?

| |
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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.

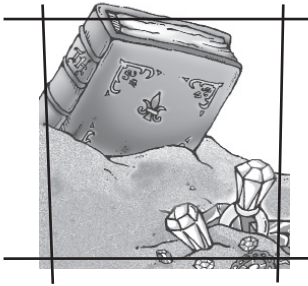
The Samburu Leopards hoped to win Round 2 of *Animal Questions* by asking and answering more challenging Think questions. Sarah helped them learn more about these kinds of questions and gave them Questioning Strategy Cards with question words and Think question starters. You got these cards too and practiced Think questions right along with the Samburu Leopards. Dr. Nick reminded us that the best

thing about asking questions is that it makes us smarter. Questioning helps us learn and remember more about what we read. Who can tell me something he or she learned today about warthogs (the animals not the team)?

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 7****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 answers to Think questions. Randomly select a few students to share.

Answer this question with your partners: Do you think the rules for behavior in our cafeteria (playground, classroom, or other area) are fair or unfair? Explain your thoughts. *Accept responses, prompting students to explain their answers. You all had good answers. Was this a Think question or a Right There question? Think. Good answers to Think questions show your thinking because they include information, details, or explanations.*

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-22

Team Talk

1. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?
2. Amy also gave a good answer to the question “What is the greatest danger to chimps in the wild?” She had good reasons for her answer. What were they? (Write-On)
3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?

- Introduce the video.

In this part of the DVD, the Samburu Leopards continue practicing for Round 2 of *Animal Questions*. They are going to read about chimpanzees. Remember, they are getting ready for this round by asking and answering more challenging Think questions. Sarah wants you to read and ask questions about chimpanzees too. She suggests that you read and ask questions with your partners and then listen to the Samburu Leopards’ questions. Remember, your strategy cards will remind you to ask challenging Think questions. Use the backs of your cards for question starters.



- **Play** “Part 7: Partners read and ask questions about the chimpanzees!” (3½ minutes).
- Stop the video as indicated, and have students follow Sarah’s directions as shown below.

Sarah will ask partners to:

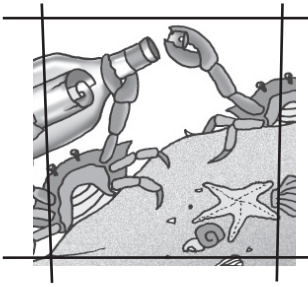
- take turns reading and asking and answering questions about the chimpanzee article, found on page 69 in their copy of *A Collection of Readings*.
- challenge themselves to ask more Think questions.
- use their strategy cards for question starters.
- choose two questions for their journals.

At the end of part 7, Sarah will ask partners to:

- discuss which of their questions were Right There questions, which were Think questions, and why.
- discuss whether they used their strategy card for some question starters.
- discuss which question words they used.



- Use **Random Reporter** to have students 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. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?

100 points = Amy knew four examples about how chimps are like humans. She knew that chimps use tools, they can walk upright for a little way, they play, and they have facial expressions that show feelings. **90 points** = Amy knew four examples. They use tools, can walk upright for a little way, play, and have facial expressions that show feelings. **80 points** = She knew four examples.

2. Amy also gave a good answer to the question "What is the greatest danger to chimps in the wild?" She had good reasons for her answer. What were they? (Write-On)


100 points = Amy's reasons for her answer were that humans move into land where chimps live. Chimps also get sick from humans. Humans hunt chimps to sell or eat. **90 points** = Amy's reasons were that humans move into land where chimps live, they hunt or sell them, and they get chimps sick. **80 points** = Humans move into land where chimps live, they hunt or sell them, and they get chimps sick.

Team Talk *continued*

3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?


100 points = *Another way kids could help chimps is by donating money to organizations that help chimps. There are many organizations that help to protect wild animals. Kids can give these organizations money to help them keep protecting chimps.* **90 points** = *Another way kids could help chimps is by donating money to organizations that help chimps.* **80 points** = *They could donate money to organizations.*

- 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 Dr. Nick's Challenge. Use this activity to reinforce giving correct and complete answers to Think questions.

Dr. Nick's challenge this time has to do with crocodiles and giving good answers for Think questions.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-22

Dear Students,

The Samburu Leopards need to give good answers to Think questions if they want to win *Animal Questions*. Can you do that?

- Read about crocodiles, discuss the answer to the Think question with your partners, and then write the answer in your journal.
- Share your answers with your teammates to see if the answers are correct and complete!

Your friend,
Dr. Nick

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

Student Edition, page S-22

Crocodiles live in the lakes and rivers of Kenya. When there is little rainfall, and these lakes and rivers begin to dry up, the crocodiles bury themselves in the mud to stay moist. Sometimes you can see them lying in the sun during the day with their mouths open. The water in their mouths evaporates, and that helps them stay cool. It is like sweating.

How do crocodiles survive in the hot, dry areas of Africa?



- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.

Class Discussion **TP**

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

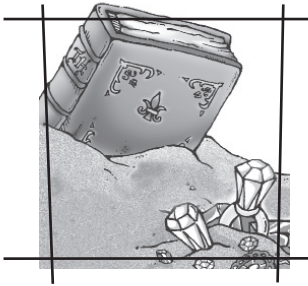
| | | |
|--|---|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. | |
| | Team Talk Extenders | <p>Did Daniel and Amy think of tougher questions than before? What were these questions? How will this help them gain points over the Warthogs?</p> <p>Daniel and Amy talk about a lot of the ways in which chimps and humans are alike. How are chimps and humans different?</p> |
| <ul style="list-style-type: none"> - Award team celebration points. | | |

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

- Summarize the lesson for students.

The Samburu Leopards are getting really good at asking Think questions. But that might not be enough. Remember, they lost points in Round 1 of *Animal Questions* because they gave an answer that wasn't complete. If they want to be junior zoo guides, their answers will have to prove that they know as much or more about the zoo animals than the Warthogs. Show me that you're learning as much as the Samburu Leopards are by answering Amy's questions with your partners. Would you find chimpanzees living in the United States? Why or why not?

| 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 8****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)

- Point out that students can use other reading skills, or strategies, with questioning. Use **Think-Pair-Share** to have students give examples, and model these, if necessary, using the chimpanzee article. Randomly select a few students to share.

You know that asking questions can help you learn and remember what you read. You also know that finding main ideas and clarifying difficult words can help you understand and learn what you read. Look back at the chimpanzee article. Can you think of a way to ask a question about main ideas? Can you think of a question about the meaning of a word? Accept responses. Model, if necessary, questions about main ideas and clarifying: What is the main idea in this part? How would you clarify this word?

Preview Team Talk

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

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

Student Edition, page S-22

Team Talk

1. Tory asked Adam a question that can be answered with yes or no: “In the wild, would you find polar bears living in California?” How did Tory make this a better Think question? (Write-On)
2. Daniel asked Amy a question about the main idea of the section called “A Polar Bear’s Day.” Is this a Right There or Think question? Why do you think so?
3. Do you think a question about the main idea is hard to answer? Why or why not?

- Introduce the video.

This is the last article that the Samburu Leopards will read and ask questions about before Round 2 of *Animal Questions*. I wonder if they’re learning enough to beat the Warthogs. They’ve certainly learned to ask and answer challenging Think questions. I wonder what kinds of Think questions they’ll come up with about polar bears! You’ll have a chance to ask your own Think questions too!



- **Play** “Part 8: Partners read and ask questions about the polar bears!” (3½ minutes).
- Stop the video as indicated, and have students follow Sarah’s directions as shown below.

Sarah will ask partners to:

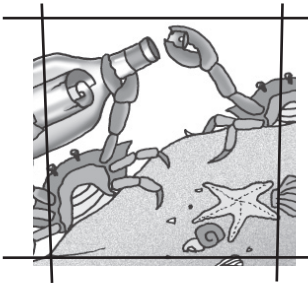
- take turns reading and asking and answering questions about the polar bear article, found on pages 71 and 72 in their copy of A Collection of Readings.
- challenge themselves to ask more Think questions.
- choose two questions for their journals.

At the end of part 8, Sarah will ask partners to:

- discuss which of their questions were Right There questions, which were Think questions, and why.
- discuss what they should include in the answer to a Think question.
- choose one question from each partner to ask their teams.



- Use **Random Reporter** to have students 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. Tory asked Adam a question that can be answered with yes or no: "In the wild, would you find polar bears living in California?" How did Tory make this a better Think question? (Write-On)

100 points = *Tory made this a better Think question by doing what her strategy card reminded her to do. She asked Adam to explain his answer.*

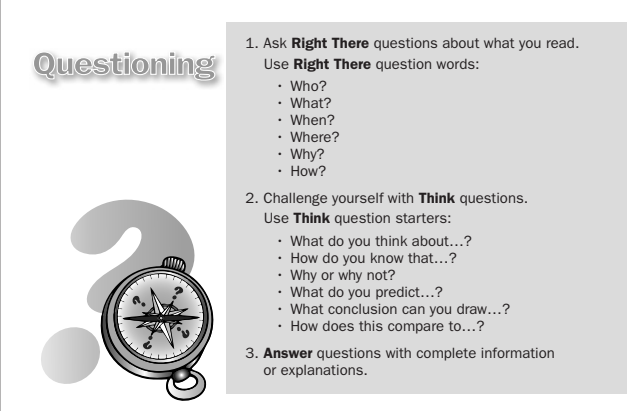
90 points = *Tory made this a better Think question by asking Adam to explain. 80 points* = *She asked Adam to explain.*
2. Daniel asked Amy a question about the main idea of the section called "A Polar Bear's Day." Is this a Right There or Think question? Why do you think so?

100 points = *This is a Right There question. I think it is a Right There question because you can find the answer in one place on the page. The answer is in the section. 90 points* = *This is a Right There question. I think it is a Right There question because you can find the answer in one place.*

80 points = *Right There. The answer is in one place.*
3. Do you think a question about the main idea is hard to answer? Why or why not? (*Answers will vary.*)

100 points = *I think a question about the main idea can be hard to answer. You have to think about all the information you read about the topic and to think of the most important information. This information might not be in one place on a page. 90 points* = *I think a question about the main idea can be hard to answer. You have to think about all the information you read about the topic and to think of the most important information. 80 points* = *It can be hard. You have to think about all the information you read.*

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



Questioning

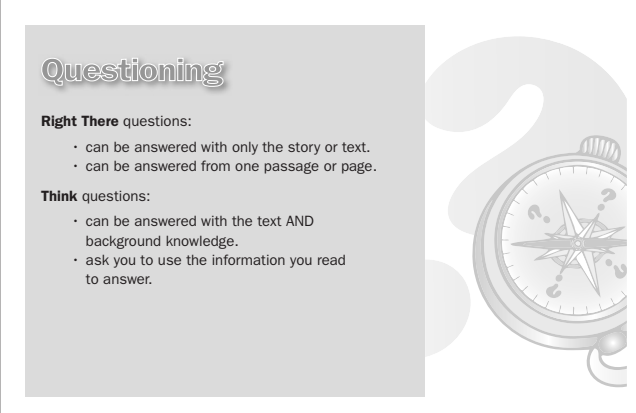
1. Ask **Right There** questions about what you read.
Use **Right There** question words:

- 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 Dr. Nick’s Challenge. Use this activity to support asking questions about main ideas.

Dr. Nick’s Challenge has to do with lizards. It’s also about using questions to learn and remember main ideas.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-23

Dear Students,

The Samburu Leopards are learning to ask questions about the important ideas as they read about animals. Now that’s smart! Can you do that too?

- Read the information about lizards below, and identify the important ideas with your partners.
- How many questions can you think of to ask about these ideas? Make a list with your partners.
- Compare your answers with those of your teammates to see if you identified the same ideas and how many different kinds of questions you asked.

Your friend,
Dr. Nick

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

Student Edition, page S-23

Monitor lizards help the fishermen in Africa. These lizards live near rivers and other waters. Sometimes you can see them lying on rocks, keeping warm in the sun. Monitor lizards like to eat birds, eggs, and other small animals. They have to be careful, though, because sometimes a large bird, like a kingfisher, will chase a lizard. Since they like eggs, monitor lizards hunt and eat the crocodile eggs that are near the water. The fishermen like this because the crocodiles eat the fish that they hope to catch.



- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Award team celebration points.

Class Discussion TP

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

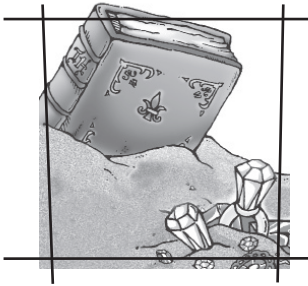
| | | |
|--|---|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. | |
| | Team Talk Extenders | <p>If you are answering a question about the main idea of a section of text, what do you think you need to provide a lot of? Why?</p> <p>Tory changed her yes-or-no question to make it more difficult for Adam. How else could she have made her question more difficult for Adam?</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. |
|---------------------|---|

- Summarize the lesson for students.

The Samburu Leopards read and asked questions about polar bears in the DVD today. Daniel asked a new kind of Think question: a question about the most important ideas in a whole section. That seemed hard, but it was a good Think question. After all, it’s important to learn and remember the most important ideas as you read. Important ideas are the kinds of ideas that zoo guides should be ready to tell visitors at the zoo. What are some other important ideas about polar bears that you have learned? What would you think is important to tell zoo visitors about polar bears?

| 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 9

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 **Team Huddle** to have students identify how questioning helped the Samburu Leopards prepare to be good zoo guides. Use **Random Reporter** to select students to share.

We're all curious to find out who wins *Animal Questions* and gets to be the junior zoo guides. Talk with your teammates about how questioning has helped the Samburu Leopards get ready to be junior zoo guides. Think, for example, about what the guides will have to do. I'll use Random Reporter to call on someone to explain your team's thoughts. Responses will vary.

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-23

Team Talk

1. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.
2. Amy had a good answer to Adam's question, "How do polar bears survive in the Arctic winter when it's really cold?" What made her answer good? (Write-On)
3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick's opinion?
4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?

- Introduce the video.

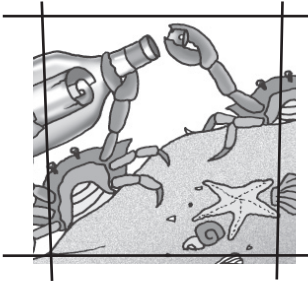
Finally! We'll find out today who gets to be junior zoo guides. Will it be the Samburu Leopards or the Warthogs? Which team has learned the most, will give the most complete, correct answers, and will ask the most challenging questions? The Samburu Leopards will have one more round of practicing, this time as a team, before the show begins. Do you think they will be ready? Do you think they will win? Why or why not? Accept individual responses.



- **Play** "Part 9: Team Questions and Answers and *Animal Questions, Round 2!*" (9 minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

Sarah will ask teams to:

 - ask and answer two questions from each partnership.
 - pick one question from each partnership to ask the class.
 - watch the conclusion of the DVD, *Animal Questions, Round 2*. Then have the teams challenge each other with the questions they picked. You might want to have your own version of *Animal Questions*.
- Use **Random Reporter** to have students 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. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.

100 points = *This is a Think question. Adam has to think about information from three different articles to answer it. He has to remember what he read about warthogs, chimps, and polar bears.* **90 points** = *This is a Think question. Adam has to think about information from three different articles to answer it.* **80 points** = *Think question. He has to think of information from different articles.*

2. Amy had a good answer to Adam's question, "How do polar bears survive in the Arctic winter when it's really cold?" What made her answer good? (Write-On)

100 points = *Amy's answer was good because it was correct, she used information from the article, and her answer was complete. She used a lot of information to support her answer.* **90 points** = *Amy's answer was good because it was correct, used information from the article, and was complete.* **80 points** = *It was correct, complete, and used information.*

3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick's opinion?

100 points = *In Dr. Nick's opinion, learning about the animals is more important than winning the quiz show and being junior zoo guides.*

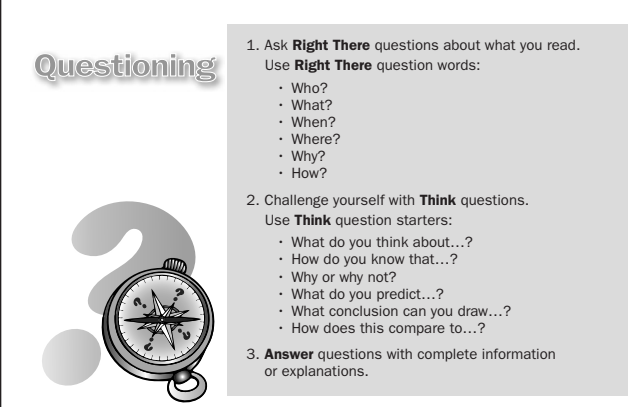
90 points = *In Dr. Nick's opinion, learning about the animals is most important.* **80 points** = *Learning about the animals is most important.*

Team Talk *continued*

4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?

100 points = *Both teams were winners in the game. They tied and ended with the same score. I think the ending is fair because the zoo director decided to allow both teams to become zoo guides because they both learned so much.* **90 points** = *Both teams were winners in the game. I think the ending is fair because the zoo director decided to allow both teams to become zoo guides.* **80 points** = *They both won. It was fair because they both got to become guides.*

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



Questioning

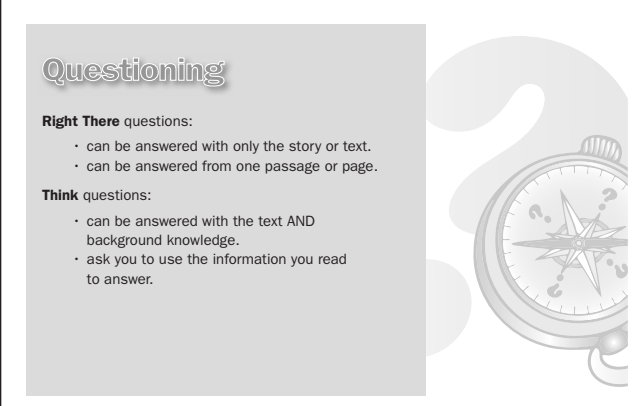
1. Ask **Right There** questions about what you read.
Use **Right There** question words:

- 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 Dr. Nick's Challenge. Use this activity to support how questioning has helped students learn about animals.

This is Dr. Nick's last challenge for us. He's really pleased with the Samburu Leopards and how well they prepared to become junior zoo guides. He knows that you are just as prepared as they are because you've read along with them and asked and answered questions too. He wants

to give you a chance to show how much you've learned. Turn to Dr. Nick's Challenge on page S-24 of your student edition, and read it with me.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-24

Dear Students,

The Samburu Leopards know so much about the animals after all the reading and questioning that they did. They are more than ready to be junior zoo guides. So are you! Let's prove it!

- On your own, write two challenging questions about the animals we've read about. Pretend that you're a visitor to the zoo and you want to see how much the guides know! You may look back at the articles and my challenges for ideas.
- Write down your questions and answers. Your answers should be correct and complete.
- Share your questions with your partners. Pick one question from each partnership, and share them with your team. Select two questions from your team to ask the class.
- Have one more challenging round in your class. Remember, though, you've all learned so much. You are all winners!

Your friend,
Dr. Nick



Blackline master provided.

- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Hand out a junior zoo guide badge to each student.
- 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 Dr. Nick'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.

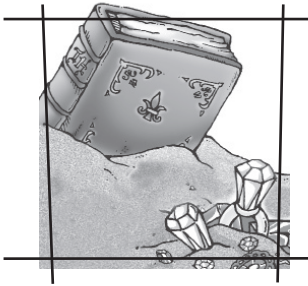
| | |
|------------------------------|---|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding 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>Do you think being on <i>Animal Questions</i> has prepared both teams to be good guides at the zoo? Why or why not?</p> <p>Did you think of a harder Think question that could have tricked the Warthogs and given the Samburu Leopards a clear win? What was the question and 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. |
|---------------------|---|

- Summarize the lesson for students.

Well, this was a surprise ending, wasn't it? Did anyone predict that the teams would tie? And both teams will get to be junior zoo guides! I know that they are all very happy about that. Our friends, the Samburu Leopards, did a great job getting ready for the show, don't you think? Sarah's help was amazing too. She taught them how to use questioning to learn about the animals. She also helped them think of question words, and later she gave them Questioning Strategy Cards so they could practice asking harder Think questions. We watched as the Samburu Leopards got better and better at the strategy and smarter and smarter about the animals. You worked right along with them too. Now that you're so good at this strategy, can you imagine other times you might use questioning? Think about this for a minute, and then share your thoughts with your partners. Follow their sharing with further class discussion about other uses of questioning.

| 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 10****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 this cycle 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 students learn. Tell them to think aloud, refer to the strategy card, and talk to their partners about the questioning strategies that they use.

Preview Team Talk

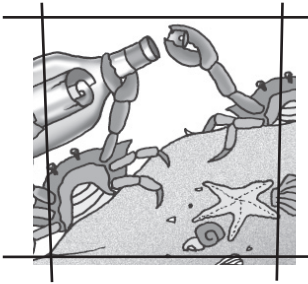
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-24

Team Talk

1. What information would make the answer to this question more complete?
Q: Where do lions live?
A: Lions live in many different places.
2. Turn the following statement into two questions: Lions are good hunters.
3. Think of a question to ask about “Lions.” What is it? Is your question a Right There or Think question? Tell why. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of “Lions” to explain and model the Partner Reading routines using questioning. Have a student read the paragraph.

A Collection of Readings,
page 61**Lions**

Is that a lion?

How can you tell a lion apart from other types of big cats? Males are very easy to identify. They have big, shaggy manes around their faces. Lions are a yellowish color. Female lions really do look like huge cats; just like one you might have at home, but much bigger! One thing that makes lions very special is their unique roar. It can be heard from miles away!

- 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 lions. 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 *what*. I can think of a question that starts with *what*: What do lions look like? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *Lions are big cats that are yellowish and have shaggy manes around their faces.* That is a **Right There question. Let's see if I can think of a **Think** question. My Questioning Strategy**

Card gives “What conclusion can you draw” as a Think question starter. Here’s a question that uses that starter: What conclusion can you draw about a lion’s roar? 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? *I can draw the conclusion that the lion’s roar must be loud since it can be heard from miles away.*

- 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! Remember to write your questions on the Questioning Checklist.

- Remind students to suggest different strategies to their partners when they have trouble thinking of questions.
- Have students read and restate:
the rest of “Lions” 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 do lions live?

A: Lions live in many different places.

100 points = More details would make the answer to the question more complete. Lions live in Africa. Some lions live on open plains, while other lions live in forests or even grasslands. **90 points** = More details would make the answer to the question more complete. Lions live in Africa.

80 points = Lions live in Africa.

2. Turn the following statement into two questions: Lions are good hunters.

(Answers will vary.) **100 points** = I can turn the statement into two questions by asking “What do lions hunt?” and “How do lions hunt?”

90 points = I can ask, “What do lions hunt?” and “How do lions hunt?”

80 points = What do lions hunt? How do lions hunt?

3. Think of a question to ask about “Lions.” What is it? Is your question a Right There or Think question? Tell why. (Write-On)

(Answers will vary.) **100 points** = My question is “Do lions need help?” My question is a Think question because you need to draw your own conclusions from the information to answer it. The answer isn’t written directly in the text. **90 points** = My question is “Do lions need help?” My question is a Think question because you need to draw your own conclusions to answer it. **80 points** = Do lions need help? It’s a Think question because you need to draw conclusions.

- Circulate and check for comprehension. Offer hints and suggestions to encourage further discussions. 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.



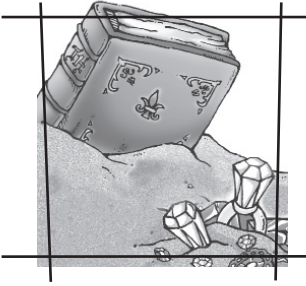
Strategy-Use Discussion

- 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>Why is it important to ask questions when reading?</p> <p>At what other times should we ask questions? Why?</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. |
|---------------------|---|

| 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 11****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.

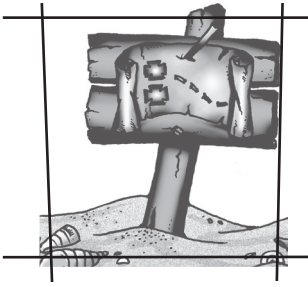
Set the Stage

- 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 “Mountain Gorillas.” We will stop to ask and answer questions while we’re reading.

Prepare Students for the Test

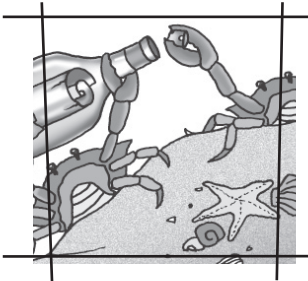
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions ask about questioning.
- Ask students to underline key words or phrases in question #1.
- Make sure that students understand that the test is independent work and that 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**

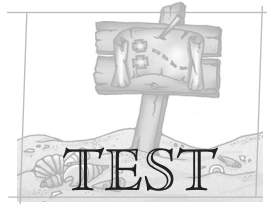
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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 that 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 “Mountain Gorillas,” and answer the following questions. The total score for comprehension questions equals 100 points.

Mountain Gorillas

What is a mountain gorilla?

There are three types of gorillas. The mountain gorilla is the largest. Male gorillas can grow up to 6 feet tall and weigh as much as 500 pounds! Mountain gorillas have long, strong arms and wide chests. They are very hairy and are covered in coarse, black hair. Males sometimes grow a silver streak of hair down their backs. This is how they got the nickname “silverbacks.”

Where do mountain gorillas live?

Mountain gorillas live in the mountains, of course! They live in thick forests in the mountains of east Africa. Three national parks are the only natural habitats left for the mountain gorillas.

What do mountain gorillas eat?

Some people are surprised that such big, strong animals as the mountain gorillas eat mostly plants. In fact, the mountain gorilla eats more than one hundred different kinds of plants. Some of these plants include roots, stems, bark, and bamboo. Because these plants have a lot of good vitamins and minerals, the gorillas don’t even need to drink a lot of water. The mountain gorilla spends a large part of its day looking for food. This is called foraging.

Are mountain gorillas endangered?

Mountain gorillas are endangered. This means they are in danger of dying off. Like many endangered animals, the mountain gorillas’ biggest threat is humans. Many humans are moving into the areas where mountain gorillas live. This destroys the gorillas’ natural habitat. Only about 700 mountain gorillas are alive today. It is the most endangered gorilla.

20 points

- How are mountain gorillas different from other gorillas? Is this a Right There or Think question? Explain your answer.

20 points = Mountain gorillas are different from other gorillas because they are the largest of the three types of gorillas. This is a Right There question. The answer is in the first paragraph of the text.

15 points = Mountain gorillas are different from other gorillas because they are the largest. It’s a Right There question. The answer is in one place. **10 points** = They are the largest gorilla. Right There. The answer is in one place.

20 points

2. Turn the following statement into two questions: Mountain gorillas have natural habitats.

20 points = One question I could ask is “What is the natural habitat for a mountain gorilla?” Another question I could ask is “Where are the natural habitats of mountain gorillas?” **15 points** = I could ask, “What is the natural habitat for a mountain gorilla?” and “Where are the natural habitats of mountain gorillas?” **10 points** = What is the natural habitat for a mountain gorilla? Where are the natural habitats of mountain gorillas?

20 points

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

20 points = I think it helps me to ask questions while I am reading because asking myself questions helps me know if I understand what I am reading. Asking hard-to-answer questions helps me get more out of my reading. When I ask myself questions, I remember more of the reading. **15 points** = I think it helps me to ask questions while I am reading because asking myself questions helps me know if I understand what I am reading. **10 points** = It helps me know if I understand what I am reading.

20 points

4. Using the information in “Mountain Gorillas,” write a Think question.

20 points = A Think question about “Mountain Gorillas” is “How can humans help mountain gorillas?” **15 points** = A Think question is “How can humans help mountain gorillas?” **10 points** = How can humans help mountain gorillas?

10 points

5. Which of the following is the best answer to the question: What do mountain gorillas look like?

- Mountain gorillas are up to six feet tall.
- Mountain gorillas are very large.
- Mountain gorillas are big, with long arms and black hair.
- Mountain gorillas are the largest of the gorillas.

10 points

6. Which of the following questions is a Think question?

- Where do mountain gorillas live?
- What other animals may forage?
- Are mountain gorillas endangered?
- What mountains are in east Africa?



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 3 / *Questioning: A Winning Strategy!*

English Language Arts Standards: *Informational*

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

INFORMATIONAL (6 DAY)

Cocoa

Written by Sam R. McColl

Illustrated by James Bravo

The Savvy Reader—Questioning, A Collection of Readings, pages 69–81

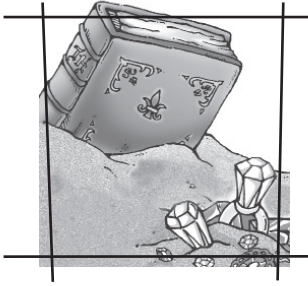
Success for All Foundation, 2011

Summary

You may have enjoyed a cup of hot cocoa on a cold day. But do you know where cocoa comes from? Learn all about cocoa, including where cocoa trees grow, how cocoa is made, and what a cocoa farm is like.

Instructional Objectives

| | Reading | Word Power | Writing |
|----------------|--|---|---|
| | Questioning (QU) | Synonyms | Write a sensory paragraph. |
| CYCLE 1 | Students will learn to ask questions about the text as they read to check their understanding, including asking Right There and Think questions. | Students will use synonyms to improve their understanding of words. | Students will write sensory paragraphs that describe their favorite foods or drinks. They will share their paragraphs with their classmates to make a book. |

**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 *Cocoa* by Sam R. McColl. As we read, we'll practice asking questions about information in the text. Thinking of 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 they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Cocoa*. It sounds like the text will be about cocoa, or chocolate. I know that I sometimes call hot chocolate hot cocoa as well. I can also look at the cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. I see a lot of pictures of melted chocolate in the text. I also see some chocolate bars and candies. I think the topic of the text is cocoa and chocolate.

- Use the items below to build or activate background knowledge about the topic.
 - Ask students if they have ever had a cup of hot cocoa. Use **Think-Pair-Share** to have students discuss with their partners when it might be nice to drink hot cocoa, what they like to put in their cocoa, or how they make their cocoa. Randomly select a few students to share.
 - Tell students that chocolate is often associated with special celebrations and traditions. Use **Team Huddle** to have students discuss what times of the year they might expect to receive chocolate as a special treat or when chocolate is part of a celebration. Use **Random Reporter** to select students to share.
 - Share a few interesting or important facts about chocolate. For example, chocolate was a standard part of soldiers' rations during World War II because it boosted moods and provided emergency food for soldiers in the field. The United States makes the most chocolate, but the people of Switzerland eat the most chocolate each year.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



Now that we know the topic of this text, we can move on to the second step of TIGRRS. This step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text or what he wants us to learn from reading it. When I looked through the pages of *Cocoa*, I saw a lot of pictures of melted chocolate and chocolate

candies. I saw a lot of headings that asked questions about the history of cocoa, where cocoa comes from, and how it's made. I think the author's intent is to tell me about the history of cocoa and how chocolate is made. When we read, we should look for information that tells us about cocoa and chocolate.

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

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

Vocabulary **TP**

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



Student Edition, page S-25
 Student Edition chart does
 not contain page numbers or
 identification examples.

| Word and Page Number | Identification Strategy | Definition | Sentence |
|------------------------------|---|---------------------------|--|
| create page 72 | chunk: cre-ate | make | Josephina likes to <i>create</i> sandcastles at the beach. |
| society page 74 | chunk: so-ci-e-ty | culture, community | Being polite to one another is very important to our school's <i>society</i> . |
| afford page 75 | chunk: af-ford | able to pay for something | Clyde knew he could <i>afford</i> a new bike if he worked hard mowing lawns all summer. |
| importing page 75 | base word + ending: import + ing | bringing in | Our country keeps <i>importing</i> spices from exotic lands because they add delicious flavor to our foods. |
| income page 77 | chunk: in-come | money someone makes | Tanya makes an <i>income</i> by walking dogs in her neighborhood after school. |
| mistreated page 77 | prefix + base word + ending: mis + treat + ed | hurt, cared for badly | The dog was <i>mistreated</i> , so the city came and took it away from its cruel owners. |
| attend page 77 | chunk: at-tend | go to | I <i>attend</i> Smith School, but my best friend goes to Brentwood Academy, so I usually only see her on weekends. |
| gritty page 78 | base word + ending: grit + t + y | sandy, grainy | My mouth always feels <i>gritty</i> after swimming in the ocean because of the salt and sand in the water. |

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 the word on the board. Randomly select a few students to share.

I'm going to say two sentences that are very similar. I want you to tell me what's different about them. Here's the first: "Lions live in Africa." Now here's the second: "Where do lions 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 it's a question?** Wait for students' responses. *The word where.*

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

Blackline master provided.

Who is in charge of sharpening pencils this week?

Pedro, **why** did you bring cupcakes to school?

Leandra, **how** do you get to the library?

Where are we going on our field trip?

When do we eat lunch? **What** is today's date, Alex?

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

Blackline master provided.

Smell

Smell is one of your five senses. You use your nose to smell. As you breathe in, an odor in the air travels through your nose. Your nose sends a message to your brain. Your brain then identifies the odor. Memory helps your brain do this. Imagine smelling something for the first time. Later, you find out that the awful odor was coming from an angry skunk. If you ever smell that odor again, you will know that a skunk is nearby, so you'll know to get away. Using your sense of smell, you can take in the wonderful (and some not so wonderful) odors around you.

- 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.

What part of your body do you use to smell? *You use your nose.*

What happens when you breathe in air? *When you breathe in, an odor in the air travels through your nose.*

How does your brain help you smell? *Your brain identifies the odor.*

What do you think would happen to your sense of smell if you had a stuffy nose? Why? *If I had a stuffy nose, I don't think I would be able to smell as well as I could without it. I don't think odors from the air would travel through my nose very well.*

Is your memory important to your sense of smell? What makes you think that? *Yes. Your brain remembers what makes the odors you smell. This can help you avoid trouble. If you remember what a skunk smells like, you know to get away from one.*

- Explain that some questions are simple to answer and are called Right There questions because you can point to the answer in one place in the text. Others are harder to answer and are called Think questions because you need to think more about the answers and won't find them in one place in the text.
- 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 have answered any questions completely. A complete answer has all the available details in it. Let me reread the passage about the sense of smell 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 "How does your brain help you smell?" I originally said that the brain identifies the odor. But when I reread, I saw a good detail I could add to my answer. The brain remembers odors and what makes them. When you smell something new, the brain makes a memory about that odor so you recognize it the next time. I can add these details to my answer to make it more complete. When you reread, you should add any details you missed the first time to your answers.**

- Explain to students that as they read *Cocoa* 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

- 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 71 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 71

Introduction

The snow blows cold as you finish your snowman out in the front yard on a blustery winter day. Or, maybe the cold wind nips at your cheeks after playing football or raking the leaves on a chilly fall day. It's time to go inside and warm up.

What's a great way to do that? Have someone make you a nice hot cup of cocoa! As the hot water boils on the stove, you take off your cold jacket and sit down at the table. The hot water pours into the melted chocolate or into the soft powder in your mug. The smell of chocolate wafts through the air. You can't wait. Finally, the cocoa cools down just enough so you can take your first sip.

Immediately you feel the warmth seep through your cold fingers and toes. It tastes good, doesn't it? Not too sweet, but not too bitter, either. A grownup asks you if you want whipped cream. You might say yes, or you might say no. It's up to you! Let's learn more about the cocoa that goes into this wonderful drink.

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 cocoa and chocolate, so this page will introduce cocoa to me. I see a picture of gloved hands holding a mug of hot cocoa. Let me think about the questions I can ask about the text. I can ask:

What is the weather like in the mind movies? (R)

How does the author of the text feel about cocoa? (T)

What does hot cocoa taste like? (R)

Why do you think the author waits for the cocoa to cool off? (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 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 was "What is the weather like in the mind movies?" The weather is cold in both mind movies. In one, it is a cold, snowy day. In the other, it is a chilly fall day. Another question is "What does hot cocoa taste like?" Cocoa is not too sweet and not too

bitter. These are both Right There questions. I can find the answers in one place in the text.

I also asked, “How does the author of the text feel about cocoa?” This seems like a Think question. It’s a little more challenging. The author says cocoa is a great way to warm up. He says a cup of cocoa is nice. Another Think question is “Why do you think the author waits for the cocoa to cool off?” I think the author waits for the cocoa to cool off so he can drink it.

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

Preview Team Talk

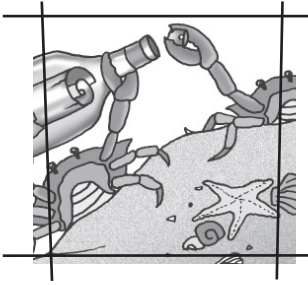
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-26

Team Talk

1. The author compares the size and shape of cocoa pods to— |CCI|
 - a. basketballs.
 - b. footballs.
 - c. soccer balls.
 - d. baseballs.
2. What happened **first** to introduce Europeans to cocoa? |SQ • CE|
3. Why can’t countries in Europe grow cocoa trees? |DC • 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|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 72–75 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. The author compares the size and shape of cocoa pods to— |CC|
 - a. basketballs.
 - b. footballs.
 - c. soccer balls.
 - d. baseballs.
2. What happened **first** to introduce Europeans to cocoa? |SQ • CE|

100 points = *Europeans were first introduced to cocoa when Hernando Cortés conquered the Aztecs in Mexico and Central America. The Spanish started drinking the hot cocoa that the Aztecs enjoyed drinking.* **90 points** = *Europeans were first introduced to cocoa when Hernando Cortés conquered the Aztecs.* **80 points** = *Hernando Cortés conquered the Aztecs.*

Team Talk *continued*

3. Why can't countries in Europe grow cocoa trees? |DC • CE|

100 points = *Countries in Europe can't grow cocoa trees because cocoa trees only grow well in tropical climates. Europe is not in a tropical climate. It gets too cold in Europe to grow cocoa trees.*

90 points = *Countries in Europe can't grow cocoa trees because cocoa trees only grow well in tropical climates.* **80 points** = *Cocoa trees only grow well in tropical climates.*

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.

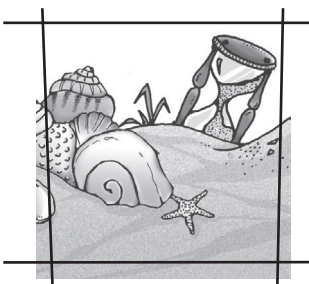


Strategy-Use Discussion

- 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 | | <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>Cocoa trees like tropical climates. What does this mean? Would you be able to grow a cocoa tree at your home? Explain your answer.</p> <p>Do you think the chocolate drink drunk by the Mayans and Aztecs sounds similar to the chocolate drink enjoyed by millions today? Why or why not?</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. |
|---------------------|---|



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.

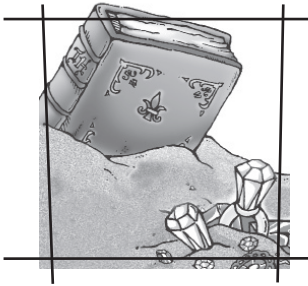
Page 73

- 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.

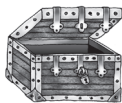
Set the Stage



- 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.

Where do cocoa trees grow best?

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 cocoa. We learned that cocoa comes from South America and grows in the rainforest. Cocoa seeds come from cocoa pods, which are about the size and shape of footballs. The Mayans were the first to make cocoa beans into chocolate drinks. Chocolate was very important to Mayan and Aztec society. It became really popular with the Spanish after they conquered the Aztecs. Eventually, the rest of Europe also learned about chocolate and learned to enjoy hot cocoa as well.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 76 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,
page 76

So, all hot cocoa comes from South America?

No, not really. Cortés made sure that on one of his trips back to Spain, he brought with him cocoa seeds from the cocoa tree. By doing this, he made it possible for other countries to start cocoa plantations in other parts of the world. France, England, and the Netherlands all had colonies around the world. England sent cocoa beans to Sri Lanka to be planted. The Dutch started plantations in Indonesia. France had plantations in the West Indies. Africa also had several chocolate plantations. Today, Africa produces most of the world's cocoa beans.

Chocolate plantations had a lot of problems early on. It took a lot of people to make a successful plantation. Europeans used slave labor to harvest cocoa beans. Even after slavery ended in European countries, cocoa farmers were treated poorly.

Chocolaty Fact!

William Cadbury, a famous English chocolate maker, wanted other chocolate makers to join his protest. He stopped buying cocoa from plantations and farms that had harsh working conditions.

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 that I ask a variety of Right There and Think questions. This page has the heading “So, all hot cocoa comes from South America?” I think I will learn the answer to this question on the page. I might learn about where else cocoa comes from. Let me think about the questions I can ask about the text. I can ask:

Where else is cocoa grown in the world? (R)

What are colonies? (T)

Who farmed early cocoa plantations? (R)

Why do you think some chocolate makers protested harsh working conditions for cocoa farmers? (T)

Teacher’s Note: A Right There and Think question should be answered incompletely on purpose. You will return to these questions when you reread the section on day 4.

- 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. Let’s look at the answers to the questions I asked. One question is “Where else is cocoa grown in the world?” Cocoa is grown all over the world thanks to Cortés bringing cocoa seeds back to Europe. Another question is “Who farmed early cocoa plantations?” Slaves farmed early cocoa plantations. These are both Right There questions. I can find the answers in one place in the text.

I also asked, “What are colonies?” This seems like a Think question. It’s a little more challenging. I can tell from the text that many European countries seemed to control other countries around the world. I know that the United States was once an English colony. The British controlled it. I think colonies are places that are controlled by a larger or more powerful country. Another Think question is “Why do you think some chocolate makers protested harsh working conditions for cocoa farmers?” 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, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Cocoa*.

Preview Team Talk

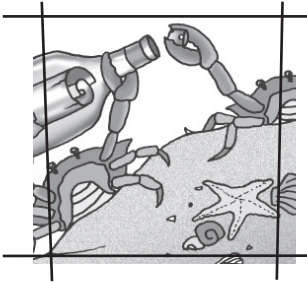
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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-26

Team Talk

1. How are modern cocoa farms different from the early cocoa plantations? |CC|
2. What information do you learn from the text box on page 78? |TF|
3. What happens to cocoa beans when they **first** arrive at the factory? |SQ|
 - a. They are roasted and put through machines.
 - b. They are melted and poured into molds.
 - c. They are ground into a paste and tempered.
 - d. They are sorted, cleaned, and weighed.
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 77–81 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 are modern cocoa farms different from the early cocoa plantations? |CC|

100 points = *Modern cocoa farms are different from the early cocoa plantations because the people who work on the farms are treated better than they were in the past. Big companies make sure that kids working on the farms are treated well. They make sure that the kids have time to go to school in addition to helping their families.*

90 points = *Modern cocoa farms are different from the early cocoa plantations because the people who work on the farms are treated better than they were in the past.*

80 points = *People are treated better now than they were in the past.*

2. What information do you learn from the text box on page 78? |TF|

100 points = *The text box on page 78 tells me that when Milton Hershey invented machines to make large amounts of chocolate, the price of chocolate candies went down, so many people could buy and eat chocolate.*

90 points = *The text box on page 78 tells me that when Milton Hershey invented machines to make a lot of chocolate, the price of chocolate candies went down.*

80 points = *The invention of machines to make chocolate made the price go down.*

3. What happens to cocoa beans when they **first** arrive at the factory? |SQ|

- a. They are roasted and put through machines.
- b. They are melted and poured into molds.
- c. They are ground into a paste and tempered.
- d. They are sorted, cleaned, and weighed.

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

- 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

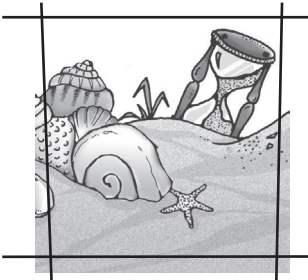
Do you think it is good that cocoa companies make sure that cocoa-farming kids also go to school? Why or why not?

Making chocolate is a lot of work. Do you think you would enjoy working in a chocolate factory? Why or why not?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE TP

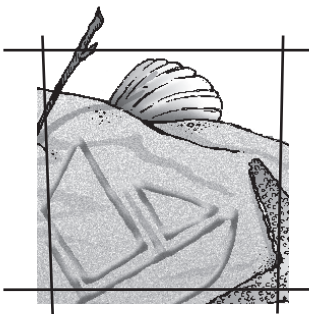
Timing Goal: 5 minutes

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

Student Edition, page S-25

Page 77 (paragraph 1)

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



WORD POWER **TP**

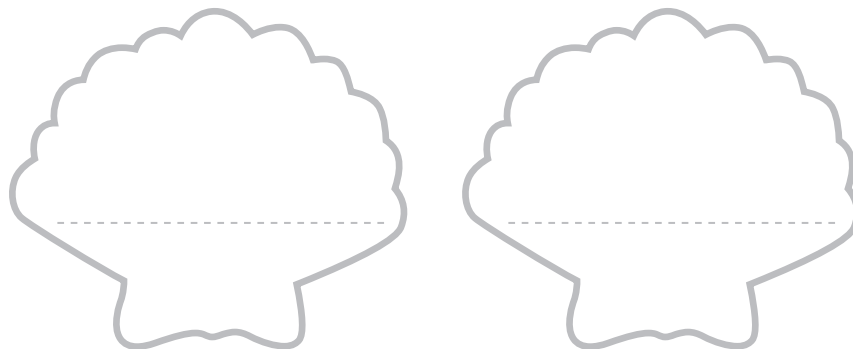
Timing Goal: 10 minutes

Preparation: Display the following words: *purse*, *tempt*, *wicked*, and *voyage*.



- Direct students to the four words you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same, or almost the same, for each word. Randomly select a few students to share. *Purse: bag; tempt: persuade; wicked: mean; voyage: journey.*
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that they help us define words and make connections among words we know. Synonyms also help us become better speakers and writers because we can use more advanced words.

| | |
|---|---|
| <h2 style="margin: 0;">Word Treasure</h2> | <p>Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms.</p> <p>Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.</p> |
|---|---|

- Tell students to look out for words from this cycle’s vocabulary list that have synonyms.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-26

| Skill Practice | | | |
|--|------------|--------|-----------|
| Write a synonym for each of the following words. | | | |
| 1. stray <i>lost</i> | | | |
| 2. brat <i>pest</i> | | | |
| 3. avenue <i>road</i> | | | |
| 4. double <i>two</i> | | | |
| Building Meaning | | | |
| create | society | afford | importing |
| income | mistreated | attend | gritty |
| 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie. 90 points =</i> <i>The sentence uses the word correctly and includes one detail. 80 points =</i> <i>The sentence uses the word correctly. </i> | | | |
| 6. Which of the following is something that will give you an <u>income</u> ? <ul style="list-style-type: none"> a. walking b. babysitting c. sleeping d. eating | | | |



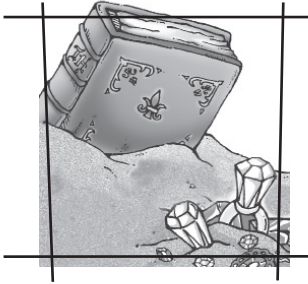
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

Team Celebration Points

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

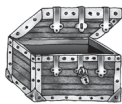
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

What is the first thing that happens to cocoa beans once they reach the factory?

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 learned that modern cocoa farms are different from the plantations in the past. Families usually own the farms, and everyone on the family helps out. We also learned that it took awhile for cocoa to be eaten in the form of chocolate bars. Chocolate is often made in factories, where it goes through machines that produce candies. Chocolate is also found in many things besides candies.

- 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 71 aloud. Remind students that when you read the passage before, you asked some Right There and Think questions. Use a **Think Aloud** to model finding additional information to answer the Think question completely.



A Collection of Readings,
page 71

Introduction

The snow blows cold as you finish your snowman out in the front yard on a blustery winter day. Or, maybe the cold wind nips at your cheeks after playing football or raking the leaves on a chilly fall day. It's time to go inside and warm up. What's a great way to do that? Have someone make you a nice hot cup of cocoa! As the hot water boils on the stove, you take off your cold jacket and sit down at the table. The hot water pours into the melted chocolate or into the soft powder in your mug. The smell of chocolate wafts through the air. You can't wait. Finally, the cocoa cools down just enough so you can take your first sip. Immediately you feel the warmth seep through your cold fingers and toes. It tastes good, doesn't it? Not too sweet, but not too bitter, either. A grownup asks you if you want whipped cream. You might say yes, or you might say no. It's up to you! Let's learn more about the cocoa that goes into this wonderful drink.

Remember that when I read this section before, I asked some Right There and Think questions. 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 more complete answers to the

Think questions. One question was “How does the author of the text feel about cocoa?” I answered that the author says cocoa is a great way to warm up. He says a cup of cocoa is nice. Some more details that I read can make this answer more complete. The author also says he can’t wait to drink his hot chocolate and asks if it tastes good. These additional details let me know that the author really likes a cup of hot cocoa. The other question was “Why do you think the author waits for the cocoa to cool off?” I said I think the author waits for the cocoa to cool off so he can drink it. I can see more details in the text now. The water is boiling on the stove before it is poured into the mug of cocoa powder. The text describes the water as hot. I know that boiling water is really hot, and it can hurt to drink something that is too hot. It burns your tongue! I bet the author is waiting for it to cool off so he doesn’t hurt himself. Rereading helped me find more details to answer my questions.

- Summarize supporting details for the main ideas, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Cocoa*.

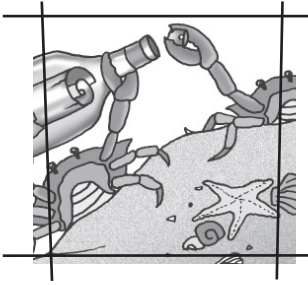
Preview Team Talk

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

Student Edition, page S-27

Team Talk

1. What do you think would happen to cocoa trees without the shade provided by taller trees in the rainforest? |DC|
2. The Aztecs and Spanish were similar because— |CC|
 - a. they found ways to sweeten hot chocolate with honey.
 - b. hot chocolate was a part of religious ceremonies.
 - c. people drank hot chocolate when they couldn’t eat food.
 - d. only royalty or the rich could drink hot chocolate.
3. Why did it take nearly 100 years for other European countries to learn about chocolate? |CE|
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 72–75 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What do you think would happen to cocoa trees without the shade provided by taller trees in the rainforest? |DC|

100 points = *Without the shade provided by taller trees in the rainforest, I think cocoa trees might get too hot and could die. The text says the tall trees protect the cocoa trees from the hot sun. I know that some plants don’t like a lot of sunlight. It hurts them, and they don’t grow as well. Cocoa trees must need shade to grow well.* **90 points** = *Without the shade provided by taller trees in the rainforest, I think cocoa trees might get too hot and could die.* **80 points** = *They could get too hot and die.*

2. The Aztecs and Spanish were similar because— |CC|
 - a. they found ways to sweeten hot chocolate with honey.
 - b. hot chocolate was a part of religious ceremonies.
 - c. people drank hot chocolate when they couldn’t eat food.
 - d. *only royalty or the rich could drink hot chocolate.*

Team Talk *continued*

3. Why did it take nearly 100 years for other European countries to learn about chocolate? |CE|

100 points = *It took nearly 100 years for other European countries to learn about chocolate because the Spanish kept their discovery a secret from other countries.* **90 points** = *It took nearly 100 years for other European countries to learn about it because the Spanish kept it a secret.* **80 points** = *The Spanish kept it a secret.*

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**

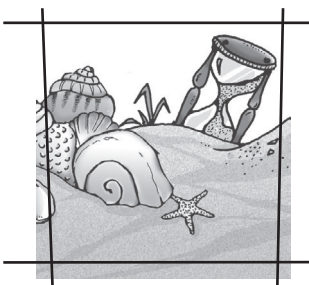


Strategy-Use Discussion

- 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>Why do you think the Spanish kept their discovery a secret from the rest of Europe? How do you think Spain felt when other countries learned about chocolate?</p> <p>How do you think the other countries learned Spain’s secret? How would learning the secret help a country make money?</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. |
|---------------------|---|



FLUENCY IN FIVE **TP**

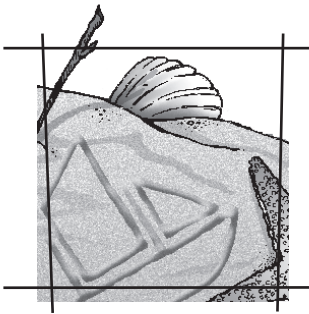
Timing Goal: 5 minutes

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

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Page 77 (paragraph 1) or 75 (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.

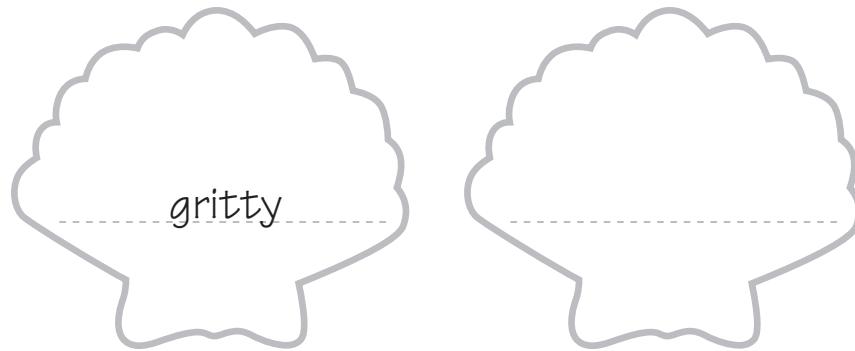


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Tell students that Captain Read More has found two words from this cycle’s vocabulary words that have synonyms. Display two sets of shells on the board. On the first shell of each set, write one of the following words: “create” and “gritty.” Leave the matching shell blank.





- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. Write the synonyms on the matching shell as students share their responses. *Create: make; gritty: sandy.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-27

Skill Practice

Write a synonym for each of the following words.

1. cattle *cows*
2. fortune *money*
3. tone *note*
4. pause *stop*

Building Meaning

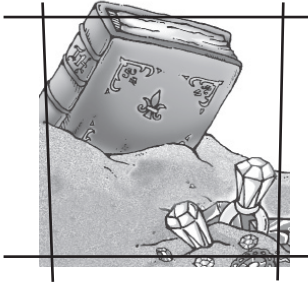
| | | | |
|--------|------------|--------|-----------|
| create | society | afford | importing |
| income | mistreated | attend | gritty |

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. Which of the following is not something that would provide an income?
 - a. waiting tables
 - b. delivering packages
 - c. driving a bus
 - d. *watching clouds*



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

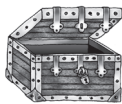
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

How long did the Spanish keep chocolate a secret?

Listening Comprehension

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

Yesterday we identified some more details about important ideas. Cocoa trees grow in rainforests. They are shorter than many other trees in the rainforest and need the shade to help them grow well. Cocoa beans are found inside cocoa pods, which are the size and shape of footballs. The Mayans first made hot chocolate from cocoa beans. Cocoa beans were highly prized in Mayan and Aztec culture and were often used as money. They were important to religious ceremonies. Anyone with enough money could buy cocoa in Mayan culture, but only royalty could have it in Aztec culture. The Spanish discovered chocolate when they conquered the Aztecs. They made sweeter hot chocolate drinks and introduced them to the royal and wealthy families in Spain. Also, priests were allowed to drink it during fasting because it provided energy and nutrition. It took nearly 100 years for other European countries to learn about cocoa. Cocoa was expensive, so you could usually only enjoy it if you had enough money. England had hot chocolate houses where you could enjoy a drink.

- 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 76 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 these questions completely.



So, all hot cocoa comes from South America?

No, not really. Cortés made sure that on one of his trips back to Spain, he brought with him cocoa seeds from the cocoa tree. By doing this, he made it possible for other countries to start cocoa plantations in other parts of the world. France, England, and the Netherlands all had colonies around the world. England sent cocoa beans to Sri Lanka to be planted. The Dutch started plantations in Indonesia. France had plantations in the West Indies. Africa also had several chocolate plantations. Today, Africa produces most of the world's cocoa beans.

Chocolate plantations had a lot of problems early on. It took a lot of people to make a successful plantation. Europeans used slave labor to harvest cocoa beans. Even after slavery ended in European countries, cocoa farmers were treated poorly.

Chocolaty Fact!

William Cadbury, a famous English chocolate maker, wanted other chocolate makers to join his protest. He stopped buying cocoa from plantations and farms that had harsh working conditions.

Remember that when I read this section before, I asked some **Right There** and **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 "Where else is cocoa grown in the world?" I said cocoa is grown all over the world thanks to Cortés bringing cocoa seeds back to Europe. But after rereading, I see that I missed some details. The text tells me where different countries planted cocoa. England sent cocoa beans to Sri Lanka. The Dutch started plantations in Indonesia. France made plantations in the West Indies. Many cocoa plantations were created in Africa. These all give me more details to answer the question. 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 "Why do you think some chocolate makers protested harsh working conditions for cocoa farmers?" I remember that I couldn't find this information in the text right away, but now that I've reread, I think I can figure it out. A text box tells me that William Cadbury is the man who started a protest against harsh working conditions. He stopped buying cocoa from plantations that did not treat people properly. I read that slaves originally worked on plantations. I know that slaves weren't treated well all the time. I know a lot of people disliked slavery. I think some people just wanted to be fair to others. They didn't want slaves working their plantations, and they wanted people treated fairly for the work they did. Rereading the text helped me answer my questions more completely.

- Summarize the supporting details for the main ideas, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Cocoa*.

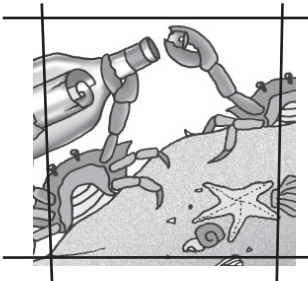
Preview Team Talk

- 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 did grinding cocoa beans become easier over time? |CC|
2. Why does the author include the text box on page 79? |TF • AP|
 - a. to convince the reader to eat white chocolate candies
 - b. to inform the reader about how cocoa butter is used
 - c. to show the reader how cocoa butter is made
 - d. to voice an opinion about how white chocolate tastes
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 your idea tree to summarize information from *Cocoa*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 77–81 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 did grinding cocoa beans become easier over time? |CC|

100 points = *Grinding cocoa beans became easier over time because machines and other processes were discovered to make it easier. At first, people ground cocoa beans by hand. Then they used water and wind mills to grind the beans. Then they used machines powered by steam to grind beans.* **90 points** = *Grinding cocoa beans became easier over time because machines and other processes were discovered to make it easier. Steam-powered machines were invented.* **80 points** = *New machines made it easier to grind them.*

2. Why does the author include the text box on page 79? |TF • AP|

- a. to convince the reader to eat white chocolate candies
- b. to inform the reader about how cocoa butter is used
- c. to show the reader how cocoa butter is made
- d. to voice an opinion about how white chocolate tastes

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.*

Team Talk *continued*

4. Use your idea tree to summarize information from *Cocoa*. [SU]

100 points = *Cocoa comes from trees that originally grew in South American rainforests. Cocoa beans are found in pods about the size and shape of footballs. The Mayans and Aztecs enjoyed drinking hot chocolate, and it was important to their cultures. The Spanish learned about chocolate from them, and soon chocolate was popular all over Europe. Candy makers learned how to turn cocoa into solid chocolate bars. Now chocolate is usually made in factories by machines. It is enjoyed all over the world in candies, desserts, and many other foods.* **90 points** = *Cocoa comes from trees that originally grew in South American rainforests. Chocolate was important to the Mayan and Aztec cultures. The Spanish introduced chocolate to Europe. Now chocolate is usually made in factories. It is enjoyed all over the world.* **80 points** = *Cocoa comes from South America. It was important to the Mayans and Aztecs. The Spanish learned about it from them and brought it to Europe. Now people all over the world enjoy eating chocolate.*

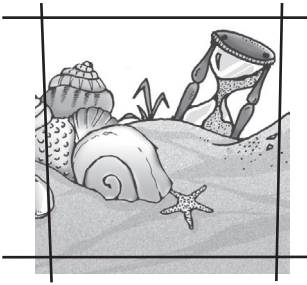
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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>Chocolate can be found in a lot of foods. Do you enjoy eating chocolate? Why or why not? What is your favorite chocolaty treat?</p> <p>Do you think there is such a thing as eating too much chocolate? How do you think eating too much chocolate might affect you? How do you think people should enjoy chocolate?</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**

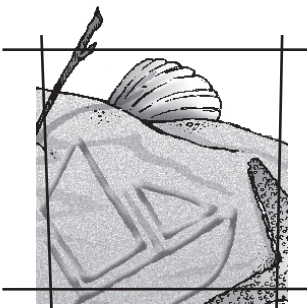
Timing Goal: 5 minutes

- 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.

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Page 77 (paragraph 1), 75 (paragraphs 1 and 2), or 80 (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



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections among words. Synonyms help us become better speakers and writers.*

Preparation: Display the Word Power Challenge.

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

Word Power Challenge

- Lem looked silly when he tried to throw the water balloon but dropped it on himself instead.
- Joycelynn always thought the boys looked pretty when they came to school in suits to get their picture taken.



- Use **Random Reporter** to select students to read each sentence aloud and share their synonyms. *Silly: foolish, funny; pretty: good-looking, handsome.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write a synonym for each of the following words.

- captain *leader*
- mound *hill*
- prowl *sneak*
- squirm *wiggle*

Building Meaning

| | | | |
|--------|------------|--------|-----------|
| create | society | afford | importing |
| income | mistreated | attend | gritty |

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie. 90 points =* *The sentence uses the word correctly and includes one detail. 80 points =* *The sentence uses the word correctly.*
- Choose the word that best fits in the blank.
 Marleigh liked to create new games to play with friends instead of playing old ones.

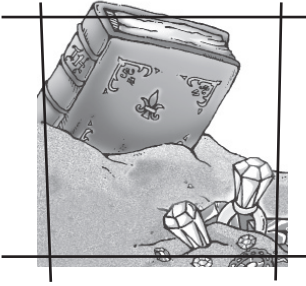
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

Team Celebration Points

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

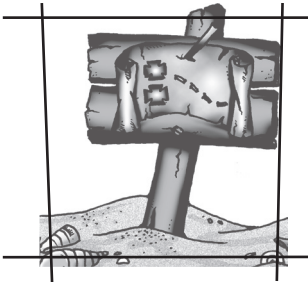
Today you will read about tea. Just as cocoa became a popular drink after Europeans learned about it, so did tea.

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

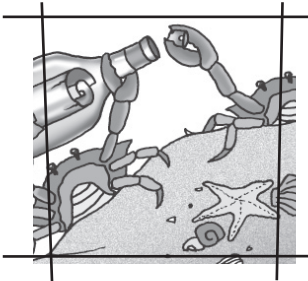
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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

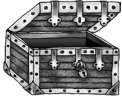
Team Discussion **TP**

- 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.

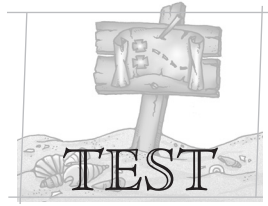


Class Discussion TP

- 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.

Tea is a drink that was first mentioned nearly 5,000 years ago in China. It is a hot drink made by placing special leaves in boiling water. The Chinese believed tea was a healthy drink. The British learned about tea from the Chinese. They brought the drink home. It became popular all over the world.

Tea is made from the leaves of a tea plant. There are many different flavors of tea. Some are strong, while others are delicate. Tea makers also add other spices, such as cinnamon, to tea. You can buy loose tea leaves, but most people buy tea bags. You can drink it hot or with ice to cool it down. Many people sweeten it with sugar or honey.

Sources: www.bigelowtea.com/universitea/history-of-tea.aspx
www.stashtea.com/faq.aspx

Comprehension Questions

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

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is tea. I know this is the topic because the word tea is mentioned throughout the passage. I read information about where tea comes from. I read about how it is made and how people drink it.*

15 points = *The topic of this text is tea. I know this is the topic because the word tea is mentioned throughout the passage. 10 points = It is about tea. The word tea is mentioned a lot in the passage.*

30 points

2. What is the intent of the author? |AP|
- to invite the reader to a tea party
 - to inform the reader about the drink tea
 - to persuade the reader to enjoy tea
 - to compare tea and hot cocoa for the reader

How do you know?

20 points = *I know this is the intent of the author because the author provides a lot of information about tea. I learn how the Chinese first drank it and how people drink it today. I do not see words that try to persuade me or that compare tea to anything else. 15 points = I know this is the intent of the author because the author provides a lot of information about tea.*

10 points = *I read a lot of information about tea.*

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 information from your graphic organizer. |SU|

20 points = *The Chinese have been drinking tea for about 5,000 years. They believed it was a healthy drink. The British learned about tea and introduced it to the world. Tea is made from plant leaves boiled in water. There are many different types of tea and ways to drink it, including hot, cold, or sweet.*

15 points = *The Chinese have been drinking tea for thousands of years. The British introduced it to the world. It is made from plant leaves boiled in water. There are many different types of tea. 10 points* = *Tea has existed for thousands of years. It is popular all over the world. There are many different types of tea.*

Word Power

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

Skill Questions

Write a synonym for each of the following words.

5 points

1. delighted *happy*

5 points

2. bold *adventurous*

5 points

3. speechless *quiet*

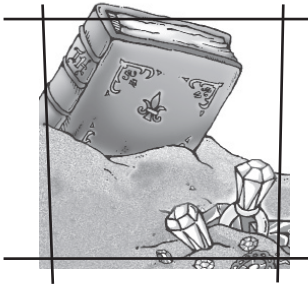
5 points

4. copy *match*

Building Meaning

| | | | |
|--------|------------|--------|-----------|
| create | society | afford | importing |
| income | mistreated | attend | gritty |

- 10 points** 5. Write a meaningful sentence for the word *income*.
10 points = Pablo knew he needed an income to buy the remote-controlled car, so he started helping his dad by working in the garden and raking leaves.
5 points = Pablo knew he needed an income to buy the remote-controlled car, so he started helping his dad. **1 point** = Pablo knew he needed an income to buy the remote-controlled car.
- 10 points** 6. Our *society* expects people to help others when they need it rather than ignore them.
- 10 points** 7. Our country keeps importing coffee beans from other places because we cannot grow them here. *Importing* means—
- bringing in.
 - taking out.
 - stealing back.
 - giving away.
- 10 points** 8. Aaron didn't like to see the new kid being mistreated, so he told the school bully to go away.
- 10 points** 9. The broccoli tasted gritty because my mom didn't wash all the dirt out of it before cooking it. *Gritty* means—
- smooth.
 - soft.
 - sandy.
 - salty.
- 10 points** 10. I couldn't afford the most expensive sneakers, but I liked how the cheaper ones looked better.
- 10 points** 11. Sarina couldn't attend Ruthie's party because she was sick with the chicken pox. *Attend* means—
- predict.
 - go to.
 - come home.
 - make.
- 10 points** 12. Vinny had to create a model of the solar system for school, but he wasn't sure where to begin.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a sensory paragraph about a food or drink you really enjoy. You read about cocoa this cycle and learned about its history. People all over the world enjoy eating and drinking things made from cocoa. The text gives us a lot of sensory details about why people enjoy cocoa so much. At the end of the lesson, you will create a book of the class’s favorite foods and drinks.

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 sensory paragraph.

Do you know your five senses? Wait for students’ responses. **That is right. They are hearing, sight, smell, taste, and touch. These senses tell us a lot about the things around us in the world. Everyone experiences things differently. Some people might have better hearing or senses of smell. Some people might see or taste something a different way. When you write a sensory paragraph, you describe how you experience something in the world. You provide details to help other people understand how you experience this thing.**

- Display the following chart.

Blackline master provided.

A Snowy Winter Day

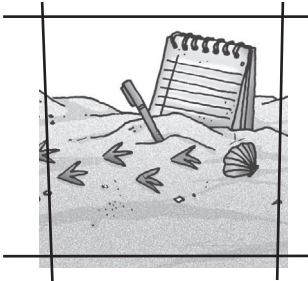
| Feels Like | Looks Like | Smells Like | Sounds Like | Tastes Like |
|------------|------------|-------------|-------------|-------------|
| | | | | |



- Use **Team Huddle** to have students copy the chart and work in their groups to write down what each member of the group experiences for each sense on a snowy winter day.



- Use **Random Reporter** to ask students how members of their group felt differently about a snowy winter day. (*Answers may vary.*) *Angela thinks a snowy winter day feels exciting and brisk, but Ben thinks it feels harsh and icy. Carter thinks snowy winter days look dreary and sad, but Deena thinks they look beautiful and sparkling.*
- Point out to students that good details will make their sensory paragraphs more informative and interesting. Explain that their details will help the reader understand what they like about their favorite foods or drinks.
- Tell students that they will use sensory details to write paragraphs that describe their favorite foods or drinks.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a sensory paragraph about your favorite food or drink.



- 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 learned a lot about cocoa and why people enjoy it. Write a sensory paragraph that provides details about your favorite food or drink. Begin your paragraph with an opening sentence that introduces the food or drink you enjoy. Your paragraph should discuss all five senses: hearing, sight, smell, taste, and touch. For each of the five senses, you should include at least one descriptive detail that explains how you experience the food or drink. Finish your paragraph with a closing sentence that restates the main idea.

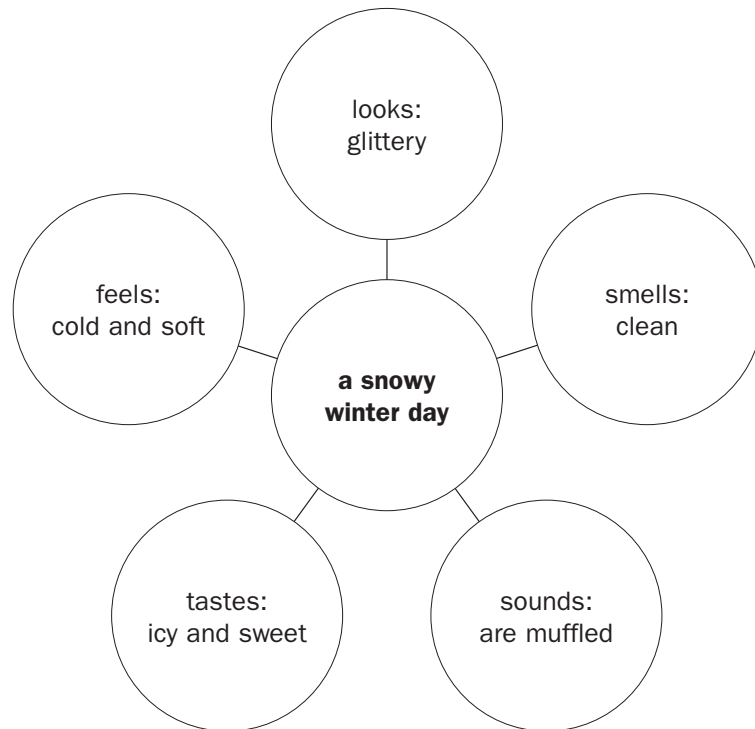
| Scoring Guide | |
|---|---|
| You wrote a sensory paragraph that describes your favorite food or drink. | 20 points |
| Your paragraph begins with an opening sentence that introduces the food or drink you enjoy. | 15 points |
| You provide at least one detail for each of the five senses that explains how you experience the food or drink. | 10 points each (50 points maximum) |
| Your paragraph ends 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 sensory 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.
- Point out to students that they may need to think creatively to associate some senses with foods or drinks.

You might be wondering how to describe your favorite food or drink in terms of a sense. You might wonder what food on your plate sounds like or what a drink feels like. Be creative. What does your favorite food sound like when it is being made? What does it sound like when you chew it or pick it up? What does your favorite drink feel like on your tongue or as it travels to your stomach? Is it a thin or bubbly drink or a thick milkshake?

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

Blackline master provided.

A snowy winter day sounds muffled to me, like a person speaking from under a blanket. The snow is a blanket that makes everything sound soft and peaceful.

- Use **Think-Pair-Share** to have students tell how the author describes the sound of a snowy winter day. *The author says it is muffled. The author says it sounds like someone speaking through a blanket. The author says the snow is a blanket that makes it sound soft and peaceful outside.*
- Point out to students that the author used figurative language to describe the sound of a snowy winter day.

You might find it helpful to use figurative language to describe how your favorite food or drink affects your five senses. Similes and metaphors help us make comparisons between things. Think about how the sound of a snowy winter day is described in the sample. The author compares it to the sound of a voice muffled by a blanket and says the snow is that blanket. This is a comparison that helps us understand what the author is describing. We can think of what a person or another noise sounds like if it comes from under a blanket or we have a blanket over our heads.

- Remind students that they need at least one detail that describes their foods or drinks for each of the five senses.
- 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? |

Who is in charge of sharpening pencils this week?

Pedro, **why** did you bring cupcakes to school?

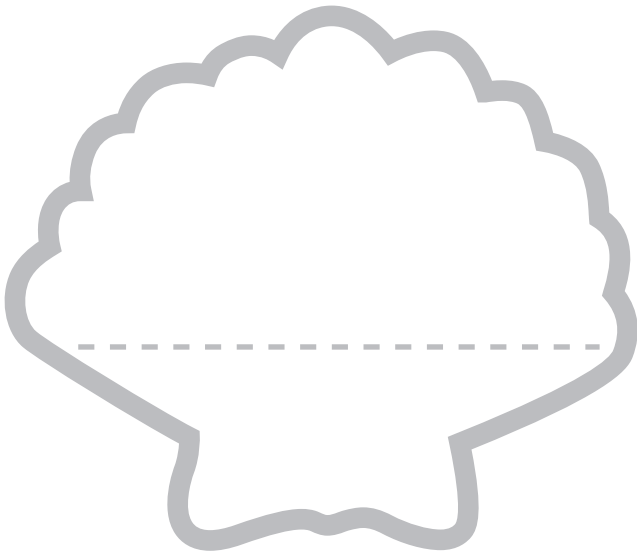
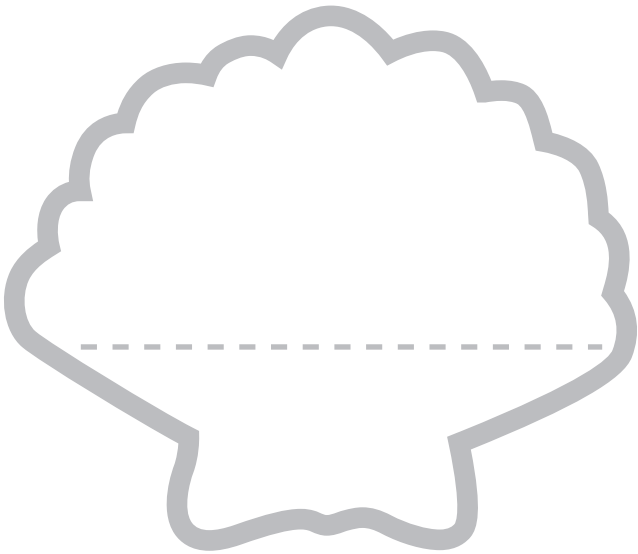
Leandra, **how** do you get to the library?

Where are we going on our field trip?

When do we eat lunch? **What** is today's date, Alex?

Smell

Smell is one of your five senses. You use your nose to smell. As you breathe in, odor in the air travels through your nose. Your nose sends a message to your brain. Your brain then identifies the odor. Memory helps your brain do this. Imagine smelling something for the first time. Later, you find out that the awful odor was coming from an angry skunk. If you ever smell that odor again, you will know that a skunk is nearby, so you'll know to get away. Using your sense of smell, you can take in the wonderful (and some not so wonderful) odors around you.



A Snowy Winter Day

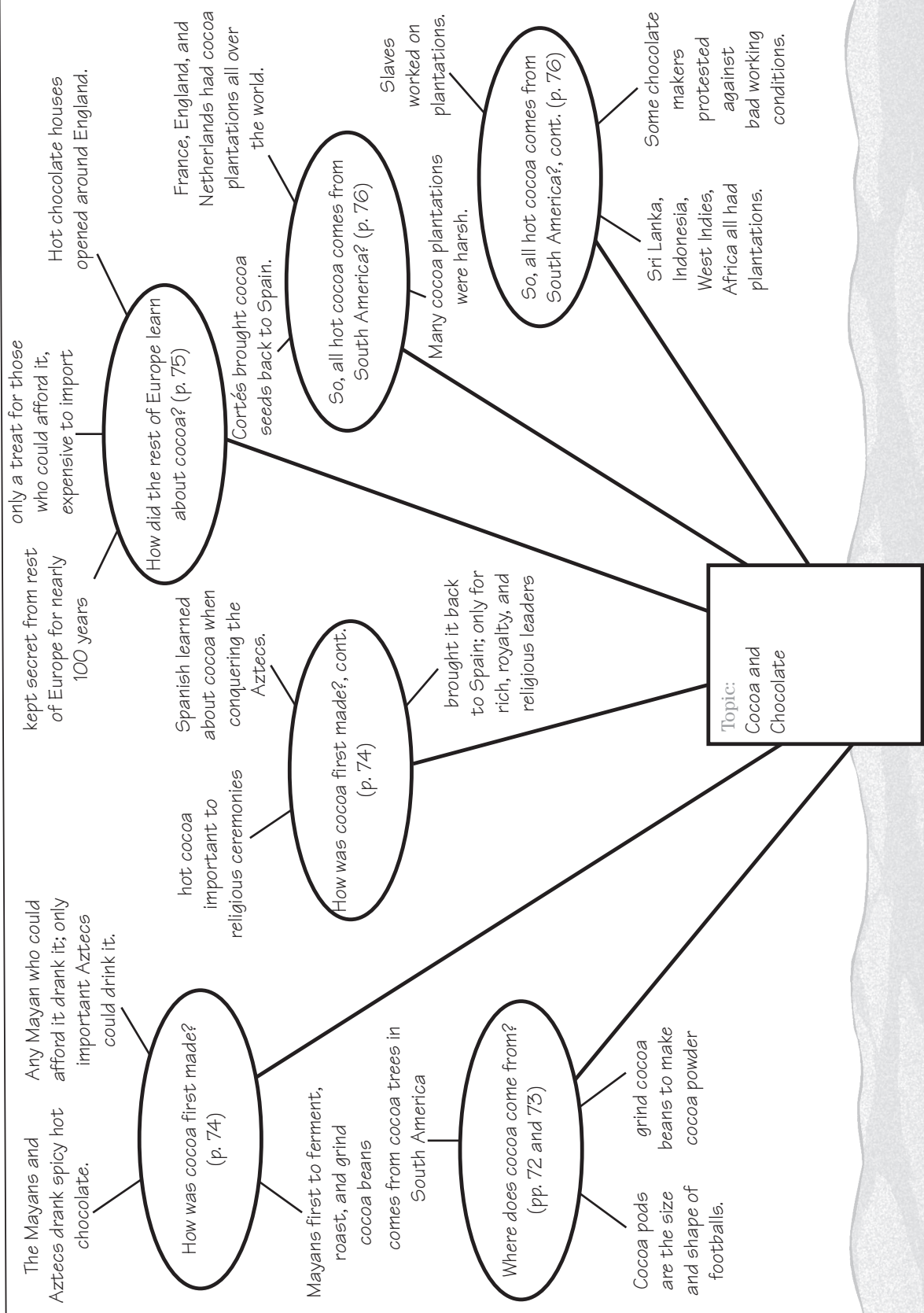
| Feels Like | Looks Like | Smells Like | Sounds Like | Tastes Like |
|------------|------------|-------------|-------------|-------------|
| | | | | |

A snowy winter day sounds muffled to me, like a person speaking from under a blanket. The snow is a blanket that makes everything sound soft and peaceful.



Title: Cocoa

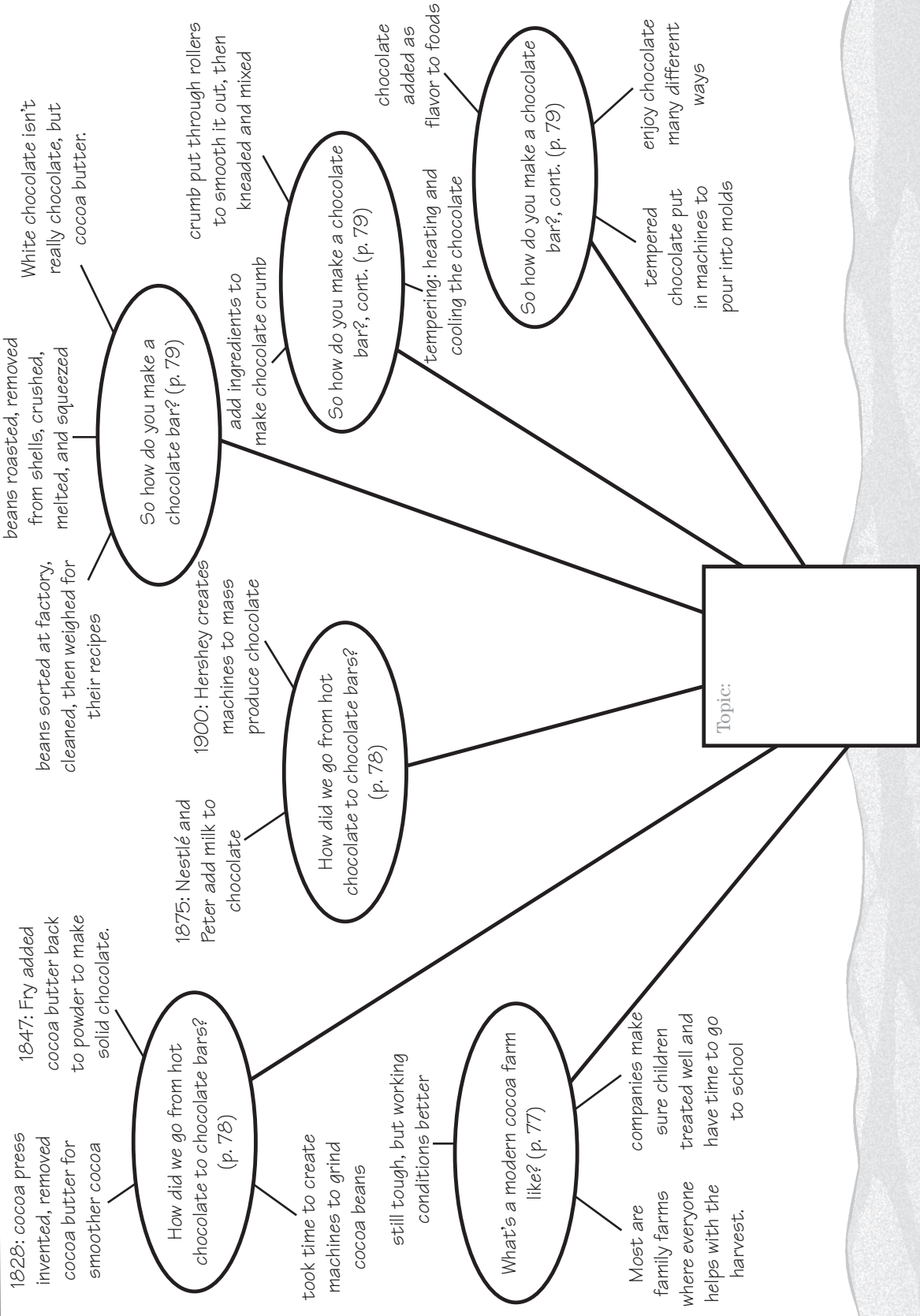
Idea Tree





Title: Cocoa, cont.

Idea Tree



Common Core State Standards

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

| LEVEL 3 / <i>Cocoa</i> |
|--|
| English Language Arts Standards: <i>Reading: Informational</i> |
| Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| English Language Arts Standards: <i>Language</i> |
| Vocabulary Acquisition and Use L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). |
| English Language Arts Standards: <i>Writing</i> |
| Text Types and Purposes W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

INFORMATIONAL (6 DAY)

South America: Food for Thought

Written by David A. Daniels III

The Savvy Reader—Questioning, A Collection of Readings, pages 83–98

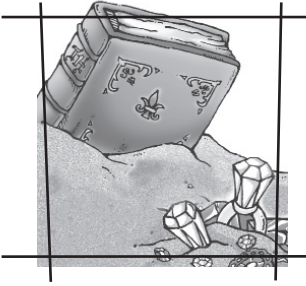
Success for All Foundation, 2011

Summary

This text takes you on a trip around South America to learn about the different foods and customs that surround mealtimes. You will learn how tastes and flavors change as you move from mountains to grasslands to the coasts and learn a few easy recipes you can make to experience South American cuisine in your own home.

Instructional Objectives

| | Reading | Word Power | Writing |
|----------------|---|--|---|
| CYCLE 1 | Questioning (QU) | Homographs | Write a menu. |
| | Students will ask questions about the text as they read to check their understanding, including asking Right There and Think questions. | Students will recognize homographs and identify their meanings based on context. | Students will pretend that they are opening a South American restaurant in their home town and need to write a menu to show to their customers. |

**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 *South America: Food for Thought* by David A. Daniels III. As we read, we'll practice asking questions about information in the text. Thinking of 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 they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First I can read the title. *South America: Food for Thought*. It sounds like the text will be about food in South America. I know that other countries and cultures usually have different kinds of foods that they enjoy eating. Sometimes the foods they enjoy are different from the foods we usually eat in our country. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. There is a picture of South America and a plate of food on the cover. As I flip through the pages, I see more pictures of different kinds of foods and drinks. They must be the foods people enjoy eating in South America. I think the topic of the text is food in South America.

- Use the items below to build or activate background knowledge about the topic.
 - Draw a connection between this text and *Cocoa* by reminding students that cocoa originally came from South America and was introduced to the Spanish when they conquered the continent. Explain that in this text, students will learn about some foods that were introduced to South Americans by the Spanish and other European cultures.
 - Use **Team Huddle** to ask students what they know about South America or if they can guess what kinds of foods, drinks, and flavors South Americans enjoy using in their cooking. Use **Random Reporter** to select students to share.
 - Share a few interesting or important facts about South America. For example, the European, especially the Spanish, influence on the continent is strong after Spanish explorers conquered it. The majority of South Americans speak Spanish, followed by Portuguese and English. Also, millions of South Americans still speak native languages such as Quechua.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



Now that we know the topic of this text, we can move on to the second step of TIGRRS. This step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text

or what he wants us to learn from reading it. When I looked through the pages of *South America: Food for Thought*, I saw a lot of pictures of dishes of food. I think the author’s intent is to tell me about the different kinds of foods that South Americans eat. When we read, we should look for information that tells us about foods in South America.

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

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

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

Vocabulary **TP**

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



Student Edition, page S-29
 Student Edition chart does
 not contain page numbers or
 identification examples.

| Word and Page Number | Identification Strategy | Definition | Sentence |
|-------------------------------|--|--|--|
| elevation page 86 | base word + ending: elevat(e) + ion | height to which something rises | Being at a high <i>elevation</i> in the mountains can make you short of breath. |
| sturdy page 86 | chunk: stur-dy | strong | I used glue instead of tape to make sure my model would be <i>sturdy</i> and not fall apart easily. |
| dash page 88 | blend | a small amount | I like to add just a <i>dash</i> of salt on a slice of watermelon to make it taste sweeter. |
| consumed page 88 | base word + ending: consum(e) + ed | eaten | My mom made sure her bake-sale cookies weren't <i>consumed</i> by hiding them. |
| hospitality page 88 | chunk: hos-pi-tal-i-ty | friendly treatment of guests or strangers | The kind farmer showed the lost family <i>hospitality</i> by serving them dinner while they got directions back to the highway. |
| waft page 90 | blend | float through the air | The smells of apples and pears <i>waft</i> from the orchard into the house when the fruit ripens. |
| multicourse page 90 | prefix + base word: multi + course | many parts in a meal | On special occasions, we'll have a <i>multicourse</i> meal that includes soup, the main dish, and dessert. |
| mashed page 93 | base word + ending: mash + ed | squashed, crushed | I prefer eating <i>mashed</i> potatoes to whole ones because they are soft and fluffy. |

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 have students answer different questions that are simple to answer. Then ask a question or two that require more thought and explanation. Example questions are provided below. Randomly select a few students to share.

Simple:

Pedro, do you have any brothers or sisters?

Carley, how old are you?

Samuel, what did you eat for breakfast?

Lisa, how will you get home today?

Requires More Thought:

Tonya, what is your favorite subject in school? Why?

Jacob, do you think it will rain today? Why do you think that?

Lin, do you think it is easier to learn how to ride a bike or learn how to swim? Why?

- Use **Think-Pair-Share** to have students identify how the answers to the second set of questions differ from the answers to the first set of questions. If necessary, point out that the second set of questions takes more thought and that the answers include more information. Randomly select a few students to share.
- Explain that readers can ask different questions like this about what they read. Point out that some questions can be simple to answer. Explain that readers can point to the answers in one place on the page. Explain that readers can also ask questions that require more thought. Point out that readers need to answer these questions with reasons, with evidence from the text, or sometimes with both.
- Tell students that the kind of question that they can answer by pointing to one place on the page is called a Right There question. Explain that the other kind of question, which they can't answer by just pointing to one place, is called a Think question.
- Display the following paragraph, and read it aloud.

Blackline master provided.

The Amazon Rainforest

The Amazon rainforest is in South America. It is one of the largest rainforests in the world. It covers more than one billion acres. The rainforest touches parts of nine different South American countries. More insect, plant, and animal species live in the rainforest than in any other place on Earth. There are more than two million insect species, tens of thousands of plants, and 2,000 different birds and mammal species. The trees in the rainforest also produce more than a third of the world's oxygen. But the rainforest is in trouble. Governments and big companies are burning and bulldozing the rainforest. They use the land for development. They use the trees for lumber. The rainforest is disappearing at an alarming rate. The insects, animals, and plants are dying. The rainforest needs to be saved. We need to do something.

- 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.
- 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 back of the card explains the difference between Right There and Think questions.
- Explain to students that as they read *South America: Food for Thought* 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

- 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 pages 85 and 86 (ending at paragraph 1) 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,
pages 85 and 86

Introduction

Can you name a continent that has exotic jungles filled with fruits, such as papaya and guava, and beautiful beaches whose waters contain a variety of tropical fish, oysters, scallops, and shrimp? What continent also borders both the Atlantic and Pacific oceans? If you guessed South America, you are correct! In addition to these natural beauties, South American countries have many delicious foods. From juicy, colorful fruits and fresh fish to beef, chicken, and pork, there are many delicious dishes to taste. Each country has traditional dishes influenced by local resources and heritage.

The coastal countries and cities of South America rely on the Atlantic and Pacific oceans and the Caribbean Sea for food. Shrimp, tuna, king crab, eel, and regional tropical fish are featured in the dishes of Colombia, Venezuela, Chile, Brazil, Peru, and Argentina. A few such dishes include Peruvian *escabeche de pescado* made from pickled fish and onions, an eel soup called *caldillo de congrio* and *machas a la parmesana*, an Italian-influenced clam au gratin featuring parmesan cheese, both from Chile, and spicy coconut shrimp from Brazil.

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 South American food,

so this page will probably introduce the different kinds of foods I'll read about in the text. Let me think about the questions I can ask about the text. I can ask:

Which continent has exotic jungles and borders the Atlantic and Pacific oceans? (R)

How do you think the foods available to South Americans differ from the foods available to North Americans? Why? (T)

What do people living on the coasts rely on for food? (R)

Teacher's Note: The final Right There 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.

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 was "Which continent has exotic jungles and borders the Atlantic and Pacific oceans?" The continent that has exotic jungles and borders the Atlantic and Pacific oceans is South America. Another question is "What do people living on the coasts rely on for food?" People living on the coasts rely on the Atlantic and Pacific oceans and Caribbean Sea for food. These are Right There questions. I can find the answers in one place in the text.

I also asked, "How do you think the foods available to South Americans differ from the foods available to North Americans? Why?" This seems like a Think question. It's a little more challenging. I think South Americans have a lot of different foods available to them that North Americans don't have. The rainforests in South America have a lot of different fruits growing in them. There aren't any tropical rainforests in North America, so we don't always have the same fruits that South Americans eat.

- Summarize the main ideas, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *South America: Food for Thought*.

Preview Team Talk

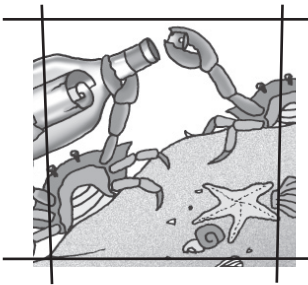
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-30

Team Talk

1. How are the foods eaten in South America's landlocked countries different from the foods eaten along the coast? |CC|
2. Is breakfast the same everywhere in South America? How do you know? |DC|
3. The purpose of the text box on page 90 is to tell you— |AP • TF|
 - a. how to order lunch in South America.
 - b. how not to be rude when eating in South America.
 - c. how to get lunch to go in South America.
 - d. how not to ask people to rush lunch in South America.
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 86 (paragraph 1)–91 (ending at paragraph 1) aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. How are the foods eaten in South America's landlocked countries different from the foods eaten along the coast? |CC|

100 points = *The foods eaten in South America's landlocked countries are different from the foods eaten along the coast because they are mostly from farms and livestock. People in the landlocked countries do not have easy access to fresh fish from the oceans or Caribbean Sea.* **90 points** = *Foods eaten in South America's landlocked countries are different from the foods eaten along the coast because they are mostly from farms and livestock.* **80 points** = *They are mostly from farms and livestock.*

2. Is breakfast the same everywhere in South America? How do you know? |DC|

100 points = *No. Breakfast is not the same everywhere in South America. I know because it says that breakfast in Argentina is simple and light. People have bread, fruit, slices of meat or cheese, or just coffee for breakfast. The text says that breakfast in other countries, such as Bolivia, is heavier, with more meats, cheeses, and potatoes included in the meal.* **90 points** = *No. Breakfast is not the same everywhere in South America. I know because it says that breakfast in Argentina is simple and light, while breakfast in Bolivia is heavier.* **80 points** = *No. Breakfast is lighter in some countries and heavier in others.*

3. The purpose of the text box on page 90 is to tell you— |AP • TF|

- a. how to order lunch in South America.
- b. how not to be rude when eating in South America.
- c. how to get lunch to go in South America.
- d. how not to ask people to rush lunch in South America.

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

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

Team Talk Extenders

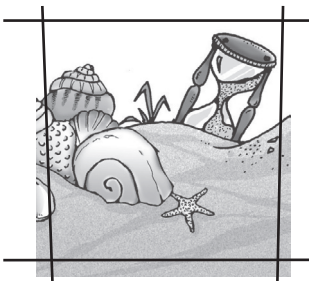
Many people in Bolivia are farmers. How do you think this affects the kind of breakfast they eat?

Do you ever eat fast food? Why do you think this kind of food is so popular in North America, but not in South America?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

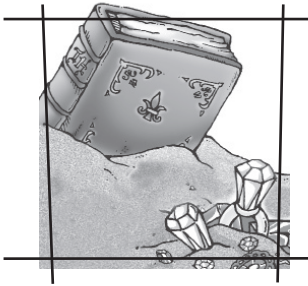
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.

- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Page 86 (ending with “...survive in the harsh mountainous conditions.”)

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

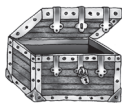
Set the Stage



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

Vocabulary **TP**

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



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

Strategic Review

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

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

How can breakfast be different across South America?

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 South American food. We learned that the kinds of foods people eat are influenced by where they live and their cultural heritage. We read about breakfast and the kinds of foods and drinks people enjoy starting their day with. We also began reading about lunch in South America and how different it is from lunch in North America.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 91 (starting with paragraph 1) aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,
page 91

People in Colombia, Peru, Ecuador, Bolivia, and Argentina often eat a traditional Incan dish made from *cuy*. Cuys are guinea pigs. Guinea pigs are not seen as pets in South America because they have been a food source for centuries. Cuy is baked or grilled and served with potatoes, corn, rice, peppers, and spices depending on where you are in South America. Most people say this meat tastes like rabbit or chicken. If you are not interested in cuy, alternative options include chicken and beef platters. The most popular meat platter, and a favorite in Colombia, is called *bandeja paisa*. Bandeja paisa is a platter of thin grilled beef steak, chorizo, pork rind, a fried egg, white rice, red beans, fried plantains, and an arepa.

Other foods, such as stews and casseroles, are popular in Argentina and Chile. *Puchero* is a tasty stew made of beef, chicken, sausage, corn, peppers, tomatoes, onions, cabbage, sweet potatoes, squash, and sometimes beans. *Arroz con pollo* is a simple rice casserole made of chicken, rice, and vegetables. Both are filling meals and perfect for a relaxing lunch. Each spoonful or forkful gathers the various ingredients together for a hearty and delicious bite.

(continued on next page)

Chipas

Serves 8

Ingredients

1 egg

 $\frac{2}{3}$ cup milk

6 ounces of shredded Italian cheese blend (parmesan or mozzarella)

Use different cheeses to achieve the desired flavors.

3 tablespoons butter, melted

 $1\frac{3}{4}$ cups tapioca starch or cornstarch

1 cup self-rising flour

Directions

1. Preheat the oven to 350° Fahrenheit. Grease a baking sheet with cooking spray, and set it aside.
2. Stir together the egg, milk, cheese, and butter in a large bowl. Sprinkle in the tapioca starch/cornstarch and flour; stir to form a dough.
3. Knead the dough for 2 minutes on a lightly floured surface. Then roll the dough into golf ball-sized pieces, and place them onto the prepared baking sheet.
4. Bake in the oven for 10–15 minutes or until the chipas are golden brown.

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 that I ask a variety of Right There and Think questions. This page doesn't have a heading, but I know I was reading about lunch foods in South America. There is a recipe on the page too. Chipas must be something they eat in South America. Let me think about the questions I can ask about the text. I can ask:

What are cuys? (R)

How are cuys usually seen in the United States? Do you think most Americans would eat cuys? Why or why not? (T)

How many people can eat chipas from the given recipe? (R)

Why do you think the recipe tells you to preheat the oven? (T)

Teacher's Note: One 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.

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 was "What are cuys?" Cuys are guinea pigs. Another question is "How many people can eat chipas from the given recipe?" The recipe says it serves eight people. These are both Right There questions. I can find the answers in one place in the text.

I also asked, “How are cuys usually seen in the United States? Do you think most Americans would eat cuys? Why or why not?” This seems like a Think question. It’s a little more challenging. I’m not sure I can find the answer right now, but maybe when I reread it later, I can figure it out. Another Think question is “Why do you think the recipe tells you to preheat the oven?” I think the recipe tells you to preheat the oven so it gets warm enough to bake the chipas. I know that I can turn the oven on to get warm while I prepare the food I’m going to bake, so it saves time.

- Summarize the main ideas, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *South America: Food for Thought*.

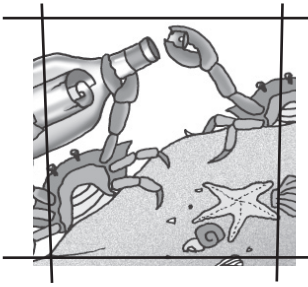
Preview Team Talk

- 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-30

Team Talk

1. How did ñoquis become popular in Argentina? |CE|
2. On page 94, the text says that dulce de leche is the “traditional filling” of alfajores. This means that it is— |CL|
 - a. the only filling allowed in the cookies.
 - b. the normal, or usual, filling in the cookies.
 - c. the old-fashioned filling that no one uses in the cookies.
 - d. the newest filling that people use in the cookies.
3. What do you think the picture at the bottom of page 96 is showing? What makes you think that? |DC|
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 92–97 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 did ñoquis become popular in Argentina? |CE|

100 points = *Ñoquis became popular in Argentina when many Italians immigrated there in the nineteenth and twentieth centuries. In their new country, the immigrants continued making the foods they had eaten at home.* **90 points** = *Ñoquis became popular in Argentina when many Italians immigrated there in the nineteenth and twentieth centuries.*

80 points = *Many Italians immigrated to Argentina and brought ñoquis with them.*

2. On page 94, the text says that dulce de leche is the “traditional filling” of alfajores. This means that it is— |CL|
 - a. the only filling allowed in the cookies.
 - b. the normal, or usual, filling in the cookies.
 - c. the old-fashioned filling that no one uses in the cookies.
 - d. the newest filling that people use in the cookies.

Team Talk *continued*

3. What do you think the picture at the bottom of page 96 is showing? What makes you think that? |DC|

100 points = *I think the picture at the bottom of page 96 is showing me a South American food pyramid. I see different food groups inside the triangle. A lot of the foods in the triangle are foods that are eaten by South Americans. I know that we sometimes refer to a food pyramid to show what we eat.* **90 points** = *I think the picture at the bottom of page 96 is showing me a South American food pyramid. I see different foods that are eaten by South Americans.* **80 points** = *It's a South American food pyramid.*

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.

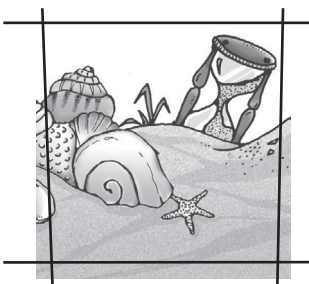
Class Discussion **TP**Strategy-Use
Discussion

- 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. | |
| | <table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: top;">Team Talk Extenders</td> <td style="vertical-align: top;"> <p>Alfajores are a popular traditional dessert in South America. Are there any desserts that you and your family eat that are traditional? Describe them.</p> <p>When people move from one place to another, they often bring their recipes to their new homes. Can you think of any foods you enjoy eating that come from another culture? Describe the foods and where they came from.</p> </td> </tr> </table> | Team Talk Extenders |
| Team Talk Extenders | <p>Alfajores are a popular traditional dessert in South America. Are there any desserts that you and your family eat that are traditional? Describe them.</p> <p>When people move from one place to another, they often bring their recipes to their new homes. Can you think of any foods you enjoy eating that come from another culture? Describe the foods and where they came from.</p> | |

- 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. |
|---------------------|---|



FLUENCY IN FIVE **TP**

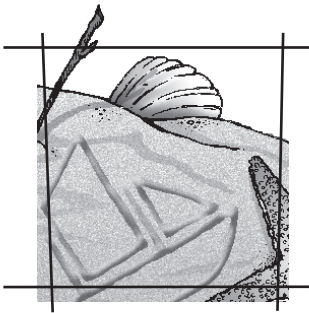
Timing Goal: 5 minutes

- 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-29

Page 92 (paragraph 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**

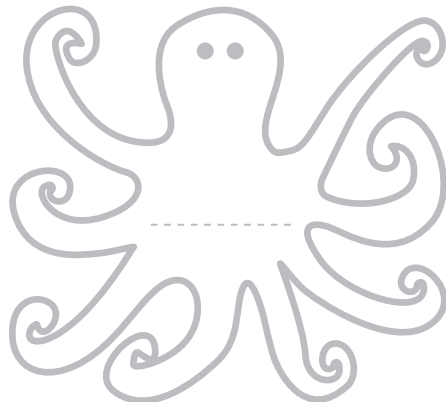
Timing Goal: 10 minutes

Preparation: Display the following word: *bass*.

tps

- Direct students' attention to the word you have displayed. Use **Think-Pair-Share** to have students tell you what this word means.
- Randomly select a few students to share the definition for *bass*. List the definitions on the board or chart paper. *A low, deep musical note; a type of fish; a stringed instrument.*
- Remind students that some words have more than one meaning. We call these words homographs, or multiple-meaning words. Point out that these words may or may not sound the same.
- Use **Think-Pair-Share** to prompt the Word Treasure clue that Captain Read More uses for homographs. Randomly select a few students to share. Display the Word Treasure Clue for homographs (an octopus). Point out that the octopus has many legs and that we can write a word's multiple meanings on them.

Blackline master provided.



- Write the word “does” on the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share, and write each definition on a leg of the octopus. *A female deer; do something in the present tense.*
- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know homographs by explaining that they help us stop and consider the word and its context. Point out that this helps us make sure that we understand the word’s correct meaning.

Word Treasure

Some words may look the same, but they have more than one meaning.

If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

- Tell students that Captain Read More has found a word from this cycle’s vocabulary list that is a homograph. Tell students to look out for this word the next time they review their vocabulary words.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages S-30 and S-31

Skill Practice

1. Read the following sentence.

The old sow spent the hot day lying in the mud in one corner of her pigsty.

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

- a. The farmer will sow his seeds in the field after he plows it.
- b. *The sow gave birth to eight little piglets that were all hungry.*
- c. Some plants sow their seeds by scattering them in the wind.
- d. Johnny Appleseed decided to sow the land with delicious fruit trees.

2. Read the following sentence.

The roots of the old tree were too weak to hold it up when a strong wind blew.

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

- a. Georgiana always roots for her sister’s team when they play ball.
- b. My cat always roots around shopping bags, looking for snacks for her.
- c. The root of the problem is that Jack is a bully and doesn’t play fair.
- d. *Dandelions have deep roots that make them hard to remove from lawns.*

| Building Meaning | | | |
|------------------|--------|-------------|----------|
| elevation | sturdy | dash | consumed |
| hospitality | waft | multicourse | mashed |

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

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

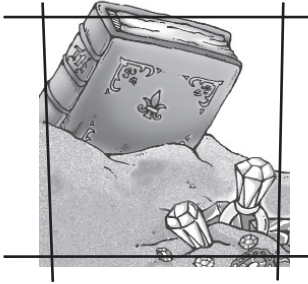
4. Which of the following is something you would describe as sturdy?

- a. a newborn baby's legs
- b. a house of cards
- c. a castle made of stone
- d. a spaghetti noodle



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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

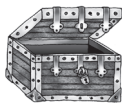
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

Why are ñoquis popular in Argentina?

Listening Comprehension

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

Yesterday we learned some more important ideas about South American foods. We learned that many dishes that are popular in South America come from other countries. Many people immigrated to South America and brought their favorite foods with them. We also read about dinner in South America, which is very different from dinner in North America.

- 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 pages 85 and 86 (ending at paragraph 1) 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,
pages 85 and 86

Introduction

Can you name a continent that has exotic jungles filled with fruits, such as papaya and guava, and beautiful beaches whose waters contain a variety of tropical fish, oysters, scallops, and shrimp? What continent also borders both the Atlantic and Pacific oceans? If you guessed South America, you are correct! In addition to these natural beauties, South American countries have many delicious foods. From juicy, colorful fruits and fresh fish to beef, chicken, and pork, there are many delicious dishes to taste. Each country has traditional dishes influenced by local resources and heritage.

The coastal countries and cities of South America rely on the Atlantic and Pacific oceans and the Caribbean Sea for food. Shrimp, tuna, king crab, eel, and regional tropical fish are featured in the dishes of Colombia, Venezuela, Chile, Brazil, Peru, and Argentina. A few such dishes include Peruvian *escabeche de pescado* made from pickled fish and onions, an eel soup called *caldillo de congrio* and *machas a la parmesana*, an Italian-influenced clam au gratin featuring parmesan cheese, both from Chile, and spicy coconut shrimp from Brazil.

Remember that when I read this section before, I asked some Right There questions and a Think question. I was able to answer most of the 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 one of my Right There questions. The question was "What do people living on the coasts rely on for food?" I said they relied on the oceans and Caribbean Sea for food. Some more details that I read can answer this more completely. When I reread, I see that the text tells me about many of the sea creatures people living on the coasts rely on for food. They eat shrimp, tuna, king crab, eel, and regional tropical fish for food. They catch these creatures in the oceans and Caribbean Sea. I should change my answer to "People living on the coasts rely on the Atlantic and Pacific oceans and Caribbean Sea for food. They eat shrimp, tuna, king crab, eel, and regional tropical fish caught in these waters." Rereading helped me find more details to answer my question.

- Summarize the supporting details for the main ideas, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *South America: Food for Thought*.

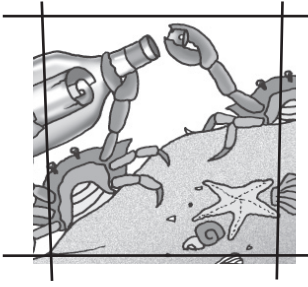
Preview Team Talk

- 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-31

Team Talk

1. Use sequence words to describe how to prepare the pachamanca. |SQ|
2. How are the top two pictures on page 89 alike? How are they different? |CC|
3. Lunch in South America is different from lunch in the United States because— |CE • CC|
 - a. it is the biggest meal of the day in the United States.
 - b. it is a small meal of sandwiches in South America.
 - c. it is a large multicourse meal in the United States.
 - d. it is a longer, more relaxing meal in South America.
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 86 (paragraph 1)–91 (ending at paragraph 1) aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Use sequence words to describe how to prepare the pachamanca. |SQ|

100 points = *To prepare the pachamanca, you first dig a hole in the earth and fill it with hot stones. Next, you fill a sack, cloth, or pot with a mixture of meats and vegetables. Then, you cover the hole and stones with dirt. After that, you allow the food to cook for awhile. Finally, you dig the food out of the ground and eat.* **90 points** = *To prepare the pachamanca, you first dig a hole in the earth and fill it with hot stones. Next, you fill a sack with meats and vegetables. Then you cover the hole. After that, you cook the food. Finally, you eat the food.* **80 points** = *First, you dig a hole. Then, you put food in the hole and cover it up. Then, you cook the food. Then, you eat it.*

Team Talk *continued*

2. How are the top two pictures on page 89 alike? How are they different? |CC|

100 points = *The top two pictures on page 89 are alike because they both show you what coffee beans look like. They are different because one picture shows what coffee beans look like before they are roasted and still on the plant. The other picture shows what coffee beans look like after they have been roasted.*

90 points = *The top two pictures on page 89 are alike because they both show you what coffee beans look like. They are different because one picture shows what coffee beans look like before they are roasted.*

80 points = *They both show you what coffee beans look like. One shows what they look like before they are roasted.*

3. Lunch in South America is different from lunch in the United States because— |CE • CC|

- it is the biggest meal of the day in the United States.
- it is a small meal of sandwiches in South America.
- it is a large multicourse meal in the United States.
- it is a longer, more relaxing meal in South America.*

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.*

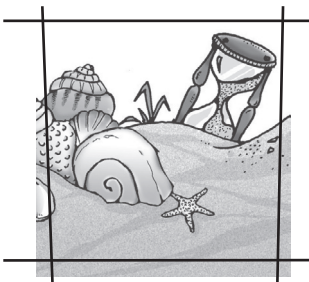
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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 | <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>Think about the different foods people like to eat for breakfast in South America. Is your usual breakfast similar to or different from theirs? How?</p> <p>People like to snack on <i>hormiga culona</i> in South America. Would you snack on roasted or fried ants? Why or why not?</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. |
|---------------------|---|



FLUENCY IN FIVE **TP**

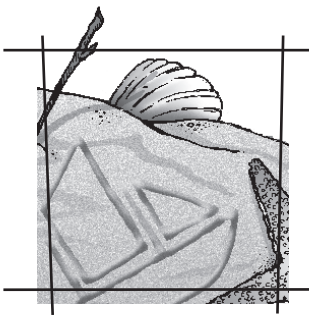
Timing Goal: 5 minutes

- 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-29

Page 92 (paragraph 2) or 88 (paragraph 1)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (an octopus).
- Use **Think-Pair-Share** to have students tell whether they were able to find the homograph from their vocabulary list. Randomly select a few students to share. *The word dash.*

tps



th



- Display the graphic of the octopus. Write the word “dash” in the middle of the octopus. Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share answers, and list each definition on a different leg of the octopus. *Run quickly; throw with force; a small amount; splash with water; ruin or frustrate; a mark or sign that looks like a straight line.*

- 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-31** and **S-32**

Skill Practice

1. Read the following sentence.

Brandon was excited to see his favorite band at a live concert rather than taped on television.

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

- a. My parents want to live near a city so we can visit the museums.
- b. Joe’s grandma told him to live his life to the fullest every day.
- c. *Many people think it is more exciting to see a live baseball game.*
- d. Opal couldn’t live with a cat because she is allergic to them.

2. Read the following sentence.

The man dove under the water with his camera so he could take pictures of the tropical fish.

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

- a. The dove made a nest right outside my window, so I always saw her.
- b. *The penguin dove into the icy-cold water to hunt for fish and krill.*
- c. Wilma is like a dove because she is so quiet, peaceful, and gentle.
- d. The Dove is a small constellation that can be seen on a clear night.

Building Meaning

| | | | |
|-------------|--------|-------------|----------|
| elevation | sturdy | dash | consumed |
| hospitality | waft | multicourse | mashed |

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

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

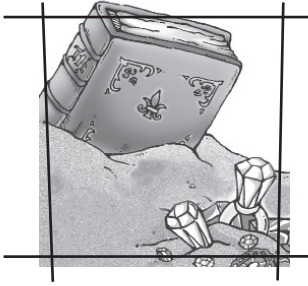
4. Which of the following is something you would not describe as sturdy?

- a. a tower of toothpicks
- b. a skyscraper
- c. a mountain
- d. a tall, ancient tree

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

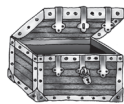
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

How are coffee beans different after they've been roasted?

Listening Comprehension

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

Yesterday we read more details about South American foods. We learned that the landlocked countries in South America rely on farming more than fishing. People there eat more grains and vegetables. They also eat livestock such as cattle and pigs. Heritage also plays a role in the foods that South Americans eat. The pachamanca is an example of a traditional Peruvian feast. This tradition started with the Inca. It is a long process of cooking meat and vegetables in an underground oven. We read more about breakfast in South America. People in some countries enjoy a light breakfast with breads, fruits, slices of meat and cheese, and coffee while others enjoy heavier breakfast foods such as potatoes. Coffee is very popular and is served many different ways. We learned how lunch is different in South America as well. It's the largest meal of the day. People like to take a longer, relaxed lunch there. It is usually multiple courses. Eating quickly or taking your food to go isn't considered very polite.

- 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 91 (starting with paragraph 1) 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 questions completely.



A Collection of Readings,
page 91

People in Colombia, Peru, Ecuador, Bolivia, and Argentina often eat a traditional Incan dish made from cuy. Cuy is guinea pigs. Guinea pigs are not seen as pets in South America because they have been a food source for centuries.

Cuy is baked or grilled and served with potatoes, corn, rice, peppers, and spices depending on where you are in South America. Most people say this meat tastes like rabbit or chicken. If you are not interested in cuy, alternative options include chicken and beef platters. The most popular meat platter, and a favorite in Colombia, is called *bandeja paisa*. Bandeja paisa is a platter of thin grilled beef steak, chorizo, pork rind, a fried egg, white rice, red beans, fried plantains, and an arepa.

(continued on next page)

Other foods, such as stews and casseroles, are popular in Argentina and Chile. *Puchero* is a tasty stew made of beef, chicken, sausage, corn, peppers, tomatoes, onions, cabbage, sweet potatoes, squash, and sometimes beans. *Arroz con pollo* is a simple rice casserole made of chicken, rice, and vegetables. Both are filling meals and perfect for a relaxing lunch. Each spoonful or forkful gathers the various ingredients together for a hearty and delicious bite.

Chipas

Serves 8

Ingredients

1 egg

$\frac{2}{3}$ cup milk

6 ounces of shredded Italian cheese blend (parmesan or mozzarella)

Use different cheeses to achieve the desired flavors.

3 tablespoons butter, melted

$1\frac{3}{4}$ cups tapioca starch or cornstarch

1 cup self-rising flour

Directions

1. Preheat the oven to 350° Fahrenheit. Grease a baking sheet with cooking spray, and set it aside.
2. Stir together the egg, milk, cheese, and butter in a large bowl. Sprinkle in the tapioca starch/cornstarch and flour; stir to form a dough.
3. Knead the dough for 2 minutes on a lightly floured surface. Then roll the dough into golf ball-sized pieces, and place them onto the prepared baking sheet.
4. Bake in the oven for 10–15 minutes or until the chipas are golden brown.

Remember that when I read this section before, I asked some Right There and Think questions. Now that I've reread the section, I think I've found more details that can help me provide a more complete answer to one of my questions. One question was "How are cuys usually seen in the United States? Do you think most Americans would eat cuys? Why or why not?" I wasn't sure of the answer at that time, but after rereading, I see that I missed some details. I think cuys, or guinea pigs, are usually seen as pets in the United States. The text says that they aren't usually seen as pets in South America, and I think it means that we are used to keeping them as pets in the United States. I know you can get guinea pigs in pet stores all across the United States. Now that I've figured that out, I can answer the rest of the question. I don't think most Americans would eat cuys. People in the United States think guinea pigs are cute. I don't think most of them want to eat something they think of as a pet. Rereading the text helped me answer my question more completely.

- Summarize the supporting details for the main ideas, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *South America: Food for Thought*.

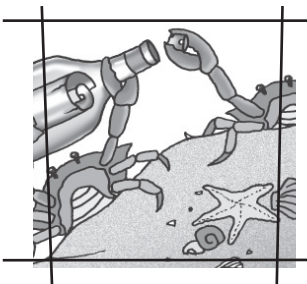
Preview Team Talk

- 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-32

Team Talk

1. According to the recipe, what are some different ways you can get dulce de leche for making alfajores? |CC|
2. What is the purpose of the glossary at the end of the text? |TF|
 - a. It defines unfamiliar words in the text.
 - b. It translates the Spanish words for you.
 - c. It provides recipes for South American foods.
 - d. It tells you how to travel to South America.
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 your graphic organizer to write a summary about *South America: Food for Thought*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 92–97 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. According to the recipe, what are some different ways you can get dulce de leche for making alfajores? |CC|

100 points = According to the recipe, you can buy dulce de leche in a lot of Latin American supermarkets. You can also make dulce de leche at home using sweetened condensed milk. **90 points** = According to the recipe, you can buy dulce de leche or make it yourself. **80 points** = You can buy it or make it yourself.

2. What is the purpose of the glossary at the end of the text? |TF|
 - a. It defines unfamiliar words in the text.
 - b. It translates the Spanish words for you.
 - c. It provides recipes for South American foods.
 - d. It tells you how to travel to South America.

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.

Team Talk *continued*

4. Use your graphic organizer to write a summary about *South America: Food for Thought*. [SU]

100 points = People across South America enjoy a variety of traditional and European-influenced foods. People who live near the coasts eat many seafood dishes. People who live inland eat dishes with more vegetables and meat from animals raised on farms. Breakfast in South America usually includes breads, fruits, meats, cheeses, and coffee. Lunch is the most important meal in South American countries. It is usually made up of multiple courses and relaxed. Most lunches include soups, salads, meats, cheeses, and vegetables. Dinner happens much later in the evening and is a lighter meal than lunch. People often have barbecues and invite friends over to eat. South American barbecues usually involve cooking a lot of different meats. **90 points** = People across South America enjoy a variety of traditional and European-influenced foods. People who live near the coasts eat seafood. People who live inland eat dishes with more vegetables and meat from animals raised on farms. Breakfast in South America usually includes breads, fruits, meats, cheeses, and coffee. Lunch is the most important meal in South American countries. Dinner happens much later in the evening and is a lighter meal than lunch. **80 points** = People across South America enjoy a variety of traditional and European-influenced foods. They eat seafood on the coast and farm food inland. Breakfast in South America usually includes breads, fruits, meats, cheeses, and coffee. Lunch is the most important meal. Dinner happens much later in the evening than here.

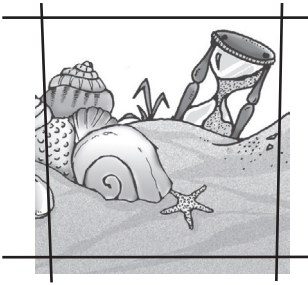
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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>South Americans eat dinner around nine o'clock at night. Is this different from when you usually eat dinner? Do you think you would enjoy eating that late at night? Why or why not?</p> <p>Churrasco is a barbecued steak that is the national dish of Uruguay and Argentina. What do you think the national dish of the United States is? Why do you think that?</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**

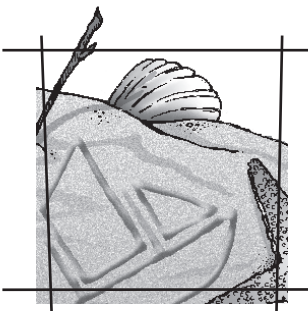
Timing Goal: 5 minutes

- 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.

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Page 92 (paragraph 2), 88 (paragraph 1), or 94 (paragraph 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

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (an octopus).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of the word.*

tps

Preparation: Display the Word Power Challenge.

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

Word Power Challenge

When Vicki took a _____ after her piano recital, everyone could see the sparkly blue _____ she wore in her hair.



- Use **Random Reporter** to select students to identify and define the word that goes in each blank. *Bow*: *to bend over at the waist; a way of tying ribbon around something to have two loops and two loose ends.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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pages S-32 and S-33

Skill Practice

- Read the following sentence.

Zach was excited to move into a new house where he would have his own bedroom.

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

- My mother says she will not house any cats until we are old enough.
- Our school will house victims of the flood until the waters go down.
- The old barn used to house mice until the snake moved into it.
- Everyone helped the family rebuild their house after the tornado hit it.*

- Read the following sentence.

My mom will record my favorite show on TV for me while I'm away at summer camp.

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

- My dad has a signed record of his favorite band from the 1960s.
- The city keeps a record of all the people who live there.
- Sometimes it is fun to listen to the radio and record songs I like off it.*
- The teacher has a record book where she writes down our grades.

| Building Meaning | | | |
|------------------|--------|-------------|----------|
| elevation | sturdy | dash | consumed |
| hospitality | waft | multicourse | mashed |

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

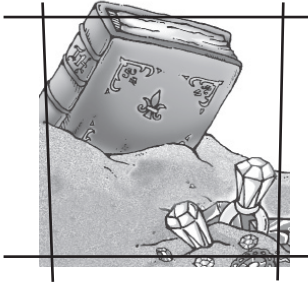
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

My mom showed hospitality to my new friend by inviting him in for a snack.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

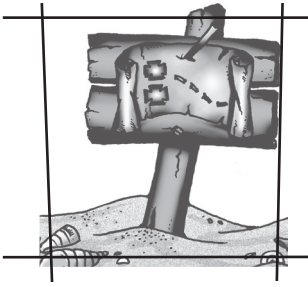
Today you will read about the Inca civilization of Peru. You read about the pachamanca, which was an Incan custom that is still practiced today.

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

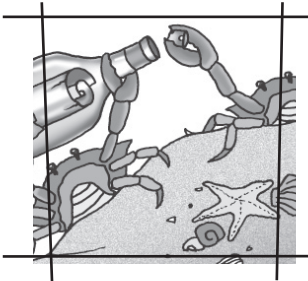
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they 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: 32 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.

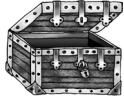
Team Discussion **TP**

- 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.

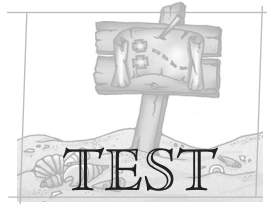


Class Discussion TP

- 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.

The Incan Empire

The Inca society was the largest in the Americas until Europeans arrived. The Inca lived in western South America. They lived near the Andes Mountains. Most Inca were farmers. They grew potatoes and corn. They also kept herds of llamas for wool and meat. The farmers were ruled by a class of rich leaders and priests.

The Inca had a lot of gold and silver. The Spanish learned about their gold from other natives. The huge Inca army was killed by disease. The people couldn't fight the germs brought by the Spanish. The Spanish captured the Inca emperor. They took most of the treasure back to Spain. The Inca Empire was gone after a few years. Then the Spanish ruled South America.

Source: www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/inca.html

Comprehension Questions

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

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of the text is the Inca. I know this is the topic because the heading tells me that the passage will tell me about the Inca empire. I see that there is information about the Inca in the passage.* **15 points** = *The topic of the text is the Inca. I know this is the topic because the heading tells me that the passage will tell me about the Inca empire.* **10 points** = *The Inca. I know because the heading tells me.*

30 points

2. What is the intent of the author? |AP|
- to persuade me to visit South America to see the Inca
 - to compare the Inca empire with modern-day Peru
 - to tell me how to celebrate Inca traditions at home
 - to inform me about Inca society and how it ended*

How do you know?

20 points = *I know this is the author's intent because I learn a lot of information about the Inca. I learn where and how they lived. I learn who ruled the Inca. I learn what happened to the Inca when the Spanish arrived in South America.* **15 points** = *I know this is the author's intent because I learn a lot of information about the Inca. I learn where and how they lived.* **10 points** = *I learn a lot of information about the Inca. I learn where they lived.*

20 points

3. Write a question about the passage. 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.*

20 points

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

20 points = *The Inca were a large society that lived in western South America. Most Inca were farmers, but farmers were ruled by a class of richer people. They farmed potatoes and corn and raised llamas. The Spanish heard about the gold and silver that the Inca owned, and they wanted it. They killed many of the Inca with diseases. Then they captured the emperor and took the gold back to Spain. The Spanish took over the Inca empire.* **15 points** = *The Inca were a large society that lived in western South America. Most Inca were farmers, but they were ruled by a class of richer people. The Spanish heard about the gold and silver the Inca owned and wanted it. They captured the emperor and took over the Inca empire.* **10 points** = *The Inca were a large society that lived in South America. Most Inca were farmers. The Spanish wanted gold and silver from the Inca. They took over the Inca empire.*

Word Power

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

Skill Questions

5 points

1. Read the following sentence.

It took only a minute for Doug to grab his shoes and run out the door for practice.

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

- The ants were so minute that you needed a magnifying glass to see them.
- Our planet, Earth, is minute compared to the gas giant Jupiter.
- It only takes a minute or two to pop some popcorn in the microwave.*
- The chance of getting hit by a meteorite is minute, so don't worry.

5 points

2. Read the following sentence.

I made sure I got Dario's new address so I could mail him letters when he moved away.

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

- The principal stood up to address the students about the rules.
- My mom needs to address my letter so the handwriting is neat.
- I was always taught to address my elders politely and respectfully.
- I need to look up Emmy's address before I leave for the party.*

5 points

3. Read the following sentence.

I like walking up to the farmer's market so I can get some fresh produce to eat with dinner.

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

- I want to plant a garden so I have my own produce to eat.*
- The magician will produce a rabbit from his hat at the end of the show.
- Mrs. McIntosh is going to produce a play for our class to perform.
- I couldn't produce my homework for Mr. Kline because I lost it.

5 points

4. Read the following sentence.

Lyle's grandpa told him how he used to have to wind toys with a small key to make them move instead of using batteries.

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

- A strong wind blew away the clothes my mom hung out to dry.
- The old man was so skinny that the wind could blow him away.
- The chilly wind made me wrap my coat more tightly around my body.
- You can play the music box if you wind the key and lift the lid.*

Building Meaning

| | | | |
|-------------|--------|-------------|----------|
| elevation | sturdy | dash | consumed |
| hospitality | waft | multicourse | mashed |

10 points

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

10 points = *Chloe made her own special dessert when she mashed some cookies into her vanilla ice cream so every bite had a chunk of cookie in it.*

5 points = *Chloe made her own special dessert when she mashed some cookies into her vanilla ice cream.* **1 point** = *Chloe mashed cookies into her ice cream.*

10 points

6. I usually don't eat a lot for dinner, but I couldn't help eating a *multicourse* meal when the soup, dinner, and dessert looked so tasty.

10 points

7. Being at such a high elevation in the skyscraper made me dizzy when I looked out the window. *Elevation* means—
- temperature.
 - valley.
 - measurement.
 - height.

10 points

8. I always know it is summer when the scent of honeysuckle begins to waft through the windows in my house.

10 points

9. A fawn's legs may look skinny and weak, but they are sturdy enough for the fawn to stand and walk around quickly. *Sturdy* means—
- strong.
 - puny.
 - wobbly.
 - clumsy.

10 points

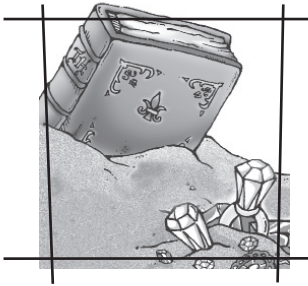
10. You should always show hospitality to your guests by offering them a seat and asking if they would like some food to snack on.

10 points

11. Adding a dash of salt to cookie dough actually makes your sweet cookies taste sweeter. *Dash* means—
- cupfuls.
 - a small amount.
 - a large amount.
 - loads.

10 points

12. The fried chicken was so good that the whole plate of it was consumed within a few minutes at the picnic.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are opening a South American restaurant and need to write a menu for your customers. You read about a lot of different kinds of foods that people enjoy eating and drinking in South America. What would you like to serve in your restaurant?

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 menu.

Have you ever eaten out at a restaurant? Every restaurant, from a fast food place where you order hamburgers to a fancy restaurant, has a menu. Menus tell customers what they can order. Many menus have descriptions of the foods to tell you exactly what is in each dish and to make it sound tasty. You will write a menu that describes the food you will serve in your restaurant.

- Display the following sample menu for students.

Blackline master provided.

The Cookie Shop

Chocolate Chip \$2

Our original recipe baked to perfection with plenty of chocolate chips in every bite

Not-Your-Average Oatmeal Cookie \$2.50

An oatmeal cookie with plenty of sweetness, cinnamon flavor, chocolate chips, and dried cranberries

Snickerdoodle Fun \$3

A sweet cookie with a delicious cinnamon-sugar topping

A tall glass of ice-cold milk can be added to any cookie order for just \$1 extra.



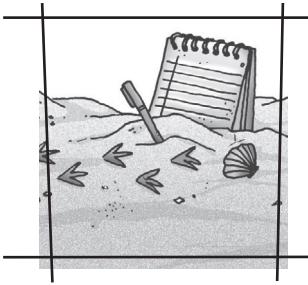
- Use **Think-Pair-Share** to have students tell what kind of restaurant this menu might come from. Randomly select a few students to share. (*Answers may vary.*) *It might come from a restaurant that makes cookies.*



- Point out to students how the menu is formatted. Use **Team Huddle** to ask students about the menu. Use **Random Reporter** to select students to share.

Restaurants can make a menu look like anything they want, but most follow a certain format. The name of the restaurant appears somewhere on the menu. The items you can order are in a list. The items either have a name or tell what the dish is. For example, “Chocolate Chip” describes the kind of cookie you get while “Not-Your-Average Oatmeal Cookie” is the name of the cookie. Under each item, there is a description. This description usually tells you something about the item, such as what kinds of ingredients are in it. A restaurant usually tries to make a food item sound really tasty so you want to try it. What ingredients are in the Not-Your-Average Oatmeal Cookie? *Oatmeal, cinnamon, chocolate chips, and dried cranberries.* **Right. Menus also usually include prices so people know how much money they need to order food. How much is a Snickerdoodle Fun cookie? *It costs \$3.* Good. Finally, sometimes menus include some extra information such as how much it will cost to add something to an order or what is included with your item.**

- Tell students that they will follow the format of the sample menu as they write their menus for their South American restaurants.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are opening a South American restaurant and need to write a menu for your customers.



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

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Writing Prompt

Pretend that you are opening a new South American restaurant in your hometown. You need to create a menu for your customers. On your menu, provide the name of your restaurant. Choose at least three foods that you read about in *South America: Food for Thought* for your menu. For each food, provide a description that tells what kinds of ingredients are in the dish. Your descriptions should be written in complete sentences. Provide a price for each item on the menu.

Scoring Guide

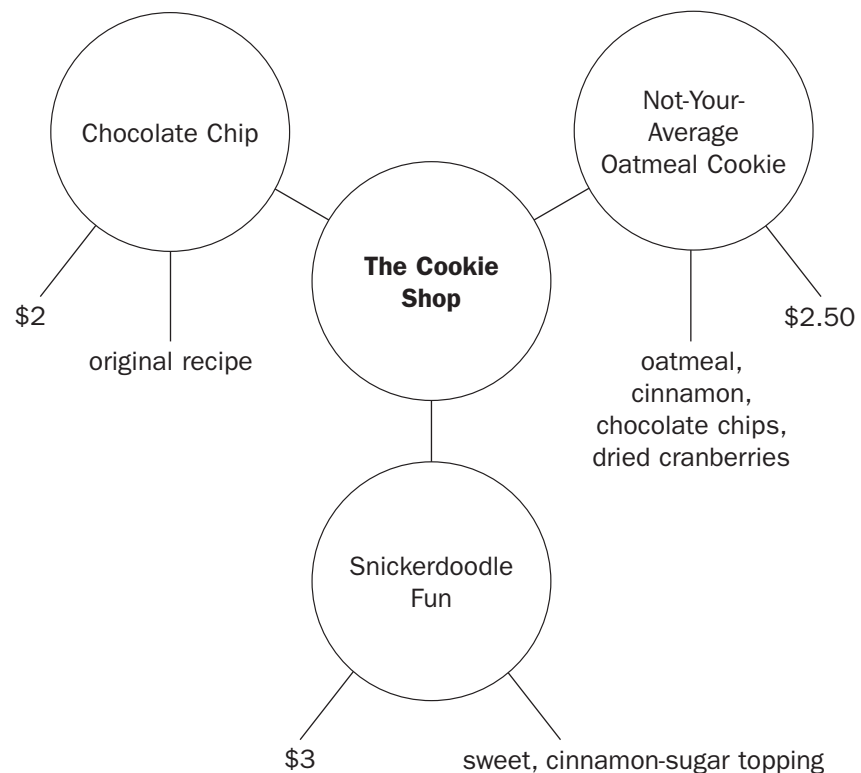
| | |
|---|---|
| You created a menu for a South American restaurant that you are opening in your home town. | 15 points |
| You provide the name of your restaurant. | 5 points |
| Your menu includes at least three foods that you read about in <i>South America: Food for Thought</i> . | 10 points each (30 points maximum) |
| You provide a description for each item, telling what ingredients are in the dish. Your descriptions are written in complete sentences. | 15 points each (45 points maximum) |
| You provide a price for each item on the menu. | 5 points |

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

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

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

Sample Graphic Organizer



Drafting

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

Remember that you are writing descriptions of the food items you're selling on your menu. These descriptions should not only tell what is in the dishes, but make them sound tasty and appealing. You want people to want to eat your food.

- Display the following two descriptions for students.

Blackline master provided.

A double-chocolate cookie with chocolate chunks

The most chocolaty cookie you've ever tasted, with large chunks of sweet, smooth chocolate in every bite



- Use **Team Huddle** to have students discuss which description sounds more appealing and which words make it sound better. Use **Random Reporter** to select students to share. *The second description sounds more appealing. The words chocolaty, "ever tasted," chunks, sweet, smooth, and "every bite" make it sound better.*
- Tell students that their descriptions should help their customers make mind movies about the flavors of the foods before they take a bite.
- 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.

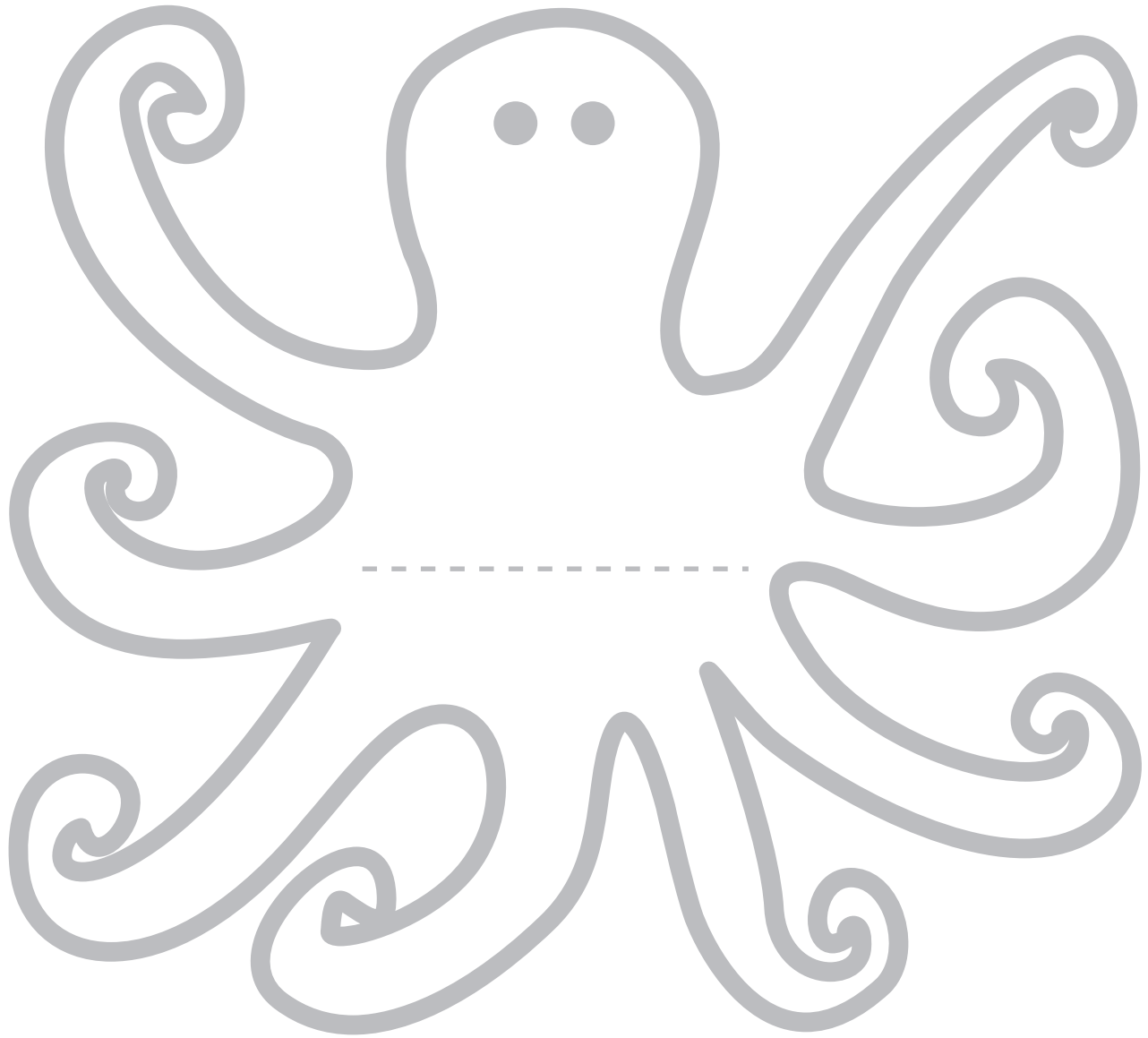
| Team Celebration Points | |
|--|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay. | <ul style="list-style-type: none"> - What is your team celebration score? - How well did you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

The Amazon Rainforest

The Amazon rainforest is a rainforest in South America. It covers more than one billion acres.

The rainforest touches parts of nine different South American countries. More insect, plant, and animal species live in the rainforest than in any other place on Earth. There are more than two million insect species, tens of thousands of plants, and 2,000 different birds and mammal species.

The trees in the rainforest also produce more than a third of the world's oxygen. But the rainforest is in trouble. Governments and big companies are burning and bulldozing the rainforest. They use the land for development. They use the trees for lumber. The rainforest is disappearing at an alarming rate. The insects, animals, and plants are dying. The rainforest needs to be saved. We need to do something.



The Cookie Shop

Chocolate Chip \$2

Our original recipe baked to perfection with plenty of chocolate chips in every bite

Not-Your-Average Oatmeal Cookie \$2.50

An oatmeal cookie with plenty of sweetness, cinnamon flavor, chocolate chips, and dried cranberries

Snickerdoodle Fun \$3

A sweet cookie with a delicious cinnamon-sugar topping

A tall glass of ice-cold milk can be added to any cookie order for just \$1 extra.

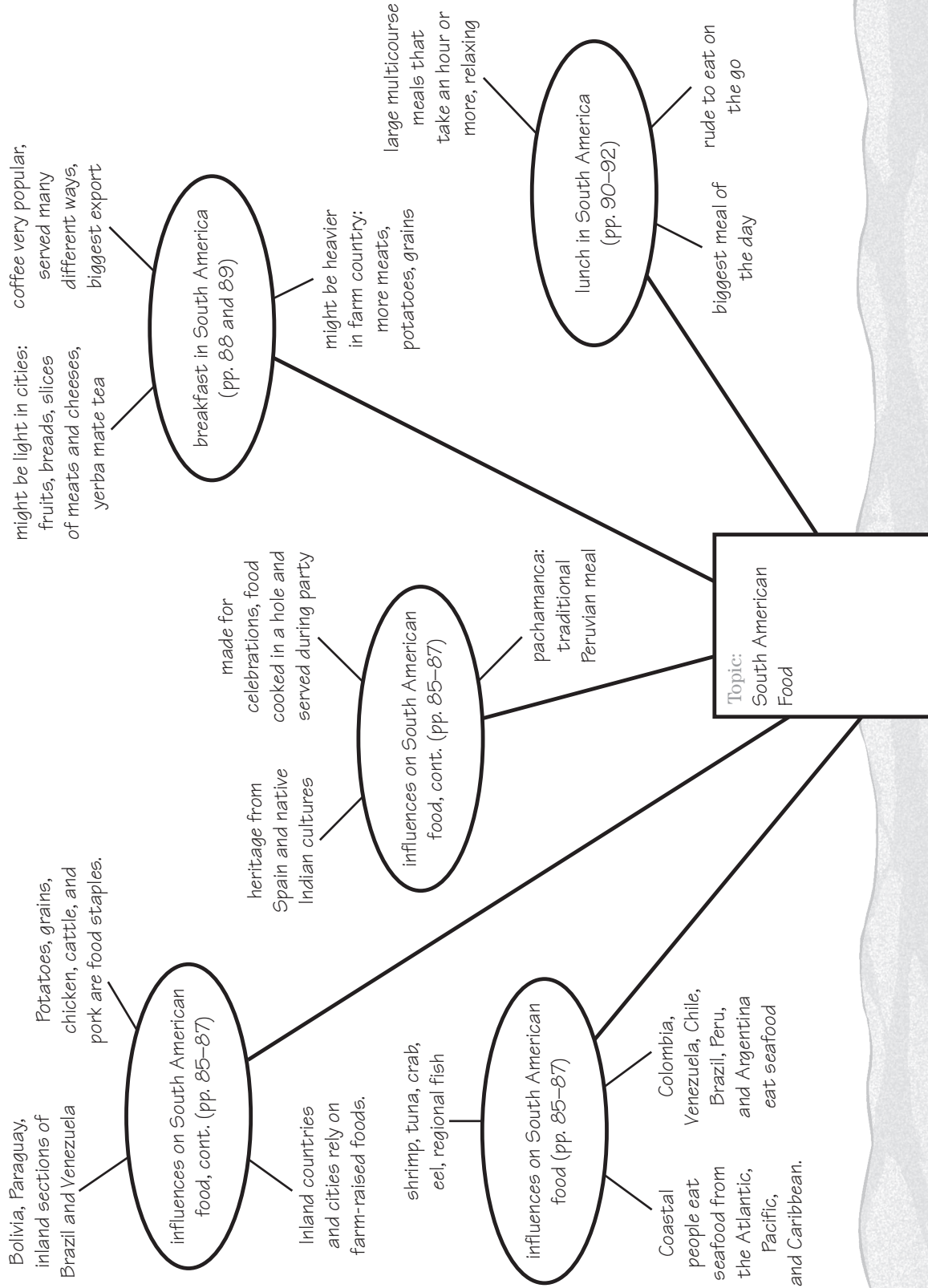
A double-chocolate cookie with chocolate chunks

The most chocolaty cookie you've ever tasted,
with large chunks of sweet, smooth chocolate in
every bite



Title: South America: Food for Thought

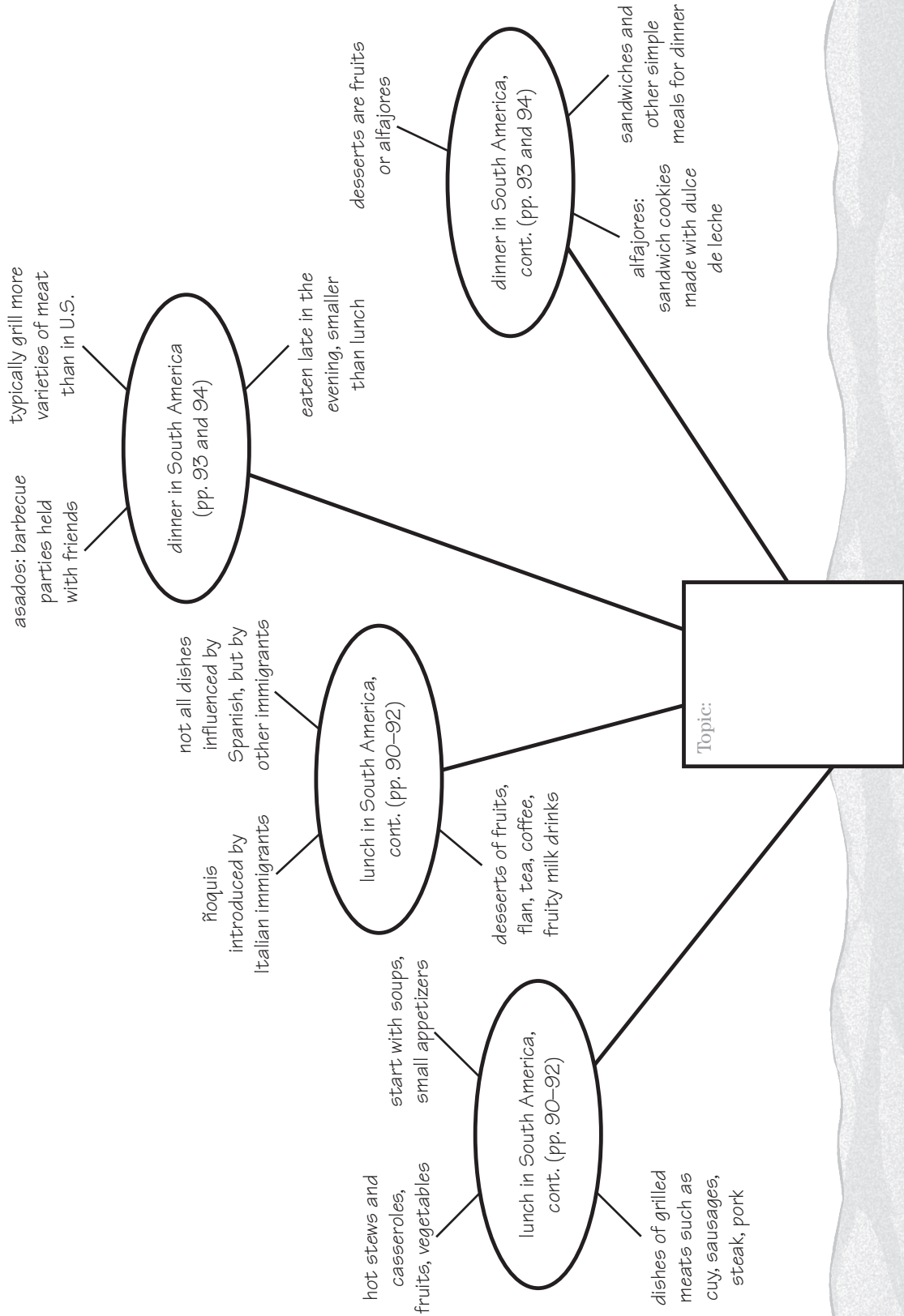
Idea Tree





Title: South America: Food for Thought, cont.

Idea Tree



Common Core State Standards

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

LEVEL 3 / *South America: Food for Thought*

English Language Arts Standards: *Reading: Informational*

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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Student Edition

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The Explorer's Treasure: Sir Robert's Treasure

DAY 1

Team Talk

1. What do the Explorers decide to do for their Readers Club presentation?
2. Jackson tells Rachel that he asks questions whenever he reads. Why does he ask questions when he reads?
3. Jackson tells Rachel about simple-to-answer and harder-to-answer questions. What makes a question simple to answer? (Write-On)
4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?
5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

Jackson's Challenge

Dear Students,

I wrote a description of Sir Robert Tremaine's estate, but it needs editing. All the sentences end with periods, but I know I asked some questions. Can you help?

- Take turns reading the sentences with your partners.
- Tell your partner whether the sentence he or she read is a question or not.
- If it is a question, ask your partner to write the sentence in his or her journal and add a question mark.

Best wishes,
Jackson

Sir Robert Tremaine's estate covers 200 acres of the Kingdom of Garren. The Blue River runs through the estate, providing water for Sir Robert's sheep and horses. How many buildings are on the estate. There are four buildings on the estate: the manor house where Sir Robert and his family live; two cottages, one for the shepherd who tends Sir Robert's sheep, and one for the farmer who grows fruit and vegetables; and the stables, where I live. The estate also has a beautiful garden filled with roses and flowering trees.

Besides the estate, are there other interesting places to visit in Garren. Indeed there are: There is the castle, where the king of Garren and his family live, and there is a village with houses, shops, and a church. What do you think makes Sir Robert's estate such a nice place to live.

DAY 2

Team Talk

1. When Eli says he isn't good at asking questions, where does Kate suggest that he look for help? I'll bet it's where you'd look if you were stuck for a question.
2. Why do you think it's a good idea to use different question words?
3. Did the Explorers use a question word that you didn't use? What was it? Did you use a question word that the Explorers didn't use? What was it?
4. Rachel asks Carlos a question about the meaning of the word *quiver*. Is that a simple question to answer or hard question to answer? Do you think it is a good question to ask? Why? (Write-On)
5. When Eli asks Kate a question she can answer with *yes* or *no*, Jenny suggests that Eli ask it another way. Do you remember why Jenny says it's better not to ask a yes-or-no question?

Jackson's Challenge

Dear Students,

I've learned that if you ask different kinds of questions, you'll learn more about the story.

- Read the following paragraph about Charlotte Tremaine silently.
- With your partners, see how many different questions you can ask. Use as many question words as you can.
- Then compare questions with your teammates to see who used the most question words.

Good luck!

Jackson

Charlotte Tremaine is the youngest daughter of Sir Robert and Lady Mary Tremaine. She has two sisters named Ann and Catherine and two brothers named James and Edward. Charlotte was born on the Tremaine estate in Garren. She is a pretty girl, tall, with long, blonde hair. But don't let her good looks fool you! Charlotte is smart and strong-willed. She likes to have her way! Along with her brothers and sisters, Charlotte studies at home with a teacher. She's read a great many books. For fun, Charlotte likes to ride her horse, and climb trees so she can look over the castle wall and see what the king's children are doing. Charlotte is very curious.

DAY 3

Team Talk

1. Do you find that you and your partner use the same question words a lot? If so, how could you use different question words?
2. During their team discussion, Rachel asked, "How does Deadly Ivy kill its victims?" Eli answered, "It looks like ordinary ivy, so it fools people. But if someone touches Deadly Ivy, it wraps around the victim so tightly that it squeezes the victim to death." Do you think that was a good answer? Why or why not? (Write-On)
3. What information could you add to the following answer to make it correct and complete? If you need to, look at page 11 of the story.

Q: When they come to the edge of a clearing in the forest, what do Charlotte and Jackson see?

A: They see three people.

Jackson's Challenge

Dear Students,

As you know, I'm the stableboy on Sir Robert's estate. I've written a story about one of the horses.

- Read the story silently.
- Discuss the answers to the questions with your partners, and then write your answers in your journal.
- Compare answers with your teammates to see if your answers are correct and complete.

Best wishes,
Jackson

Among the horses on the Tremaine estate was a mare named Skittish. None of the Tremaine children like to ride Skittish, because they thought she was too slow. Skittish was also timid and easily frightened. She was especially afraid of loud noises, perhaps because she was born during a raging thunderstorm. You could always tell when Skittish was frightened, because she would pin her ears back on her head and hold her tail low between her legs.

One fine spring day, Skittish was wandering along through the pasture when the sky clouded over and the wind began to blow. Suddenly, there was a flash of lightning and a loud clap of thunder. Skittish reared up and raced full speed for the safety of the herd, as all horses do when they're afraid. "Well," I thought, "if the Tremaine children want a fast horse to ride, they need only mount Skittish during a storm!"

1. Why didn't the Tremaine children like to ride Skittish?
2. What especially frightened Skittish? Why?
3. How could you tell when Skittish was frightened?

DAY 4

Team Talk

1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 10 of the story a Right There or Think question? Why do you think that? (Write-On)
Q: Why is Sir Robert in the Doomed Forest?
4. How can the Questioning Strategy Card help you ask Think questions?
5. Is it better to ask Think or Right There questions? Why do you think that?

Jackson's Challenge

Dear Students,

I thought you might be curious about the Doomed Forest, so I wrote about the first time I entered that dark wood.

With your partners:

- Take turns reading the sentences in the following paragraph.
- Decide if each question is a Think or a Right There question.
- Discuss your answers to the questions.

You may find that your strategy card will help you.

Best wishes,
Jackson

Jackson's Challenge continued

One day one of Sir Robert's sheep wandered off into the Doomed Forest, which lies just to the east of the Tremaine estate in the kingdom of Garren. The shepherd was too frightened to go into the forest, so I strapped on my sword and went off to rescue the poor animal. It was a sunny day, but the forest is so thick with trees that it seemed as black as night. While deciding where to begin my search, I heard a sheep bleating in the distance and moved quietly in the direction of the sound. As I walked, a snake slithered and hissed its way across my path, and a giant vulture cried overhead. "What an awful place this is," I thought. Reaching a spot where the trees thinned, letting in some light, I saw the sheep tangled in a bush. "Silly animal," I said, "I'll cut you loose, and we can both get out of here." Just then I heard a loud snort and saw something move out from the shadows. It was a wild brown boar, a dangerous animal with a huge body and long, sharp tusks. The boar's eyes were fixed on the sheep. I drew my sword and jumped in front of the sheep. Suddenly, the boar charged. Holding the blade flat and pointed at the boar, I braced myself for the attack. Then something amazing happened: a beam of sunlight came through the trees and struck my sword! Blinded by the light, the boar stopped in its tracks, turned, and ran away! As I cut the sheep free, I said, "I think we've both had enough adventure for one day. Let's go home." I can't be sure, but I think the sheep nodded.

1. Where is the Doomed Forest?
2. Why didn't the shepherd go into the forest to look for the lost sheep?
3. How would you describe the Doomed Forest?
4. What saved Jackson and the sheep from the wild brown boar?

DAY 5

Team Talk

1. Sir Robert tells Charlotte that she can't go with him to the thieves' camp. Do you think Sir Robert is right to say she can't go? Why or why not?
2. Rachel asked Kate, "Do you think Jackson is a good fighter? Why or why not?" How would you answer this question? Here's a hint: think about the way Kate answered that question. (Write-On)
3. Kate asked Eli if he thought Charlotte had found Sir Robert's treasure. Eli thought she had found the treasure. What evidence can you give to back up Eli's answer?
4. What do you think Sir Robert's treasure is? Explain your thoughts.

Jackson's Challenge

Dear Students,

Asking questions when you read is one half of a great reading strategy. What is the other half? Giving good answers to the questions! You knew that, didn't you? Here's a chance for you to give good answers to challenging Think questions.

- Read about panthers silently, discuss the answers to Think questions with your partners, and then write the answers in your journals.
- Share your answers with your teammates to see if the answers are correct and complete.

Good luck!

Jackson

There are panthers and then there are giant panthers. Panthers range in length from 3 ½ to 6 feet. Giant panthers, however, can be 10 to 12 feet long. Both panthers and giant panthers have black fur. They both live mainly in forested areas. Panthers live in several parts of the world; giant panthers can be found only in the Doomed Forest. All panthers are meat eaters. They kill their prey by stalking and pouncing on it, or by hiding in trees and jumping on it. They often eat their kill in a tree to keep it away from other animals. Panthers have excellent night vision and hunt mostly at night. Giant panthers hunt day and night.

1. How are panthers and giant panthers alike, and how are they different?
2. Why do you think panthers mainly live in forested areas?

DAY 6

Team Talk

1. Kate asked Eli, "Why do Fearsome Joe and the thieves stay in the forest?" Is that a Right There or Think question? How would you answer the question?
2. Did you and your partner ask a question that the Explorers didn't think to ask? What was it? Was it a Right There or Think question? (Write-On)
3. The Explorers had good partner and team discussions. What did you see and hear them doing during their discussions to help every team member learn more?
4. What's one thing your team could do from now on to have better discussions and help one another learn more?

Jackson's Challenge

Dear Students,

Charlotte and I didn't like each other very much when we started on our journey to find Sir Robert. But we became partners and friends along the way.

- Read about that part of our adventure silently.
- With your partners, see how many different kinds of questions you can ask about it.

Work together on a list of questions. Your strategy card may help you.

Best wishes,
Jackson

It's no wonder that Charlotte and I didn't like one another at first. After all, it seemed we had nothing in common. I was a poor orphan forced to look out for myself. Charlotte had a wealthy family to take care of her. I lived in a simple stable. Charlotte lived in a big house. Charlotte had a teacher and was well educated. All I knew, I read in books, or learned from experience. So when we set off for the Doomed Forest to look for Sir Robert, naturally, we argued a lot—about which route to take, and how to find Sir Robert when we got there. It was the attack of the giant panther that changed things between Charlotte and me. When I fought the panther to save Charlotte, she learned that I was brave. When she shot the panther with her bow and arrow, I learned that she kept her wits about her in a dangerous situation. After that, Charlotte and I began to respect and like one another. That's why I convinced Sir Robert to allow her to come to the thieves' camp with us. I learned a lesson in my travels with Charlotte that I shall remember always.

DAY 7

Team Talk

1. What do Carlos and Kate say is the reason the Explorers earned the reward?
2. What is the special reward?
3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)

Jackson's Challenge

Dear Students,

As you know, reading can take you on some amazing adventures. Asking and answering questions will help you learn more about every story. Everyone has their favorite part of the story. Eli's favorite part of *Sir Robert's Treasure* was the attack of the giant panther. Rachel liked the happy ending. I wonder which part of the story you liked best.

- Pick your favorite part of *Sir Robert's Treasure*, and write two challenging Think questions about it. Once again, your strategy card may help you.
- Write your questions and answers in your journals. Make sure your answers include correct, complete information and explanations.
- Ask and answer questions with your partners. Pick one of each partner's questions to ask your team.

Remember, from now on, to learn more as you read, ask questions!

Farewell for now,
Jackson

DAY 8

Team Talk

1. What information would make the answer to this question more complete?
Q: Why doesn't Colin listen to his father?
A: Colin doesn't listen to his father because he is thinking about something else.
2. Turn the following statement into two questions: Colin learned an important lesson.
3. Think of a question to ask about *The Forgotten Password*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)

The Yo-Yo New Kid

| Word | Identification Strategy | Definition | Sentence |
|------------------|-------------------------|--------------------------------------|--|
| flicked | base word + ending | threw quickly, with a short movement | Honey <i>flicked</i> the pebble into the water. |
| certainly | base word + ending | definitely, surely | If you study, you'll <i>certainly</i> feel proud of your good grades. |
| fresh | blend | new, unused | The police needed some <i>fresh</i> ideas about solving the hard case, so they asked the mayor for advice. |
| startled | base word + ending | frightened, scared and surprised | Martina <i>startled</i> Josh by sneaking up behind him and yelling, "Boo!" |
| whirled | base word + ending | spun around | The top <i>whirled</i> across the floor. |
| peeves | blend | things that annoy or bother someone | One of my <i>peeves</i> is when people talk as I'm trying to watch a movie. |
| scolded | base word + ending | punished by talking to | Mark's mom <i>scolded</i> him for breaking the vase. |
| ambled | base word + ending | walked slowly, with little purpose | We had no plans for the whole day, so we just <i>ambled</i> down the country lane for a while. |

| | DAY 2 | DAY 3 | DAY 4 |
|-----------------|--------------------------|---|---|
| Fluency in Five | Page 31 (paragraphs 6–9) | Page 31 (paragraphs 6–9) or 34 (paragraphs 1–6) | Page 31 (paragraphs 6–9), 34 (paragraphs 1–6), or 36 (paragraphs 1–5) |

DAY 1

| | |
|-----------|--|
| Team Talk | <ol style="list-style-type: none"> 1. Why doesn't Nate go next door with his dad? <ol style="list-style-type: none"> a. He has other things to do. b. He is shy. c. He doesn't want a new friend. d. He is tired. 2. Does Nate's dad trust him to do a good job painting? How can you tell? 3. What do you think will happen next in the story? Why do you think so? 4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|--|

DAY 2

| | |
|-----------|---|
| Team Talk | <ol style="list-style-type: none"> 1. How do you think Nate feels when he tries to play with the yo-yo and doesn't do very well? Why do you think that? 2. Which of the following is a good comparison? <ol style="list-style-type: none"> a. Terrell is a better yo-yo player than Nate. b. Terrell is a worse yo-yo player than Nate. c. Terrell and Nate are as good as each other at playing with yo-yos. d. Terrell and Nate are both terrible at playing with yo-yos. 3. What does Terrell do when he sees that Nate isn't very good at playing with a yo-yo? 4. Write two questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|---|

| | |
|----------------|--|
| Skill Practice | <p>Write an antonym for each of the following words.</p> <p>1. mountain 2. hire 3. bland 4. honest</p> |
|----------------|--|

| | | | | |
|--|---------|-----------|---------|----------|
| Building Meaning | flicked | certainly | fresh | startled |
| | whirled | peeves | scolded | ambled |
| <ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Choose the word that best fits in the blank. The ballet dancers _____ around in tight circles until they looked like blurs of color. | | | | |

DAY 3

| | |
|-----------|--|
| Team Talk | <ol style="list-style-type: none"> Where did Terrell’s family move from, and why did they move? On page 10, Aunt Tina scolds Nate for being nosy. What does this mean? How did you figure it out? Terrell has to watch himself as the principal’s son because— <ol style="list-style-type: none"> other kids in school make fun of him because of it. he never gets in trouble during school. his friends want special treatment. his mom always knows when he gets in trouble. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|--|

| | |
|----------------|--|
| Skill Practice | <p>Write an antonym for each of the following words.</p> <ol style="list-style-type: none"> flooded majority liquid connected |
|----------------|--|

| | | | | |
|------------------|--|-----------|---------|----------|
| Building Meaning | flicked | certainly | fresh | startled |
| | whirled | peeves | scolded | ambled |
| | <ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. “It <u>certainly</u> is hot,” Franco said as he looked at the thermometer that read 90 degrees. <i>Certainly</i> means— <ol style="list-style-type: none"> might be. questionably. definitely. kind of. | | | |

DAY 4

| | |
|-----------|---|
| Team Talk | <ol style="list-style-type: none"> Why do the boys go over to Terrell’s house? Nate’s dad and Terrell’s parents are most likely— <ol style="list-style-type: none"> waiting for movers to come unpack boxes. taking a break from moving furniture. waiting for the paint on Nate’s front door to dry. looking for yo-yos so they can play too. How is Molly’s room the same and different now? Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|---|

| | |
|----------------|--|
| Skill Practice | <p>Write an antonym for each of the following words.</p> <p>1. blame 2. straighten 3. freedom 4. attic</p> |
|----------------|--|

| | | | | |
|------------------|---|-----------|---------|----------|
| Building Meaning | flicked | certainly | fresh | startled |
| | whirled | peeves | scolded | ambled |
| | <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.</p> <p>The horse was _____ by the loud sound and reared back in fright.</p> | | | |

DAY 6

| | |
|----------------|---|
| Writing Prompt | <p>Write a story with yourself as the main character. Imagine that you have moved to a new place, and at first you do not know anyone. Your story will have a beginning, middle, and an ending. The beginning of the story will introduce you as the main character, your new setting, and your problem. Describe yourself, where you moved, and what it is like not knowing anyone. The middle of the story will describe what happens when you meet someone new, who he or she is, and what you do with your new friend. Finish your story by describing the solution, which is what your new life is like now that you have a friend. Make sure your ideas are written in complete sentences. Give your story a title.</p> |
|----------------|---|

| | | |
|---------------|--|------------------|
| Scoring Guide | You wrote a story about being the new kid in town with yourself as the main character. | 25 points |
| | The beginning of your story introduces and describes you as the main character, the setting, and the problem. | 20 points |
| | The middle describes what happens as you meet someone new, who he or she is, and what you do with your friend. | 20 points |
| | The ending describes what your life is like in the new place now that you have a friend. | 20 points |
| | Your ideas are written in complete sentences. | 10 points |
| | Your story has a title. | 5 points |

The Yo-Yo New Kid

| Word | Identification Strategy | Definition | Sentence |
|-----------------|-------------------------|---|---|
| concerns | chunk | worries, things that might be a problem | One of my <i>concerns</i> is that I'll hurt myself playing hockey. |
| relieved | base word + ending | no longer afraid | Joe was <i>relieved</i> to hear that his teammate was okay after the accident. |
| seldom | chunk | rarely, not often | Molly is so <i>seldom</i> wrong that people always ask her for answers to tough questions. |
| muttered | base word + ending | said quietly | As the thieves hid in the bushes, one <i>muttered</i> , "be quiet" to the other. |
| opted | base word + ending | chose, selected | Joe had to choose between the tuba and the trombone, and he <i>opted</i> to play the trombone. |
| striding | base word + ending | walking quickly, with confidence | The coach was <i>striding</i> across the field, ready to discuss the game with his star player. |
| unease | prefix + base word | lack of comfort | India felt a sense of <i>unease</i> when she heard she'd have a pop quiz that day. |
| offered | base word + ending | presented, tried to give | People liked the store because it <i>offered</i> customers many great choices. |

| | DAY 2 | DAY 3 | DAY 4 |
|-----------------|--------------------------|--------------------------------|--|
| Fluency in Five | Page 41 (paragraphs 1–3) | Page 41 (paragraphs 1–3) or 43 | Page 41 (paragraphs 1–3), 43, or 46 (paragraphs 1–3) |

DAY 1

| | |
|-----------|--|
| Team Talk | <ol style="list-style-type: none"> 1. Do you think Nate wants Terrell to go to the party? Explain your answer. 2. Which of the following tells you that Terrell might be a little nervous about meeting Nate’s friends? <ol style="list-style-type: none"> a. He sits on his front porch playing with his yo-yo. b. He plans to unpack his boxes. c. He jokes with Nate about yo-yos. d. He doesn’t say yes to going to the party right away. 3. What do you think will happen next in the story? Why do you think so? 4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|--|

DAY 2

| | |
|-----------|---|
| Team Talk | <ol style="list-style-type: none"> 1. How does Marco help Terrell feel at home? 2. What makes Terrell and Nate nervous? <ol style="list-style-type: none"> a. Marco has friends at school from Nashville. b. They feel relieved after talking to Marco. c. The other kids stop playing and stare at them. d. Marco tells them he is helping make some snacks. 3. How do you think Terrell’s feelings about meeting Nate’s friends change during this part of the story? 4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|---|

| | |
|----------------|--|
| Skill Practice | <p>Write the words in your journal. Then write the prefix and base word of each word. Draw a sailboat if you need help.</p> <p>1. unanswered 2. untouched 3. unconcerned 4. unborn</p> |
|----------------|--|

| | | | | |
|------------------|--|----------|--------|----------|
| Building Meaning | concerns | relieved | seldom | muttered |
| | opted | striding | unease | offered |
| | <ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Georgia couldn’t hear Rick’s answer because he <u>muttered</u> it while looking away from her. <i>Muttered</i> means— <ol style="list-style-type: none"> a. said quickly. b. whistled. c. shouted. d. said quietly. | | | |

DAY 3

| | |
|-----------|---|
| Team Talk | <ol style="list-style-type: none"> 1. What do you know about Juan from this part of the story? 2. What do you think Nate will do next? Why will he do that? 3. What does Terrell do after Juan calls him “new kid”? <ol style="list-style-type: none"> a. He drops the volleyball he is holding. b. He decides to play on Lisa and Li’s team. c. He asks Nate if everything is OK. d. He tells Juan that he isn’t a good person. 4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|---|

| | |
|----------------|--|
| Skill Practice | <p>Write the words in your journal. Then write the prefix and base word of each word. Draw a sailboat if you need help.</p> <p>1. unstuffed 2. unfold 3. uncap 4. unbuttoned</p> |
|----------------|--|

| | | | | |
|------------------|--|----------|--------|----------|
| Building Meaning | concerns | relieved | seldom | muttered |
| | opted | striding | unease | offered |
| | <ol style="list-style-type: none"> 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 grandma _____ me another piece of cake, but I was stuffed already. | | | |

DAY 4

| | |
|-----------|---|
| Team Talk | <ol style="list-style-type: none"> 1. Describe what you’ve learned about Terrell from the problem in the backyard. 2. How has Juan changed from when we first met him? 3. At the end of this section, Nate feels— <ol style="list-style-type: none"> a. relieved. b. confused. c. worried. d. angry. <p>How can you tell?</p> 4. Write two questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On) |
|-----------|---|

| | |
|----------------|--|
| Skill Practice | <p>Write the words in your journal. Then write the prefix and base word of each word. Draw a sailboat if you need help.</p> <p>1. unlevel 2. unpin 3. unseen 4. unlikely</p> |
|----------------|--|

| | | | | |
|------------------|---|----------|--------|----------|
| Building Meaning | concerns | relieved | seldom | muttered |
| | opted | striding | unease | offered |
| | <p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. The Bridgeville Broncos were such a good basketball team that they <u>seldom</u> lost games. <i>Seldom</i> means—</p> <ul style="list-style-type: none"> a. often. b. rarely. c. rapidly. d. slowly. | | | |

DAY 6

| | |
|----------------|--|
| Writing Prompt | <p>Pretend that you answer letters for the Good Advice column in your school newspaper. Nate has written the following letter to your advice column:</p> <p>Dear Good Advice,</p> <p>I have a new friend who just moved to town. I want to make sure he meets a lot of new people, but I'm afraid some people won't like him or get along with him. I've already had a problem with one friend. How can I make sure everyone is nice to him?</p> <p>Concerned in Cincinnati</p> <p>Write a response to Nate giving him at least three pieces of advice about how he can help his new friend make other new friends easily. Tell Nate whether you think it is important that everyone is nice to his new friend. Your advice letter should have a greeting, body, and signature. Remember to use the name that Nate signed in his letter.</p> |
|----------------|--|

| | | |
|---------------|---|---|
| Scoring Guide | You wrote a response to Nate's letter. | 25 points |
| | You give Nate at least three pieces of advice about how to help his new friend make other friends easily. | 15 points each (45 points maximum) |
| | You tell whether you think it is important that everyone is nice to his new friend. | 15 points |
| | Your response has a greeting, body, and signature, and you remember to use the name that Nate signed in his letter. | 5 points each (15 points maximum) |

Questioning: A Winning Strategy!

DAY 1

Team Talk

1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?
2. Why do you think it would be important for zoo guides to know a lot about animals?
3. How does the *Animal Questions* quiz show work? What do the players have to do? (Write-On)
4. What was Sarah's idea about how the team can get ready for the show?

Dr. Nick's Challenge

Dear Students,

Help! I wrote a paragraph about one of Kenya's wild animals, but it needs editing. All the sentences end with periods, but I know I asked some questions. Can you help me?

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

Thanks for your help.

Your friend,

Dr. Nick

Did you know that the cheetah is one of the world's fastest animals. It is a sleek animal with long legs and a flexible spine. It can twist and turn quickly, which helps it catch other animals. Can you guess what its favorite prey is. It is the gazelle. Cheetahs make amazing, low purring sounds, but their claws do not retract, like those of other cats. Do you think you would like to have a cheetah as a pet kitty. I'm not sure I would.

DAY 2

Team Talk

1. The Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?
2. What did Sarah say makes one question harder than another?
3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do you know any question words they did not use? (Write-On)

Dr. Nick's Challenge

Dear Students,

Here's a challenge to help you learn more about questioning and more about lions!

- Read the paragraph about lions below.
- With your partners, ask and answer questions. See how many different question words you can use. Use your question-word list for ideas!

Your friend,

Dr. Nick

The Swahili name for lion is Simba. Although most other cats like to live alone, lions are social, which means they like to live with other lions. Usually one to three males will live with a number of females. A group of lions like this is called a pride. Lions even have social behaviors. For example, they have special ways of greeting one another. They probably don't say hi and shake hands though.

DAY 3

Team Talk

1. At one point in the DVD, Amy paused to think of a question. What did she look at and think about as she considered what question to ask? Here's a hint: Adam later told Tory to look at this when she was stuck.
2. Daniel and Amy thought about questions that zoo visitors might ask. Why would they try to think of these questions? (Write-On)
3. Adam told Tory that he had figured out a way to think of questions. What was it?

Dr. Nick's Challenge

Dear Students,

Shall we try Adam's trick of turning statements into questions as we learn about hippos?

- Take turns reading the following sentences about hippos with your partners.
- After your partner reads a sentence, turn it into a question.
- Write down the question words in your journal as you use them to see which kinds of words you and your partner use!

Your friend,

Dr. Nick

Dr. Nick's Challenge, continued

1. Hippos, or hippopotamuses, spend most of the day in the water.
2. Hippos have big, curved teeth in their upper and lower jaws for attacking other animals and for protecting themselves.
3. Hippos like to eat soft grass and fruit that has fallen to the ground.
4. Hippos can run faster than most men.
5. Hippos like to graze in the evenings and in the night.

DAY 4

Team Talk

1. Daniel asked Amy how giraffes can find the best leaves to eat. Was Amy's answer correct? Was it complete? Explain your thinking.
2. Amy asked this question: "What happens to the babies when their mothers go off for food and water?" Was Daniel's answer correct and complete? Explain your thoughts. (Write-On)
3. Amy thinks that questioning is making her pay more attention when she reads, so she remembers more. If that's true, how could questioning help you with your school work? Give at least one example.

Sarah's Directions

- Take turns reading and asking questions about giraffes with your partner.
- Choose a question to write in your journal.

Dr. Nick's Challenge

Dear Students,

Can you answer questions as well as the Samburu Leopards team?

- Read about Cape buffaloes silently.
- Discuss the answers to the questions with your partners, and then write your answers in your journal.
- Compare your answers with your teammates' answers to see if they are complete and correct.

Your friend,

Dr. Nick

Dr. Nick's Challenge, continued

Cape buffaloes are vegetarians. That means that they do not eat meat. Cape buffaloes eat grass and parts of small plants, such as buds and leaves. Cape buffaloes are dangerous animals though. They will kill people and even attack them without much reason. They are especially dangerous if people or other animals come between them and their young. They have been known to attack and kill strong animals such as lions.

Questions:

1. Why don't Cape buffaloes eat meat?
2. What do Cape buffaloes eat?
3. What makes Cape buffaloes dangerous animals?
4. Are Cape buffaloes dangerous only to people? Explain your thoughts.

DAY 5

Team Talk

1. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here's a hint: Sarah explained the reason.
2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?
3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?
4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)

Dr. Nick's Challenge

Dear Students,

Some questions are harder than others. See if you can tell the difference.

- Read about elephants below and answer the questions with your partners. Which question is harder to answer? Do you know why?

Your friend,

Dr. Nick

Dr. Nick's Challenge, continued

Everyone knows that elephants are huge animals. Did you also know that they are vegetarians and eat only grass, shoots, leaves, and other plant life? They especially like to eat fruit, which is one of the reasons they may cross paths with people. One of the best places to see elephants in Africa is Amboseli National Park.

Questions:

1. Where can you often see elephants in Africa?
2. How could elephants cause problems for African farmers who grow bananas?

DAY 6

Team Talk

1. Where can you find answers to Right There questions?
2. Why is a Think question more difficult to answer than a Right There question? (Write-On)
3. Ask a Think question about "Warthogs." Ask a Right There question about this article.
4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?

Dr. Nick's Challenge

Dear Students,

Let's practice telling the difference between Right There (R) and Think (T) questions by reading some information about baboons, which are very common animals in Kenya.

- Read the paragraph below, and answer the questions with your partners.
- Decide whether each is an R question or a T question.

Your friend,
Dr. Nick

There are two kinds of baboons living in Kenya: the yellow baboon and the olive baboon. The yellow baboon lives only in the eastern part of the country, and the olive baboon lives in all other parts of the country. The yellow baboon is thinner than the olive baboon and does not have a mane, like the olive baboon does. All baboons live in groups and eat meat and plants. They can be dangerous and even attack people if disturbed.

1. How many kinds of baboons live in Kenya?
2. Where does the yellow baboon live?
3. Compare and contrast the yellow baboon and the olive baboon.
4. What do baboons eat?

DAY 7

Team Talk

1. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?
2. Amy also gave a good answer to the question “What is the greatest danger to chimps in the wild?” She had good reasons for her answer. What were they? (Write-On)
3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?

Dr. Nick’s Challenge

Dear Students,

The Samburu Leopards need to give good answers to Think questions if they want to win *Animal Questions*. Can you do that?

- Read about crocodiles, discuss the answer to the Think question with your partners, and then write the answer in your journal.
- Share your answers with your teammates to see if the answers are correct and complete!

Your friend,
Dr. Nick

Crocodiles live in the lakes and rivers of Kenya. When there is little rainfall, and these lakes and rivers begin to dry up, the crocodiles bury themselves in the mud to stay moist. Sometimes you can see them lying in the sun during the day with their mouths open. The water in their mouths evaporates, and that helps them stay cool. It is like sweating.

How do crocodiles survive in the hot, dry areas of Africa?

DAY 8

Team Talk

1. Tory asked Adam a question that can be answered with yes or no: “In the wild, would you find polar bears living in California?” How did Tory make this a better Think question? (Write-On)
2. Daniel asked Amy a question about the main idea of the section called “A Polar Bear’s Day.” Is this a Right There or Think question? Why do you think so?
3. Do you think a question about the main idea is hard to answer? Why or why not?

Dr. Nick's Challenge

Dear Students,

The Samburu Leopards are learning to ask questions about the important ideas as they read about animals. Now that's smart! Can you do that too?

- Read the information about lizards below, and identify the important ideas with your partners.
- How many questions can you think of to ask about these ideas? Make a list with your partners.
- Compare your answers with those of your teammates to see if you identified the same ideas and how many different kinds of questions you asked.

Your friend,

Dr. Nick

Monitor lizards help the fishermen in Africa. These lizards live near rivers and other waters. Sometimes you can see them lying on rocks, keeping warm in the sun. Monitor lizards like to eat birds, eggs, and other small animals. They have to be careful, though, because sometimes a large bird, like a kingfisher, will chase a lizard. Since they like eggs, monitor lizards hunt and eat the crocodile eggs that are near the water. The fishermen like this because the crocodiles eat the fish that they hope to catch.

DAY 9

Team Talk

1. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.
2. Amy had a good answer to Adam's question, "How do polar bears survive in the Arctic winter when it's really cold?" What made her answer good? (Write-On)
3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick's opinion?
4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?

Dr. Nick's Challenge

Dear Students,

The Samburu Leopards know so much about the animals after all the reading and questioning that they did. They are more than ready to be junior zoo guides. So are you! Let's prove it!

- On your own, write two challenging questions about the animals we've read about. Pretend that you're a visitor to the zoo and you want to see how much the guides know! You may look back at the articles and my challenges for ideas.
- Write down your questions and answers. Your answers should be correct and complete.
- Share your questions with your partners. Pick one question from each partnership and share them with your team. Select two questions from your team to ask the class.
- Have one more challenging round in your class. Remember, though, you've all learned so much. You are all winners!

Your friend,
Dr. Nick

DAY 10

Team Talk

1. What information would make the answer to this question more complete?
Q: Where do lions live?
A: Lions live in many different places.
2. Turn the following statement into two questions: Lions are good hunters.
3. Think of a question to ask about "Lions." What is it? Is your question a Right There or Think question? Tell why. (Write-On)

Cocoa

| Word | Identification Strategy | Definition | Sentence |
|-------------------|-----------------------------|---------------------------|--|
| create | chunk | make | Josephina likes to <i>create</i> sandcastles at the beach. |
| society | chunk | culture, community | Being polite to one another is very important to our school's <i>society</i> . |
| afford | chunk | able to pay for something | Clyde knew he could <i>afford</i> a new bike if he worked hard mowing lawns all summer. |
| importing | base word + ending | bringing in | Our country keeps <i>importing</i> spices from exotic lands because they add delicious flavor to our foods. |
| income | chunk | money someone makes | Tanya makes an <i>income</i> by walking dogs in her neighborhood after school. |
| mistreated | prefix + base word + ending | hurt, cared for badly | The dog was <i>mistreated</i> , so the city came and took it away from its cruel owners. |
| attend | chunk | go to | I <i>attend</i> Smith School, but my best friend goes to Brentwood Academy, so I usually only see her on weekends. |
| gritty | base word + ending | sandy, grainy | My mouth always feels <i>gritty</i> after swimming in the ocean because of the salt and sand in the water. |

| | DAY 2 | DAY 3 | DAY 4 |
|-----------------|-----------------------|--|--|
| Fluency in Five | Page 77 (paragraph 1) | Page 77 (paragraph 1) or 75 (paragraphs 1 and 2) | Page 77 (paragraph 1), 75 (paragraphs 1 and 2), or 80 (paragraphs 1 and 2) |

DAY 1

Team Talk

1. The author compares the size and shape of cocoa pods to—
 - a. basketballs.
 - b. footballs.
 - c. soccer balls.
 - d. baseballs.
2. What happened **first** to introduce Europeans to cocoa?
3. Why can't countries in Europe grow cocoa trees?
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. How are modern cocoa farms different from the early cocoa plantations?
2. What information do you learn from the text box on page 78?
3. What happens to cocoa beans when they **first** arrive at the factory?
 - a. They are roasted and put through machines.
 - b. They are melted and poured into molds.
 - c. They are ground into a paste and tempered.
 - d. They are sorted, cleaned, and weighed.
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 a synonym for each of the following words.

1. stray 2. brat 3. avenue 4. double

Building Meaning

| | | | |
|--------|------------|--------|-----------|
| create | society | afford | importing |
| income | mistreated | attend | gritty |

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Which of the following is something that will give you an income?
 - a. walking
 - b. babysitting
 - c. sleeping
 - d. eating

DAY 3

| | |
|-----------|---|
| Team Talk | <ol style="list-style-type: none"> 1. What do you think would happen to cocoa trees without the shade provided by taller trees in the rainforest? 2. The Aztecs and Spanish were similar because— <ol style="list-style-type: none"> a. they found ways to sweeten hot chocolate with honey. b. hot chocolate was a part of religious ceremonies. c. people drank hot chocolate when they couldn't eat food. d. only royalty or the rich could drink hot chocolate. 3. Why did it take nearly 100 years for other European countries to learn about chocolate? 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) |
|-----------|---|

| | |
|----------------|--|
| Skill Practice | <p>Write a synonym for each of the following words.</p> <p>1. cattle 2. fortune 3. tone 4. pause</p> |
|----------------|--|

| | | | | |
|------------------|---|------------|--------|-----------|
| Building Meaning | create | society | afford | importing |
| | income | mistreated | attend | gritty |
| | <ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Which of the following is not something that would provide an <u>income</u>? <ol style="list-style-type: none"> a. waiting tables b. delivering packages c. driving a bus d. watching clouds | | | |

DAY 4

| | |
|-----------|--|
| Team Talk | <ol style="list-style-type: none"> 1. How did grinding cocoa beans become easier over time? 2. Why does the author include the text box on page 79? <ol style="list-style-type: none"> a. to convince the reader to eat white chocolate candies b. to inform the reader about how cocoa butter is used c. to show the reader how cocoa butter is made d. to voice an opinion about how white chocolate tastes 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 your idea tree to summarize information from <i>Cocoa</i>. |
|-----------|--|

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|----------------|---|
| Skill Practice | <p>Write a synonym for each of the following words.</p> <p>1. captain 2. mound 3. prowl 4. squirm</p> |
|----------------|---|

| | | | | |
|------------------|--|------------|--------|-----------|
| Building Meaning | create | society | afford | importing |
| | income | mistreated | attend | gritty |
| | <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.</p> <p>Marleigh liked to _____ new games to play with friends instead of playing old ones.</p> | | | |

DAY 6

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|---|---|---|------------------|---|------------------|---|---|--|------------------|
| Writing Prompt | <p>You learned a lot about cocoa and why people enjoy it. Write a sensory paragraph that provides details about your favorite food or drink. Begin your paragraph with an opening sentence that introduces the food or drink you enjoy. Your paragraph should discuss all five senses: hearing, sight, smell, taste, and touch. For each of the five senses, you should include at least one descriptive detail that explains how you experience the food or drink. Finish your paragraph with a closing sentence that restates the main idea.</p> | | | | | | | | |
| Scoring Guide | <table border="1"> <tr> <td>You wrote a sensory paragraph that describes your favorite food or drink.</td> <td style="text-align: right;">20 points</td> </tr> <tr> <td>Your paragraph begins with an opening sentence that introduces the food or drink you enjoy.</td> <td style="text-align: right;">15 points</td> </tr> <tr> <td>You provide at least one detail for each of the five senses that explains how you experience the food or drink.</td> <td style="text-align: right;">10 points each (50 points maximum)</td> </tr> <tr> <td>Your paragraph ends with a closing sentence that restates the main idea.</td> <td style="text-align: right;">15 points</td> </tr> </table> | You wrote a sensory paragraph that describes your favorite food or drink. | 20 points | Your paragraph begins with an opening sentence that introduces the food or drink you enjoy. | 15 points | You provide at least one detail for each of the five senses that explains how you experience the food or drink. | 10 points each (50 points maximum) | Your paragraph ends with a closing sentence that restates the main idea. | 15 points |
| You wrote a sensory paragraph that describes your favorite food or drink. | 20 points | | | | | | | | |
| Your paragraph begins with an opening sentence that introduces the food or drink you enjoy. | 15 points | | | | | | | | |
| You provide at least one detail for each of the five senses that explains how you experience the food or drink. | 10 points each (50 points maximum) | | | | | | | | |
| Your paragraph ends with a closing sentence that restates the main idea. | 15 points | | | | | | | | |

South America: Food for Thought

| Word | Identification Strategy | Definition | Sentence |
|--------------------|-------------------------|---|---|
| elevation | base word + ending | height to which something rises | Being at a high <i>elevation</i> in the mountains can make you short of breath. |
| sturdy | chunk | strong | I used glue instead of tape to make sure my model would be <i>sturdy</i> and not fall apart easily. |
| dash | blend | a small amount | I like to add just a <i>dash</i> of salt on a slice of watermelon to make it taste sweeter. |
| consumed | base word + ending | eaten | My mom made sure her bake-sale cookies weren't <i>consumed</i> by hiding them. |
| hospitality | chunk | friendly treatment of guests or strangers | The kind farmer showed the lost family <i>hospitality</i> by serving them dinner while they got directions back to the highway. |
| waft | blend | float through the air | The smells of apples and pears <i>waft</i> from the orchard into the house when the fruit ripens. |
| multicourse | prefix + base word | many parts in a meal | On special occasions, we'll have a <i>multicourse</i> meal that includes soup, the main dish, and dessert. |
| mashed | base word + ending | squashed, crushed | I prefer eating <i>mashed</i> potatoes to whole ones because they are soft and fluffy. |

| | DAY 2 | DAY 3 | DAY 4 |
|-----------------|-----------------------|---|--|
| Fluency in Five | Page 92 (paragraph 2) | Page 92 (paragraph 2) or 88 (paragraph 1) | Page 92 (paragraph 2), 88 (paragraph 1), or 94 (paragraph 2) |

DAY 1

Team Talk

1. How are the foods eaten in South America's landlocked countries different from the foods eaten along the coast?
2. Is breakfast the same everywhere in South America? How do you know?
3. The purpose of the text box on page 90 is to tell you—
 - a. how to order lunch in South America.
 - b. how not to be rude when eating in South America.
 - c. how to get lunch to go in South America.
 - d. how not to ask people to rush lunch in South America.
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. How did ñoquis become popular in Argentina?
2. On page 94, the text says that dulce de leche is the “traditional filling” of alfajores. This means that it is—
 - a. the only filling allowed in the cookies.
 - b. the normal, or usual, filling in the cookies.
 - c. the old-fashioned filling that no one uses in the cookies.
 - d. the newest filling that people use in the cookies.
3. What do you think the picture at the bottom of page 96 is showing? What makes you think that?
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

1. Read the following sentence.
The old sow spent the hot day lying in the mud in one corner of her pigsty.
Which of the following sentences uses *sow* the same way?
 - a. The farmer will sow his seeds in the field after he plows it.
 - b. The sow gave birth to eight little piglets that were all hungry.
 - c. Some plants sow their seeds by scattering them in the wind.
 - d. Johnny Appleseed decided to sow the land with delicious fruit trees.
2. Read the following sentence.
The roots of the old tree were too weak to hold it up when a strong wind blew.
Which of the following sentences uses *roots* the same way?
 - a. Georgiana always roots for her sister's team when they play ball.
 - b. My cat always roots around shopping bags, looking for snacks for her.
 - c. The root of the problem is that Jack is a bully and doesn't play fair.
 - d. Dandelions have deep roots that make them hard to remove from lawns.

| | | | | |
|---|-------------|--------|-------------|----------|
| Building Meaning | elevation | sturdy | dash | consumed |
| | hospitality | waft | multicourse | mashed |
| <p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. Which of the following is something you would describe as <u>sturdy</u>?</p> <ol style="list-style-type: none"> a newborn baby's legs a house of cards a castle made of stone a spaghetti noodle | | | | |

DAY 3

| | |
|-----------|--|
| Team Talk | <ol style="list-style-type: none"> Use sequence words to describe how to prepare the pachamanca. How are the top two pictures on page 89 alike? How are they different? Lunch in South America is different from lunch in the United States because— <ol style="list-style-type: none"> it is the biggest meal of the day in the United States. it is a small meal of sandwiches in South America. it is a large multicourse meal in the United States. it is a longer, more relaxing meal in South America. 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) |
|-----------|--|

| | |
|----------------|---|
| Skill Practice | <ol style="list-style-type: none"> Read the following sentence. Brandon was excited to see his favorite band at a <u>live</u> concert rather than taped on television. Which of the following sentences uses <i>live</i> the same way? <ol style="list-style-type: none"> My parents want to live near a city so we can visit the museums. Joe's grandma told him to live his life to the fullest every day. Many people think it is more exciting to see a live baseball game. Opal couldn't live with a cat because she is allergic to them. Read the following sentence. The man <u>dove</u> under the water with his camera so he could take pictures of the tropical fish. Which of the following sentences uses <i>dove</i> the same way? <ol style="list-style-type: none"> The dove made a nest right outside my window, so I always saw her. The penguin dove into the icy-cold water to hunt for fish and krill. Wilma is like a dove because she is so quiet, peaceful, and gentle. The Dove is a small constellation that can be seen on a clear night. |
|----------------|---|

| | | | | |
|------------------|---|--------|-------------|----------|
| Building Meaning | elevation | sturdy | dash | consumed |
| | hospitality | waft | multicourse | mashed |
| | <p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Which of the following is something you would not describe as <u>sturdy</u>?</p> <ul style="list-style-type: none"> a. a tower of toothpicks b. a skyscraper c. a mountain d. a tall, ancient tree | | | |

DAY 4

| | |
|-----------|---|
| Team Talk | <p>1. According to the recipe, what are some different ways you can get dulce de leche for making alfajores?</p> <p>2. What is the purpose of the glossary at the end of the text?</p> <ul style="list-style-type: none"> a. It defines unfamiliar words in the text. b. It translates the Spanish words for you. c. It provides recipes for South American foods. d. It tells you how to travel to South America. <p>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)</p> <p>4. Use your graphic organizer to write a summary about <i>South America: Food for Thought</i>.</p> |
|-----------|---|

| | |
|----------------|---|
| Skill Practice | <p>1. Read the following sentence.</p> <p>Zach was excited to move into a new <u>house</u> where he would have his own bedroom.</p> <p>Which of the following sentences uses <i>house</i> the same way?</p> <ul style="list-style-type: none"> a. My mother says she will not house any cats until we are old enough. b. Our school will house victims of the flood until the waters go down. c. The old barn used to house mice until the snake moved into it. d. Everyone helped the family rebuild their house after the tornado hit it. <p>2. Read the following sentence.</p> <p>My mom will <u>record</u> my favorite show on TV for me while I’m away at summer camp.</p> <p>Which of the following sentences uses <i>record</i> the same way?</p> <ul style="list-style-type: none"> a. My dad has a signed record of his favorite band from the 1960s. b. The city keeps a record of all the people who live there. c. Sometimes it is fun to listen to the radio and record songs I like off it. d. The teacher has a record book where she writes down our grades. |
|----------------|---|

| | | | | |
|------------------|---|--------|-------------|----------|
| Building Meaning | elevation | sturdy | dash | consumed |
| | hospitality | waft | multicourse | mashed |
| | <p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Choose the word that best fits in the blank.</p> <p>My mom showed _____ to my new friend by inviting him in for a snack.</p> | | | |

DAY 6

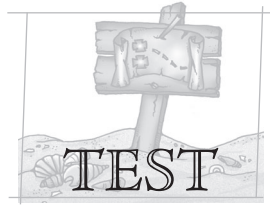
| | |
|----------------|--|
| Writing Prompt | <p>Pretend that you are opening a new South American restaurant in your hometown. You need to create a menu for your customers. On your menu, provide the name of your restaurant. Choose at least three foods that you read about in <i>South America: Food for Thought</i> for your menu. For each food, provide a description that tells what kinds of ingredients are in the dish. Your descriptions should be written in complete sentences. Provide a price for each item on the menu.</p> |
|----------------|--|

| | | |
|---------------|---|---|
| Scoring Guide | You created a menu for a South American restaurant that you are opening in your home town. | 15 points |
| | You provide the name of your restaurant. | 5 points |
| | Your menu includes at least three foods that you read about in <i>South America: Food for Thought</i> . | 10 points each (30 points maximum) |
| | You provide a description for each item, telling what ingredients are in the dish. Your descriptions are written in complete sentences. | 15 points each (45 points maximum) |
| | You provide a price for each item on the menu. | 5 points |

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Comprehension Questions

Read *Colin and the Maidens*, and answer the following questions.

Colin and the Maidens

Colin, the young prince from the kingdom of Gibson, was outside with his horse. He walked by several maidens. They were milking cows and hanging clothes out to dry.

“Look at the maidens! So busy with work and no time to play!” laughed Colin. The maidens gritted their teeth. They knew they could not say anything to the prince for fear of losing their jobs.

Luckily for the maidens, the queen happened to be walking around the grounds. She heard Colin teasing the maidens.

“Colin! How dare you speak to those ladies like that!” scolded the queen. “For the rest of the day, you will finish their chores!”

Colin’s face turned as red as a freshly picked apple. “I will not!” he shouted. The queen’s eyes turned icy cold. Colin felt the hairs prickle on the back of his neck.

“You will not speak to your mother that way, Colin. You will do as I say, or you will have your horse taken away for a month,” hissed the queen. Colin dropped his head and shuffled over to the maiden who was milking a cow. The maiden hid a smirk as she moved aside. The cow was not used to Colin and started to bellow. It angrily moved away from Colin. Colin kicked over the pail of milk that the maiden had started collecting. His cheeks burned even redder.

“Why don’t you start with hanging the clothes,” suggested the queen. Colin sulked over to the clothesline. He could not lift the heavy basket. He struggled, and the basket tipped. Wet clothes spilled out onto the ground. The maidens could not hold back their laughter.

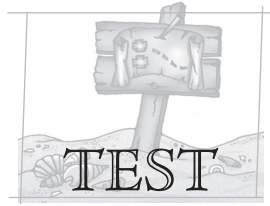
“Run along, ladies. Colin will manage for the rest of the day,” the queen winked at them. Colin was angry, but not foolish enough to disobey his mother. So for the rest of the day, he learned to milk the cows and hang the clothes. He stripped the sheets from twenty beds and dusted five rooms. He carried trash and planned dinner. By the end of the day, he was exhausted. Never again did Colin tease the maidens.

1. Why couldn’t the maidens respond to Colin? Is this a Right There or Think question?
Explain your answer.

2. Turn the following statement into two questions: Colin got into trouble.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in the story *Colin and the Maidens*, write a Think question.

5. Which of the following is the best answer to the question "Why does the queen punish Colin?"
 - a. The queen punishes Colin to teach him a lesson.
 - b. The queen punishes Colin because she is angry at him.
 - c. The queen punishes Colin to make the maidens happy.
 - d. The queen punishes Colin because he disobeys her.

6. Which of the following questions is a Think question?
 - a. Why do the maidens leave?
 - b. How does Colin knock over the basket?
 - c. What chores does Colin do?
 - d. How does Colin feel after finishing his chores?



Comprehension Questions

Read page 37 of *The Yo-Yo New Kid*, 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. Terrell teaches Nate how to play with a yo-yo because—
 - a. Terrell needs more practice.
 - b. Nate wants a new hobby.
 - c. Terrell is starting a club.
 - d. Nate isn't very good at it.
3. How does Molly's room look different now that Terrell's family has moved into the house?
4. How are Nate and Terrell similar in this section of the story?
 - a. They are both new kids.
 - b. They both miss friends.
 - c. They are both good at playing with a yo-yo.
 - d. They both like peanut butter sandwiches.
5. Do you think Terrell and Nate are becoming good friends? Support your answer.

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.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

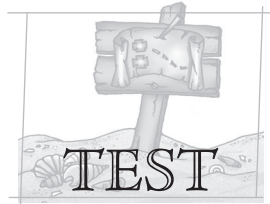
Write an antonym for each of the following words.

1. question
2. natural
3. danger
4. waste

Building Meaning

| | | | |
|---------|-----------|---------|----------|
| flicked | certainly | fresh | startled |
| whirled | peeves | scolded | ambled |

5. Write a meaningful sentence for the word *fresh*.
6. Norma _____ the coin into the well and made a wish.
7. We were unsure of where we were going, so we just ambled around for a while. *Ambled* means—
 - a. rushed.
 - b. walked slowly.
 - c. walked quickly.
 - d. sprinted.
8. The principal _____ Charlie in his office after Charlie broke a school window.
9. The two children whirled around in circles in their father's new office chair. *Whirled* means—
 - a. spun.
 - b. stopped.
 - c. sat.
 - d. slipped.
10. One of the police officer's biggest _____ was having to lecture adults about throwing trash away in trashcans instead of on the ground.
11. The sound of the book crashing to the floor startled the students taking a test in a quiet classroom. *Startled* means—
 - a. excited.
 - b. distracted.
 - c. amused.
 - d. frightened.
12. Tevon knew his back would _____ ache after spending his Saturday raking leaves and pulling weeds.



Comprehension Questions

Read page 47 of *The Yo-Yo New Kid*, 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 does Terrell show that he is nervous about going to Philippe's party?
3. Juan changes how he acts toward Terrell by—
 - a. continuing to call him “new kid.”
 - b. apologizing and being nicer.
 - c. making fun of him for playing with girls.
 - d. taking the volleyball out of his hands.
4. How can you tell that everyone in the group has become good friends with Terrell?
5. Which of the following describes the mood at the end of the story?
 - a. dark
 - b. tense
 - c. happy
 - d. sad

- | |
|--|
| 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. |
|--|

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

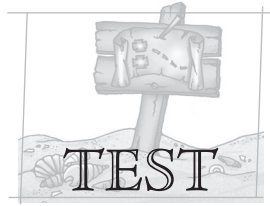
Write the words on your paper. Then write the prefix and base word of each word. Draw a sailboat if you need help.

1. untrue
2. unbalanced
3. unwind
4. unsnap

Building Meaning

| | | | |
|----------|----------|--------|----------|
| concerns | relieved | seldom | muttered |
| opted | striding | unease | offered |

5. Write a meaningful sentence for the word *unease*.
6. My horse came _____ over to me when he saw me walk toward the fence with some carrots and sugar cubes.
7. My dad offered me a choice between two chores: mowing the lawn or cleaning the garage.
Offered means—
 - a. owned.
 - b. threw.
 - c. removed.
 - d. presented.
8. The students _____ under their breath so the librarian wouldn't complain about them being too noisy.
9. Losing my backpack is one of my concerns, so I have my phone number written on a tag inside the bag.
Concerns means—
 - a. worries.
 - b. ideas.
 - c. tastes.
 - d. pleasures.
10. Barry is _____ on time, so we were surprised to see him waiting for us when we got to the movie theater.
11. "Stay or go," said Coach Yancy, and I opted to stay. *Opted* means—
 - a. left.
 - b. forgot.
 - c. chose.
 - d. moved.
12. The pitcher was _____ that he struck out the final batter when the bases were loaded.



Comprehension Questions

Read “Mountain Gorillas,” and answer the following questions.

Mountain Gorillas

What is a mountain gorilla?

There are three types of gorillas. The mountain gorilla is the largest. Male gorillas can grow up to 6 feet tall and weigh as much as 500 pounds! Mountain gorillas have long, strong arms and wide chests. They are very hairy and are covered in coarse, black hair. Males sometimes grow a silver streak of hair down their backs. This is how they got the nickname “silverbacks.”

Where do mountain gorillas live?

Mountain gorillas live in the mountains, of course! They live in thick forests in the mountains of east Africa. Three national parks are the only natural habitats left for the mountain gorillas.

What do mountain gorillas eat?

Some people are surprised that such big, strong animals as the mountain gorillas eat mostly plants. In fact, the mountain gorilla eats more than one hundred different kinds of plants. Some of these plants include roots, stems, bark, and bamboo. Because these plants have a lot of good vitamins and minerals, the gorillas don’t even need to drink a lot of water. The mountain gorilla spends a large part of its day looking for food. This is called foraging.

Are mountain gorillas endangered?

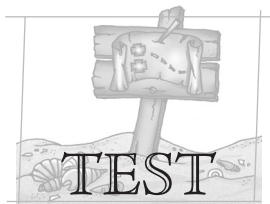
Mountain gorillas are endangered. This means they are in danger of dying off. Like many endangered animals, the mountain gorillas’ biggest threat is humans. Many humans are moving into the areas where mountain gorillas live. This destroys the gorillas’ natural habitat. Only about 700 mountain gorillas are alive today. It is the most endangered gorilla.

1. How are mountain gorillas different from other gorillas? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Mountain gorillas have natural habitats.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in “Mountain Gorillas,” write a Think question.

5. Which of the following is the best answer to the question: What do mountain gorillas look like?
 - a. Mountain gorillas are up to six feet tall.
 - b. Mountain gorillas are very large.
 - c. Mountain gorillas are big, with long arms and black hair.
 - d. Mountain gorillas are the largest of the gorillas.

6. Which of the following questions is a Think question?
 - a. Where do mountain gorillas live?
 - b. What other animals may forage?
 - c. Are mountain gorillas endangered?
 - d. What mountains are in east Africa?



Test Passage

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

Tea is a drink that was first mentioned nearly 5,000 years ago in China. It is a hot drink made by placing special leaves in boiling water. The Chinese believed tea was a healthy drink. The British learned about tea from the Chinese. They brought the drink home. It became popular all over the world.

Tea is made from the leaves of a tea plant. There are many different flavors of tea. Some are strong, while others are delicate. Tea makers also add other spices, such as cinnamon, to tea. You can buy loose tea leaves, but most people buy tea bags. You can drink it hot or with ice to cool it down. Many people sweeten it with sugar or honey.

Sources: www.bigelowtea.com/universitea/history-of-tea.aspx

www.stashtea.com/faq.aspx

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 invite the reader to a tea party
 - b. to inform the reader about the drink tea
 - c. to persuade the reader to enjoy tea
 - d. to compare tea and hot cocoa for the reader

How do you know?

- | |
|--|
| <ol style="list-style-type: none"> 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 information from your graphic organizer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

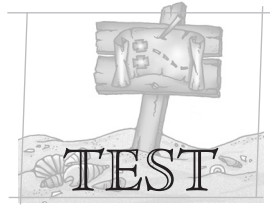
Write a synonym for each of the following words.

1. delighted 2. bold 3. speechless 4. copy

Building Meaning

| | | | |
|--------|------------|--------|-----------|
| create | society | afford | importing |
| income | mistreated | attend | gritty |

5. Write a meaningful sentence for the word *income*.
6. Our _____ expects people to help others when they need it rather than ignore them.
7. Our country keeps importing coffee beans from other places because we cannot grow them here.
Importing means—
- bringing in.
 - taking out.
 - stealing back.
 - giving away.
8. Aaron didn't like to see the new kid being _____, so he told the school bully to go away.
9. The broccoli tasted gritty because my mom didn't wash all the dirt out of it before cooking it.
Gritty means—
- smooth.
 - soft.
 - sandy.
 - salty.
10. I couldn't _____ the most expensive sneakers, but I liked how the cheaper ones looked better.
11. Sarina couldn't attend Ruthie's party because she was sick with the chicken pox. *Attend* means—
- predict.
 - go to.
 - come home.
 - make.
12. Vinny had to _____ a model of the solar system for school, but he wasn't sure where to begin.



Test Passage

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

The Incan Empire

The Inca society was the largest in the Americas until Europeans arrived. The Inca lived in western South America. They lived near the Andes Mountains. Most Inca were farmers. They grew potatoes and corn. They also kept herds of llamas for wool and meat. The farmers were ruled by a class of rich leaders and priests.

The Inca had a lot of gold and silver. The Spanish learned about their gold from other natives. The huge Inca army was killed by disease. The people couldn't fight the germs brought by the Spanish. The Spanish captured the Inca emperor. They took most of the treasure back to Spain. The Inca Empire was gone after a few years. Then the Spanish ruled South America.

Source: mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/inca.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 persuade me to visit South America to see the Inca
 - b. to compare the Inca empire with modern-day Peru
 - c. to tell me how to celebrate Inca traditions at home
 - d. to inform me about Inca society and how it ended

How do you know?

- | |
|--|
| <ol style="list-style-type: none"> 3. Write a question about the passage. Then answer the question, and tell whether it is a Right There or Think question and why. |
|--|

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

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

1. Read the following sentence.

It took only a minute for Doug to grab his shoes and run out the door for practice.

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

- a. The ants were so minute that you needed a magnifying glass to see them.
 - b. Our planet, Earth, is minute compared to the gas giant Jupiter.
 - c. It only takes a minute or two to pop some popcorn in the microwave.
 - d. The chance of getting hit by a meteorite is minute, so don't worry.
2. Read the following sentence.

I made sure I got Dario's new address so I could mail him letters when he moved away.

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

- a. The principal stood up to address the students about the rules.
 - b. My mom needs to address my letter so the handwriting is neat.
 - c. I was always taught to address my elders politely and respectfully.
 - d. I need to look up Emmy's address before I leave for the party.
3. Read the following sentence.

I like walking up to the farmer's market so I can get some fresh produce to eat with dinner.

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

- a. I want to plant a garden so I have my own produce to eat.
 - b. The magician will produce a rabbit from his hat at the end of the show.
 - c. Mrs. McIntosh is going to produce a play for our class to perform.
 - d. I couldn't produce my homework for Mr. Kline because I lost it.
4. Read the following sentence.

Lyle's grandpa told him how he used to have to wind toys with a small key to make them move instead of using batteries.

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

- a. A strong wind blew away the clothes my mom hung out to dry.
- b. The old man was so skinny that the wind could blow him away.
- c. The chilly wind made me wrap my coat more tightly around my body.
- d. You can play the music box if you wind the key and lift the lid.

Building Meaning

| | | | |
|-------------|--------|-------------|----------|
| elevation | sturdy | dash | consumed |
| hospitality | waft | multicourse | mashed |

5. Write a meaningful sentence for the word *mashed*.
6. I usually don't eat a lot for dinner, but I couldn't help eating a _____ meal when the soup, dinner, and dessert looked so tasty.
7. Being at such a high elevation in the skyscraper made me dizzy when I looked out the window.
Elevation means—
- temperature.
 - valley.
 - measurement.
 - height.
8. I always know it is summer when the scent of honeysuckle begins to _____ through the windows in my house.
9. A fawn's legs may look skinny and weak, but they are sturdy enough for the fawn to stand and walk around quickly. *Sturdy* means—
- strong.
 - puny.
 - wobbly.
 - clumsy.
10. You should always show _____ to your guests by offering them a seat and asking if they would like some food to snack on.
11. Adding a dash of salt to cookie dough actually makes your sweet cookies taste sweeter. *Dash* means—
- cupfuls.
 - a small amount.
 - a large amount.
 - loads.
12. The fried chicken was so good that the whole plate of it was _____ within a few minutes at the picnic.

