



Questioning

Level 4

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?

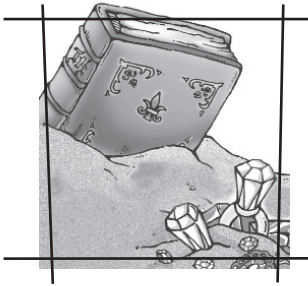
Instructional Objectives

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*

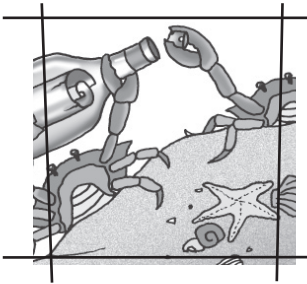
4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?
5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

- 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.

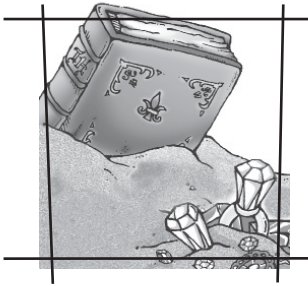
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the 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%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <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>	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"> – 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. – 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.



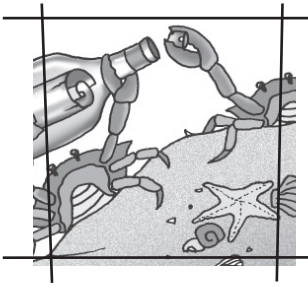
- Play "Part 2: Questions and Answers About Chapter 1" (12 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

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.



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

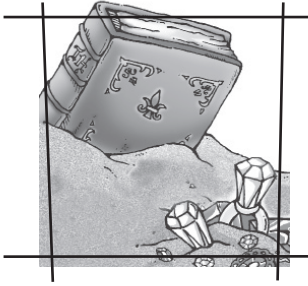
- Summarize the lesson for students.

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!



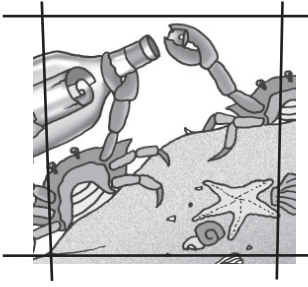
- **Play** "Part 3: Questions and Answers About Chapter 2" (7 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

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.

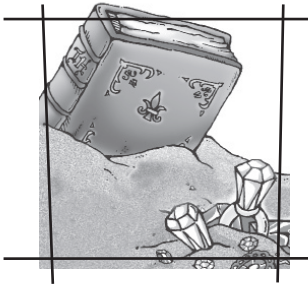
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

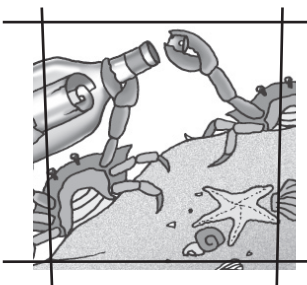
1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 12 of the story a Right There or Think question? Why do you think that? (Write-On)
Q: Why is Sir Robert in the 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.

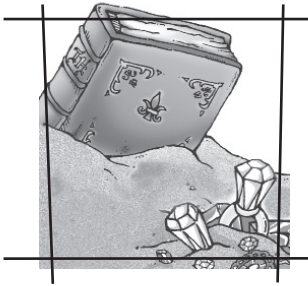
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the 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. 	
	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>
	<ul style="list-style-type: none"> – Award team celebration points. 	

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

To 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.	<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)

- 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.



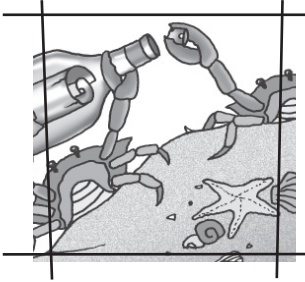
- **Play** "Part 5: Questions and Answers About Chapter 3" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

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.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>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.
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- Summarize the lesson for students.

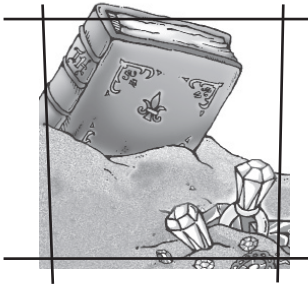
The Explorers are asking more Think questions and including complete information and explanations in their answers. I hope that impresses Mrs. Colon and earns them the reward at Readers Club. But if it doesn't, just learning the questioning strategy is pretty rewarding. Let's see if asking and answering 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.



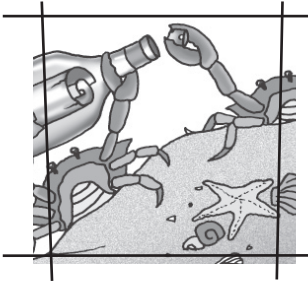
- **Play** "Part 6: Questions and Answers About Chapter 4" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

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?

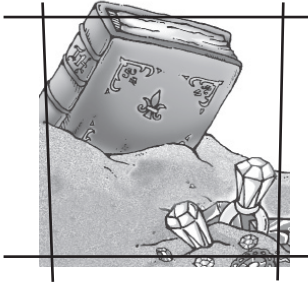
- Award team celebration points.

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.
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- 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

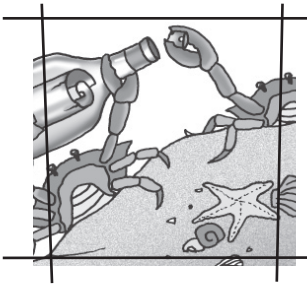
1. What do Carlos and Kate say is the reason the Explorers earned the reward?
2. What is the special reward?
3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)

- 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?
 - 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 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

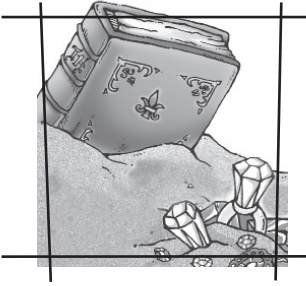
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Jackson's Challenge.

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.

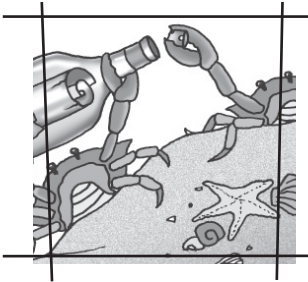
Preview Team Talk

- 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: What does Sienna do?
 A: Sienna is a maiden.
2. Turn the following statement into two questions: Camilla and Sienna are friends.
3. Think of a question to ask about *Camilla and Sienna*. What is it? Is your question a Right There or a Think question? Tell why. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

A Collection of Readings,
page 21

Partner Reading **TP**

- Use the first paragraph of *Camilla and Sienna* to explain the Partner Reading routines for questioning. Have a student read the paragraph.

Camilla and Sienna

Sienna was a young maiden at the castle of Lord and Lady Hammerback. Her days were often filled with duties such as cleaning, sewing, and caring for the royal family. Sienna didn't mind her duties. However, the one person she did not wish to be around was Lady Camilla. Lady Camilla was Sienna's age, but she often strode around the castle with her nose in the air, barking orders at anyone who cared to pay attention.

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

This paragraph tells us about Sienna and Lady Camilla. 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 *who*. I can think of a question that starts with *who*: Who is Sienna? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *Sienna is a young maiden*. That is a Right There question. Let's see if I can think of a Think question. My Questioning Strategy Card gives "How do you know that...?" as a Think question starter. Here's a question that uses that starter: How do you know that Sienna is not rich? 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 know that Sienna is not rich because her days are often filled with duties. She takes care of the royal family. If she were rich, she would have others take care of her.*

- 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 Card during partner reading.

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

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

***Camilla and Sienna* 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: What does Sienna do?

A: Sienna is a maiden.

100 points = *Information that would make the answer to the question more complete is that Sienna cleans, sews, and cares for the royal family.*

90 points = *Information that would make the answer to the question more complete is that Sienna cleans and sews. 80 points = She cleans for the royal family.*

Team Talk *continued*

2. Turn the following statement into two questions: Camilla and Sienna are friends.

100 points = One question I could make from the statement is "How do Camilla and Sienna become friends?" Another question I could ask is "Why does Sienna decide to become Camilla's friend?" **90 points** = Two questions I could ask are "How do Camilla and Sienna become friends?" and "Why does Sienna decide to become Camilla's friend?" **80 points** = How do Camilla and Sienna become friends? Why does Sienna decide to become Camilla's friend?

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

100 points = A question I could ask about Camilla and Sienna is "Why is Camilla sad?" This is a Think question. You have to think about what happens to Camilla throughout the day to make her sad. You have to reread parts of the story to find the answer. **90 points** = A question I could ask is "Why is Camilla sad?" This is a Think question. You have to think about what happens to Camilla throughout the day to make her sad. **80 points** = Why is Camilla sad? It's a Think question because you have to think about what happens to Camilla throughout the day.

- 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.



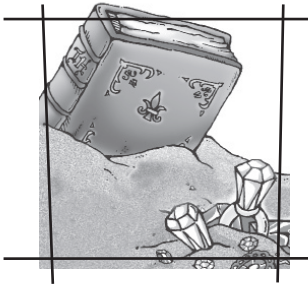
Strategy-Use Discussion

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

**DAY 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.

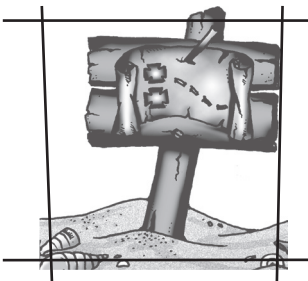
Set the Stage

- 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 *Camilla and Sienna's Adventure*. We will stop to ask and answer questions while we're reading.

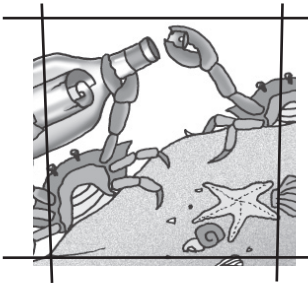
Prepare Students for the Test

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

**TEST**

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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



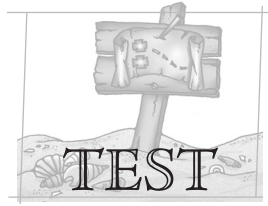
Class Discussion **TP**

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

Team Celebration Points

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

- 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 *Camilla and Sienna's Adventure*, and answer the following questions. The total score for comprehension questions equals 100 points.

Camilla and Sienna's Adventure

Camilla was a lady, a member of the nobility, the daughter of Lord and Lady Hammerback. Her unlikely best friend was Sienna, a maiden for the noble family. A while back the two girls had become friends after a misunderstanding. The incident seemed like a million years ago because the girls were now the best of friends.

"Let's find some adventure," Camilla mischievously smiled.

"There's plenty of adventure right here in the castle," laughed Sienna. "We can have an adventure doing laundry, sewing clothing, or washing windows!" Sienna playfully suggested. So after Camilla helped Sienna finish the chores, the two girls headed into the forest. They picked flowers and sang songs, but after a while Camilla was bored.

"I wish we could find a real adventure," Camilla sighed. Just then the two girls heard the whinny of a distant horse. Caught up in their desire for adventure, the girls hid behind a tree as a group of knights approached.

"We need to gather information before attacking," warned the first knight. "I have a plan to get us closer to the grounds before anyone even suspects we're coming."

Camilla's eyes grew as round as saucers. Sienna started to shiver although it was a balmy summer day. Camilla motioned for Sienna to stay quiet.

"We'll gather here after the sun goes down," continued the knight. "From here, we'll cross the bridge and hide under the cover of night." The knights all nodded in agreement and galloped out of the forest.

"What should we do?" whispered Sienna.

Thinking quickly, Camilla said, "First we need to mark this spot." Camilla grabbed berries and rubbed them on the nearest tree.

As fast as gazelles the two girls fled back to the castle. They found Lord Hammerback and explained what had happened in the forest. At first, his lordship was furious that the girls had been in such a dangerous position. But then he realized the value of the information. Camilla and Sienna led the lord and his knights into the forest. They found the tree that Sienna had marked. The men came up with their own plan to stop the attack.

The next morning, the whole kingdom was abuzz about the foiled plan. Camilla and Sienna were so proud. The lord and lady even had a special ceremony to honor the girls. They feasted and danced. Everyone told them what an important part they had played in keeping the kingdom safe.

"I'm really glad we helped," said Sienna. "But the next time you want an adventure, let's stick to the laundry!" Both girls laughed.

20 points

1. Why does Camilla help Sienna finish her chores? Is this a Right There or a Think question? Explain your answer.

20 points = *Camilla helps Sienna finish her chores so the girls can go on an adventure. This is a Think question because you have to think about why Camilla would want to help Sienna. The text does not specifically state the answer to this question.* **15 points** = *Camilla helps Sienna finish her chores so the girls can go on an adventure. This is a Think question because the text does not specifically state the answer to this question.* **10 points** = *She wants them to go on an adventure. It's a Think question. It's not specifically stated.*

20 points

2. Turn the following statement into two questions: The girls foil a plan for knights to attack the castle.

20 points = *One question I could ask from the statement is "How do the girls foil a plan for knights to attack the castle?" Another question I could ask is "What happens after the girls foil a plan for the knights to attack the castle?"* **15 points** = *Two questions I could ask are "How do the girls foil a plan for knights to attack the castle?" and "What happens after the girls foil a plan for the knights to attack the castle?"* **10 points** = *How do the girls foil a plan for knights to attack the castle? What happens after the girls foil a plan for the knights to attack the castle?*

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 my reading. When I ask myself questions, I remember more of the information.* **15 points** = *I think it helps to ask questions because it helps me know if I understand what I am reading.* **10 points** = *It helps me make sure I understand what I am reading.*

20 points

4. Using the information in the story *Camilla and Sienna's Adventure*, write a Think question.

(Answers will vary.) **20 points** = *A Think question I could ask about the story Camilla and Sienna's Adventure is "Why does Camilla mark the tree with berries?"* **15 points** = *A Think question is "Why does Camilla mark the tree with berries?"* **10 points** = *Why does Camilla mark the tree with berries?*

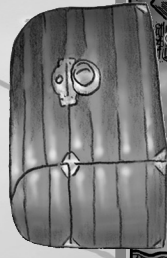
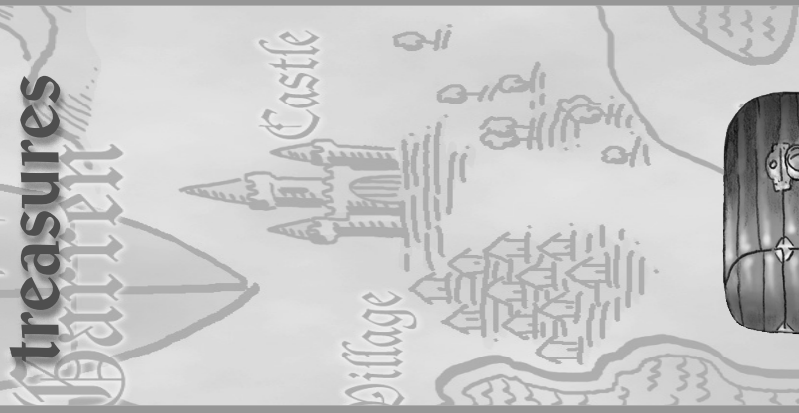
10 points

5. Which of the following is the best answer to the question "Why is there a special ceremony to honor the girls?"
- There is a special ceremony to honor the girls because Camilla is a princess.
 - There is a special ceremony to honor the girls because they kept the kingdom safe.*
 - There is a special ceremony to honor the girls because they overheard the knights talking.
 - There is a special ceremony to honor the girls because they marked a tree with berries.

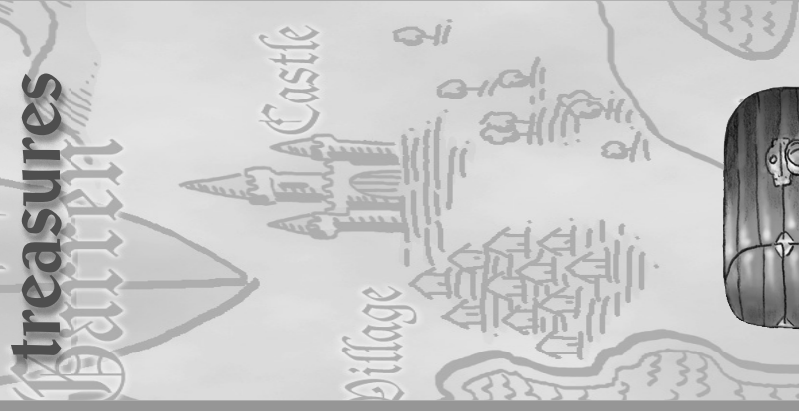
10 points

6. Which of the following questions is a Think question?
- How do you think the girls feel at the celebration?*
 - What kingdom do the girls live in?
 - Which girl is a member of the nobility?
 - What does Camilla use to mark the tree?

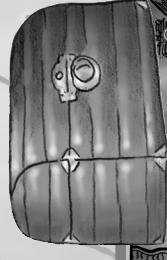
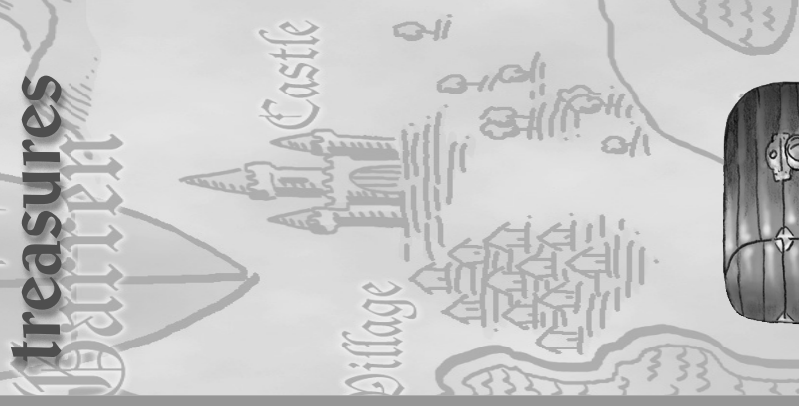
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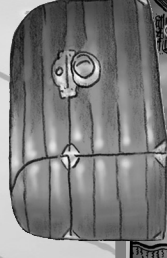
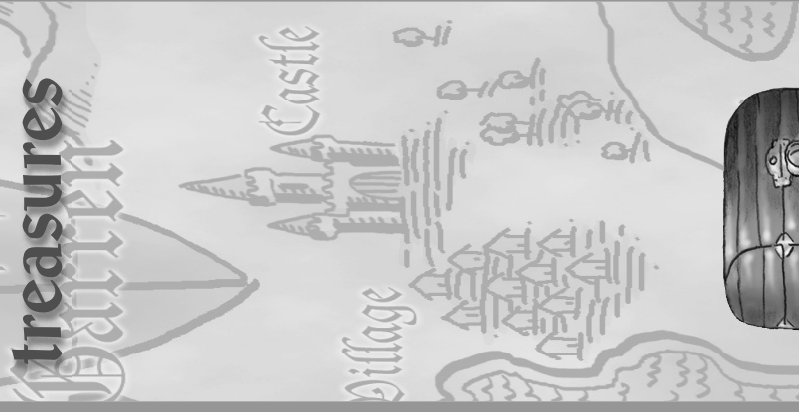
Asking
questions
uncovers
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Common Core State Standards

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 4 / *The Explorer's Treasure: Sir Robert's Treasure*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LITERATURE (6 DAY)

Ditch Bronson Just Needs a Friend

Written by Sam R. McColl

Illustration by Bill Petersen

The Savvy Reader—Questioning, A Collection of Readings, pages 25–59

Success for All Foundation, 2011

Summary

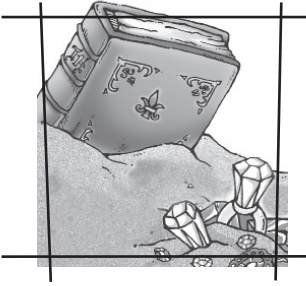
Ditch Bronson doesn't get along with other kids very well. In fact, Julia thinks he's a bit of a bully. But if she takes the time to get to know him, will she and her friends change their minds about him?

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 journal entry. Students will pretend to be Julia and write journal entries about her plans for Ditch Bronson.
	Questioning (QU) Students will ask questions about the text as they read to check their comprehension.	Homographs Students will recognize homographs and identify their meanings based on context.	Write a letter of apology. Students will pretend that they are Ditch and will write a letter of apology to his class at school.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Questioning (QU)	Antonyms	Write a journal entry.
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 pretend to be Julia and write journal entries about her plans for Ditch Bronson.

**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 *Ditch Bronson Just Needs a Friend* by Sam R. McColl. As we read, we'll practice asking questions about the story. Thinking of questions helps check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.

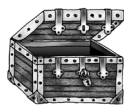
- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Tell students that the main character deals with a bully in this story. Use **Team Huddle** to have students identify the characteristics of a bully or the kinds of things bullies might do to other people. Use **Random Reporter** to select students to share.
 - Ask students if they have ever felt bullied by someone. Use **Think-Pair-Share** to have students discuss what it feels like to be bullied. Tell students to discuss the best ways to deal with bullies. Randomly select a few students to share.
 - Explain to students that bullying has become a major concern in many schools because of the Internet. Point out that many people bully others over the Internet because it is easy and they can be anonymous. Use **Team Huddle** to have students discuss if they believe it is OK to bully anyone, whether in person or over the Internet. Use **Random Reporter** to select students to share.



Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
alert page 29	chunk: a-lert	aware, paying attention, cautious	Morgan is a very <i>alert</i> driver who pays attention to everything around her.
absent page 29	chunk: ab-sent	missing, not present	There were only nine out of ten people on the field, so someone was <i>absent</i> .

Word and Page Number	Identification Strategy	Definition	Sentence
grasp page 32	blend	understand, get	I studied the problem for hours until I could finally <i>grasp</i> it.
chores page 36	base word + ending: chore + s	tasks, jobs to do	Before I can play, I usually have a few <i>chores</i> to do around the house.
perfected page 36	base word + ending: perfect + ed	learned to do well	After years of practice, the pitcher had <i>perfected</i> his curveball.
decline page 36	chunk: de-cline	say no to, turn down	Joe had to <i>decline</i> the offer of dessert because he was full.
affectionate page 40	chunk: af-fec-tion-ate	caring, tender, loving	Wanda's brother gave her an <i>affectionate</i> pat on the shoulder after she helped him with his math problem.
ascent page 41	-sc = /s/ chunk: a-scent	way up, climb	The climbers rested at the bottom before their <i>ascent</i> up the mountain.

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. Randomly select a few students to share. If necessary, write the sentences and point out that one is a question. Ask students what word in particular makes it a question [where], and write the word on the board.

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: "Marissa will go to Florida on vacation." Now here's the second: "Where will Marissa go on vacation?" 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 on the next page.

Who is your favorite movie star?
 Candice, **what** did you eat for dinner last night?
When did you get your glasses, Dennis?
Where was our last field trip, Sierra?
Why did some of you bring raincoats to school today?
 Pauline, **how** did you get to school today?

- Point out that we use these words to ask and answer questions all the time. 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.

Cara skipped to her mother's car and took her place in the back seat. "I thought Dad and Jack were coming with us," she said.

"Nope, we're going to Aunt Lynn's house for her baby shower," her mom said.

"Sure we are," Cara said, smiling. It was Cara's birthday, and she just knew they were headed to a party for her. Maybe her dad and Jack were driving separately.

When she opened the door, it certainly seemed like they'd come to a baby shower. What about her birthday? No one had even said "Happy birthday" to her. Cara was so upset she didn't even eat.

When Cara arrived home at 5 o'clock, she walked quietly to the door. When she opened it, a big, loud "SURPRISE!" greeted her. It was a surprise party for her. Even Aunt Lynn was there. It turned out to be a great day.

- Use **Think-Pair-Share** 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. Randomly select a few 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.

Whose birthday is it?
Where is the baby shower?
What does Cara think when she arrives at Aunt Lynn's house?
How does Cara feel when no one says "Happy birthday" to her?
When does Cara arrive home?
Why did it turn out to be a great day?

- 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 *Ditch Bronson Just Needs a Friend*, they will ask a variety of questions about what they read to check their understanding of the story.

Listening Comprehension

- Explain that you will read pages 27 and 28 aloud, stopping after each page to ask questions to check your understanding. Point out that you will use question words to help you think of different kinds of questions. Model your questions, and write them down. List the page numbers. Example questions are provided below.

I'm going to read pages 27 and 28. After I read each page, I'm going to ask questions to check my understanding. I'll use question words to help me think of different kinds of questions to ask.

A Collection of Readings,
page 27

Chapter 1

"Julia Maria Arroyo, come down here this instant!" I heard my mother call from the kitchen. "You'll be late for school!" I looked at the blinking neon clock on my bedside table. Holy moley, Mom was right! I was going to be late!

I gathered my last few books and crammed them into my backpack. Not just any backpack, my favorite backpack, the blue and red one that read "California Dreamin'" in big, bright yellow letters across the back. Plus, it had a picture of a palm tree on it.

Palm trees are one of my favorite things about living in California. My other favorite things are the sun, the ocean, the beach, the fresh fruit, and the movie stars. Not very many of them live in my neighborhood, but some used to live here. They say that the famous actor Russell Curtis lived in the apartment building just down the block from my house. This was long before he became famous and long before I was even born. But yes, the movie stars are some of my favorite things about living in California.

But I have one very least favorite thing, and that least favorite thing is a person. A person in my grade. A person in my class. A person who lives on my block. Ditch Bronson is his name, and bullying kids is his game. For sure, Ditch Bronson is my LEAST favorite thing about living in California.

Who is the narrator?

Why is Julia's mom yelling?

What does Julia like about California?

What doesn't she like about California?

A Collection of Readings,
page 28

Every morning, I have to walk past Ditch Bronson’s house. I hate that. I always try to wait until the very last minute to leave, in the hope that he’ll be gone by the time I walk past. Sometimes he is, sometimes he isn’t.

On most days, my best friend Victor swings by my house on his way to school, and we walk past the Bronson house together. There’s safety in numbers. Isn’t that what they always say? But Vic had been gone the last couple of days. His family had been out of town. So I was flying solo. Not too fun.

Well, it was time. I couldn’t wait any longer. I had to go to school. “Coming, Mama!” I yelled. Slinging my backpack over my shoulder, I trudged down the stairs.

Why does Julia usually walk with Vic?

Where is Vic?

Why does the author say that Julia “trudged” down the stairs?

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:

Who is the narrator? (R)

What does Julia like about California? (R)

Why does Julia usually walk with Vic? (T)

Why does the author say that Julia “trudged” down the stairs? (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 “Who is the narrator?” Julia Maria Arroyo is the narrator. Her mother calls her for school. Another question is “What does Julia like about California?” Julia likes a lot of things about California. She likes palm trees, the sun, the ocean, the beach, the fresh fruit, and the movie stars in California. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, “Why does Julia usually walk with Vic?” Julia usually walks with Vic because he is her best friend, and there is safety in numbers. Vic and Julia need to walk past Ditch Bronson’s house, and Ditch is a bully. It must be less scary to walk past his house if there are two of them. Another question is “Why does the author say that Julia “trudged” down the stairs? I think the author says that she “trudged” down the stairs to show that she isn’t very eager to leave for school. She isn’t looking forward to walking past Ditch’s house without Vic. The word *trudged* means walked slowly or heavily. If Julia was happy about walking to school alone, she would have run

down the stairs. These last two questions are more challenging. They are Think questions. I couldn't find the answers in just one place on the page. Sometimes I have to use my background knowledge to answer questions. It's important to ask a variety of Right There and Think questions about the text.

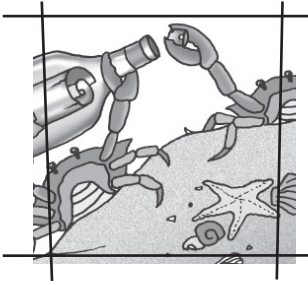
Preview Team Talk

- 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
<ol style="list-style-type: none"> 1. Julia thinks it's not fair that— CE <ol style="list-style-type: none"> a. she has to go to school on a sunny day. b. squirrels run across the lawn so quickly. c. Vic left her alone to deal with Ditch. d. the school bell rings before she gets there. 2. What do you think Mr. Filbert means when he says, "Nice of you to join us" to Julia? Support your answer. DC 3. How does Julia feel about Ditch Bronson? How can you tell? CH • 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

- 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 1–3) aloud with partners.
page 29 (paragraphs 4–6) 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. Julia thinks it’s not fair that— |CE|
 - a. she has to go to school on a sunny day.
 - b. squirrels run across the lawn so quickly.
 - c. *Vic left her alone to deal with Ditch.*
 - d. the school bell rings before she gets there.
2. What do you think Mr. Filbert means when he says, “Nice of you to join us” to Julia? Support your answer. |DC|

100 points = *I think Mr. Filbert means that Julia is late, and she is interrupting his class by coming in late. I think he’s letting her know that he noticed her coming in the door after the bell rang.* **90 points** = *I think Mr. Filbert means that Julia is late, and she is interrupting his class by coming in late.* **80 points** = *He means that she is late, and he knows it.*

Team Talk *continued*

3. How does Julia feel about Ditch Bronson? How can you tell? |CH • DC|
100 points = *Julia doesn't like Ditch Bronson very much. She is afraid of him. When he isn't waiting for her by his building, she feels happy. She doesn't mind that she is late for school because she doesn't have to deal with Ditch in the morning. She's happy when she realizes he's not in school.*
90 points = *Julia doesn't like Ditch Bronson very much. She is afraid of him.* **80 points** = *She doesn't like him and is afraid of him.*
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.



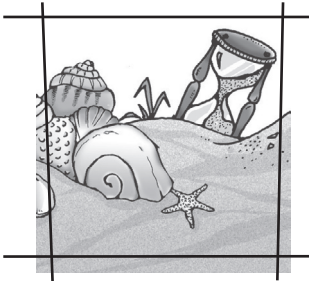
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
--------------------------------	--

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.
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Think-and-Connect Discussion	Team Talk Extenders	<p>Do you think Julia should be afraid of Ditch Bronson? Is there enough evidence in the text to help you answer this question? Why or why not?</p> <p>Ditch seems to bother Julia when she walks to school in the mornings. Other than walking with Vic, how do you think Julia could solve this problem?</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.

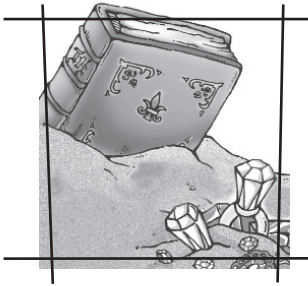
Page 29 (paragraphs 3–5)

- 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.

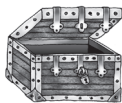
Set the Stage

- 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 Ditch make Julia feel?

Listening Comprehension

- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 30 and 31 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 30 and 31

Chapter 3

After school that day, I walked home happy. When I got home, Dad was shooting hoops in the driveway. He smiled when he saw me. “Hola, mi Encantadora,” he called.

“Hey, Dad,” I called back. “Toss me the ball.” Dad and I played a good game of basketball. I love shooting hoops. I love basketball. In fact, I have a basketball signed by Shawn Carter, who’s my favorite professional player. Dad and I went to see his team play one day last year. That’s when I met him. The signed ball is one of my favorite things. But I don’t play basketball with it. It just sits on my shelf. We play with an older ball that Dad bought a long time ago.

As we played, Dad asked, “How was school today, Julia?” I like that Dad’s always home when I get home. He works an early morning shift at the factory, so he’s always home to hear about my day, whether it was a good one or a bad one. Today, of course, was a good one.

“It was excellent, Dad,” I said, shooting an excellent jump shot over Dad’s head and watching it SWISH into the net.

“Oh yes? And what made this day so excellent, aside from the beautiful weather?” Dad asked.

“Well, mean old Ditch Bronson wasn’t in school to pick on me for one thing,” I said as Dad retrieved the ball and took a shot.

Dad replied, “Ah, and what makes Ditch Bronson such a mean old guy?”

“He’s a big bully, Dad,” I said. “He calls me names. He picks on me and Victor. It isn’t nice.”

“I see,” said Dad. “And what do you do when he calls you names?”

“I try to ignore it, but it hurts my feelings,” I replied.

“Good girl,” Dad said. “But I wonder why he’s a bully.”

“I think he was just born that way,” I said, taking another shot.

(continued on next page)

Dad laughed. “Well, it’s been my experience that bullies act the way they do because they’re sad about something. Or afraid of something. Maybe this Ditch Bronson just needs a friend. Have you ever thought about that?”

“No way, José!” I said sternly. “I certainly don’t want to be his friend.”

Dad said, “Okay, you don’t have to be. It’s just something to think about.”

I tried to change the subject. I said, “What you should be thinking about is the fact that I’ve scored five more points than you, Papa. You’d better take your shot and make it.”

Dad laughed as I tossed him the ball.

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 questions and Think questions. I can ask:

What language(s) does Julia’s dad speak? (T)

How much does Julia like basketball? (R)

How does Julia describe Ditch Bronson to her dad? (R)

What conclusion can you draw since Julia’s dad knows about bullies? (T)

Who is winning the game? (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 “How much does Julia like basketball?” Julia likes basketball a lot. She loves shooting hoops. She has a favorite basketball player whose name is Shawn Carter. She has a basketball signed by him in her room. Another question is “How does Julia describe Ditch Bronson to her dad?” Julia describes Ditch as a big bully to her dad. She says he calls her names and picks on both her and Victor. Another question is “Who is winning the game?” Julia is winning the game. She has scored five more points than her dad. These are all Right There questions. Their answers were easy to find in the story.

Now for some more challenging questions. I asked, “What language(s) does Julia’s dad speak?” Julia’s dad speaks Spanish. I don’t know everything he said to Julia, but I know that the word *hola* means hello in Spanish. He also speaks English. Another question is “Why do you think Julia’s dad knows about bullies?” I think Julia’s dad knows about bullies because he has dealt with them before. He talks about his experiences with bullies. He might have had a bully when he was Julia’s age. 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.

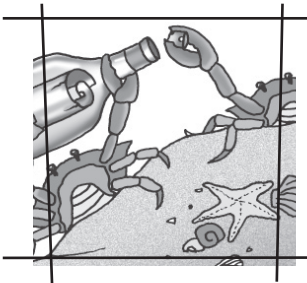
Preview Team Talk

- 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-10

Team Talk

1. Tell how Julia responds to what her dad said earlier about bullies. |CE|
2. How is Julia's mom different from her dad? |CC|
3. Which of the following do you think will happen next? |PR|
 - a. Julia and her dad will talk more about Ditch Bronson.
 - b. Julia and her dad will stop talking about Ditch Bronson.
 - c. Julia and her dad won't have a good basketball game.
 - d. Julia and her dad will buy tickets to the playoff game.
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 32 aloud with partners.
page 33 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. Tell how Julia responds to what her dad said earlier about bullies. |CE|

100 points = *Julia responds to what her dad said earlier about bullies by thinking about it a lot. She cannot really think about being friends with Ditch, but she tries to think about who he is friends with at school. She cannot think of anyone that is his friend. She thinks he might be lonely.*

90 points = *Julia responds to what her dad said earlier about bullies by thinking about it a lot. She tries to think about who he is friends with at school.* **80 points** = *She thinks about Ditch and who he is friends with at school.*

2. How is Julia’s mom different from her dad? |CC|

100 points = *Julia’s mom is different from her dad because she does not have an interest in basketball. She doesn’t like watching the game. Julia’s dad is very interested in basketball. He plays it and talks about it with Julia.* **90 points** = *Julia’s mom is different from her dad because she does not like basketball, but her dad loves it.* **80 points** = *She doesn’t like basketball, but he does.*

3. Which of the following do you think will happen next? |PR|

- a. *Julia and her dad will talk more about Ditch Bronson.*
- b. *Julia and her dad will stop talking about Ditch Bronson.*
- c. *Julia and her dad won’t have a good basketball game.*
- d. *Julia and her dad will buy tickets to the playoff game.*

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.*

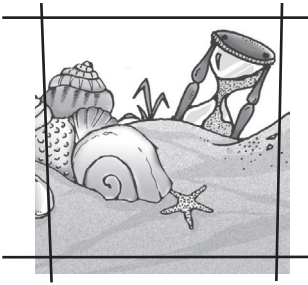
- If some teams finish ahead of others, have them work on their story maps.

- 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" data-bbox="794 810 1479 1066"> <tbody> <tr> <td data-bbox="794 810 946 1066"> <p>Team Talk Extenders</p> </td> <td data-bbox="946 810 1479 1066"> <p>How do you think Julia starts to feel about Ditch when she thinks about what her dad told her? Support your answer.</p> <p>Julia says basketball is the best game on Earth. Do you agree with her? Why or why not? What sport or activity do you think is better?</p> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> – Award team celebration points. 	<p>Team Talk Extenders</p>	<p>How do you think Julia starts to feel about Ditch when she thinks about what her dad told her? Support your answer.</p> <p>Julia says basketball is the best game on Earth. Do you agree with her? Why or why not? What sport or activity do you think is better?</p>
<p>Team Talk Extenders</p>	<p>How do you think Julia starts to feel about Ditch when she thinks about what her dad told her? Support your answer.</p> <p>Julia says basketball is the best game on Earth. Do you agree with her? Why or why not? What sport or activity do you think is better?</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

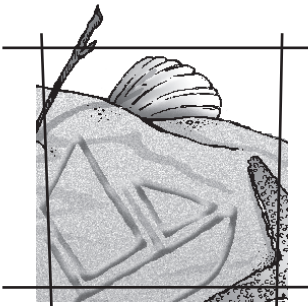
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 33

- 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: *squeeze* and *release*.

tps

- 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 going in. 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 “remote” at the top of the compass rose.

remote



- Use **Think-Pair-Share** to have students identify an antonym for the word *remote*. Randomly select a few students to share [local, crowded, nearby, close/].
- Use **Think-Pair-Share** to have students identify the treasure (skill). 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**

Student Edition, page S-10

Skill Practice

Write an antonym for each of the following words.

1. scarce *plenty*
2. loan *take*
3. harvest *plant*
4. upward *downward*

Building Meaning

alert	absent	grasp	chores
perfected	decline	affectionate	ascent

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.

Maleka caught chicken pox, so she was absent from school for a whole week.

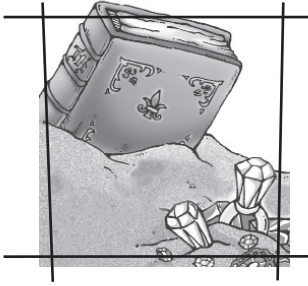


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

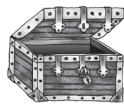
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

What does Julia do after she talks to her dad?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 34 and 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,
pages 34 and 35

Chapter 5

Dad looked at me. “Is everything okay?” he asked, tightening up the laces on his sneakers.

“Yeah, I think so,” I said. “But I’ve been thinking about what you said earlier this afternoon.”

Dad laughed. He said, “I don’t even remember what I said earlier this afternoon. Was it important?”

I said, “Gosh, Dad, it sure was.”

“Well then, fire away,” Dad said.

I reminded Dad about what he had said about Ditch Bronson maybe needing a friend. “I was trying to name people who might be friends with Ditch at school,” I said, “and I couldn’t think of anyone. He might be a really lonely kid.”

Dad looked at me. “You may be right. Now, if that’s true, what should be done about it?”

I thought for a while. I thought long and hard. “Well, I don’t know,” I said. “I mean, I can’t imagine what school would be like if Vic weren’t my friend. And my friends Suzie, Marco, and Daunte. It’s great to have friends.”

Dad said, “It sure is. I’ve got a few friends down at the factory. Tim and Nina especially. They’re great folks.”

“Yeah,” I said. “But the problem is, I don’t want to be Ditch’s friend. He’s always been so mean to me. But I also don’t want to let someone grow up being so lonely. I don’t know what to do.”

Dad looked at me. He said, “Well, Julia, it’s hard. Sometimes you never know the right decision. Sometimes you have to follow your heart. Sometimes you don’t.

It’s all part of growing up. But I will tell you this,” Dad said. “The fact that you’re having trouble with all this tells me that you’re growing up. And for that, I’m proud of you.”

I tried to hold back tears, though I didn’t know why. Then I said to Dad, “Well, I think I have an idea, a plan, you might call it. I’ll let you know how it goes.”

“Sounds interesting,” Dad said.

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:

Whom has Julia spoken to about Ditch Bronson? (R)

Why does Julia think Ditch Bronson needs a friend? (T)

Why is Julia’s dad proud of her? (R)

What do you think Julia’s plan might be? (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 “Whom has Julia spoken to about Ditch Bronson?” Julia has spoken to her dad about Ditch Bronson. Another question is “Why is Julia’s dad proud of her?” Julia’s dad is proud of her because she is thinking about the feelings of others and is trying to figure out how to help someone she is not really friends with. He thinks she’s growing up. These are Right There questions. Their answers are easy to find in the story.

Now for a more challenging question. I asked, “Why does Julia think Ditch Bronson needs a friend?” I think Julia thinks Ditch Bronson needs a friend because she cannot imagine what her life would be like without her friends Vic, Suzie, Marco, and Daunte. She probably enjoys having other people to talk to and play with. Another question is “What do you think Julia’s plan might be?” I’m not sure what her plan will be, but I think she will try to make friends with Ditch. She thinks his problem is that he has no friends, so she wants to solve that problem. These last questions were more challenging. They were 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.

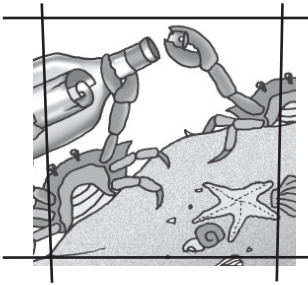
Preview Team Talk

- 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-11

Team Talk

1. Why doesn't Julia mind her chores on this day? |CE|
2. Do you think Julia's dad knows what her plan might be? Support your answer. |DC|
3. At the end of today's reading, you could best describe Julia as— |CH|
 - a. excited.
 - b. nervous.
 - c. confident.
 - d. relaxed.
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 aloud with partners.
page 37 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 doesn't Julia mind her chores on this day? |CE|

100 points = *Julia doesn't mind her chores on this day because they help her take her mind off her plan. She has a plan to help Ditch Bronson stop being a bully. She is going over to his house. Doing her chores helps her not worry about it all morning.* **90 points** = *Julia doesn't mind her chores on this day because they help her take her mind off her plan. She has a plan to help Ditch Bronson stop being a bully.* **80 points** = *They help her take her mind off her plan.*

2. Do you think Julia's dad knows what her plan might be? Support your answer. |DC|

100 points = *Yes. I think Julia's dad knows what her plan might be. He asks her if the important task she will be doing has to do with what they discussed the night before. He also seems to understand why she wants to borrow the basketball.* **90 points** = *Yes. I think Julia's dad knows what her plan might be. He asks her if the important task she will be doing has to do with what they discussed the night before.* **80 points** = *Yes. He asks if it has to do with their discussion. He lets her use the basketball.*

3. At the end of today's reading, you could best describe Julia as— |CH|

- a. excited.
- b. nervous.
- c. confident.
- d. relaxed.

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**

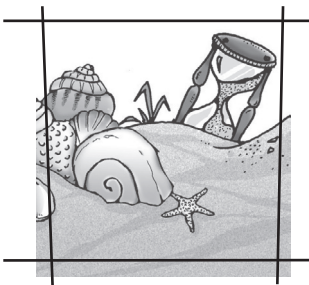


Strategy-Use Discussion

- 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	<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 do you think Julia is going to do at Ditch Bronson’s house? Why? Do you think this is a good idea? Why or why not?</p> <p>Ditch is someone who has never been nice to Julia. Make a prediction about how you think he will act when he sees Julia at his doorstep.</p>
<ul style="list-style-type: none"> – Award team celebration points. 		

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

Timing Goal: 5 minutes

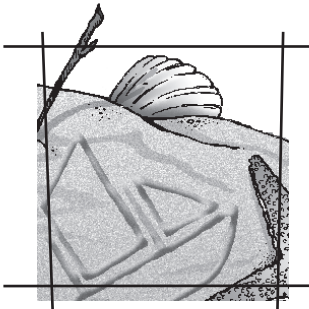
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page xx

Page 33 or 37

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

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



WORD POWER **TP**

Timing Goal: 10 minutes



- 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 “absent” 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 /present/.

absent



- Display the graphic of the compass rose, and write the word “decline” 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 /accept/.

decline



- Display the graphic of the compass rose, and write the word “ascent” 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 [descent/].

ascent



- Point out to students that in a particular context, the words *decline* and *ascent* could be opposites. Explain that it is important to check the context of words when reading to make sure you fully understand what you are reading. Point out that in the story, the word *decline* means to say no, rather than to go down, so it is not an antonym for *ascent* in this context.
- 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. grim *happy*
2. howl *whimper*
3. offend *compliment*
4. numerous *few*

Building Meaning			
alert	absent	grasp	chores
perfected	decline	affectionate	ascent

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.*

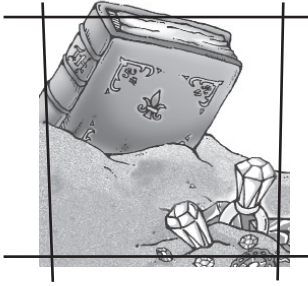
6. Which of the following would most likely be one of your weekend chores?

- playing video games
- loading the dishwasher
- practicing ice hockey
- reading a good book



- 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.

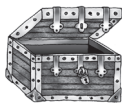
Set the Stage

- 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.

Is Julia's dad okay with her following her plan?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 38 and 39 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 38 and 39

Chapter 7

Overhead, I heard a window open. I stepped back and looked up. A woman about my parents' age stuck her head out from inside. She looked down at me.

"What do you want?" she asked, and I didn't like the sound of her voice.

I didn't know what to say. "Uh, um, I, uh..." was all I could get out.

"Well, spit it out," the woman said, angrily. "I don't have all day. What do you want?"

"I, uh, um, uh, is Ditch home?" I asked.

"What? Speak up!" the woman called down. "I can't hear you."

I had almost had enough of this woman. I yelled, "I asked if Ditch was home. Is he?"

The woman said, "Oh, hold on a second." Then her head disappeared inside the window. A few moments passed. Then a few moments more passed. I didn't know what to do. Should I stay and wait? Should I leave? I was really confused. This wasn't going well. I began to wish I hadn't come. Then after quite a while, Ditch Bronson, the bully himself, stuck his head out the window. He looked down at me.

"What do *you* want," he asked. He sounded just like the woman, who I figured was his mom. "Why are you here?"

I swallowed hard. Gathering all my courage, I yelled up to him. "Hey, uh, Ditch. I was wondering what you were doing today?"

"It's none of your business, kid!" he hollered. "Why do you ask?"

I tried one more thing. "Well, I was wondering if you might want to come over and shoot some hoops?"

"Basketball?!" he shouted. "Basketball's for weirdos. Besides, even if I did want to play ball, I sure wouldn't want to play with you. So go home!"

(continued on next page)

I was angry and sad. Ditch was being really mean. Why did I even think he might not be this way? What was I thinking? “Fine, you big meanie!” I shouted up. “I was just trying to be nice!”

“Whatever, weirdo!” Ditch shouted. Then he slammed the window shut. I stood there, trying to hold back tears. But I couldn’t. I ran home crying.

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

How does Julia feel while talking to the woman? How can you tell? (T)

How well does the woman in the window treat Julia? (R)

Did Julia have the right idea about Ditch’s problem? Support your answer. (T)

Why does Julia run home crying? (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 “How well does the woman in the window treat Julia?” The woman in the window doesn’t treat Julia very well. She yells at Julia when she doesn’t speak loudly or quickly enough. Another question is “Why does Julia run home crying?” She runs home crying because Ditch was just as mean to her as always. He yells at her and calls her a weirdo. These are both Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, “How does Julia feel while talking to the woman? How can you tell?” I think Julia feels nervous while talking to the woman. She stammers her answers and doesn’t know what to say at first. The woman can’t hear her talk, so she might be talking quietly because she is scared. I know people sometimes act like this when they are scared. Another question is “Did Julia have the right idea about Ditch’s problem?” It doesn’t seem like Julia had the right idea about Ditch’s problem. She thought his problem was that he was lonely, so if she made friends with him, maybe he would be nicer. But when she tries to be nice and invites him to play basketball, he is just mean to her. He doesn’t seem to want to be friends. 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.

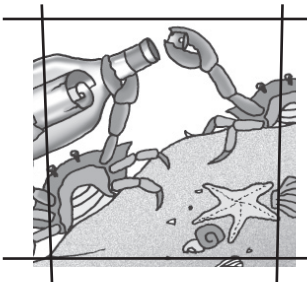
Preview Team Talk

- 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. Think about how Julia's dad treats her when she comes home. These actions show that he is— |CH|
 - a. cruel.
 - b. a bully.
 - c. caring.
 - d. not nice.
2. What effect does playing basketball have on Julia? |CE|
3. Make a prediction about what you think will happen next in the story. Give a reason why you made this prediction. |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|



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 40 aloud with partners.
page 41 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. Think about how Julia's dad treats her when she comes home. These actions show that he is— |CH|

- a. cruel.
- b. a bully.
- c. caring.
- d. not nice.

2. What effect does playing basketball have on Julia? |CE|

100 points = *Playing basketball calms Julia down and makes her feel better after her problem with Ditch. She feels like nothing can bother her when she plays.* **90 points** = *Playing basketball calms Julia down and makes her feel better.* **80 points** = *It makes her feel better.*

3. Make a prediction about what you think will happen next in the story. Give a reason why you made this prediction. |PR|

100 points = *I think Ditch Bronson will apologize to Julia. He shows up at her house shortly after he was mean to her and made her run home crying. I think Julia will accept his apology because she was trying to be nice to him and will want to give him another chance to be nice.*

90 points = *I think Ditch Bronson will apologize to Julia. He shows up at her house shortly after he was mean to her and made her run home crying.*

80 points = *Ditch Bronson will apologize for being mean and making Julia cry.*

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|

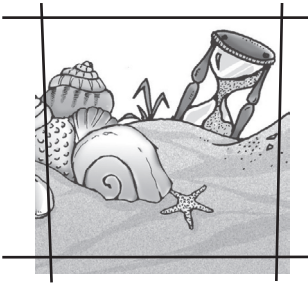
100 points = *The student asks two questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks two questions and provides correct answers that restate the questions and include one detail from the 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>Basketball helps Julia calm down and forget about her problems for a little while. What do you do when something upsets you? How do you calm down?</p> <p>Imagine that Ditch Bronson has come to apologize. Do you think Julia should accept it? Why or why not?</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**

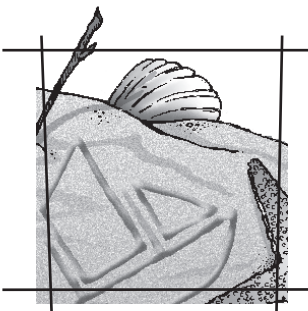
Timing Goal: 5 minutes

- Explain, 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 33, 37, or 40 (paragraphs 4–7)

- 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 (antonyms) and the Word Treasure clue that Captain Read More uses for antonyms (a compass rose).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn antonyms. Randomly select a few students to share. *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.*

Preparation: Display the Word Power Challenge.

- 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

- Manuel felt jolly as he thought about all the things he was going to do during his summer vacation.
- Evelyn was not expecting a reward for returning the stray dog she found wandering the street.



- Use **Random Reporter** to select students to share [jolly: sad, upset; reward: punishment/].
- 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.

- tiptoe *stomp*
- foul *fair*
- gallop *trot*
- rival *friend*

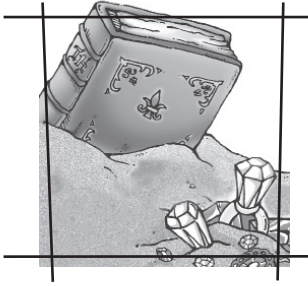
Building Meaning

alert	absent	grasp	chores
perfected	decline	affectionate	ascent

- 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.
- Which of the following would most likely not be one of your weekend chores?
 - playing football
 - doing laundry
 - washing windows
 - raking leaves

- 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, Ditch Bronson showed up at Julia's house shortly after he upset her plans. Today we will find out why Ditch has come to talk with Julia.

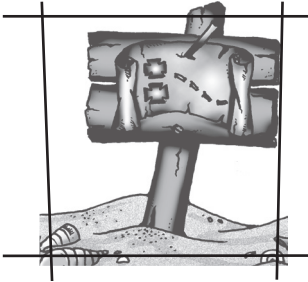
Vocabulary TP

- 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.

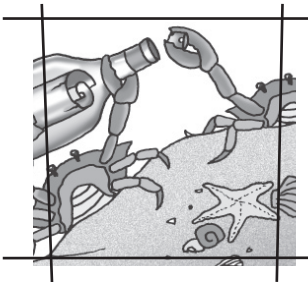
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

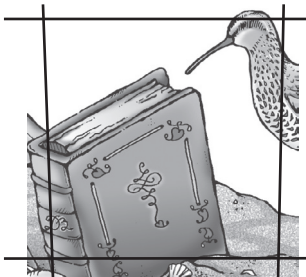
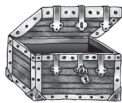
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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 they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion **TP**

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

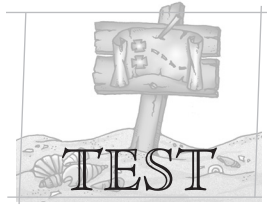


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 42 and 43 of *Ditch Bronson Just Needs a Friend*, 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 a 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. What happens when Julia's dad suggests that bullies are sometimes lonely? |CE|

20 points = *When Julia's dad suggests that bullies are sometimes lonely, Julia begins thinking about whether Ditch has any friends. She realizes she doesn't know if he has any friends. She feels a little bad for Ditch.* **15 points** = *When Julia's dad suggests that bullies are sometimes lonely, Julia begins thinking about whether Ditch has any friends.* **10 points** = *She thinks about Ditch's friends.*

10 points

3. You can describe Julia's dad as caring because— |CH|

- he tries to make Julia feel better about Ditch.*
- he makes Julia do more chores when she's upset.*
- he suggests they go to a playoff basketball game.*
- he offers to play basketball with her.*

10 points

4. Ditch Bronson has come to Julia's house to— |CE|

- find out where Julia lives.*
- pick on Julia some more.*
- apologize to her for being mean.*
- steal Julia's basketball.*

20 points

5. How has Julia's opinion of Ditch Bronson changed during the story so far? |CCI|

20 points = Julia's opinion of Ditch Bronson has changed several times during the story. At first she was afraid of him and only thought of him as a bully. Then she started feeling sorry for him when she thought about how he doesn't have any friends. After that, she was angry and afraid of him again when he picked on her while she tried to be nice to him. Now she doesn't seem to think he's bad and is willing to accept his apology and play basketball with him. **15 points** = Julia's opinion of Ditch Bronson has changed several times during the story. At first she was afraid of him and only thought of him as a bully. Then she started feeling sorry for him. After that, she was angry and afraid of him again. Now she is willing to accept his apology. **10 points** = She thought he was a bully, then felt bad for him, then was angry at him, and now is friendly with him.

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. mourn *celebrate*

5 points

2. immense *small*

5 points

3. bashful *outgoing*

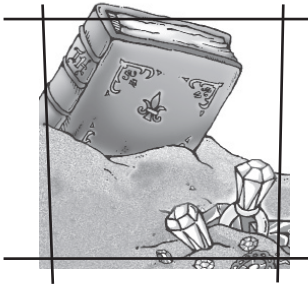
5 points

4. stuck *free*

Building Meaning

alert	absent	grasp	chores
perfected	decline	affectionate	ascent

- 10 points** 5. Write a meaningful sentence for the word *alert*.
10 points = *I'm afraid of the dark, so if I'm outside at night, I'm always alert and listening for strange sounds of creatures I can't see.* **5 points** = *I'm afraid of the dark, so if I'm outside at night, I'm always alert and listening for strange sounds.* **1 point** = *I'm afraid of the dark, so if I'm outside at night, I'm always alert.*
- 10 points** 6. The sloth began his ascent of the tree at dawn and made it to the top the next day.
- 10 points** 7. I couldn't quite grasp what Mrs. Fischer said, so I asked her to rephrase it in different words. *Grasp* means—
- catch.
 - apprehend.
 - release.
 - understand*.
- 10 points** 8. Lana told Rita she would meet her at the park after lunch, since she would be finished with all the chores on her list by then.
- 10 points** 9. "I'm sorry to decline your invitation to the party, but I'll be out of town that weekend," Will explained to Kyle. *Decline* means—
- accept.
 - consider.
 - turn down*.
 - agree with.
- 10 points** 10. I think I've perfected my recipe for banana bread so it has just the right amount of sweetness.
- 10 points** 11. "I'll be absent from class tomorrow morning because I have a dentist appointment," Fidel explained. *Absent* means—
- looking away from.
 - missing*.
 - present.
 - accounted for.
- 10 points** 12. I gave my dog an affectionate scratch behind her ears when she greeted me at the door.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are Julia and will write a journal entry where she makes a plan for Ditch Bronson. Julia talked with her dad about Ditch and began to think he is a bully because he is lonely. She had a plan in mind when she went to Ditch's house. You will write what you think her thoughts and plans were for making Ditch a friend.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a journal entry.

Journals have been used by many people throughout history to write their thoughts, feelings, and goals. A journal is like writing a letter to yourself. It can help you organize your mind and think about things that have happened to you. Julia has a lot of thoughts going through her head about Ditch Bronson. She talks with her dad about her problems, but she also likes to think about them on her own. She might keep a journal to write her thoughts about what to do with Ditch.

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

Blackline master provided.

February 17, 2011

Today I saw Laney Krieger teasing Isabella Moretti about her books. Isabella buys her books at a used bookstore, so sometimes the covers and pages look ratty and faded. Laney was teasing her because she buys her books brand new from the big bookstore down the street. She was pointing out how her books look crisp and clean. Isabella is too shy to say anything, but I could tell she was embarrassed and hurt by Laney's insults.

I think it is silly of Laney to tease Isabella about her books, and I want her to stop. I think I will support Isabella by going to the used bookstore and buying some books there. When I hear Laney teasing Isabella again, I can pull out one of my ratty old books and ask Laney what is wrong with it. I'm not afraid of Laney, and she will not have as easy a time making fun of me.

I will point out how Isabella saves so much money by going to the used bookstore that she can buy more books or other special things with her savings. I will also tell her that I think Isabella is smart because she can always tell which books are good and popular based on how ratty the book looks. Chances are that a ratty-looking book has been read many times because it has a really good story! Hopefully Laney will see that she is unreasonably mean and will stop teasing Isabella.

Marscha

- Ask students why Marscha wrote this journal entry. *Marscha wrote this journal entry because she did not like something she saw earlier. She wants to make a plan to stop Laney from teasing Isabella.*
- Use **Team Huddle** and **Random Reporter** to have students identify Marscha's thoughts about Laney's bullying and her plans to stop it. *Marscha thinks Laney is being silly and mean for teasing Isabella about her books. She plans to buy her books used from now on and ask Laney what is wrong with it. She wants to prove to Laney that buying used books is the smart thing to do.*
- Point out that Marscha uses her journal to make a plan for the future. Explain to students that their journal entries will be similar to Marscha's entries as they write Julia's plan for making Ditch into a friend.
- Explain to students the format for writing a journal entry.

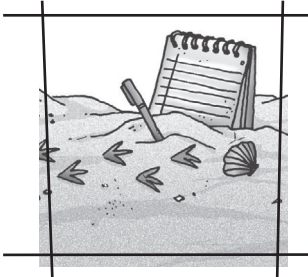


I said earlier that writing a journal entry is like writing a letter to yourself. The format is similar to a letter as well. You always want to write the date at the top of your journal entries. That way, you know when different things happened in your life or when you thought of certain ideas. Next you write the body, which is where you write the thoughts, feelings, or ideas from that day. Finally you sign your name to the entry. This helps make your entries more personal and also identifies you as the writer. What is missing from a journal entry that is in a letter? Use **Think-Pair-Share** to have students discuss the question. Randomly select a



few students to share. *A letter has a greeting and a closing.* **Right. Some people do include these in journal entries, but it is not required.**

- Tell students that they will write what they believe Julia’s plans were to change Ditch as they write her journal entry.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are Julia and will write a journal entry that tells about her plans to change Ditch Bronson from a bully to a friend.



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

Student Edition, page S-12

Writing Prompt

Julia had a plan in mind before she went to Ditch’s house to ask him to play basketball. Pretend that you are Julia, and write a journal entry that tells what you plan to do to make Ditch Bronson a friend. In your entry, describe your problem with Ditch. Then describe two things that you plan to do to make Ditch a friend instead of a bully. Tell how you think your actions will help you solve your problems with Ditch. Remember to include all the parts of a journal (a date, the body, and a signature).

Scoring Guide

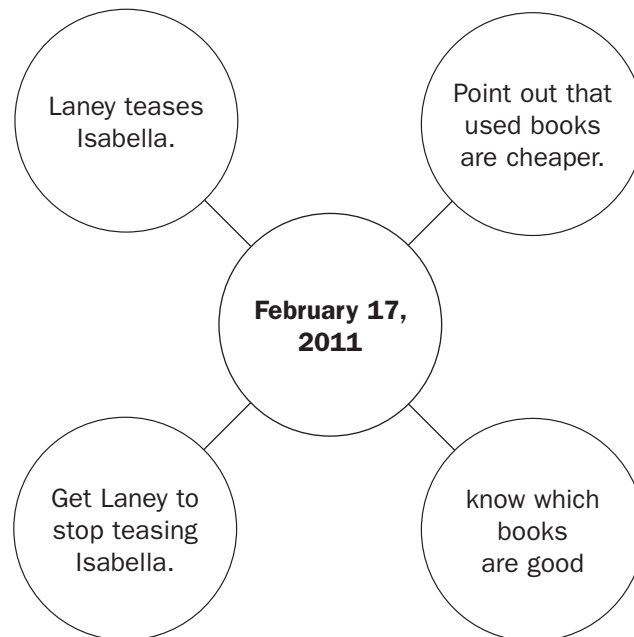
You pretend to be Julia to write a journal entry from her perspective.	25 points
You describe your problems with Ditch.	15 points
You describe two things you plan to do to make Ditch a friend instead of a bully.	15 points each (30 points maximum)
You tell how you think your actions will help solve your problems with Ditch.	15 points
You include all the parts of a journal entry (a date, the body, and a signature).	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 journal entries.

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

Sample Graphic Organizer



Drafting

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

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

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students that the editing stage is where they can run one last check for missing information and formatting in their journal entries.

This is your opportunity to check your work one last time before you rewrite it. You want to make sure that you have noted the mistakes in your first draft. Check that you have all the information that you need based on the writing prompt and scoring guide. Check that you have included or used the correct punctuation. Remember to make sure that your journal entry is formatted correctly.

- Display the following journal entry.

Blackline master provided.

September, 13 2010

My dad gave me a lot to think about today. He pointed out that Ditch Bronson might be lonely and that is why he is such a bully. He might have problems making friends. Now I feel bad that I have not tried to be nicer to him. It's hard to think about being nice when a bully is always teasing you and calling you names.

I am going to find out if Ditch needs a friend. Tomorrow after my chores, I'm going to bring my basketball to his house and see if he wants to play. I don't know if he likes basketball, but he might be more willing to talk while we shoot some hoops. A lot of boys like basketball, and it's a good way to relax. If things go well, I think I will ask Ditch if he wants to have dinner at my house. It's hard to pass up a free dinner, and he will see that I really want to be friends.



- Tell students to imagine that this is the first draft of their journal entry. Use **Team Huddle** and **Random Reporter** to ask students what they will need to correct before they begin rewriting their final drafts. *The comma in the date is in the wrong place. The comma should come after the day, not that month. The journal entry is missing Julia's thoughts on how her actions will help Ditch stop being a bully. It is also missing her signature.*
- 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.
- Display the following rewritten journal entry.

Blackline master provided.

September 13, 2010

My dad gave me a lot to think about today. He pointed out that Ditch Bronson might be lonely and that is why he is such a bully. He might have problems making friends. Now I feel bad that I have not tried to be nicer to him. It's hard to think about being nice when a bully is always teasing you and calling you names.

I am going to find out if Ditch needs a friend. Tomorrow after my chores, I'm going to bring my basketball to his house and see if he wants to play. I don't know if he likes basketball, but he might be more willing to talk while we shoot some hoops. A lot of boys like basketball, and it's a good way to relax. If things go well, I think I will ask Ditch if he wants to have dinner at my house. It's hard to pass up a free dinner, and he will see that I really want to be friends.

I think my actions will help Ditch see that despite the mean things he's done in the past, I'm willing to forgive him and be friends. Maybe he's just shy and needs someone to reach out to him.

Julia

- Tell students their journal entries should look similar to this completed entry.
- 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?

Cara skipped to her mother's car and took her place in the back seat. "I thought Dad and Jack were coming with us," she said.

"Nope, we're going to Aunt Lynn's house for her baby shower," her mom said.

"Sure we are," Cara said, smiling. It was Cara's birthday, and she just knew they were headed to a party for her. Maybe her dad and Jack were driving separately.

When she opened the door, it certainly seemed like they'd come to a baby shower. What about her birthday? No one had even said "Happy birthday" to her. Cara was so upset she didn't even eat.

When Cara arrived home at 5 o'clock, she walked quietly to the door. When she opened it, a big, loud "SURPRISE!" greeted her. It was a surprise party for her. Even Aunt Lynn was there. It turned out to be a great day.



February 17, 2011

Today I saw Laney Krieger teasing Isabella Moretti about her books. Isabella buys her books at a used bookstore, so sometimes the covers and pages look ratty and faded. Laney was teasing her because she buys her books brand new from the big bookstore down the street. She was pointing out how her books look crisp and clean. Isabella is too shy to say anything, but I could tell she was embarrassed and hurt by Laney's insults.

I think it is silly of Laney to tease Isabella about her books, and I want her to stop. I think I will support Isabella by going to the used bookstore and buying some books there. When I hear Laney teasing Isabella again, I can pull out one of my ratty old books and ask Laney what is wrong with it. I'm not afraid of Laney, and she will not have as easy a time making fun of me.

I will point out how Isabella saves so much money by going to the used bookstore that she can buy more books or other special things with her savings.

I will also tell her that I think Isabella is smart because she can always tell which books are good and popular based on how ratty the book looks.

Chances are that a ratty-looking book has been read many times because it has a really good story!

Hopefully Laney will see that she is unreasonably mean and will stop teasing Isabella.

Marscha

September, 13 2010

My dad gave me a lot to think about today. He pointed out that Ditch Bronson might be lonely and that is why he is such a bully. He might have problems making friends. Now I feel bad that I have not tried to be nicer to him. It's hard to think about being nice when a bully is always teasing you and calling you names.

I am going to find out if Ditch needs a friend.

Tomorrow after my chores, I'm going to bring my basketball to his house and see if he wants to play.

I don't know if he likes basketball, but he might be more willing to talk while we shoot some hoops.

A lot of boys like basketball, and it's a good way to relax. If things go well, I think I will ask Ditch if he wants to have dinner at my house. It's hard to pass up a free dinner, and he will see that I really want to be friends.

September 13, 2010

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I think my actions will help Ditch see that despite the mean things he's done in the past, I'm willing to forgive him and be friends. Maybe he's just shy and needs someone to reach out to him.

Julia

Story Map



Title: *Ditch Bronson Just Needs a Friend*, cycle 1

Characters:

Julia Arroyo
Dad
Mom
Ditch Bronson

Setting:

Where: California

When: Friday, Saturday, Sunday,
and Monday

Problem:

Ditch Bronson is a bully, and all the kids in Mr. Filbert's class are afraid of him.

Julia has a good day at school because Ditch is absent. Her dad tells her Ditch may just need friends.

Event: *She decides to ask him to play basketball, but he calls her a weirdo.*

Event: *Ditch goes to Julia's house and apologizes for being a bully. They play basketball together and become friends.*

Event: _____

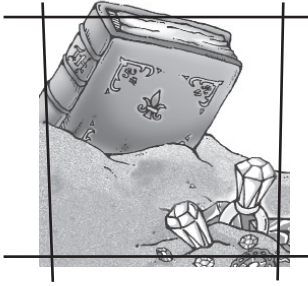
Event: _____

Event: _____

Solution:

CYCLE 2**Instructional Objectives**

	Reading	Word Power	Writing
	Questioning (QU)	Homographs	Write a letter of apology.
CYCLE 2	Students will ask questions about the text as they read to check their comprehension.	Students will recognize homographs and identify their meanings based on context.	Students will pretend that they are Ditch and will write a letter of apology to his class at school.

**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.

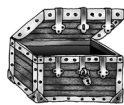
This cycle we will continue reading *Ditch Bronson Just Needs a Friend* by Sam R. McColl. As we read, we'll continue asking questions about the story. Thinking of questions helps to check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.

- 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
merits page 46	chunk: mer-its	earns, deserves	Good work <i>merits</i> reward.
interfered page 50	base word + ending: interfer(e) + ed	interrupted, stepped in	The two teams continued their match until the referee <i>interfered</i> and told them to stop.
heap page 51	blend	pile, big bunch	I wasn't sure I could finish the <i>heap</i> of chores I had to do.
trio page 54	chunk: tri-o	group of three	The <i>trio</i> of birds grew louder when a fourth came to join them.
severe page 55	chunk: se-vere	strict, cruel, harsh	Some people think Ms. Smith is too <i>severe</i> , but I think she's really fair.
instant page 55	chunk: ins-tant	moment	I awoke the <i>instant</i> my alarm went off.
risk page 57	blend	a dangerous choice	If you take a <i>risk</i> like skydiving, you could hurt yourself.

Word and Page Number	Identification Strategy	Definition	Sentence
particularly page 57	chunk: par-tic-u-lar-ly	especially	Carlita was good at most sports, but she was <i>particularly</i> good at track and field.

Using the Targeted Skill (Introduction and Definition)

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

Simple:

Tina, how old are you?

Sal, what did you eat for breakfast?

Felix, what grade is your brother in?

Louisa, what color are your shoes?

Requires more thought:

Chelsea, how are basketball and football games the same and different?

Bryan, what is your favorite story? Why?



- Use **Think-Pair-Share** to have students discuss how the answers to the second set of questions are different from the answers to the first set of questions. Randomly select a few students to share. 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 cannot 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.

Tamar looked at the long list of chores he had to do. It was a lot, but it might be worth it. He could hear the voice on the loudspeaker already: “And up to bat, the shortstop, Ollie Olson. There’s the pitch! He swings! He hits it! It’s over the fence! It’s a homerun!”

“I’d better stop dreaming and get this work done,” Tamar said to himself. He folded his laundry. He cleaned his room. He washed the dog and took it for a walk. Then he mowed the lawn and trimmed the hedges.

(continued on next page)

It was almost time for his mom to come home. He ran into the kitchen, put some ice in a glass, and made some lemonade. Just a few moments later, Tamar heard his mom's car pull up. He greeted her on the porch and handed her the lemonade. She thanked him and handed him an envelope. Inside were three baseball tickets! He was going to the big game!



- Use **Team Huddle** to have students discuss 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.

What type of list did Tamar have? (R)

Where does Tamar want to go? What makes you think that? (T)

What chores did Tamar complete? (R)

What did Tamar do after he washed and walked the dog? (R)

Did Tamar know he was going to the big game before his mom came home?

How do you know? (T)

Do you think Tamar's mom appreciated the work he did? Why or why not? (T)

- 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 *Ditch Bronson Just Needs a Friend*, they will ask a variety of questions about what they read to check their understanding of the story.

Listening Comprehension

- Use the following questions to review what happened in last cycle's reading of *Ditch Bronson Just Needs a Friend*.

Who is the main character? What does she like to do? Who does she play with? Why does she go to Ditch Bronson's door? How have her feelings about Ditch Bronson changed so far?

- 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 along. Read pages 44 and 45 aloud, stopping after each page to model your questions and list them with the page numbers. Example questions follow.

Remember, I'm going ask questions about each page to check my understanding. I'm also going to be looking for places where I can ask some challenging Think questions.

A Collection of Readings,
page 44

Chapter 10

Ditch and I played basketball for a little bit. We got tired from playing. I was thirsty too. Luckily, my mom came out with a couple of glasses of lemonade.

“Would you kids like something cold to drink?”

“I sure would,” I exclaimed, rolling the ball so that it came to a stop near the garage.

“Me too,” called Ditch. “Thanks, Mrs. Arroyo!”

Ditch and I sat down on the front step. The cold lemonade tasted really good on the hot day.

“Your mom seems pretty cool,” Ditch said.

“Yeah, she’s great,” I replied, “except when I’m late for school.”

“Why would you ever be late for school?” he asked. “I mean, you live only two blocks away from me, and I’m always on time.”

I stared at Ditch. I didn’t know how to bring this up. But we seemed to be getting along. So I decided I’d tell him. I said, “Well, Ditch, whenever I leave the house on time, I usually run into you on the way to school.”

“Yeah, and?” Ditch said. He didn’t seem to be getting it.

“Well, and I’ve sort of been afraid of you. You’ve always been kind of mean, you know? I mean, that’s why Vic’s often late for school too.”

“Vic?” said Ditch, “that short kid who hangs around with you?”

“Yeah,” I said. “We’re both sort of afraid of you.”

How long do Julia and Ditch play basketball? (R)

What does Julia’s mom bring out to Ditch and Julia? (R)

Does Ditch understand why Julia was afraid to go to school? (T)

What makes you think he does or does not? (T)

A Collection of Readings,
page 45

Ditch stirred his straw in his glass of lemonade. He looked at the ground. He seemed really sad. “Yeah, I guess I deserve that. I don’t get along with people really well. But I want to change that. I mean, I had a great time today. I hope maybe we can be friends. Do you think we can?”

I patted Ditch’s hand. “Yeah, Ditch, if we keep getting along like this, then maybe we can be friends,” I said.

“I’d like that,” said Ditch.

I smiled. “So would I, Ditch, so would I.” It was almost time for dinner, so I had to go inside, but Ditch and I made plans to shoot some more hoops the next day. Then I went inside, and Ditch took off for home.

How does Ditch feel about the things Julia has told him? (T)

How can you tell? (T)

What plans do Julia and Ditch make for the next day? (R)

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:

How long do Julia and Ditch play basketball? (R)

Does Ditch understand why Julia was afraid to go to school? What makes you think that? (T)

How does Ditch feel about the things Julia has told him? How can you tell? (T)

What plans do Julia and Ditch make for the next day? (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 "How long do Julia and Ditch play basketball?" Julia and Ditch only play basketball for a little bit. Another question is "What plans do Julia and Ditch make for the next day?" Julia and Ditch plan to play more basketball the next day. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Does Ditch understand why Julia was afraid to go to school? What makes you think that?" No. Ditch doesn't understand why Julia was afraid to go to school. He still doesn't understand why after she hints that she usually met him on the way to school. Another question is "How does Ditch feel about the things Julia has told him? How can you tell?" I think Ditch feels a little bad about the things Julia has told him. I don't think he realized he had that effect on Julia and Vic. He looks at the ground. I think he's sorry that he's acted mean all this time. 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 use 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.

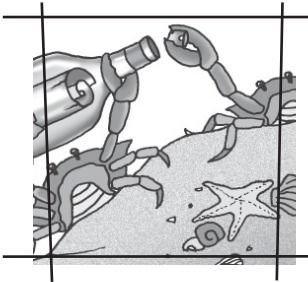
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-14

Team Talk

1. What happens **before** Julia talks about her day with Ditch with her parents? |SQ|
2. Do you think Julia's parents believed Ditch would be nice once Julia got to know him? Support your response. |DC|
3. Why doesn't Julia want to play basketball with her dad? |CE|
 - a. She doesn't want to be seen outside with him.
 - b. She is going over to Ditch's house to watch movies.
 - c. She already played a lot of basketball that day.
 - d. She doesn't like basketball anymore and wants to quit.
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 46 aloud with partners.
page 47 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

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

Team Talk

1. What happens **before** Julia talks about her day with Ditch with her parents? |SQ|

100 points = *Before Julia talks about her day with Ditch with her parents, she and her parents finish eating their plates of lasagna. Julia says that the lasagna is so tasty, they usually eat it all before talking during dinner.*

90 points = *Before Julia talks about her day with Ditch with her parents, she and her parents finish eating their plates of lasagna.* **80 points** = *She and her parents finish eating their dinner.*

2. Do you think Julia's parents believed Ditch would be nice once Julia got to know him? Support your response. |DC|

100 points = *Yes. I think Julia's parents believed Ditch would be nice once Julia got to know him. Julia's dad encouraged her to follow her plan to make friends with Ditch. Her mom thinks everyone deserves a second chance to be friends.* **90 points** = *Yes. I think Julia's parents believed Ditch would be nice once Julia got to know him. Julia's dad encouraged her to follow her plan to make friends with Ditch.* **80 points** = *Yes. Her dad encouraged her to be friends with him. Her mom says people deserve second chances.*

3. Why doesn't Julia want to play basketball with her dad? |CE|

- a. She doesn't want to be seen outside with him.
- b. She is going over to Ditch's house to watch movies.
- c. *She already played a lot of basketball that day.*
- d. She doesn't like basketball anymore and wants to quit.

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.*

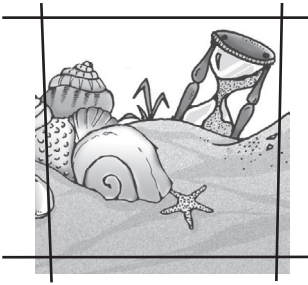
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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>Julia’s dad said people might have problems that other people might not know about. Do you think this is why Ditch has been so mean? Why or why not?</p> <p>Do you think Julia’s parents are proud of her? Should they be? 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 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.

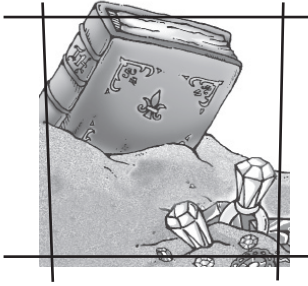
Page 46 (paragraphs 1–4)

- 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**

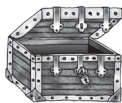
Timing Goal: 30 minutes

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.

Are Julia's parents surprised that Ditch can be a nice kid?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 48 and 49 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 48 and 49

Chapter 12

The next day, after breakfast, I went outside to play ball. As I went outside, Dad called from the garage. He yelled, "Hey Julia, are you going to play some ball?"

I knew that Ditch was going to come over soon because I had plans to play with him. But then again, you can play basketball with three people. Besides, Dad was one of my best friends, so Ditch had better be able to get along with him. Otherwise, he couldn't be my friend. I walked into the garage and said, "Well, Ditch is coming over to play, but the three of us can play, right?"

"Sure thing," Dad said, "the more the merrier."

"The more the merrier? What does that mean?"

Dad chuckled. He said, "It's an idiom. That means it's a clever saying people like to use. It means that you can have more fun with more people than with fewer people."

"Oh, cool," I said. So Dad and I started playing a game. Soon Ditch came over. The three of us decided to play "HORSE." It's a great game. One person takes a shot. The other people have to shoot the same shot. If they don't make it, they get a letter. First, they get an H. Then, an O. Then, an R. Then, an S. And finally, an E. If you spell "HORSE," you are out of the game. It's fun.

Ditch was really winning. He made every shot that we had him take. He even made shots that we couldn't make. Before you knew it, I had spelled "H-O-R" and Dad had spelled "H-O-R-S."

And then something happened.

I was taking a jump shot that Ditch had made me take. I made the shot and ran to get the ball. I turned around and guess who was there? My friend Vic was standing by the driveway.

"Hey, Vic! Welcome back!" I exclaimed.

Vic wasn't looking at me. He was looking at Ditch Bronson. And Vic didn't look very happy.

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:

When does Julia go outside to play basketball? (R)

Is Julia’s dad happy to play basketball with Ditch? How can you tell? (T)

Who is the best at playing HORSE? What evidence supports this? (T)

Who shows up at the end of the chapter? (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 Julia go outside to play basketball?” Julia goes outside to play basketball after breakfast. Another question is “Who shows up at the end of the chapter?” Vic shows up at the end of the chapter. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, “Is Julia’s dad happy to play basketball with Ditch? How can you tell?” Yes. Julia’s dad is happy to play basketball with Ditch. He says it is okay for the three of them to play. He says having more people playing will be better than just the two of them. Another question is “Who is the best at playing HORSE? What evidence supports this?” Ditch is the best at playing HORSE. Julia says that she and her dad both have letters, but she doesn’t mention what letters Ditch has. She says he makes every shot they give him and makes shots they miss. 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.

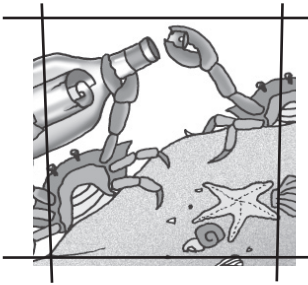
Preview Team Talk

- 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. Seeing Ditch Bronson at Julia's house makes Vic— |CH|
 - a. pleasantly surprised.
 - b. excited for revenge.
 - c. afraid and defensive.
 - d. confused and angry.
2. Why do you think Ditch runs home as soon as he sees Vic? Support your answer. |DC • CE|
3. How can you tell Vic doesn't totally believe Ditch is a nice kid? |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**
pages 50 and 51 (paragraphs 1–4) aloud with partners.
page 51 (paragraphs 5–10) 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. Seeing Ditch Bronson at Julia’s house makes Vic— |CH|

- a. pleasantly surprised.
- b. excited for revenge.
- c. afraid and defensive.
- d. *confused and angry.*

2. Why do you think Ditch runs home as soon as he sees Vic? Support your answer. |DC • CE|

100 points = *I think Ditch runs home as soon as he sees Vic because he knows why Vic is upset to see him. He says he isn’t surprised by Vic’s reaction. I don’t think he wants to cause any problems now that he has made a friend, so he leaves.* **90 points** = *I think Ditch runs home as soon as he sees Vic because he knows why Vic is upset to see him. He says he’s not surprised.* **80 points** = *He knows why Vic is upset and says he’s not surprised.*

3. How can you tell Vic doesn’t totally believe Ditch is a nice kid? |DC|

100 points = *I can tell Vic doesn’t totally believe Ditch is a nice kid because he keeps saying things such as “I find that hard to believe,” “I still can’t believe it,” and “if you say so” whenever Julia tells him about how nice Ditch is.* **90 points** = *I can tell Vic doesn’t totally believe Ditch is a nice kid because he keeps saying things such as “I find that hard to believe” and “I still can’t believe it.”* **80 points** = *He keeps saying things such as “I find that hard to believe.”*

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

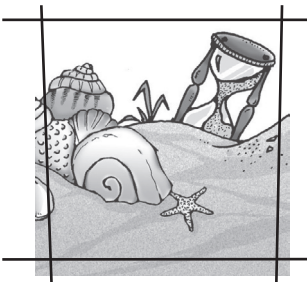
Ditch decides to leave before an argument breaks out. Do you think this is smart of him? What do you think would happen if he didn't leave?

If you were Julia, what would you say to Vic to make him feel better?

- 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

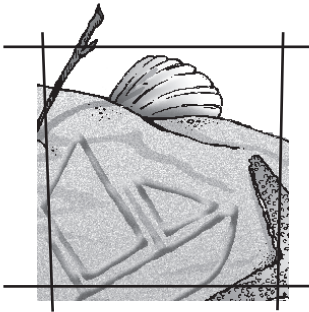
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-13

Page 51 (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**

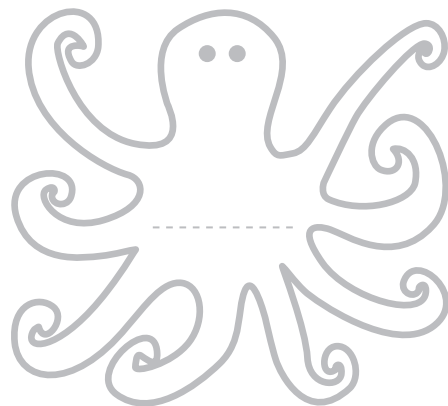
Timing Goal: 10 minutes

Preparation: Display the following word: *foundation*.



- Tell students that Captain Read More has sent another message.
- Direct students to the word you have displayed. Use **Think-Pair-Share** to have students tell you what this word means. Randomly select a few students to share the definition for *foundation*. List the definitions on the board or chart paper. *The supporting part of a building, the lowest part of a building, an organization, the act of setting up or establishing something, makeup used as a base on the face.*
- 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 have students identify 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 our multiple meanings on them.

Blackline master provided.



- Write the word “blemish” in 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. *To ruin or destroy the perfection of something, a mark that makes something less attractive, such as a pimple or scar, a flaw.*
- 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 be on the lookout 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-14 and S-15

Skill Practice

1. Read the following sentence.

My dog’s ears were erect as he listened to the sounds of the mouse crawling inside the wall.

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

- a. They will erect an eighteen-story apartment building nearby.
- b. Our brains have to erect images we receive through the eye so they are no longer upside down.
- c. *The little chipmunk held his tail erect to make his body seem bigger.*
- d. The government chose to erect Texas into a state in 1845.

2. Read the following sentence.

I didn’t like the idea of putting worms on my hook, so I let my brother do it instead.

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

- a. *I hung my art project on a hook in the wall so everyone could see it.*
- b. The boxer tried to throw a right hook at his opponent, but was blocked.
- c. A good advertisement needs a hook that makes people want the product.
- d. If you hook that ball, the outfielder won’t have a chance of catching it.

Building Meaning			
merits	interfered	heap	trio
severe	instant	risk	particularly

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.*

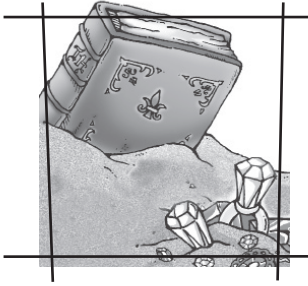
4. Which of the following activities would involve taking a risk?

- a. taking a nap
- b. getting the mail
- c. *climbing a tall tree*
- d. sitting down



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

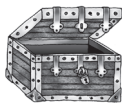
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

Why does Ditch react the way he does to Vic?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 52 and 53 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 52 and 53

Chapter 14

The next morning, I was sitting on my step waiting for Vic to come by. I was zipping up my “California Dreamin’” backpack as he came by, which was just the right time. I met him at the driveway. He said, “So this Ditch Bronson is actually a nice guy? I don’t believe it.”

“Believe it,” I said. “I think Ditch Bronson just needed a friend, you know? I mean, he didn’t have any friends. Now he’s got one. That’s me. If you count my father, that’s two. I’d like you to be the third. Do you think you can do that, Vic? It’d mean a lot to me.”

Vic thought for a minute. “Well, Julia. We’ve been pals a long time. I usually agree with what you say and do. So why should I stop now, you know?”

“That’s right,” I said, and punched him on the shoulder, “it’s all good.” Right then, we turned the corner to Ditch’s building. Ditch was leaning against a lamppost. His backpack was on the ground at his feet.

Before I could even call his name, Vic shouted out, “Yo, Ditch, what’s up?”

Ditch spun around to face us. “Hey, guys,” he called and trotted over to us. Vic and Ditch looked at each other.

Ditch started talking first. He said, “Hey, Vic. I guess I should apologize for being a jerk over the past few years, you know? Julia’s really turned me around. She’s really helped me out. I hope you can forgive me.”

We both looked at Vic. I waited to see what Vic would say. I must admit, I was still a little nervous. Vic cleared his throat. Finally, he said, “Well, Ditch, as they say, ‘*Su amigo es mi amigo*.’ In other words, any friend of Julia’s is a friend of mine. Consider your apology accepted. And I’m sorry for being such a jerk yesterday. I just got a little freaked out when I saw you.”

“So we’re cool, then?” Ditch asked.

“Yeah, we’re cool,” said Vic. And do you know what? The guys gave each other a high five! It was awesome.

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:

Where and when is Julia waiting for Vic? (R)

Why might Ditch apologize to Vic? (T)

Julia says she is nervous. Should she be? Why or why not? (T)

Who apologizes to whom? (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 "Where and when is Julia waiting for Vic?" Julia is waiting for Vic on the step before school. Another question is "Who apologizes to whom?" Ditch apologizes to Vic, and Vic apologizes to Ditch. Ditch apologizes for being mean all these years. Vic apologizes for acting rudely when he saw Ditch at Julia's the day before. These are Right There questions. Their answers are easy to find in the story.

Now for a couple more challenging questions. I asked "Why might Ditch apologize to Vic?" I'm not entirely sure why Ditch might apologize to Vic, but it's probably for the same reasons he apologized to Julia. He's probably sorry he was mean to Vic. He's sorry he made him and Julia late for school because they were afraid of him. He knows what Vic thinks of him based on how Vic acted yesterday. Another question is "Julia says she is nervous. Should she be? Why or why not?" I think it's okay that Julia is nervous. She is a little afraid that Vic and Ditch won't actually get along. She has to make sure Vic is okay with making friends with Ditch. She might also be afraid that Ditch will decide to be mean again, since Vic wasn't very nice the day before. 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.

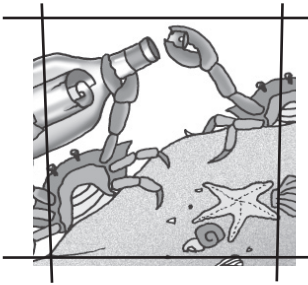
Preview Team Talk

- 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. Why do Julia, Vic, and Ditch play PIG instead of HORSE? |CE • CC|
2. Which of the following best describes how Suzie, Marco, and Daunte feel when they see Julia and Vic playing with Ditch? |CH|
 - a. entertained
 - b. surprised
 - c. relieved
 - d. comfortable
3. How does what Daunte says affect Ditch? |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 54 (paragraphs 1–5) aloud with partners.
pages 54 (paragraph 6) and 55 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 Julia, Vic, and Ditch play PIG instead of HORSE? |CE • CC|

100 points = *Julia, Vic, and Ditch play PIG instead of HORSE because PIG does not take as long to play as HORSE. They only have about twenty-five minutes to play before they have to go to class and don't think they can finish a game of HORSE. 90 points* = *Julia, Vic, and Ditch play PIG instead of HORSE because PIG does not take as long to play as HORSE. 80 points* = *PIG doesn't take as long to play as HORSE.*

2. Which of the following best describes how Suzie, Marco, and Daunte feel when they see Julia and Vic playing with Ditch? |CH|

- a. entertained
- b. surprised
- c. relieved
- d. comfortable

3. How does what Daunte says affect Ditch? |CE|

100 points = *What Daunte says affects Ditch by hurting his feelings. Ditch drops the basketball and runs back into the school building. Julia thinks she hears him crying before he gets inside. 90 points* = *What Daunte says affects Ditch by hurting his feelings. Ditch drops the basketball and runs back into the school building. 80 points* = *He hurts his feelings.*

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

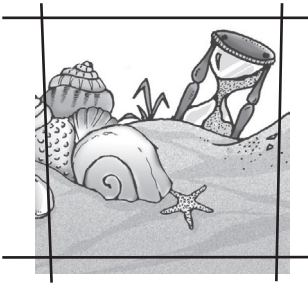
Do you think Ditch will have an easy time showing everyone he isn't as mean as they think? Why do you think this?

Do you think Daunte is mean? 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

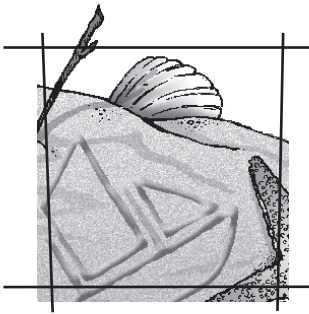
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-13

Page 51 (paragraphs 1–5) or 55

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to have students identify the homograph from their vocabulary list. Randomly select a few students to share [heap].
- Display the graphic of the octopus. Write the word “heap” 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, listing each definition on a different leg of the octopus. *A large pile, a great amount of something, an old car, throw in a pile, gather in great amounts.*



- 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-15 and S-16

Skill Practice

1. Read the following sentence.

A really hard basketball practice will exhaust me to the point where I need to take a nap after school.

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

- The exhaust pipe on the car was broken, so my dad couldn't drive it.
- Long car trips always exhaust me, even though I've sat the whole day.*
- When we exhaust our supply of oil, we will have to find a new fuel.
- It's not very good for your lungs to breathe in exhaust from a car.

2. Read the following sentence.

The library preserves all kinds of documents so people can research history.

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

- My favorite kinds of preserves are strawberry and raspberry, made just as sweet as my grandma did.
- Wildlife preserves all over Africa protect animals from hunters.
- The young pandas were released in preserves where scientists could watch them in their natural environment.
- The museum preserves famous artworks so people can enjoy them for many years.*

Building Meaning

merits	interfered	heap	trio
severe	instant	risk	particularly

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 activities would not involve taking a risk?

- setting the table*
- going cliff diving
- learning to surf
- riding a skateboard

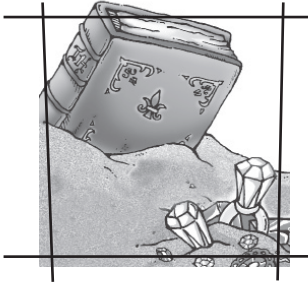
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

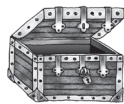
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the 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 is Daunte's reaction to Ditch?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 56 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 56

Chapter 16

The bell rang to end the lunch period. We all walked back to Room 121, although Vic and I stopped to drop the ball off at the gym on the way. As we walked toward the classroom, I said to Vic, "Can you believe what Daunte said about Ditch?"

Vic looked at the ground. He said, "Well, I'm not sure it's much different from what I did yesterday. Ditch really is a good guy. I think it'll just take people a little while to get used to him. That's all."

"I hope you're right," I said. "But I also hope Daunte apologizes. I mean, Ditch has never been mean to him specifically. You know?"

Vic said, "I know, but Ditch was mean to you for a long time, so maybe Daunte was just sticking up for you."

"I don't know," I said. We walked into the classroom and sat down. I looked over at Ditch. He was sitting in his seat in the back. His head was hanging low. His eyes were red and swollen. I could tell he was really sad.

Mr. Filbert stood up from his desk. He started talking. He said, "Before we start this afternoon's lessons, I'd like to tell a story. It's about when I was a boy, about your age. There was a boy in my class. His name was Wally Lomax. He didn't get along with the other kids very well. Sometimes he wasn't very nice to the other kids. Sometimes they weren't very nice to him. He didn't have many friends as a result. But then one day, my friend Pete Poindexter started talking to Wally Lomax. And do you know what? They became good friends. And because I was friends with Pete, I soon became friends with Wally Lomax. And soon, all of my other friends became friends with him. Soon enough, we learned that Wally was a great kid. He was just misunderstood. Once we all learned a little more about who he was, he became everybody's best friend. The next year, Wally Lomax was elected class president! Can you believe that? Anyway, that's just a story that I thought I'd share with you. Maybe it'll give you something to think about." I looked around at the other kids. Daunte, Suzie, and Marco all held their heads low. But, more important, when I looked over at Ditch, he was smiling.

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:

Does Julia want Daunte to apologize? (R)

Why do you think Mr. Filbert tells his story? (T)

What happens to Wally Lomax in Mr. Filbert's story? (R)

What kind of effect does Mr. Filbert's story have on the class? 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 "Does Julia want Daunte to apologize?" Yes. Julia wants Daunte to apologize. She doesn't think it was fair for him to be mean to Ditch when Ditch was never specifically mean to Daunte. Another question is "What happens to Wally Lomax in Mr. Filbert's story?" Wally Lomax becomes really popular in Mr. Filbert's story. Everyone becomes his friend. He gets elected class president. These are Right There questions. Their answers are in one place on the page.

Now for some more challenging questions. I asked, "Why do you think Mr. Filbert tells his story?" I think Mr. Filbert tells his story because he wants to teach the class a lesson. Willy Lomax has a lot in common with Ditch Bronson. I think Mr. Filbert sees that Julia has become Ditch's friend, and he wants the other members of the class to do the same. Another question is "What kind of effect does Mr. Filbert's story have on the class? How can you tell?" Mr. Filbert's story makes the rest of the class, especially Daunte, Suzie, and Marco, feel embarrassed and bad. Daunte, Suzie, and Marco know that they didn't treat Ditch very nicely, even though their friend has become friends with him. They hold their heads low, which is what someone does when he or she is embarrassed or isn't happy. 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

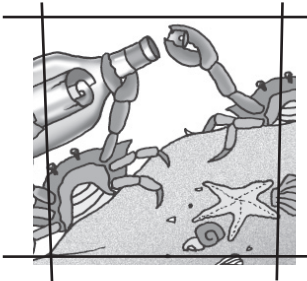
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-16

Team Talk

1. Mr. Filbert's story makes Ditch feel— |CE|
 - a. angry.
 - b. happier.
 - c. worried.
 - d. sadder.
2. Does Ditch think he deserves to have his feelings hurt by the other kids in the class? What makes you think that? |DC|
3. Why is Julia excited to play two-on-two basketball? What makes it such a great game? |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 57 (paragraphs 1–5) aloud with partners.
page 57 (paragraphs 6–11) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Mr. Filbert’s story makes Ditch feel— |CE|

- angry.
- happier*.
- worried.
- sadder.

2. Does Ditch think he deserves to have his feelings hurt by the other kids in the class? What makes you think that? |DC|

100 points = *I don’t think Ditch thinks he deserves to have his feelings hurt by the other kids in the class. He doesn’t think it was very fair for Daunte to hurt his feelings because he has never even talked to Daunte. He just wants the other kids to give him a chance to prove he is nice.* **90 points** = *I don’t think Ditch thinks he deserves to have his feelings hurt by the other kids in the class. He doesn’t think it was very fair for Daunte to hurt his feelings.*

80 points = *He doesn’t think he deserves to be treated badly. He never talked to Daunte before.*

3. Why is Julia excited to play two-on-two basketball? What makes it such a great game? |CC|

100 points = *Julia is excited to play two-on-two basketball because it is the best way to play basketball. You have two teams of two players each, and you can run, dribble, shoot, and pass the ball to play.* **90 points** = *Julia is excited to play two-on-two basketball because it is the best way to play basketball. You can do more while playing it.* **80 points** = *It is the best way to play since you can do more.*

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

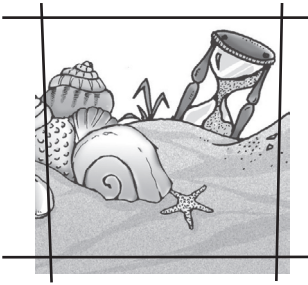
Vic changed his mind about Ditch. Do you think Daunte will? Should he? Why or why not?

Ditch says he never really meant to be mean to everyone. Do you think it's hard to be nice to everyone all the time? Why or why not? Have you ever been mean to someone for no reason?

- 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**

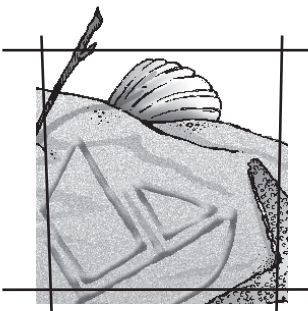
Timing Goal: 5 minutes

- 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 51 (paragraphs 1–5), 55, or 57 (paragraphs 1–4)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (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 meanings 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 all three blanks. Point out that the words are homographs, so they will be the same word for each blank.

Word Power Challenge

My old pair of shoes started to _____ my feet, so I had to _____ and scrape for enough money to stop feeling the uncomfortable _____ in my toes.



- Use **Random Reporter** to choose a student to read the sentence orally and identify the homograph used in the sentence. Have the student provide the definitions of the homograph. Pinch: *squeeze, save money, pain*.
- 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

- Read the following sentence.

Our school will hold a mock election to find out whom the students would elect president of the country.

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

- Many forts have mock battles for tour groups so they can see what war looked like in the past.*
- I wish Tobias wouldn't mock me whenever I get up in class to present a book report.
- Jackson was punished because he chose to mock the school rules through his actions.
- Some birds can mock the songs and calls of other birds very well.

- Read the following sentence.

The large seagoing vessel could hold more than a thousand passengers and crew as it sailed across the ocean.

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

- In medieval times, a person might have used a small bowl as a drinking vessel.
- A certain type of blood vessel, called an artery, carries blood from the heart around the body.
- The largest Viking vessel could carry around 100 men across the seas or oceans.*
- The small wooden box covered in shells served as a vessel for my best jewelry.

Building Meaning			
merits	interfered	heap	trio
severe	instant	risk	particularly

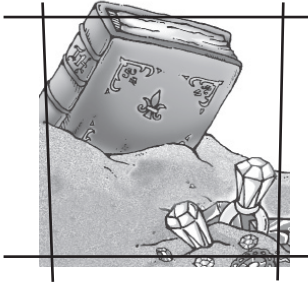
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

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. Bo liked everything he studied in school, but he particularly liked math class. *Particularly* means—
- somewhat.
 - especially.*
 - easily.
 - throughout.

- 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, Julia, Vic, and Ditch decided they will meet up to play two-on-two basketball. Today we will find out if Ditch makes some new friends during the game.

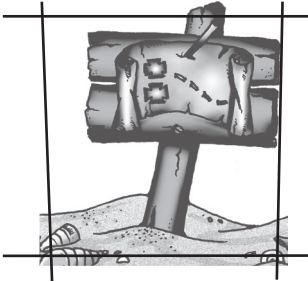
Vocabulary TP

- 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.

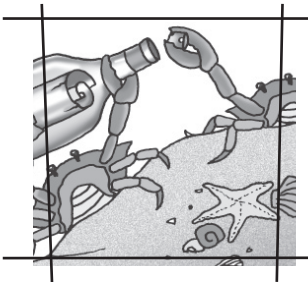
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

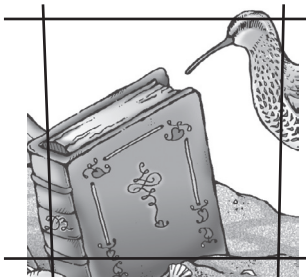
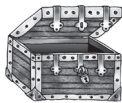
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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 they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion TP

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

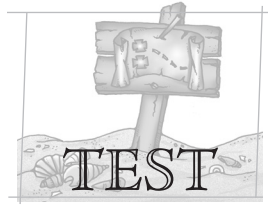


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 58 and 59 of *Ditch Bronson Just Needs a Friend*, 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 a Think question and why. |QU|

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

10 points

2. How does Vic act when he see Ditch playing basketball at Julia’s house? |CH|

- a. angry
- b. surprised
- c. excited
- d. polite

20 points

3. What is the difference between the games PIG and HORSE? |CC|

20 points = The difference between the games PIG and HORSE is the length. It doesn’t take as long to play PIG because there are fewer letters. It takes longer to play HORSE. **15 points** = The difference between the games PIG and HORSE is the length. It doesn’t take as long to play PIG because there are fewer letters. **10 points** = The difference is the length of the games.

20 points

4. What do you think it means to be the “home team” in a game? How did you figure that out? |CL|

20 points = I think being the “home team” means that you are the team that is hosting the other team for a game. Your team does not have to travel to play the game. You are playing where you usually play. I figured this out because Julia and her dad are the home team, and they are playing in their driveway. **15 points** = I think being the “home team” means that you are the team that is hosting the other team for a game. Your team does not have to travel to play the game. **10 points** = It means you are the team that is hosting the other team for a game.

10 points

5. Which of the following best tells why it is important that Ditch chooses Daunte to be on his team? |DC|
- It shows that Ditch isn't ready to forgive Daunte for what he said.
 - It shows that Ditch forgives Daunte and wants to be friends.*
 - It shows that Ditch just wants to beat Daunte in basketball.
 - It shows that Ditch wants to show off how good he is at basketball.

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 a 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

5 points

1. Read the following sentence.

The mouse was free to scuttle back and forth across the porch while the cat watched from behind the glass door.

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

- The pirates decided to scuttle the ship to the bottom of the ocean after they emptied it.
- The young boy carried the scuttle from the coal pile back to the small stove in the kitchen.
- The frightened squirrel tried to scuttle out of the street as a group of bike riders approached him.*
- The dark storm clouds forced us to scuttle our plans for a picnic and reschedule it for another day.

5 points

2. Read the following sentence.

“Don’t glare at me just because I said you couldn’t eat a ton of sweets before dinner,” Nathan’s mom said.

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

- a. The glare from the sun caused drivers to slow down because they couldn’t see ahead clearly.
- b. You can get a sunburn while skiing because of the glare on the white snow.
- c. “The light will glare off my sparkly shirt so much that people will need sunglasses!” Tina said excitedly.
- d. *Deedee could feel her father glare at her from across the room after she said something rude over the phone.*

5 points

3. Read the following sentence.

The swamp was a hot, muggy place full of shady trees, creeping vines, and hiding animals.

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

- a. The large waves were sure to swamp the boat, so the captain ordered everyone below decks.
- b. *It’s important to be careful when traveling through a swamp because you can’t tell how deep the water might be.*
- c. “I don’t want to swamp you all with homework over your break, so please just read a book for pleasure,” Mr. Nelson said.
- d. Don’t stand too close to puddles in the street, or a car might swamp you with water as it drives past.

5 points

4. Read the following sentence.

I was very proud of myself for riding my bike the entire way up to the crest of the steep hill.

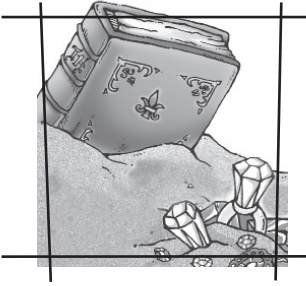
Which of the following sentences uses *crest* the same way?

- a. The flooding river will crest overnight, so officials want people to evacuate earlier in the day.
- b. *From the crest of the highest hill, you can see the rooftops of all the buildings in town.*
- c. Our family’s crest shows a bear wearing a crown standing in front of three trees.
- d. Blue jays and cardinals are two common backyard birds that have a crest of feathers on their heads.

Building Meaning

merits	interfered	heap	trio
severe	instant	risk	particularly

- 10 points** 5. Write a meaningful sentence for the word *severe*.
10 points = *Alayna's comment about Kelsey's outfit was so severe, Kelsey ran home crying and saying she would never wear it again.* **5 points** = *Alayna's comment about Kelsey's outfit was so severe, Kelsey ran home crying.*
1 point = *Alayna's comment about Kelsey's outfit was very severe.*
- 10 points** 6. The *trio* of musicians played the violin, cello, and viola for customers in the restaurant.
- 10 points** 7. Finishing first in the race merits winning a blue ribbon and a medal. *Merits* means—
 a. follows.
 b. makes.
 c. *deserves*.
 d. discusses.
- 10 points** 8. The scientist knew all of his plants well, but he was particularly interested in his rose plant.
- 10 points** 9. Making friends with kids you don't know may be difficult, but it's worth the risk.
Risk means—
 a. a quiet place.
 b. *a dangerous choice*.
 c. excitement.
 d. safety.
- 10 points** 10. The very instant the judge pointed at my dog, I knew we had won the pet show.
- 10 points** 11. The heap of clothes on my floor needed to be washed, folded, and put away.
Heap means—
 a. bad decision.
 b. few.
 c. time.
 d. *big bunch*.
- 10 points** 12. My little sister interfered with our volleyball game by running across the court.

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

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are Ditch. You will write a letter of apology to your class at school. Ditch knows he has been a bully to Julia and Vic, but he did not realize that other classmates, such as Daunte, might dislike him even though he never bullied them. Ditch wants to turn over a new leaf and be friends with all of his classmates.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a letter of apology.

There are a lot of reasons you might write letters. You might write a friendly letter to a friend who has moved far away. You might write a thank-you note to an aunt who sent you a special present. You might also write an apology letter to someone whose feelings you have hurt. You should always apologize in person, but writing a letter of apology helps show that you are very sorry and want to repair damage done to friendships.

- Ask students if they have ever had to apologize for something they did to a friend or family member.
- Display the following apology letter. Read the letter aloud to students.

Blackline master provided.

February 28, 2011

Dear Isabella,

I am very sorry for teasing you about buying used books instead of brand new ones. I should never have made fun of you for it, and it was mean of me. I wanted to feel better than you and make you feel bad.

Marscha helped me realize that there is nothing wrong with buying used books and that I am actually being silly and wasteful when I buy brand new ones. It was a very mean thing for me to make fun of as well. I promise not to tease you again, especially not about your books.

I hope you and I can be friends after this. I realize we both love reading, and we could trade books with one another. Maybe we could go to the used bookstore after school one day and browse books together. I'm sorry again for how I hurt you.

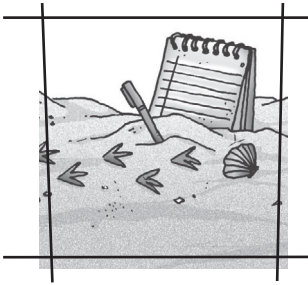
Sincerely,
Laney

- Ask students why Laney wrote this letter. *Laney wants to apologize for teasing Isabella about buying used books.*
- Use **Team Huddle** and **Random Reporter** to discuss with students the kind of information that should be included in an apology letter.



An apology letter should always contain certain information. First, it should begin with an apology. Where does Laney write her apology? *Laney writes her apology in the first paragraph. Good. The apology is the first thing that you should say in an apology letter. Next, you should explain what you did and why you did it. What does Laney write in the letter?* *She apologizes for teasing Isabella and explains that she did it to make herself feel better than Isabella. Right. You want to make it clear why you are apologizing. It helps the recipient know that you understand what you did wrong. Next you should explain why you know you were wrong and that you will not make that mistake again. What does Laney write that shows this?* *She explains how Marscha helped her realize why it was silly and mean to tease Isabella about the books. She promises to stop teasing Isabella. Great. Then you should offer a way to make up for your mistake. How does Laney offer to make up for teasing Isabella?* *She writes that she hopes they can be friends, especially since they have something in common. She suggests she and Isabella trade books and go browse for books at the used bookstore together. Right! It is good to offer ways you want to make up for what you have done. You should write one last apology in the letter before finishing it.*

- Point out to students that a letter of apology has the same format as a friendly letter. Remind students that a letter should include a date, a greeting, a body, a closing, and a signature.
- Tell students that they will write apology letters from Ditch to his class at school.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a letter of apology from Ditch to his classmates.



- 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-18

Writing Prompt

Pretend that you are Ditch. Now that you have made friends with Julia and Vic, you want to make sure everyone else in the class knows you want to be a friend instead of a bully. Write a letter of apology to your class. Begin by apologizing for your actions. Next explain how you were a bully and why you bullied your classmates. Then explain why your actions were wrong. After that, tell what you would like to do to make up for being a bully. Remember to apologize again at the end of the letter. Remember to include all the parts of a letter (a date, greeting, body, closing, and a signature).

Scoring Guide

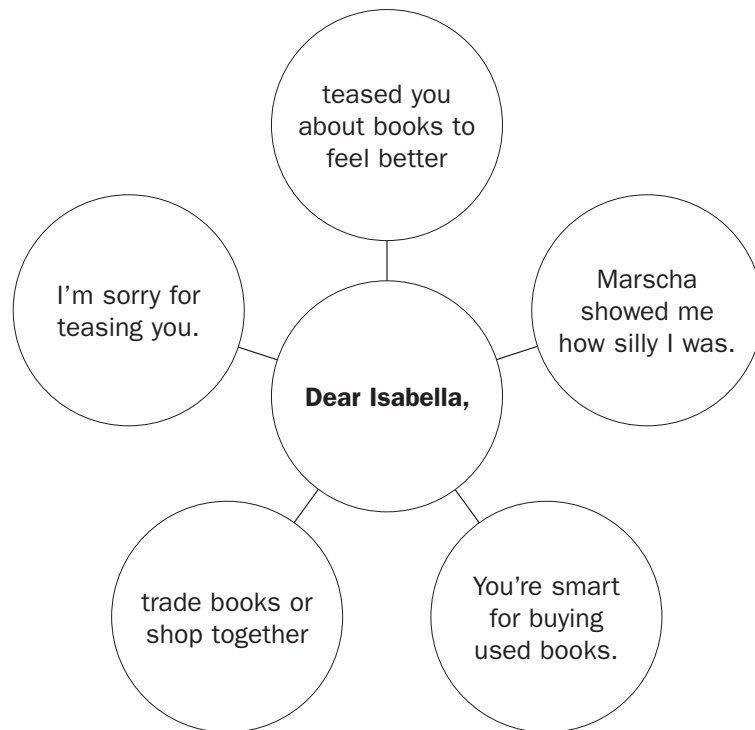
You wrote a letter from Ditch to his classmates to apologize for being a bully.	25 points
You include an apology at the beginning and end of your letter.	20 points
You explain how and why you bullied your classmates.	15 points
You explain why your actions were wrong.	15 points
You describe what you would like to do to make up for being a bully.	15 points
Your letter is formatted correctly (a date, greeting, body, closing, and signature).	10 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our apology 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.
- Point out to students how they might write the date and greeting of their letters. Use **Team Huddle** and **Random Reporter** to ask students questions about information for their letters.

We do not really know when this story takes place. You will have to come up with a date for the story on your own. Let's think about when basketball is played by professional athletes. When is basketball season? *Winter and spring.* Right! And since the story mentions playoffs, we can assume it is the end of the season. When is that? *Spring.* Great! You might want to choose a date in spring for your letter. Now let's think of whom Ditch is writing to. He is sending his letter to his class. What grade do you think the characters are in? Wait for students' responses. Good! Yes, you can make a good assumption that the characters are very similar to you in age. Who is their teacher? *Mr. Filbert.* Right. You are writing to his class. You might write "Dear Mr. Filbert's fourth-grade class" for a greeting.

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

Sharing, Responding, and Revising

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

Do you think a letter of apology should be serious or comical? It should be serious, of course! When you apologize, it should always be sincere if you are truly sorry. Ditch is very sorry for his actions, so his letter to his class should be serious. A letter that makes jokes or is written casually might make Ditch seem like he does not really care that he has hurt his classmates' feelings in the past. Your purpose is to apologize, and the tone of your letter needs to match the purpose.

- Display the following excerpt from an apology letter. Read the excerpt aloud to students.

Blackline master provided.

I bullied certain people in the class because they were weirdos who believed they were better than me. I wanted to show them who was in charge and put them in their place. It was fun and thrilling!

- Use **Team Huddle** and **Random Reporter** to ask students whether they believe this excerpt was written in an appropriate voice for an apology letter and why.

This is just a short excerpt from a sample letter. Imagine if you were in Ditch’s class and read this in a letter. Would you think he was serious about apologizing for his bullying? No. It does not sound serious or sincere. The author makes Ditch still seem mean and like he really enjoyed being a bully. Right. If I were in Ditch’s class, I might think that he could lapse back into his bullying ways if it was so fun and exciting. The letter makes it seem like people may have deserved being bullied. Ditch should not blame other people for his actions.

- Use **Team Huddle** and **Random Reporter** to have students share ways the author could improve this excerpt to make Ditch seem more sincere. (*Answers may vary.*) *The author might write, “I bullied certain people in the class because I was jealous of them for having good friends. I decided to be mean to people because it was easy to do. I know that it made things worse.”*
- 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

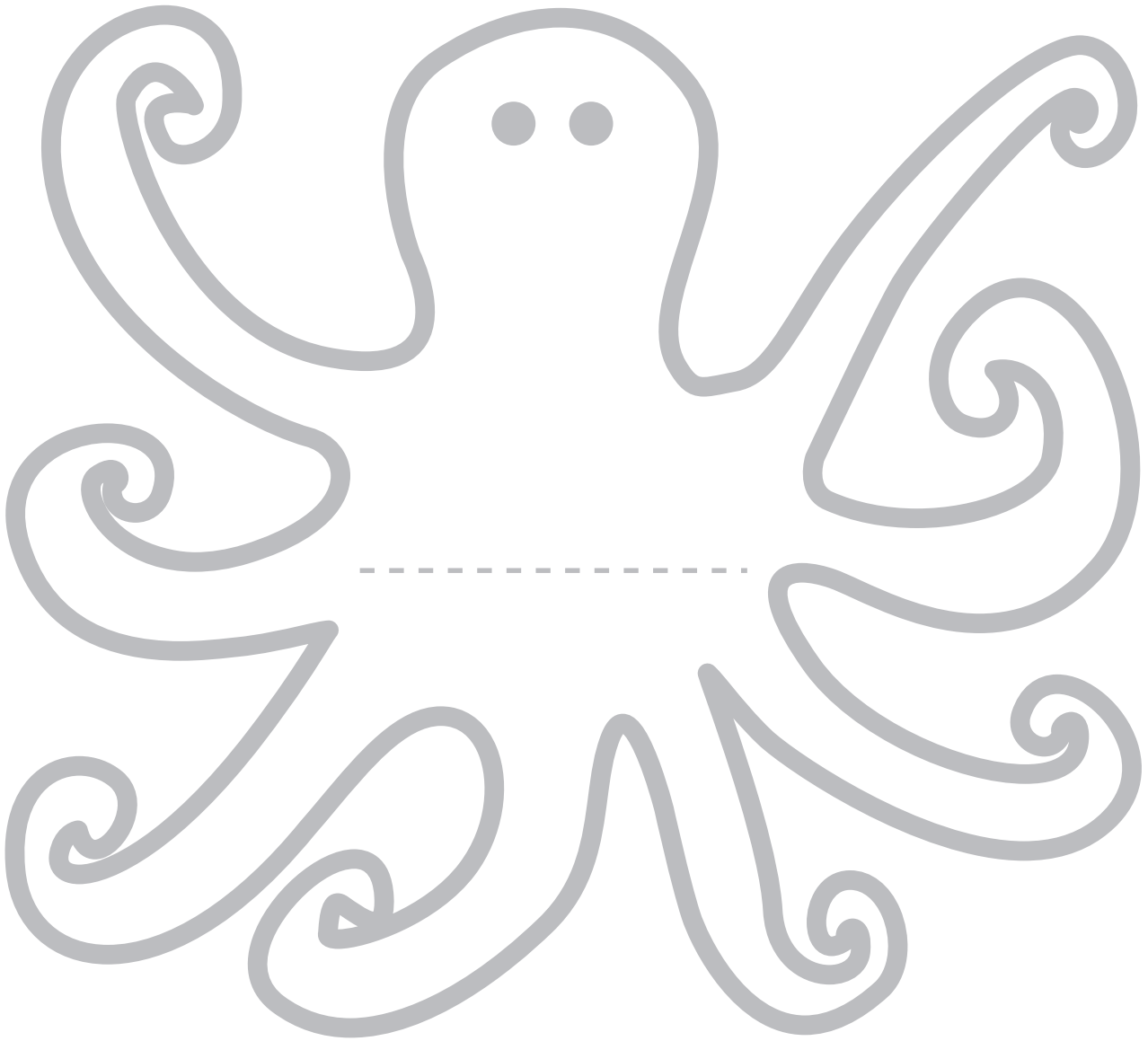
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one 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?

Tamar looked at the long list of chores he had to do. It was a lot, but it might be worth it. He could hear the voice on the loudspeaker already: “And up to bat, the shortstop, Ollie Olson. There’s the pitch! He swings! He hits it! It’s over the fence! It’s a homerun!”

“I’d better stop dreaming and get this work done,” Tamar said to himself. He folded his laundry. He cleaned his room. He washed the dog and took it for a walk. Then he mowed the lawn and trimmed the hedges.

It was almost time for his mom to come home. He ran into the kitchen, put some ice in a glass, and made some lemonade. Just a few moments later, Tamar heard his mom’s car pull up. He greeted her on the porch and handed her the lemonade. She thanked him and handed him an envelope. Inside were three baseball tickets! He was going to the big game!



February 28, 2011

Dear Isabella,

I am very sorry for teasing you about buying used books instead of brand new ones. I should never have made fun of you for it, and it was mean of me. I wanted to feel better than you and make you feel bad.

Marscha helped me realize that there is nothing wrong with buying used books and that I am actually being silly and wasteful when I buy brand new ones. It was a very mean thing for me to make fun of as well. I promise not to tease you again, especially not about your books.

I hope you and I can be friends after this. I realize we both love reading, and we could trade books with one another. Maybe we could go to the used bookstore after school one day and browse books together. I'm sorry again for how I hurt you.

Sincerely,

Laney

I bullied certain people in the class because they were weirdos who believed they were better than me. I wanted to show them who was in charge and put them in their place. It was fun and thrilling!

Story Map



Title: *Ditch Bronson Just Needs a Friend, cycle 2*

Characters:

Julia Arroyo
Dad
Mom
Ditch Bronson
Victor
Mr. Filbert
Daunte
Marco
Suzie

Setting:

Where: California

When: Friday, Saturday, Sunday, and Monday

Problem:

Ditch Bronson is a bully, and all the kids in Mr. Filbert's class are afraid of him.

Julia has a good day at school because Ditch is absent. Her dad tells her Ditch may just need friends.

Event: *She decides to ask him to play basketball, but he calls her a weirdo.*

Ditch goes to Julia's house and apologizes for being a bully. They play basketball together and become friends.

Event: *Ditch goes to Julia's house and apologizes for being a bully. They play basketball together and become friends.*

Vic sees Julia playing with Ditch and is upset. She tells him Ditch is nice. Vic and Ditch apologize to each other on the way to school.

Event: *Vic sees Julia playing with Ditch and is upset. She tells him Ditch is nice. Vic and Ditch apologize to each other on the way to school.*

Event: *While playing basketball at lunch, Daunte says Ditch will always be a bully. Ditch runs inside, upset.*

Event: *Mr. Filbert shares a story with the class to help the kids realize they should be friends with Ditch.*

Solution:

Daunte, Marco, and Suzie join Julia, Ditch, Vic, and Julia's dad to play some basketball. They decide they can all be friends.

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 4 / <i>Ditch Bronson Just Needs a Friend</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Questioning: A Winning Strategy!

The Savvy Reader—Questioning, A Collection of Readings, pages 61–79
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!

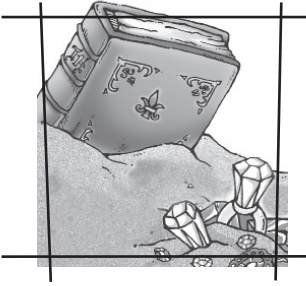
Instructional Objectives

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.

Student Edition, page S-19

Team Talk

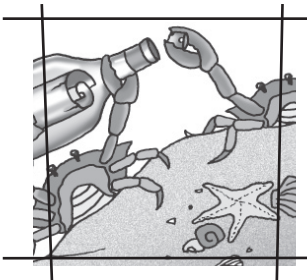
1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?
2. Why do you think it would be important for zoo guides to know a lot about animals?
3. How does the *Animal Questions* quiz show work? What do the players have to do? (Write-On)
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-19

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-19

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.

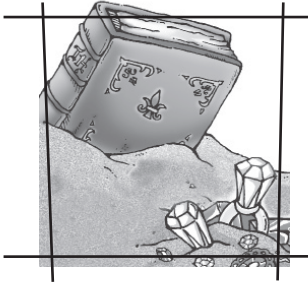
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss 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.
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- 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-19

Team Talk

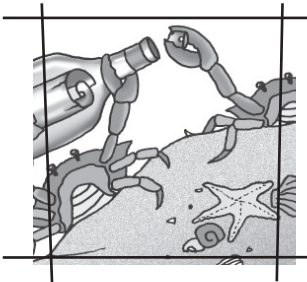
1. The Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?
2. What did Sarah say makes one question harder than another?
3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do 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-20

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-20

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.

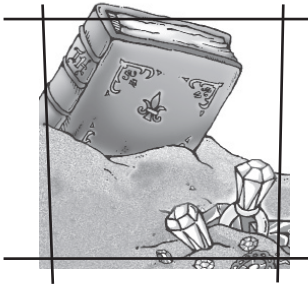
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss 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.
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- 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-20

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:

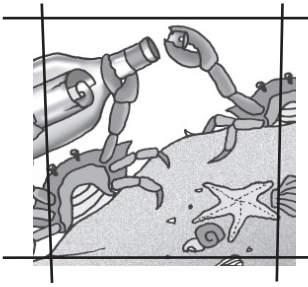
- take turns reading and asking and answering questions about sections 4 and 5 of the “Rhinoceros!” article found on pages 63 and 64 in their copy of A Collection of Readings.
- choose a question from each partner for their journals.

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-20 of your student edition, and read it with me.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-20

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-21

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.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>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>	

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.

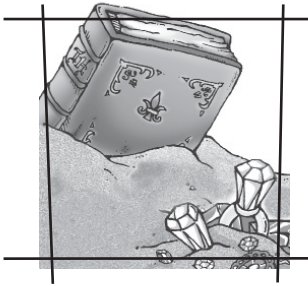
Today the Samburu Leopards learned a lot about another animal: the rhinoceros. You did too, didn’t you? Questioning is really helping them get ready for the *Animal Questions* show and to be great zoo guides if they win. They’re even figuring out how to ask more and more questions as they read. They’re 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-21

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.



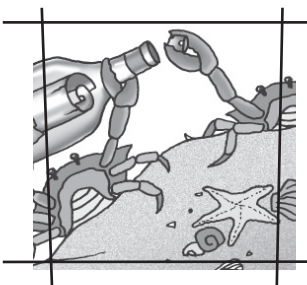
- **Play** "Part 4: Partners read and ask questions about giraffes!" (3 minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

Student Edition, page S-21

- 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-21

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-22

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.

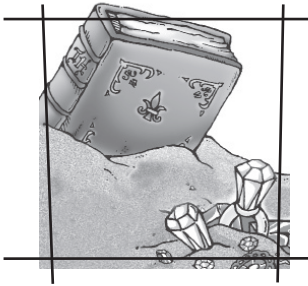
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

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.

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-22

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!



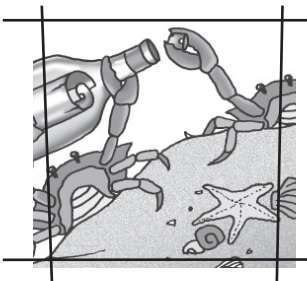
- **Play** “Part 5: Team Questions and Answers and Animal Questions, Round 1” (8½ minutes).
- Stop the video as indicated, and have teams follow Sarah’s directions as shown below.

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-22

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-23

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.

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;">Team Talk Extenders</td> <td> <p>What causes the Samburu Leopards to be behind in points at the end of the first round of the quiz show?</p> <p>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?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>What causes the Samburu Leopards to be behind in points at the end of the first round of the quiz show?</p> <p>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?</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. – 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.

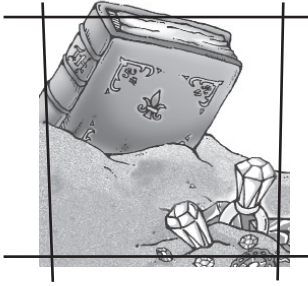
The Samburu Leopards have done a great job, and so have you. You both practiced asking questions in your teams and then had your own quiz shows. Round 1 between the Samburu Leopards and the Warthogs was close! The Samburu Leopards seemed to know just as much about the animals as those brainy Warthogs. 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-23

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!



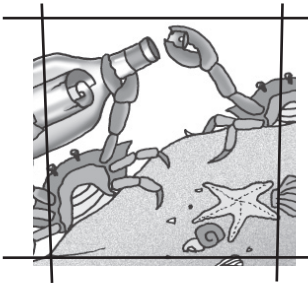
- **Play** “Part 6: Right There and Think Questions” (9 minutes).
- Ask students to read along as Adam reads part of the warthog article in *A Collection of Readings*. Have students join the Samburu Leopards in writing responses (R or T) as Sarah asks the team to identify her questions as Right There 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.

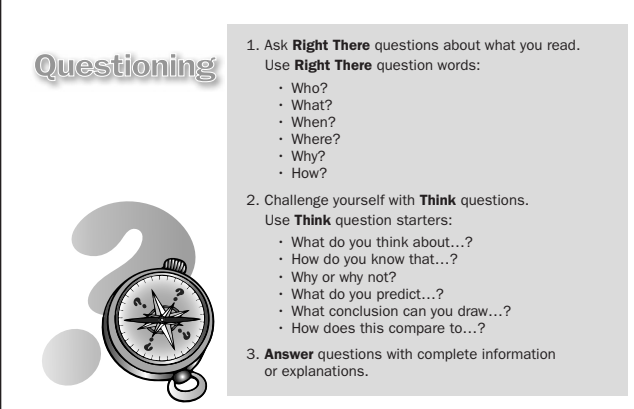
Teacher's Note: Discuss whether students ask correct questions and why. (Answers will vary.) **100 points** = A Think question about the "Warthogs" article is "Why do you think warthogs prefer to live in burrows dug by aardvarks?" A Right There question about the "Warthogs" article is "Why aren't warthogs 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

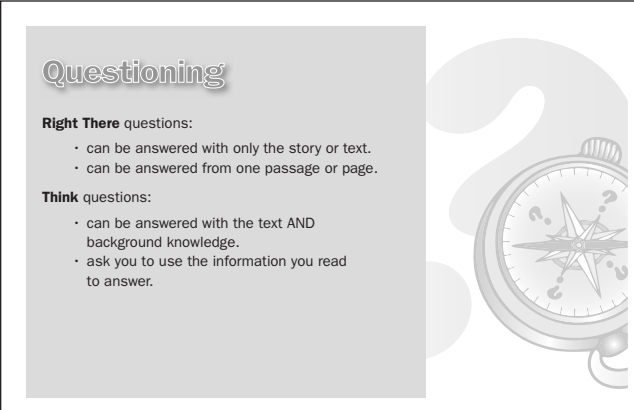
1. Ask **Right There** questions about what you read.
 Use **Right There** question words:

- 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-23

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-23

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.

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?

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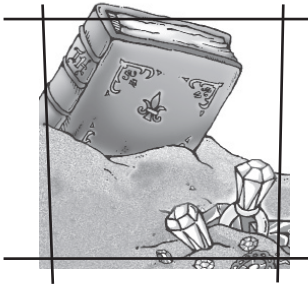
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the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

- 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-24

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:

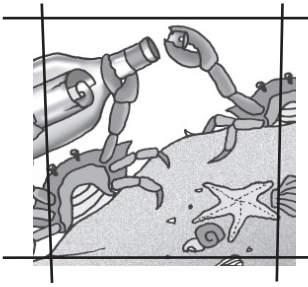
- take turns reading and asking and answering questions about the chimpanzee article, found on page 69 in their copy of *A Collection of Readings*.
- challenge themselves to ask more Think questions.
- use their strategy cards for question starters.
- choose two questions for their journals.

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-24

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-24

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.

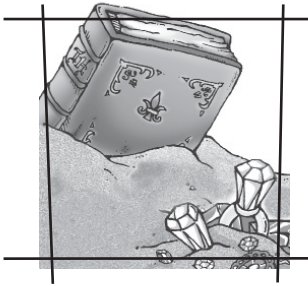
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss 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.
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- 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-24

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:

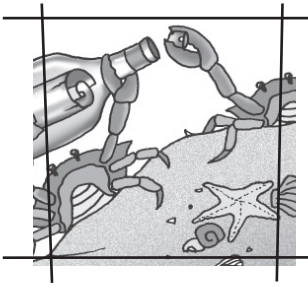
- take turns reading and asking and answering questions about the polar bear article, found on pages 71 and 72 in their copy of A Collection of Readings.
- challenge themselves to ask more Think questions.
- choose two questions for their journals.

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?

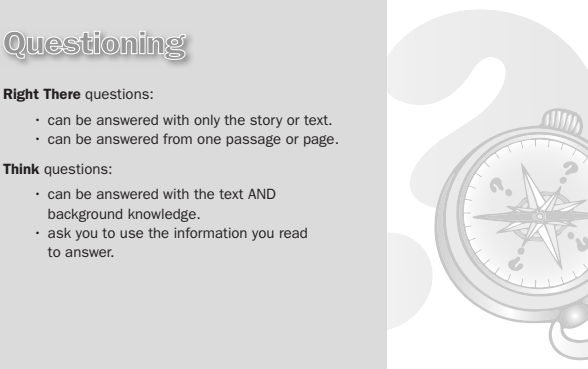
100 points = This is a Right There question. I think it is a Right There question because you can find the answer in one place on the page. The answer is in the section. **90 points** = This is a Right There question. I think it is a Right There question because you can find the answer in one place.
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-25

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-25

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.

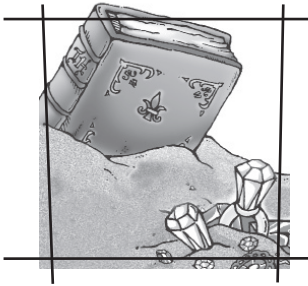
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss 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. 	
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- 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-25

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.

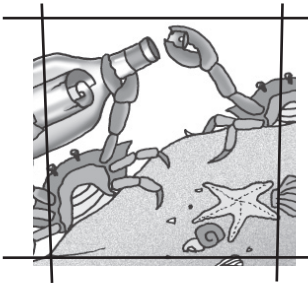
Finally! We'll find out today who gets to be junior zoo guides. Will it be the Samburu Leopards or the Warthogs? Which team has learned the most, will give the most complete, correct answers, and will ask the most challenging questions? The Samburu Leopards will have one more round of practicing, this 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.*

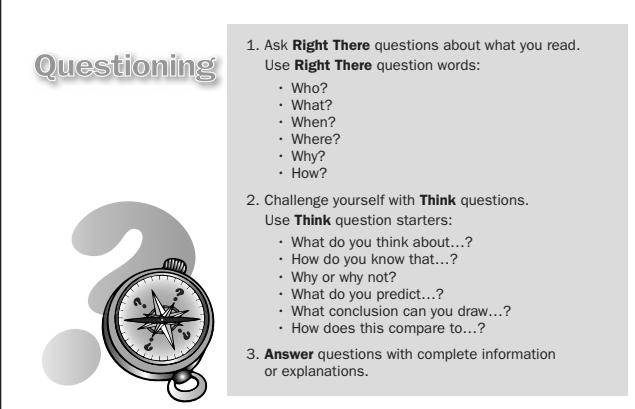
90 points = *In Dr. Nick's opinion, learning about the animals is most important.* **80 points** = *Learning about the animals is most important.*

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

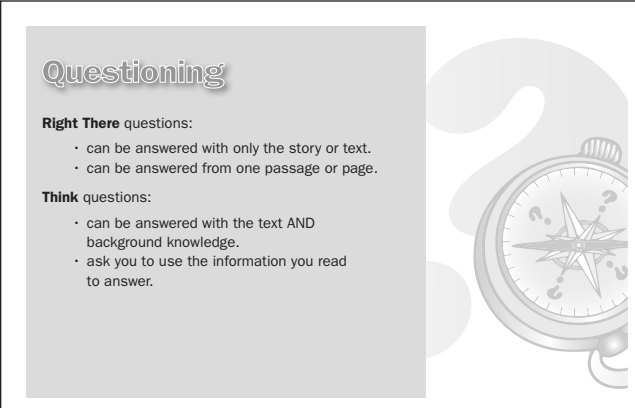
1. Ask **Right There** questions about what you read.
Use **Right There** question words:

- 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-26 of your student edition, and read it with me.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-26

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.

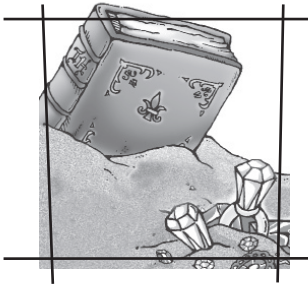
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

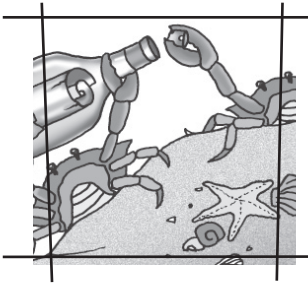
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-26

Team Talk

1. What information would make the answer to this question more complete?
Q: Where do lemurs live?
A: Lemurs live on an island.
2. Turn the following statement into two questions: Lemurs eat plants.
3. Think of a question to ask about “The Ring-Tailed Lemur.” What is it? Is your question a Right There or a Think question? Tell why. (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of “The Ring-Tailed Lemur” to explain and model the Partner Reading routines using questioning. Have a student read the paragraph.

A Collection of Readings,
page 73

The Ring-Tailed Lemur

What is a lemur?

Is it a raccoon? Is it a strangely colored squirrel? No, it's a ring-tailed lemur. This unique animal is mostly gray with black and white markings. Its tail, which can be almost two feet long, has black and white rings. Lemurs are somewhat small and usually weigh around five pounds. They have white bellies and faces and black patches over their eyes. One thing that's special about all lemurs is how they communicate with their faces. They use different expressions, such as an open mouth, bared teeth, and pouting faces, to show how they feel.

Where do lemurs live?

Lemurs live on an island called Madagascar. This island is located off the coast of southeast Africa in the Indian Ocean. They live in thick forests all over the island. Many types of lemurs spend almost all of their time in trees. But the ring-tailed lemur spends half of its time on the ground, where it moves using all four limbs.

(continued on next page)

What do lemurs eat?

Lemurs eat leaves, flowers, and fruits. Occasionally they eat insects. They usually search for food during the day, although some lemurs are nocturnal and forage at night. When not foraging for food, the lemur has a peculiar pastime. It likes to sit with its belly facing the sun. Many people think it's funny to see these special creatures "sunbathing."

Are lemurs endangered?

Ring-tailed lemurs are endangered. This means they are in danger of becoming extinct, or dying off. Lemurs are in danger because their natural habitat is being destroyed by loggers and farmers. Hunting is another reason lemurs are endangered. Luckily, zoos around the world have had a lot of luck breeding lemurs. Hopefully, lemurs will one day get off the endangered-species list.

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

This paragraph tells us about lemurs. 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 is a lemur? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *A lemur is a small gray animal with black and white markings. That is a Right There question. Let's see if I can think of a Think question. My Questioning Strategy Card gives "How does this compare to..." as a Think question starter. Here's a question that uses that starter: How does a lemur compare to a raccoon? 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. Lemurs compare to raccoons in that they look like raccoons. They have patches over their eyes like raccoons do. 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 Card during partner reading.

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

- Remind students to suggest different strategies to their partners when they have trouble thinking of questions.

- Have students read and restate:
 “The Ring-Tailed Lemur” 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 lemurs live?

A: Lemurs live on an island.

100 points = More details would make the answer to the question more complete. Lemurs live on an island called Madagascar. Madagascar is off the coast of southeast Africa in the Indian Ocean. **90 points** = More details would make the answer to the question more complete. Lemurs live on an island called Madagascar. **80 points** = Lemurs live on an island called Madagascar.

2. Turn the following statement into two questions: Lemurs eat plants.

(Answers will vary.) **100 points** = I can turn the statement into two questions by asking “What kinds of plants do lemurs eat?” and “How do lemurs find plants to eat?” **90 points** = I can ask “What kinds of plants do lemurs eat?” and “How do lemurs find plants to eat?” **80 points** = What kinds of plants do lemurs eat? How do lemurs find plants to eat?

3. Think of a question to ask about “The Ring-Tailed Lemur.” What is it? Is your question a Right There or Think question? Tell why. (Write-On)

(Answers will vary.) **100 points** = My question is “Are lemurs endangered?” My question is a Right There question because the answer is in the text in the last paragraph. The answer is in one place. **90 points** = My question is “Are lemurs endangered?” My question is a Right There question because the answer is in the text in the last paragraph. **80 points** = Are lemurs endangered? It’s a Right There question because the answer is in the text in the last paragraph.

- 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.

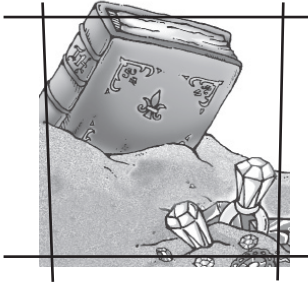
Class Discussion TP

- 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	<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.

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.

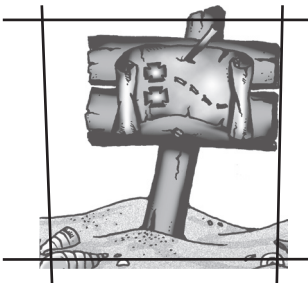
Set the Stage

- 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 "Gazelles." We will stop to ask and answer questions while we're reading.

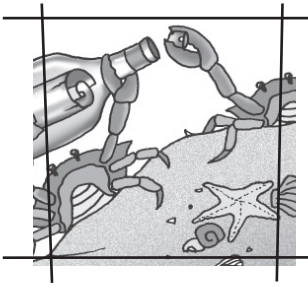
Prepare Students for the Test

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

**TEST**

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

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



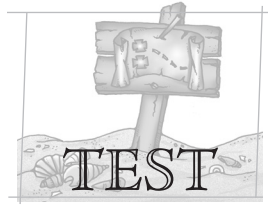
Class Discussion **TP**

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

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Comprehension Questions

Read “Gazelles,” and answer the following questions. The total score for comprehension questions equals 100 points.

Gazelles

What are gazelles?

Gazelles are a type of antelope. They have a medium build and are brown with a white belly and hind region. They have tall horns, which are sometimes used to defend themselves. They can run at very high speeds for long periods of time. They are graceful animals with long legs. There are many different species of gazelles, most of which are found in Africa.

Where do gazelles live?

Gazelles live on open plains and in desert lands in Africa. They avoid high grasses because this is where they would most likely be attacked by predators, such as lions or cheetahs. Gazelles rely on their amazing speed and leaping ability to protect themselves from predators.

What do gazelles eat?

Gazelles eat desert grasses and shrubs. A unique characteristic of gazelles is that they can survive long periods of time without water. They absorb water from the plants they eat and rarely need to drink water. This helps gazelles survive in the desert. They are accustomed to drinking water whenever it’s available, much like a camel, although they do not store it the same way a camel does. Also, gazelles change their diets depending on what is available in their region. During dry seasons, the gazelle will eat differently from the way it would at other times. Gazelles are nomadic, which means they constantly travel. They will often move from one region to another searching for plant life.

Are gazelles endangered?

Gazelles are not on the endangered-species list. However, humans are a threat to gazelles. Ranchers and hunters are thinning the herds. Gazelles are often used for their meat and hides. They are also affected when humans destroy the gazelles’ natural habitats to create farmland and ranches.

20 points

1. Where do gazelles live? Is this a Right There or Think question? Explain your answer.

20 points = *Gazelles live on open plains and in desert lands in Africa. They avoid high grasses because that is where they would be attacked by predators. This is a Right There question. The answer is in the second paragraph of the text.* **15 points** = *Gazelles live on open plains and in desert lands in Africa. It's a Right There question. The answer is in one place.* **10 points** = *They live on open plains and in desert lands in Africa. Right There. The answer is in one place.*

20 points

2. Turn the following statement into two questions: Gazelles can live long periods of time without water.

20 points = *One question I could ask is "How long can gazelles go without water?" Another question I could ask is "Why can gazelles live long periods of time without water?"* **15 points** = *I could ask "How long can gazelles go without water?" and "Why can gazelles live long periods of time without water?"* **10 points** = *How long can gazelles go without water? Why can gazelles live long periods of time without water?*

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 "Gazelles," write a Think question.

20 points = *A Think question about "Gazelles" is "How can humans help save the gazelles' natural habitat?"* **15 points** = *A Think question is "How can humans help save the gazelles' natural habitat?"* **10 points** = *How can humans help save the gazelles' natural habitat?*

10 points

5. Which of the following is the best answer to the question: What do gazelles look like?
 - a. Gazelles are brown and white antelopes with horns.
 - b. Gazelles have horns they use for defense.
 - c. Gazelles are brown and white.
 - d. Gazelles are medium sized.

10 points

6. Which of the following questions is a Think question?
 - a. How do gazelles defend themselves?
 - b. What do gazelles eat?
 - c. Are gazelles endangered?
 - d. What makes gazelles unique?



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 4 / *Questioning: A Winning Strategy!*

English Language Arts Standards: *Reading: Informational*

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INFORMATIONAL (6 DAY)

A Journey Through the Seven Wonders of the Ancient World

Written by David A. Daniels III

The Savvy Reader—Questioning, A Collection of Readings, pages 81–99

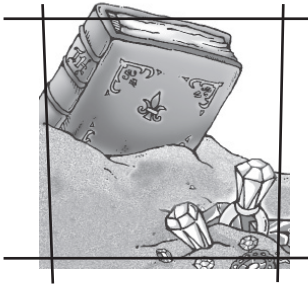
Success for All Foundation, 2011

Summary

Long ago, seven structures were considered the most magnificent manmade creations in the world. These were the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Colossus of Rhodes, the Mausoleum of Halicarnassus, and the Lighthouse of Alexandria. Today only the Great Pyramid still stands, but people still wonder about these ancient structures and how they were created so long ago.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Questioning (QU)	Base word and ending	Write an opinion paragraph.
	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 break words into base words and endings and use the endings <i>-ing</i> and <i>-ed</i> to increase their understanding of words.	Students will write opinion paragraphs that tell what monument or natural feature they believe should be called a wonder of the world.

**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 *A Journey Through the Seven Wonders of the Ancient World* 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 that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS is to identify 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. *A Journey Through the Seven Wonders of the Ancient World*. It sounds like the text will be about the seven wonders of the world. I've heard of some of these wonders before. They were structures made in ancient times. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the text. I see some photographs and drawings in the text. I see photographs of a pyramid. I see some drawings of statues and other buildings. I think the topic of the text is the ancient wonders of the world.

- Use the items below to build or activate background knowledge about the story.
 - Ask students what they might know about the seven wonders of the world. If students are unfamiliar with the wonders, tell them to discuss what they know about the Great Pyramid and other pyramids at Giza. Use **Random Reporter** to select students to share.
 - Tell students that many of the ancient wonders of the world were monuments to great leaders or gods. Use **Team Huddle** to have students think about monuments they know about that honor great leaders around the world. Use **Random Reporter** to select a few students to share.
 - Share a few interesting or important facts about the seven wonders of the ancient world. For example, the list of wonders was originally created by a Greek poet named Antipater who wrote about the structures in a poem. The ancient wonders of the world are all located around the Mediterranean Sea and Middle East because these areas were the center of civilization for thousands of years. Antipater likely did not have knowledge of the world outside of this area, so he could not write about other structures that could also be considered ancient wonders, such as Stonehenge in England.
- 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 the text. When I looked through the pages of *A Journey Through the Seven Wonders of the Ancient World*, I saw a lot of pictures of drawings of buildings and statues. There is a map showing where the wonders are or were located. Headings tell me about the structures. I think the author’s intent is to tell me about the ancient wonders of the world. When we read, we should look for information that tells us about these wonders.

- 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-27
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
treasured page 85	base word + ending: treasur(e) + ed	valued	One of Jayna’s most <i>treasured</i> items is her grandma’s old teakettle.
maintaining page 87	base word + ending: maintain + ing	caring for	<i>Maintaining</i> a pet is a lot of hard work, so you should be ready to accept the responsibility.
eternity page 87	chunk: e-ter-ni-ty	time without end	Nothing lasts for <i>eternity</i> since even mountains are worn down by wind and rain.
perched page 88	base word + ending: perch + ed	sat, as on an elevated surface	The parakeet escaped from his cage and <i>perched</i> on a lamp just out of reach of Rio’s fingers.
split page 92	blend	broke, divided	There was only one cookie left in the jar, so Nicky and Mindy <i>split</i> it so they could each have half.
yearning page 93	base word + ending: yearn + ing	longing for	I was <i>yearning</i> for a grilled cheese sandwich, so I asked my mom if she could make me one for lunch.
conquered page 93	base word + ending: conquer + ed	took over, defeated	The Romans <i>conquered</i> the Greeks and made their country part of their empire.
reflected page 96	base word + ending: reflect + ed	bounced back	The full moon’s light <i>reflected</i> off the smooth lake surface and looked beautiful.

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 which word in particular makes it a question [*who*]. Explain that *who* is a question word.

I'm going to say two sentences that are similar. I want you to tell me what is different about them. Here's the first: "George Washington was the first president of the United States." Now here's the second: "Who was the first president of the United States?" Wait for students' responses. **Right. The second sentence is a question. I would expect someone to answer me after I asked that question. Which word in that sentence helps you know that it is a question?** Wait for students' responses. **Right. Who helps you know that it's a question. Who is the question word in that question.**

- Ask students various questions, and use **Think-Pair-Share** to have students answer the questions and identify the question words. Include questions that ask who, what, when, where, why, and how. Examples are provided below. List the question words.

Who saw a movie last weekend?
 Carlson, **what** is your favorite movie?
When is the best time to go to the movies?
 Nadine, **where** is the closest movie theater?
Why do you like movies, Marco?
 Tanya, **how** do you get to the movie theater?

- Point out that people ask and answer questions all the time using question 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 asking and answering questions helps readers check their understanding.
- Display the following passage.

Blackline master provided.

President Clinton

William Jefferson Clinton was born and raised in Arkansas. He was the forty-second president of the United States. He was elected because many people thought he'd be a good president. He was elected in 1992 and started his presidency in 1993. Unlike the president before him, President Clinton served two terms. He was reelected in 1996. Presidents can only serve two four-year terms, so President Clinton left office after eight years.

- 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.

Who was the forty-second president of the United States? *The forty-second president of the United States was President Clinton.*

Where was President Clinton born? *President Clinton was born in Arkansas.*

Why do you think President Clinton was elected for a second term, unlike the president before him? Support your answer. *I think President Clinton was elected for a second term because people really liked him as president.*

I know that if someone likes another person, he or she will support that person. People must have thought he was doing a good job. They might have thought the other person would not do as good a job as President Clinton.

Will President Clinton ever be president again? *No. The text says that a president can only serve for two terms. I know President Clinton was elected twice and left office after eight years. I know each term is four years, so President Clinton already served two terms. He cannot be president again.*

- 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 President Clinton 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 "Who was the forty-second president of the United States?" I originally just said President Clinton. That was the name I saw most often in the passage. But when I reread, I realized I didn't answer with his full name. His full name is William Jefferson Clinton. I should remember to include those kinds of details because they help me identify people correctly. When you reread, you should add any details you missed the first time to your answers.**

- Explain to students that as they read *A Journey Through the Seven Wonders of the Ancient World* 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 83 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 83

Introduction

The seven wonders of the ancient world are legendary landmarks from history. All but one of these wonders have been lost or destroyed, but recognizing them as the seven wonders of the ancient world ensures that people will remember them. Each has puzzled mankind for centuries. How were they built? Who built them? Historians have searched for answers by studying artifacts, legends, documents, and written accounts from past civilizations. Would you like to become a historian or an archaeologist and study these seven ancient wonders?

archaeologist:

Someone who studies material remains of past human life and activities.

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 ancient wonders of the world, so this page will introduce them to me. I see a map with numbers all over it. I think these numbers probably show me where the wonders I’ll be reading about are located. Let me think about the questions I can ask about the text. I can ask:

Why do we recognize these structures as wonders? (R)

How have historians learned more about the wonders? (R)

- Read page 84 (paragraphs 1 and 2) aloud, 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 84

The Surviving Giant

The sun’s extreme heat beats down on you. Sweat rolls down your body. You are one of thousands working in the Egyptian desert. Behind you stands a half-made pyramid that you and your coworkers are constructing for the pharaoh. You receive very little water and few breaks. Your job is to help move stone blocks into place within the great pyramid. The stones tower over you, and you cannot believe you and the other workers can move them. Very slowly, inch by inch, you drag the stone blocks across the sand toward the waiting structure. After hours of struggling through the sand and up inclines, the stone block is set in place in the pyramid. It is now time to start moving the next one.

(continued on next page)

The Great Pyramid of Giza is the oldest of the seven ancient wonders and is the only wonder still standing. This pyramid is located north of Egypt's capital, Cairo, on the west bank of the Nile River. Pharaoh Khufu built the Great Pyramid around 2550 BCE to use as his tomb. There are three pyramids at Giza, with Khufu's tomb being the oldest and largest. When the Great Pyramid was first built, it stood 480 feet tall, making it the tallest manmade structure in the world—for the next 4,000 years. More than two million stone blocks, each weighing between two and thirty tons, were used to build the pyramid. Most historians believe the limestone blocks were cut from a nearby quarry.

This page is about one of the ancient wonders. It is about the Great Pyramid at Giza. I see a picture of a pyramid on the page. The heading says it is the “surviving giant,” so this must be one wonder that is still around. Let me think about the questions I can ask about the text.

I can ask:

Where is this pyramid being built? (R)

The text said the Great Pyramid stood 480 feet tall when it was first built. Do you think it is still that tall? Why or why not? (T)

Why do you think the Great Pyramid was the tallest building for the next 4,000 years? (T)

Teacher's Note: One or two questions should be answered incompletely on purpose. You will return to the questions 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 “Why do we recognize these structures as wonders?” We recognize them so we can remember them. Another question is “How have historians learned more about the wonders?” They have studied artifacts, legends, documents, and written accounts from past civilizations. Another question is “Where is this pyramid being built?” It's being built in the desert in Egypt. It is being built in Giza. These are Right There questions. I can find the answers in one place in the text.

I also asked, “The text said the Great Pyramid stood 480 feet tall when it was first built. Do you think it is still that tall? Why or why not?” This seems like a Think question. It's a little more challenging. I think the pyramid must be a little shorter now than when it was first built. The clue is that the author says the words “first built.” I think he would have said “the pyramid is...” if the pyramid was still 480 feet tall. I know it's really old, so parts of it might have collapsed, or it has suffered from weathering. Another Think question is “Why do you think the Great Pyramid was the tallest building for the next 4,000 years?” That's a tough question. I think 480 feet was pretty high when it was built, so it took

awhile to make another structure that tall. I might be able to add to the answer when I reread.

- Summarize the main ideas from the reading, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *A Journey Through the Seven Wonders of the Ancient World*.

Preview Team Talk

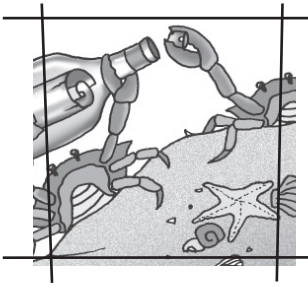
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-28

Team Talk

1. Why are Egyptologists trying to preserve the Great Pyramid? |CE|
2. How do historians think King Nebuchadnezzar II solved the problem of maintaining a garden in the desert? |PS|
3. Compared with the statue of Zeus, the statue of Abraham Lincoln in the Lincoln Memorial in Washington, D.C., is— |CC|
 - a. larger and covered in more jewels.
 - b. less important.
 - c. not as large or ornate.
 - d. older and more recognized in Greece.
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 84 (paragraph 3)–89 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Why are Egyptologists trying to preserve the Great Pyramid? |CE|

100 points = *Egyptologists are trying to preserve the Great Pyramid because they want the pyramid to remain intact for many more centuries. They want people to be able to see the pyramid and visit it.*

90 points = *Egyptologists are trying to preserve the Great Pyramid because they want the pyramid to remain intact for many more centuries.*

80 points = *They want it to remain intact.*

2. How do historians think King Nebuchadnezzar II solved the problem of maintaining a garden in the desert? |PS|

100 points = *Historians think King Nebuchadnezzar II solved the problem of maintaining a garden in the desert by bringing water to the garden from another location. They think he used irrigation methods, chain pumps, or a screw pump to carry water from a water source to the gardens. 90 points* = *Historians think King Nebuchadnezzar II solved the problem of maintaining a garden in the desert by bringing water to the garden from another location. 80 points* = *They think the water came from another location.*

Team Talk *continued*

3. Compared with the statue of Zeus, the statue of Abraham Lincoln in the Lincoln Memorial in Washington, D.C., is— |CCI|
 - a. larger and covered in more jewels.
 - b. less important.
 - c. *not as large or ornate.*
 - d. older and more recognized in Greece.

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**

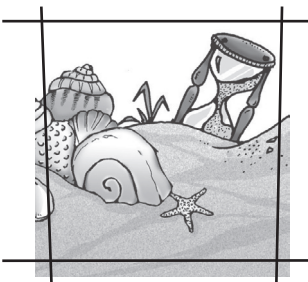
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

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>King Nebuchadnezzar II created the Hanging Gardens for his queen because she was homesick. Have you ever felt homesick? What do you think would make you feel better if you were far from home?</p> <p>People might have felt awed when they saw the statue of Zeus. Do you think people still feel that way when they visit the Lincoln Memorial or other memorials of important people? 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.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

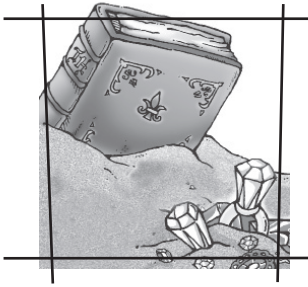
Page 85 (paragraph 2)

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

Team Celebration Points

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

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

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

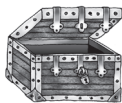
Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary **TP**

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

Strategic Review

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

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

How did the Hanging Gardens get watered?

Listening Comprehension

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

Yesterday we began reading about the ancient wonders of the world. We read about three of them. We learned that the Great Pyramid is the oldest wonder and the only one still standing. It was built using huge blocks of stone that were probably dragged up ramps. The Great Pyramid is a tomb for a pharaoh. The Hanging Gardens of Babylon are the only wonder that historians can't prove existed, since no evidence of them has been found. These gardens were built on rooftops and possibly watered from a source far away. The statue of Zeus did exist and was even larger than the statue of Abraham Lincoln at the Lincoln Memorial. The statue was moved once, but its foundations are still visible at Olympia.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 90 and 91 (ending at 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,
pages 90 and 91

A Wonderful Temple

Imagine walking the streets of the Greek city of Ephesus, Turkey around the year 400 BCE. You wander the dirt roads, browsing the array of available market goods from food to jewelry. You soon come to a structure unlike any you have seen before. The Temple of Artemis stands before you, inviting you into its long halls divided by many large pillars. You hear religious leaders spreading their beliefs while their voices battle the calls from neighboring merchants announcing new shipments of goods for sale. This busy marketplace was the center of a great Greek city, but it is now a swampland. The marshy environment has swallowed the once glorious city of Ephesus, leaving behind little evidence to be found by the naked eye.

(continued on next page)

The Temple of Artemis at Ephesus was built to honor the Greek goddess of hunting and fertility. She was beloved by the ancient Greeks, and they showed this by constructing the great temple in her name. The Temple of Artemis was used for both religious practice and a marketplace. It was more than 400 feet long and more than 200 feet wide with 127 sixty-foot-tall pillars of marble inside. The temple had a *perimeter* of marble stairs leading up to it on all sides. Gold statues, sculpted by many of the best Greek artists of the time, were located along the borders of the roof.

The Temple of Artemis was first built in 550 BCE. It stood until 356 BCE when it was burned down by a man named Herostratus. This man burned the temple only so his name would be remembered in history books for all time. The people and rulers of Ephesus swore to never mention the name Herostratus so his quest for fame would fail, but Greek and Roman writers revealed his name in their works. According to legend, Alexander the Great was born on the same night that the Temple of Artemis burned down. Legend says that the temple was burned because Artemis was so occupied with Alexander's birth that she was unaware of her temple's destruction. The temple was rebuilt in 350 BCE, but destroyed again in 262 CE by the Goths. Due to the decline of religious followers, the temple never returned to its former glory.

In 1863, the British Museum sent an architect named John Turtle Wood to find the Temple of Artemis. In 1869, he unearthed the ruins of the temple, removing 132,000 cubic yards of swamp to find the foundation and other parts of the temple. Remains of many sculptures were returned to the British Museum and are now preserved and on display to the public. Another British Museum expedition, led by D. G. Hogarth in 1904, continued the *excavation* of the temple's ruins. The members of this expedition found evidence of five temples, each one built on top of the foundation of the previous one, providing proof of temple reconstruction. Now a single pillar has been erected on the foundation to remember the Temple of Artemis's past glory.

Alexander the Great

was a student of Aristotle and king of Macedonia who conquered the Mediterranean region, including the Greek and Persian Empires. Alexander is thought of as one of the most successful military leaders of all time.

perimeter:

The whole outer boundary or length of a figure or area.

excavation:

Digging away a covering, such as dirt.

perimeter:

The whole outer boundary or length of a figure or area.

excavation:

Digging away a covering, such as dirt.

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 "A Wonderful Temple." I think I will learn about another temple

on this page. I already learned about the statue of Zeus and his temple in Olympia. Let me think about the questions I can ask about the text.

I can ask:

Where was the Temple of Artemis located? (R)

What is in the place of the temple and city now? (R)

Why do you think Greek sculptors used expensive gold and marble to make the temple? (T)

Based on the legend and history, why do you think the goddess Artemis would care about the birth of Alexander the Great enough to let her temple burn? (T)

Teacher’s Note: One or two questions 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 was the Temple of Artemis located?” The Temple of Artemis was located in Ephesus in Turkey. Another question is “What is in the place of the temple and city now?” A swamp is in the place of the temple and city. These are both Right There questions. I can find the answers in one place in the text.

I also asked “Why do you think Greek sculptors used expensive gold and marble to make the temple?” This seems like a Think question. It’s a little more challenging. I know that gold and marble are expensive today because they are beautiful and somewhat rare. I think people use these materials for special things. Another Think question is “Based on the legend and history, why do you think the goddess Artemis would care about the birth of Alexander the Great enough to let her temple burn?” This is a real challenge. I know from other Greek myths that the gods and goddesses often helped people who were heroes, so Alexander must have been important.

- Summarize the main ideas from the reading, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *A Journey Through the Seven Wonders of the Ancient World*.

Preview Team Talk

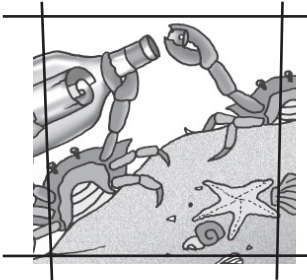
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-28

Team Talk

1. Why are remains of the Temple of Artemis on display at the British Museum? |CE|
2. How do the two pictures of the Colossus on page 92 help you better understand the text? |TF|
3. Which of the following is a conclusion you can draw about Queen Artemisia? |DC|
 - a. She was cheap and didn't spend much money.
 - b. She cared for her husband, King Mausolus, greatly.
 - c. She didn't think her husband, King Mausolus, deserved honor.
 - d. She only wanted to build the tomb to be famous.
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 91 (paragraph 1)–98 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Why are remains of the Temple of Artemis on display at the British Museum? |CE|

100 points = *Remains of the Temple of Artemis are on display at the British Museum because the museum sent architect John Turtle Wood to find the remains. He discovered the ruins of the temple by digging up the swampy ground and sent them back to England for the museum.*

90 points = *Remains of the Temple of Artemis are on display at the British Museum because the museum sent architect John Turtle Wood to find the remains. He sent some back to the museum.* **80 points** = *The museum sent an architect to find remains and bring them back.*

2. How do the two pictures of the Colossus on page 92 help you better understand the text? |TF|

100 points = *The two pictures of the Colossus on page 92 help me better understand the text by showing me the two ways people think the Colossus may have stood. One picture shows the Colossus standing on one pedestal by the harbor. The other picture shows how the Colossus would have looked standing across the harbor. The text says that people have debated how the Colossus looked for years.* **90 points** = *The two pictures of the Colossus on page 92 help me better understand the text by showing me the two ways people think the Colossus may have stood. People have debated how he stood for years.* **80 points** = *They show the two ways the Colossus might have stood.*

3. Which of the following is a conclusion you can draw about Queen Artemisia? |DC|

- a. She was cheap and didn't spend much money.
- b. She cared for her husband, King Mausolus, greatly.
- c. She didn't think her husband, King Mausolus, deserved honor.
- d. She only wanted to build the tomb to be famous.

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.*

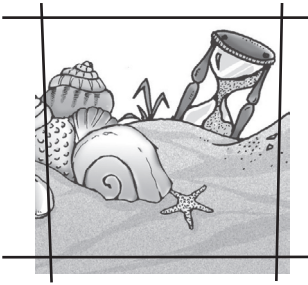
- If some teams finish ahead of others, have them work on their graphic organizers.

- 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	<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>The British Museum had ruins from the Temple of Artemis brought to England. Do you think this is where the ruins belong? Why or why not?</p> <p>You have read about two large, showy tombs for dead rulers. Why do you think kings and queens wanted such elaborate tombs?</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**

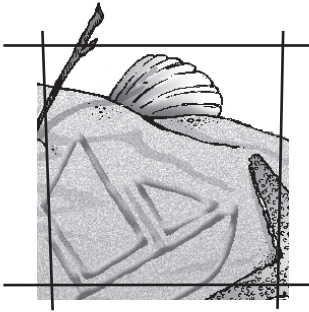
Timing Goal: 5 minutes

- Explain, 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-27

Page 91 (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.



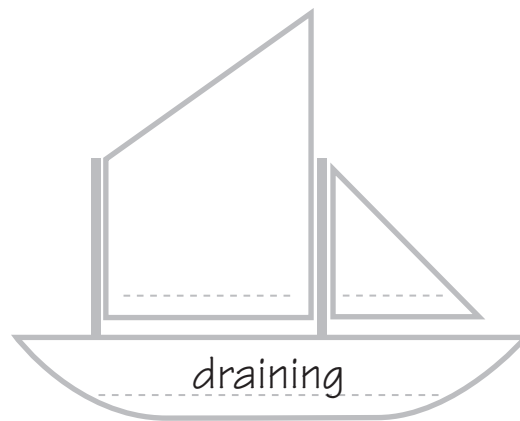
WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display a sailboat with a main sail and small sail. Write the word “draining” on the bottom of the boat.

tps

Blackline master provided.



- Tell students that Captain Read More has sent them another message.
- Display the Word Treasure clue. Use **Think-Pair-Share** to have students look at the clue that Captain Read More has sent and discuss what they think the clue means. Randomly select a few students to share responses.

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

Word Treasure

Some base words have additional endings.

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

- Point to the word *draining*. Use **Think-Pair-Share** to have students identify the base word and the ending. Randomly select a few students to share responses, and write the base word and ending on the sail parts. *Drain is the base word and goes on the big sail; the letters -ing are the ending and go on the little sail.*
- Use the word parts written on the sails to pronounce the word *draining*, and have students say the word with you.
- Remind students that a suffix can help us define the meaning of a word. Explain that the suffix *-ing* makes an action word present tense. Tell students that *draining* means removing liquid right now.
- Tell students that there are a few words with base words and endings in their vocabulary list, including the ending *-ing*. Tell students that they should be on the lookout for them the next time they review their 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**

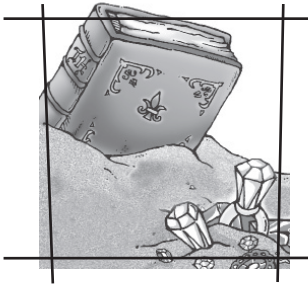
Student Edition, page S-28

Skill Practice			
Write each word in your journal. Then write the base word and suffix. Write a definition for each word.			
1. glittering <i>glitter + ing; shining or sparkling right now</i>			
2. performing <i>perform + ing; acting right now</i>			
Building Meaning			
treasured	maintaining	eternity	perched
split	yearning	conquered	reflected
3. 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.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best fits in the blank. The butterfly <u>perched</u> on my finger until it decided to fly to a flower.			



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

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

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

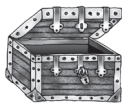
Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

How did Queen Artemisia most likely feel about her husband?

Listening Comprehension

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

We read about more important ideas yesterday. We read about the Temple of Artemis and how it was reconstructed several times throughout its history. We learned about the Colossus of Rhodes, which stood near a harbor. We learned about the origin of the word *mausoleum* when we read about the Mausoleum of Halicarnassus. We read about the last wonder to be built, the Lighthouse at Alexandria. We also read that people now consider many other things to be wonders of the world.

- 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 83 and 84 (paragraphs 1 and 2) 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 a question more completely.



A Collection of Readings,
pages 83 and 84

Introduction

The seven wonders of the ancient world are legendary landmarks from history. All but one of these wonders have been lost or destroyed, but recognizing them as the seven wonders of the ancient world ensures that people will remember them. Each has puzzled mankind for centuries. How were they built? Who built them? Historians have searched for answers by studying artifacts, legends, documents, and written accounts from past civilizations. Would you like to become a historian or an archaeologist and study these seven ancient wonders?

The Surviving Giant

The sun's extreme heat beats down on you. Sweat rolls down your body. You are one of thousands working in the Egyptian desert. Behind you stands a half-made pyramid that you and your coworkers are constructing for the pharaoh. You receive very little water and few breaks. Your job is to help move stone blocks into place within the great pyramid. The stones tower over you, and you cannot believe you and the other workers can move them. Very slowly, inch by inch, you drag the stone blocks across the sand toward the waiting structure. After hours of struggling through the sand and up inclines, the stone block is set in place in the pyramid. It is now time to start moving the next one.

(continued on next page)

The Great Pyramid of Giza is the oldest of the seven ancient wonders and is the only wonder still standing. This pyramid is located north of Egypt's capital, Cairo, on the west bank of the Nile River. Pharaoh Khufu built the Great Pyramid around 2550 BCE to use as his tomb. There are three pyramids at Giza, with Khufu's tomb being the oldest and largest. When the Great Pyramid was first built, it stood 480 feet tall, making it the tallest manmade structure in the world—for the next 4,000 years. More than two million stone blocks, each weighing between two and thirty tons, were used to build the pyramid. Most historians believe the limestone blocks were cut from a nearby quarry.

archaeologist:

Someone who studies material remains of past human life and activities.

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 "Why do you think the Great Pyramid was the tallest building for the next 4,000 years?" I answered that 480 feet was pretty high when it was built, so it took awhile to make another structure that tall. Some more details that I read can make this answer more complete. The mind movie on the page mentions thousands of workers building the pyramid. I think it probably took a lot of people just to move one stone block. I read that those could weigh as much as thirty tons. It probably took a long time to make a building as large as the Great Pyramid as well. So not only was 480 feet pretty tall, but it took a lot of people and time to build such a large structure. I think a lot of other kings didn't have access to materials to make huge structures all the time. Rereading helped me find more details to answer my question.

- Summarize the supporting details for the main ideas, and add these on your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *A Journey Through the Seven Wonders of the Ancient World*.

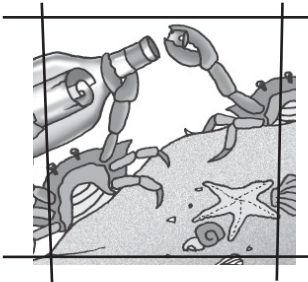
Preview Team Talk

- 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-29

Team Talk

1. The purpose of the diagram on page 85 is to— |TF|
 - a. show how ramps were possibly used to build the pyramid.
 - b. show photographic evidence of the pyramids being built.
 - c. show you how to build a pyramid in your backyard.
 - d. show you where Pharaoh Khufu is buried in the pyramid.
2. Why do historians have a hard time finding proof that the Hanging Gardens existed? |CE|
3. Are historians more positive about the statue of Zeus's existence than the existence of the Hanging Gardens? How can you tell? |DC • CC|
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 84 (paragraph 3)–89 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. The purpose of the diagram on page 85 is to— |TF|
 - a. show how ramps were possibly used to build the pyramid.
 - b. show photographic evidence of the pyramids being built.
 - c. show you how to build a pyramid in your backyard.
 - d. show you where Pharaoh Khufu is buried in the pyramid.

2. Why do historians have a hard time finding proof that the Hanging Gardens existed? |CE|

100 points = *Historians have a hard time finding proof that the Hanging Gardens existed because most of the descriptions of it are secondhand stories and poems. Some archaeologists think they have found ruins that match the description of the gardens, but official records of construction projects from the period do not mention them.* **90 points** = *Historians have a hard time finding proof that the Hanging Gardens existed because most of the descriptions of it are secondhand stories and poems and aren't reliable.* **80 points** = *Most evidence of the garden's existence comes from stories and poems.*

3. Are historians more positive about the statue of Zeus's existence than the existence of the Hanging Gardens? How can you tell? |DC • CC|

100 points = *Yes. I think historians are more positive about the statue of Zeus's existence than the existence of the Hanging Gardens. Historians have found the remains of the original statue of Zeus in the temple in Olympia. They have found ruins of Phidias's workshop. They have even found remains of the materials he used to construct the statue in the workshop. They can't find physical proof that the Hanging Gardens were real.* **90 points** = *Yes. I think historians are more positive about the statue of Zeus's existence than the existence of the Hanging Gardens. Historians have found the remains of the original statue of Zeus in the temple in Olympia.* **80 points** = *Yes. They have found remains of the statue at the temple's ruins.*

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

- 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

Historians and archaeologists look for physical evidence to prove something exists. Do you think this is important? Why or why not?

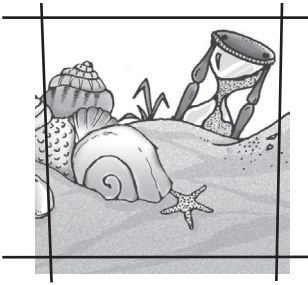
Look at the pictures of the statues of Zeus and Abraham Lincoln on page 89. How are they similar? How are they different?

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?

- 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**

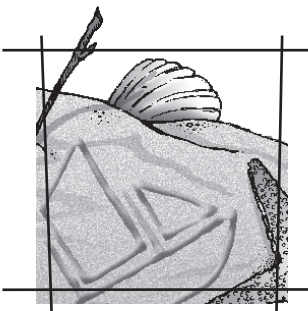
Timing Goal: 5 minutes

- 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.

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Page 91 (paragraph 1) or 87 (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.



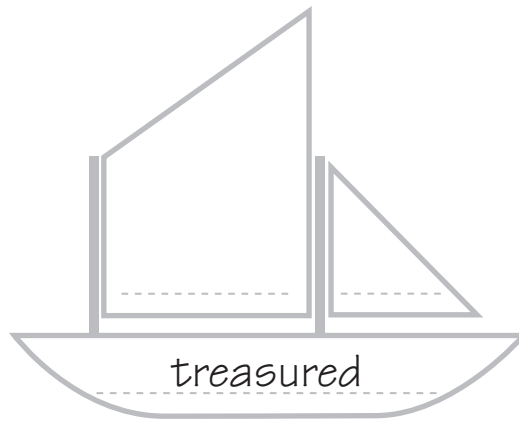
WORD POWER **TP**

Timing Goal: 10 minutes

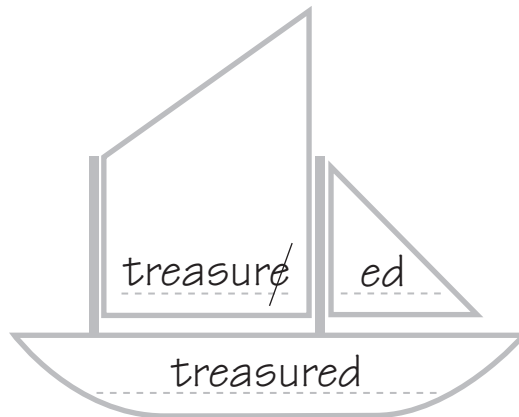
- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses (big sail and little sail).
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have a base word and ending *-ing*. Randomly select a few students to share. Maintaining *and* yearning.



- Remind students that they practiced reading words with the *-ing* ending on day 2. Write these words on the board, using the sail clues if necessary. Have students pronounce these words with you.
- Use **Think-Pair-Share** to have students discuss the meanings. Randomly select a few students to share. Maintaining: *taking care of something right now*; yearning; *longing for something right now*.
- Point out that there are words with another ending in their vocabulary list. Point to the words *treasured*, *perched*, *conquered*, and *reflected*. Point out that the ending on these words is *-ed*. Explain that adding the ending *-ed* to a verb makes it so the action happened in the past.



- Use **Think-Pair-Share** to have students identify the base word and ending and how the ending changes the meaning of the word. Randomly select a few students to share. *Treasured*: *treasure* + *ed*; *valued in the past*.
- Use **Think-Pair-Share** to have students compare the sail parts with the boat to see if they are the same. Randomly select a few students to share. Confirm, or explain, that there is only one *e* in *treasured* on the boat, but there are two *es* on the sails.
- Introduce the scrubber as a tool that Captain Read More uses to make the sails match the word on the boat. Scrub off the *e* from *treasure* on the main sail by drawing a line through it.



- Point out that sometimes base words that end with an *e* change when endings are added. The scrubber is used to get rid of the extra letter on the big sail.
- Use **Think-Pair-Share** to have students repeat the process of identifying the base words, endings, and meanings of *perched*, *conquered*, and *reflected*. Randomly select a few students to share. Perch + ed: *sat on in the past*; conquer + ed: *beat or took over in the past*; reflect + ed: *bounced back in the past*.
- 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-29

Skill Practice

Write each word in your journal. Then write the base word and suffix. Write a definition for each word.

1. stumbling *stumble* + *ing*; *tripping or falling right now*
2. confessed *confess* + *ed*; *admitted, told the truth in the past*

Building Meaning

treasured	maintaining	eternity	perched
split	yearning	conquered	reflected

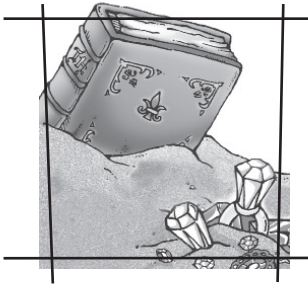
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Choose the word that best fits in the blank.
 I asked my mom to make macaroni and cheese with dinner because I have been yearning for it lately.



- 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

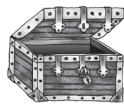
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

Why do historians know the statue of Zeus was real?

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. It is still a mystery how the Egyptians built the pyramids without modern machinery. Most historians think they used different kinds of ramps and sledges to haul stones higher and higher to make the building. Egyptologists, such as Zahi Hawass, are working hard to preserve the last wonder. They have tried to reduce pollution near the pyramids. They have cleaned trash and graffiti off the pyramids. Only a certain number of people can go inside each day. The Hanging Gardens are a mystery because there is no physical evidence they existed, just stories and poems. According to these, plants and trees were planted along terraced roofs seventy-five feet high. They may have been watered using irrigation systems such as chain pumps and screw pumps to draw water. Historians know the statue of Zeus existed because they have found the remains of it in the ruins of the temple. They also found the ruins of the sculptor's workshop.

- 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 90 and 91 (ending at paragraph 1) 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 questions completely.

A Collection of Readings,
pages 90 and 91

A Wonderful Temple

Imagine walking the streets of the Greek city of Ephesus, Turkey around the year 400 BCE. You wander the dirt roads, browsing the array of available market goods from food to jewelry. You soon come to a structure unlike any you have seen before. The Temple of Artemis stands before you, inviting you into its long halls divided by many large pillars. You hear religious leaders spreading their beliefs while their voices battle the calls from neighboring merchants announcing new shipments of goods for sale. This busy marketplace was the center of a great Greek city, but it is now a swampland. The marshy environment has swallowed the once glorious city of Ephesus, leaving behind little evidence to be found by the naked eye.

The Temple of Artemis at Ephesus was built to honor the Greek goddess of hunting and fertility. She was beloved by the ancient Greeks, and they showed this by constructing the great temple in her name. The Temple of Artemis was used for both religious practice and a marketplace. It was more than 400 feet long and more than 200 feet wide with 127 sixty-foot-tall pillars of marble inside. The temple had a *perimeter* of marble stairs leading up to it on all sides. Gold statues, sculpted by many of the best Greek artists of the time, were located along the borders of the roof.

The Temple of Artemis was first built in 550 BCE. It stood until 356 BCE when it was burned down by a man named Herostratus. This man burned the temple only so his name would be remembered in history books for all time. The people and rulers of Ephesus swore to never mention the name Herostratus so his quest for fame would fail, but Greek and Roman writers revealed his name in their works. According to legend, Alexander the Great was born on the same night that the Temple of Artemis burned down. Legend says that the temple was burned because Artemis was so occupied with Alexander's birth that she was unaware of her temple's destruction. The temple was rebuilt in 350 BCE, but destroyed again in 262 CE by the Goths. Due to the decline of religious followers, the temple never returned to its former glory.

In 1863, the British Museum sent an architect named John Turtle Wood to find the Temple of Artemis. In 1869, he unearthed the ruins of the temple, removing 132,000 cubic yards of swamp to find the foundation and other parts of the temple. Remains of many sculptures were returned to the British Museum and are now preserved and on display to the public. Another British Museum expedition, led by D. G. Hogarth in 1904, continued the *excavation* of the temple's ruins. The members of this expedition found evidence of five temples, each one built on top of the foundation of the previous one, providing proof of temple reconstruction. Now a single pillar has been erected on the foundation to remember the Temple of Artemis's past glory.

(continued on next page)

Alexander the Great

was a student of Aristotle and king of Macedonia who conquered the Mediterranean region, including the Greek and Persian Empires. Alexander is thought of as one of the most successful military leaders of all time.

perimeter:

The whole outer boundary or length of a figure or area.

excavation:

Digging away a covering, such as dirt.

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 was the Temple of Artemis located?" I said it was in Ephesus in Turkey. But after rereading, I see that I missed some details. The mind movie describes a bustling marketplace that is crowded with different kinds of vendors. The temple must have been in or near the middle of the town, in the busiest place. These all give me more details to answer the question.

Even though this is 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 "Based on the legend and history, why do you think the goddess Artemis would care about the birth of Alexander the Great enough to let her temple burn?" I said that I know the gods and goddesses in Greek myths often helped people, so Alexander must have been important. When I reread, I found some more details that can make my answer more complete. There is a map and a caption that goes with it on page 91. The caption says that Alexander was the king of Macedonia, and he conquered all of Greece and the Persian Empire. He's considered a great military leader. Alexander was pretty important to Greek history. I think I see why the Greeks believed a goddess left her temple to burn when Alexander was born. He did a lot to make a new empire. Rereading the text helped me answer my questions more completely.

- Summarize the supporting details for the main ideas, and add these on your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *A Journey Through the Seven Wonders of the Ancient World*.

Preview Team Talk

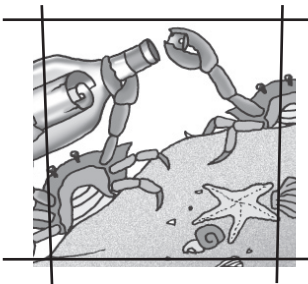
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-29

Team Talk

1. How was the Lighthouse of Alexandria different from the other wonders of the world? |CC|
2. What do you think the proposed new wonders of the world have in common with the ancient wonders of the world? |DC • CC|
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 *A Journey Through the Seven Wonders of the Ancient World*. |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 91 (paragraph 1)–98 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 was the Lighthouse of Alexandria different from the other wonders of the world? |CC|

100 points = *The Lighthouse of Alexandria was different from the other wonders of the world because it was practical. It helped sailors navigate the harbor safely. The other wonders of the world were tombs or monuments that did not help other people.* **90 points** = *The Lighthouse of Alexandria was different from the other wonders of the world because it was practical. It helped sailors navigate the harbor safely.* **80 points** = *It was practical and helped sailors navigate the harbor.*

2. What do you think the proposed new wonders of the world have in common with the ancient wonders of the world? |DC • CC|

100 points = *I think the new wonders of the world are probably large structures like the ancient wonders. I think they were probably all hard or expensive to build. They are all probably something people are proud of. They are probably beautiful to look at.* **90 points** = *I think the new wonders of the world are probably large, beautiful structures like the ancient wonders.* **80 points** = *I think they are probably large and beautiful like the others.*

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 *A Journey Through the Seven Wonders of the Ancient World*. [SU]

100 points = *Of the original seven wonders, only the Great Pyramid is still standing. It is the oldest wonder and was built as a tomb for Pharaoh Khufu. The Hanging Gardens of Babylon were built by King Nebuchadnezzar II for his wife. Historians can't find proof they existed. The statue of Zeus was real. Historians found its remains in Olympia. The Temple of Artemis was once ornate and popular, but was eventually destroyed. Archaeologists found its remains, and they are on display at the British Museum. The Colossus of Rhodes was the inspiration for the Statue of Liberty in New York. It was built to honor the sun god. The Mausoleum of Halicarnassus was built to honor King Mausolus. It was destroyed by many earthquakes over the years. The Lighthouse at Alexandria was the last built. It provided ships safe passage in the Alexandria harbor. It was destroyed by earthquakes. People have created new lists of wonders.*

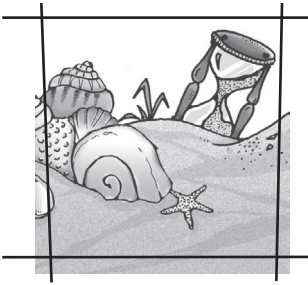
90 points = *Of the original seven wonders, only the Great Pyramid is still standing. It is the oldest wonder. The Hanging Gardens of Babylon were built by King Nebuchadnezzar II for his wife. Historians found the statue of Zeus's remains in Olympia. The remains of the Temple of Artemis are on display at the British Museum. The Colossus of Rhodes was the inspiration for the Statue of Liberty in New York. The Mausoleum of Halicarnassus was built to honor King Mausolus. The Lighthouse at Alexandria was the last built. People have created new lists of wonders.* **80 points** = *The Great Pyramid, Hanging Gardens of Babylon, Statue of Zeus, Temple of Artemis, Mausoleum at Halicarnassus, and Lighthouse of Alexandria are all wonders of the world. People have made new lists of wonders.*

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

Class Discussion **TP**Strategy-Use
Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>The wonders of the world were a source of pride for the cities and countries where they were located. Why do you think that is? What monuments or memorials do you think cities and countries are proud of today?</p> <p>The new wonders of the world are spread all over the globe. Why do you think this is? Do you think you would like to visit them? Why or why not?</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**

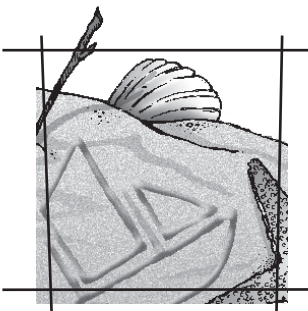
Timing Goal: 5 minutes

- 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 91 (paragraph 1), 87 (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 (base word and endings) and the Word Treasure clue that Captain Read More uses for synonyms (big sail and little sail).
- Use **Think-Pair-Share** to have students tell why it is useful to learn different endings for base words, and give an example. Randomly select a few students to share. *Different endings change word meanings slightly. For example, adding -ing to a verb means it is happening right now.*

tps

Preparation: Display the Word Power Challenge.



- Direct students' attention to the Word Power Challenge. Use **Team Huddle** to have students read the underlined words and give a meaning for each word. If necessary, have students use the sail clues and identify the base word and ending.

Word Power Challenge

- Yolanda and Will quarreled over who got to play with the computer first until their mother sent them to their rooms.
- Lorenzo was gesturing so much as he talked that he accidentally hit his glass of milk and knocked it over.



- Use **Random Reporter** to select students to share. Quarreled: quarrel + ed, *argued in the past*; gesturing: gesture + ing, *moving one's arms right now*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write each word in your journal. Then write the base word and suffix. Write a definition for each word.

- whistled *whistle* + ed; *made a sharp, high-pitched sound in the past*
- hailing *hail* + ing; *cheering or saluting right now*

Building Meaning

treasured	maintaining	eternity	perched
split	yearning	conquered	reflected

- 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.*

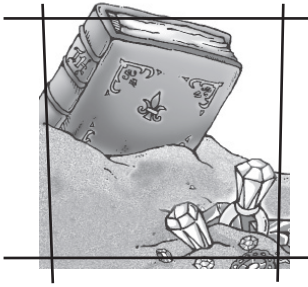
- Choose the word that best fits in the blank.

Dante enjoyed maintaining his bike by washing it and keeping the chain clean and greased.

- 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.

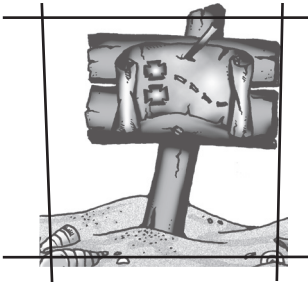
Today you will read about Victoria Falls. You read about manmade wonders throughout the cycle. Now you will read about a naturally formed wonder.

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

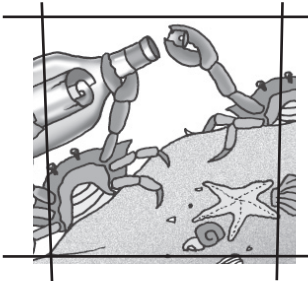
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they 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.

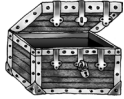
Team Discussion **TP**

- 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 they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

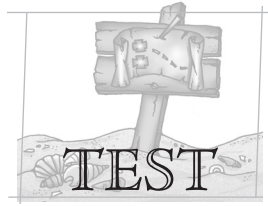


Class Discussion TP

- 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.

Victoria Falls

Many people believe that there are natural wonders of the world. Victoria Falls in Africa is a natural wonder. The falls are fed by the Zambezi River. They are called Mosi-oa-Tunya by natives, which means smoke that thunders. This describes the sight and sound of the falls. They are not the highest or widest falls in the world, but are still thought to be the largest. They form a curtain of water one mile wide and 365 feet high.

In 1855, Dr. David Livingston was the first European to see the falls. Local guides took him to the falls by boat. He could hear the water and see mist from more than a mile away. He and his guides landed on an island near the edge of the cliff. Dr. Livingston was amazed by the beauty of the falls. He named them after Queen Victoria of England.

Sources: www.zambiatourism.com/travel/places/victoria.htm

www.victoriafalls-guide.net/facts-on-victoria-falls.html

Comprehension Questions

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

20 points

1. What is the topic of this text? How do you know? [MI]

20 points = *The topic of this text is Victoria Falls. I know this is the topic because the heading says "Victoria Falls." I read information about what*

Victoria Falls looks like and who named it. 15 points = The topic of this text is Victoria Falls. I know this is the topic because the heading says "Victoria Falls." 10 points = It is about Victoria Falls. The heading tells me.

30 points

2. What is the intent of the author? |AP|
- to persuade the reader to ride down Victoria Falls
 - to entertain the reader with stories about Dr. Livingston
 - to inform the reader about a natural wonder of the world*
 - to have the reader contrast two wonders of the world

How do you know?

20 points = *I know this is the intent of the author because I learn that Victoria Falls is considered by many to be a natural wonder of the world. The author tells me why people think it is a wonder.* **15 points** = *I know this is the intent of the author because I learn that Victoria Falls is considered by many to be a natural wonder of the world.* **10 points** = *The falls are considered by many to be a wonder.*

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 = *Victoria Falls are not the tallest or widest falls in the world, but people think they are the largest because of how much water flows over the falls. They are also called Mosi-oa-Tunya, which means smoke that thunders. Explorer Dr. David Livingston saw the falls in 1855. He described how he could hear the water and see the mist from more than a mile away. They are named after the queen of England.* **15 points** = *Victoria Falls are not the tallest or widest falls in the world, but people think they are the largest. They are also called Mosi-oa-Tunya, which means smoke that thunders. Explorer Dr. David Livingston described how he could hear the water and see the mist from far away. They are named after the queen of England.* **10 points** = *Victoria Falls are not the tallest or widest falls in the world. They are called Mosi-oa-Tunya, or “smoke that thunders.” Dr. David Livingston described how he could hear the water and see the mist from far away.*

Word Power

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

Skill Questions

Write each word on your paper. Then write the base word and suffix. Write a definition for each word.

- 5 points** 1. simmering *simmer + ing; boiling right now*
- 5 points** 2. bolted *bolt + ed; fastened or locked in the past*
- 5 points** 3. peeping *peep + ing; looking secretly right now*
- 5 points** 4. quivered *quiver + ed; shook or trembled in the past*

Building Meaning

treasured	maintaining	eternity	perched
split	yearning	conquered	reflected

- 10 points** 5. Write a meaningful sentence for the word *split*.
10 points = Sal and Pedro split the reward they received for finding Mrs. Peterson's lost cat because they both looked for it and helped to bring it back to her. **5 points** = Sal and Pedro split the reward they received for finding Mrs. Peterson's lost cat because they both looked for it. **1 point** = Sal and Pedro split the reward they received for finding Mrs. Peterson's lost cat.
- 10 points** 6. Waiting in line to have my book signed by the author seemed like it took an *eternity*, but I was only there for ten minutes.
- 10 points** 7. "Mrs. Topaz does a good job maintaining the school and making sure problems are solved quickly," Janelle explained. *Maintaining* means—
- breaking up.
 - bringing in.
 - caring for*.
 - showing up.
- 10 points** 8. The cat's eyes reflected the light from my flashlight, so I saw an odd pair of glowing spots in the distance.

10 points

9. We treasured the quilt my great-grandmother made when she was young, so we only used it for decoration and not for a blanket. *Treasured* means—
- hated.
 - valued*.
 - destroyed.
 - preferred.

10 points

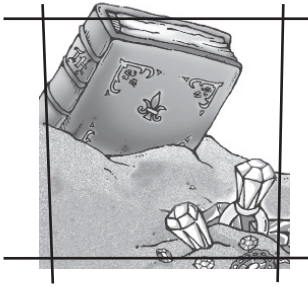
10. I won the board game because I conquered most of the lands and captured my friends' game pieces.

10 points

11. A mockingbird perched outside my window all night and sang loudly for hours. *Perched* means—
- flew.
 - arrived.
 - danced.
 - sat*.

10 points

12. My dad knew I was yearning to see a baseball game, so he bought some tickets so we could watch the game live and in person.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write an opinion paragraph to tell what monument or natural feature should be considered a wonder of the world. You read about the ancient wonders of the world this cycle. You were introduced to what monuments some people think are examples of modern wonders of the world. You even read about a natural wonder of the world. Do you agree with these choices? What would you like to see listed as a wonder of the world?

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 opinion paragraph.

Everyone has an opinion about something. Opinions differ from person to person, so sharing opinions often helps people learn new ideas and ways to think about things. You can share your opinions with others by writing opinion paragraphs. A good opinion paragraph states your opinion and backs it up with evidence.

- Display the following two examples. Read the examples aloud to students.

Blackline master provided.

Example 1

Dogs are the best pet because I love them. They are beautiful, fun-loving animals that make everyone happy.

Example 2

I think dogs are the best pet because they are loyal, smart, and friendly. Dogs love their humans, and many dogs have done heroic things to help their owners in trouble. Dogs can learn a lot of tricks and help people who are blind. Finally dogs love to play games such as fetch or tug-of-war.



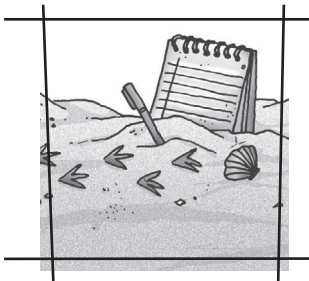
- Use **Think-Pair-Share** to have students tell how these two passages are similar. Randomly select a few students to share. *They both give an opinion. They both say dogs are the best pet.*



- Use **Random Reporter** to ask students how the opinions are presented differently. *In the first example, the person does not give support. His or her support is because he or she loves dogs. The person in the second example supports why he or she thinks dogs are great. The person explains how dogs are loyal, smart, and friendly.*
- Point out to students that there are good ways and bad ways to present their opinions.

The example passages show you a good way and a bad way to present an opinion. When you are telling other people your opinions, you need to provide support. The first example does not do this. You cannot support an opinion by saying “Because I say so!” Other people are less likely to take your opinion seriously and think about your ideas. The second example provides facts and good reasons. You might not agree with the person about dogs, but you might read the author’s reasons and understand why many people do agree with him or her.

- Tell students that they will provide good reasons to support their opinions about what monuments, landmarks, or natural features should be considered wonders of the world.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an opinion paragraph about what monuments or natural features should be wonders of the world.



- 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-30

Writing Prompt

What makes something a wonder of the world? Is it its size? Beauty? Precious materials used to build it? Write a paragraph that shares your opinion about what you think should be considered a wonder of the world. Begin your paragraph with an opening sentence that states what monument or natural feature you think should be considered a wonder of the world. Then provide at least three reasons that explain why you think it deserves to be called a wonder. Remember to tell where your wonder is located. Your paragraph should end with a sentence that restates the main idea.

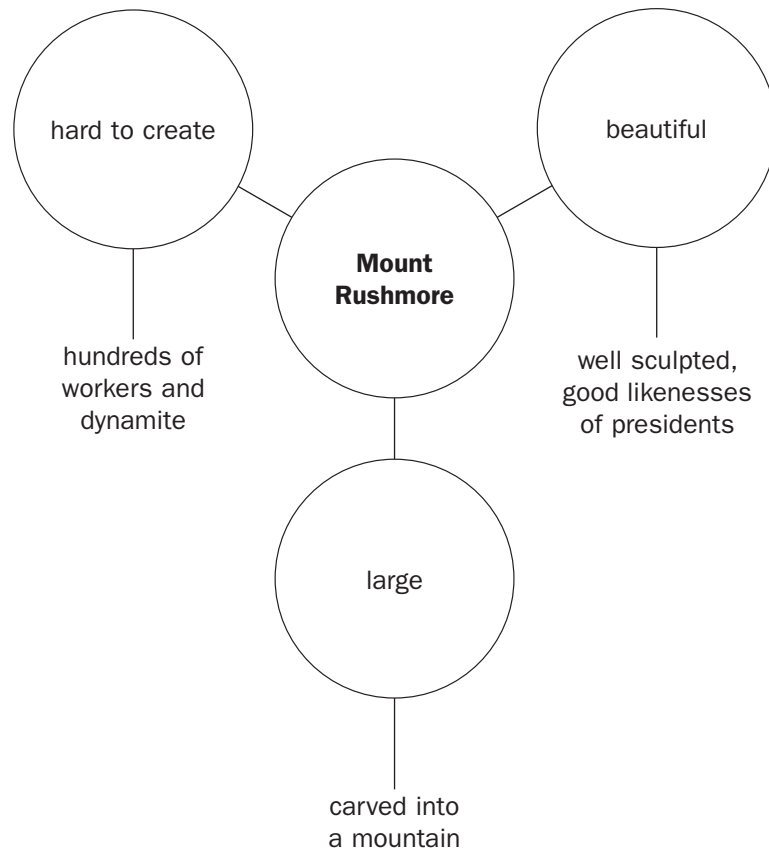
Scoring Guide

You wrote an opinion paragraph about what you think should be a wonder of the world.	30 points
Your paragraph begins with an opening sentence that states what monument or natural feature you think should be considered a wonder of the world.	10 points
You provide at least three reasons that explain why you think it deserves to be called a wonder.	15 points each (45 points maximum)
You tell where your wonder is located.	5 points
Your paragraph ends with a closing sentence that restates the main idea.	10 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our opinion 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.
- Explain to students that organization is very important to making their paragraphs clear and easy to understand.

It is important for a paragraph to be clear and easy to read. This makes information easier to understand. This is very important when you are writing about your opinions. You want them to be organized; otherwise people will not think your opinion is well supported. Your paragraphs should have an opening sentence, at least three reasons why it should be a wonder of the world, details about where it is located, and a closing sentence.

- Display the following sample paragraph. Read the paragraph aloud to students.

Blackline master provided.

Mount Rushmore was difficult to create. It took more than one man to sculpt the faces of the presidents. More than 400 men and women helped shape the mountain. Men had to hang down the side of the mountain on swings to arrange dynamite and chisel at rock. This monument is also beautiful. The faces of the presidents are well carved and look just like the men they represent. The mountain gets a lot of sunlight, which makes their faces and the rock look beautiful. It should also be a wonder because of its size. The sculpture was made using a mountain more than 5,000 feet tall. If the faces of the presidents had bodies, the presidents would be more than 400 feet tall. I think it is amazing that anyone could carve something so large. About 90 percent of the rock removed from the mountain was removed with dynamite. The difficulty in creating the monument, its beauty, and its size make Mount Rushmore a good wonder of the world.



- Use **Team Huddle** and **Random Reporter** to discuss the organization of this paragraph with students.

Let's see how well this paragraph is organized. Is there an opening sentence? Remember, according to the writing prompt and scoring guide, the opening sentence should state three qualities that make a good leader. *No. There is no opening sentence. It just starts by discussing how Mount Rushmore was difficult to create.* **Good. The author of this paragraph needs to write an opening sentence. It will introduce his or her ideas and give readers the main idea of the paragraph. As it is, a reader might think this whole paragraph is about the difficulty of creating Mount Rushmore. Toward the end of the paragraph, I read about how the sculptor used dynamite on the mountain. Why do you think the author mentions that? I think the author mentions it to show what the sculptor needed to use to carve the faces. Right, but that information seems a bit awkward here. Where do you think the information about the dynamite should go? It should go with the discussion about how hard Mount Rushmore was to carve. That is a great idea. That would help make the paragraph more organized and easier to understand.**

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

Sharing, Responding, and Revising

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

Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Display the following rewritten sample paragraph.

Blackline master provided.

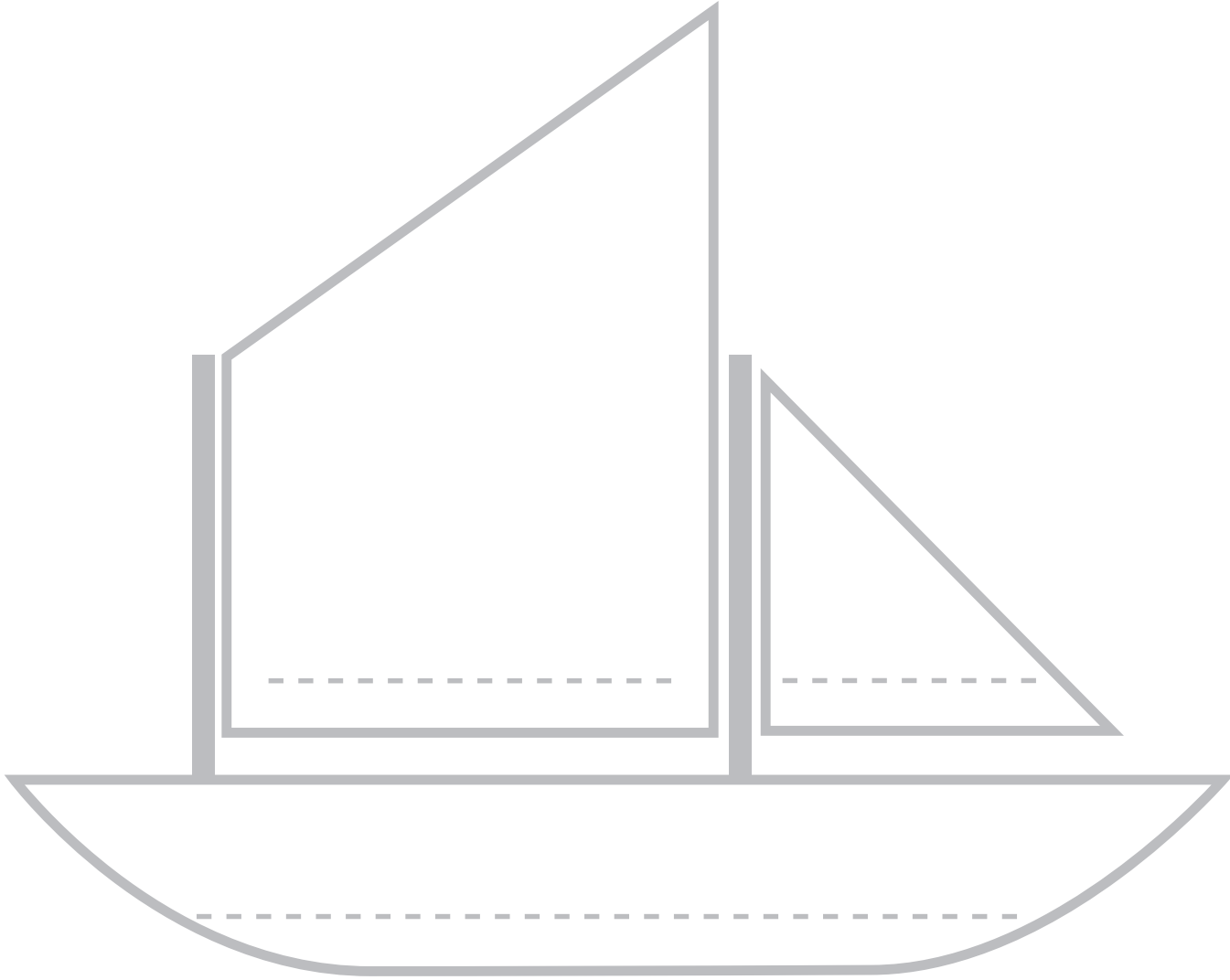
I think Mount Rushmore in South Dakota, United States, should be a wonder of the world because it was hard to make, it is beautiful, and it is large. Mount Rushmore was difficult to create. It took more than one man to sculpt the faces of the presidents. More than 400 men and women helped shape the mountain. Men had to hang down the side of the mountain on swings to arrange dynamite and chisel at rock. About 90 percent of the rock removed from the mountain was removed with dynamite. This monument is also beautiful. The faces of the presidents are well carved and look just like the men they represent. The mountain gets a lot of sunlight, which makes their faces and the rock look beautiful. It should also be a wonder because of its size. The sculpture was made using a mountain more than 5,000 feet tall. If the faces of the presidents had bodies, the presidents would be more than 400 feet tall. I think it is amazing that anyone could carve something so large. The difficulty in creating the monument, its beauty, and its size make Mount Rushmore a good wonder of the world.

- Use **Think-Pair-Share** to have students tell how the author has improved his or her paragraph.
- 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?

President Clinton

William Jefferson Clinton was born and raised in Arkansas. He was the forty-second president of the United States. He was elected because many people thought he'd be a good president. He was elected in 1992 and started his presidency in 1993. Unlike the president before him, President Clinton served two terms. He was reelected in 1996. Presidents can only serve two four-year terms, so President Clinton left office after eight years.



Example 1

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Example 2

I think dogs are the best pet because they are loyal, smart, and friendly. Dogs love their humans, and many dogs have done heroic things to help their owners in trouble. Dogs can learn a lot of tricks and help people who are blind. Finally dogs love to play games such as fetch or tug-of-war.

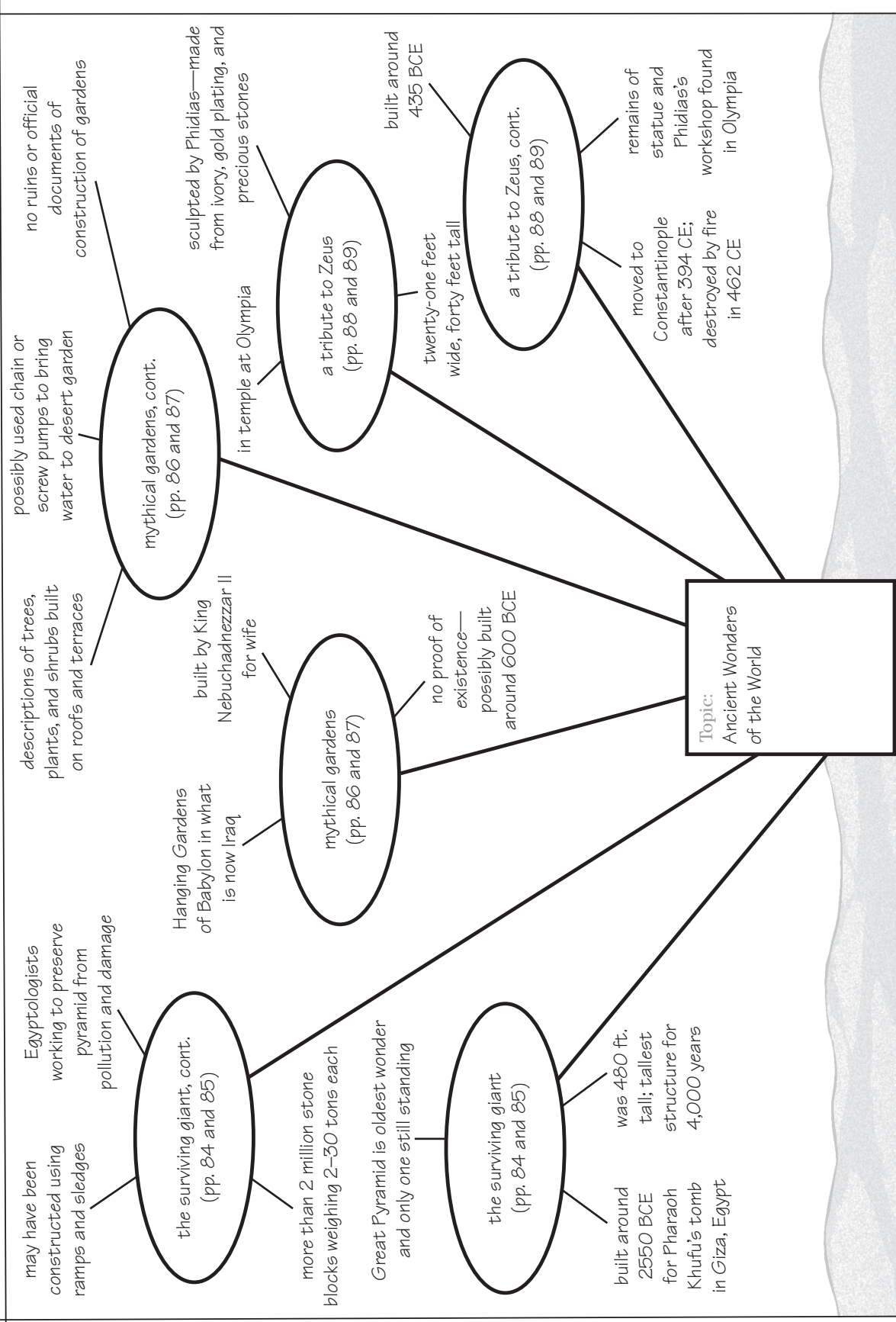
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Title: A Journey Through the Seven Wonders of the Ancient World



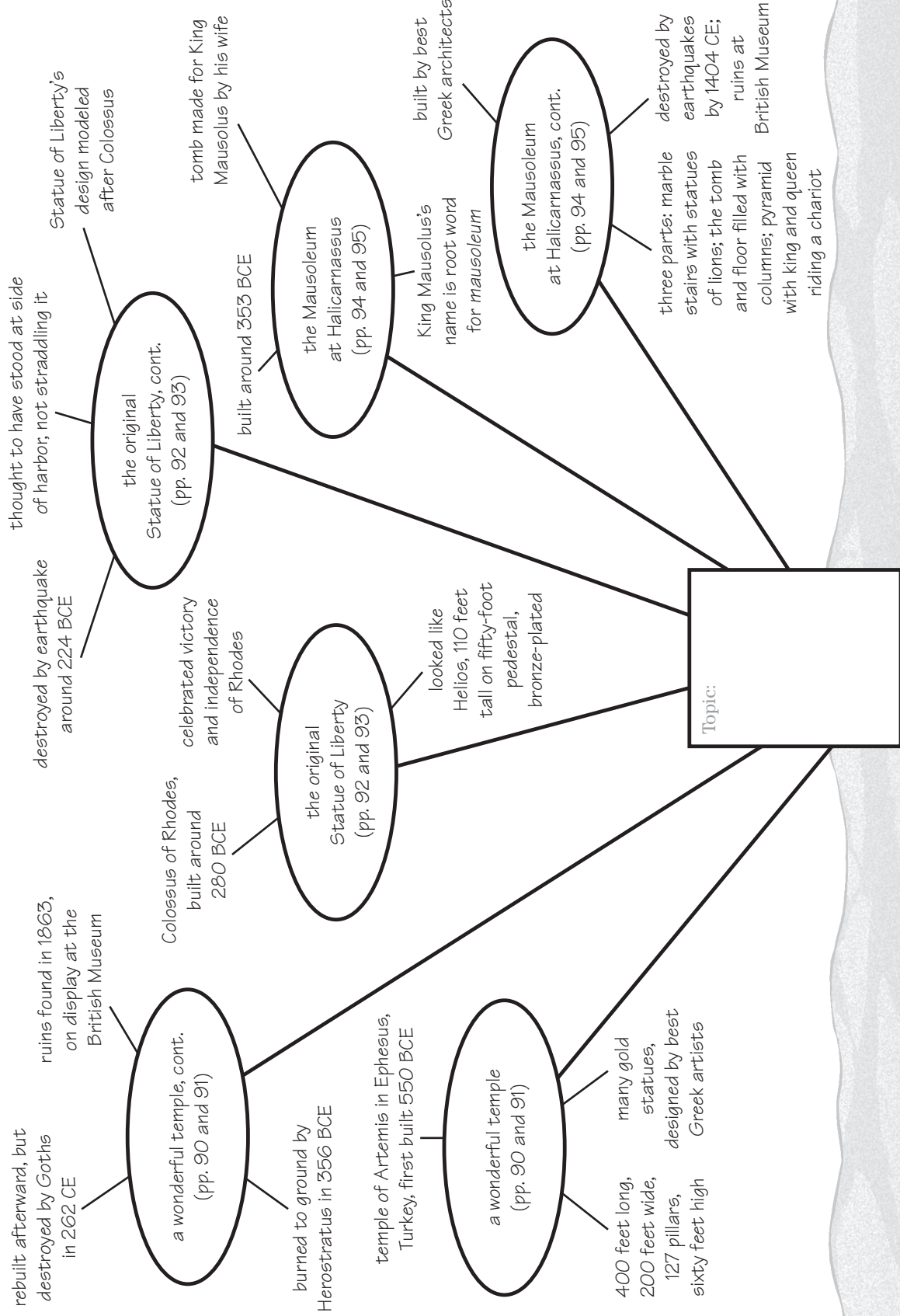
Idea Tree

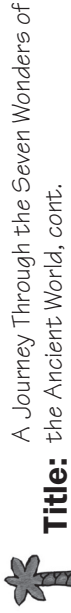




Title: A Journey Through the Seven Wonders of the Ancient World, cont.

Idea Tree

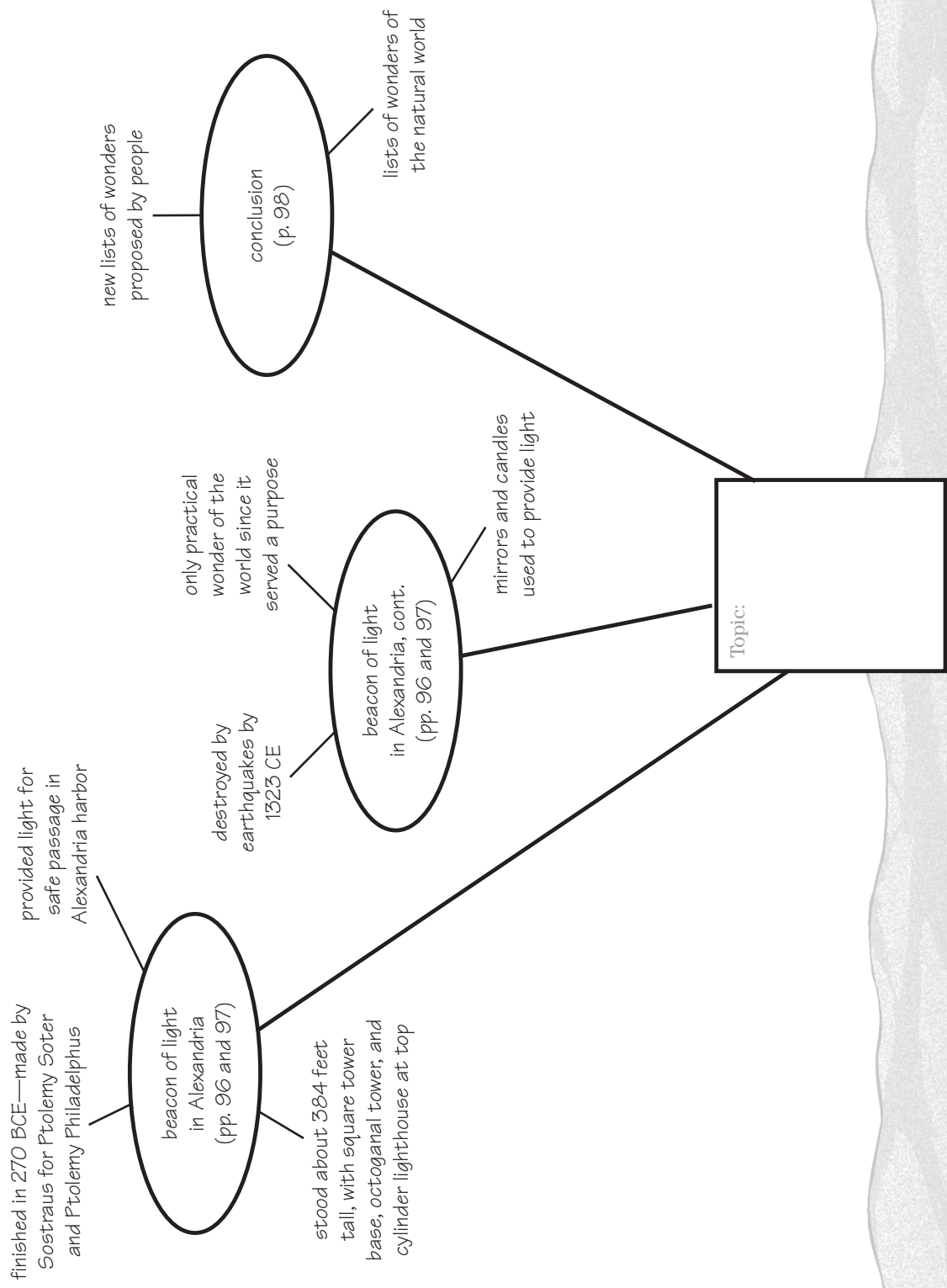




A Journey Through the Seven Wonders of the Ancient World, cont.

Idea Tree

Title: the Ancient World, cont.



Common Core State Standards

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

LEVEL 4 / *A Journey Through the Seven Wonders of the Ancient World*

English Language Arts Standards: *Reading: Informational*

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

INFORMATIONAL (6 DAY)

Foreign Languages and Their Words

Written by Tanya Jackson

The Savvy Reader—Questioning, A Collection of Readings, pages 101–112

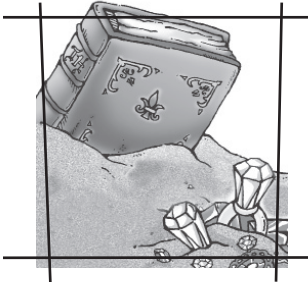
Success for All Foundation, 2011

Summary

Explore some of the world’s most widely-spoken foreign languages. From Arabic to Spanish, from Chinese to Hindi, the author takes you on a journey of foreign languages and the words they’ve contributed to English.

Instructional Objectives

	Reading	Word Power	Writing
	Questioning (QU)	Dictionary skills	Write a dictionary.
CYCLE 1	Students will ask questions about the text as they read to check their understanding, including asking Right There and Think questions.	Students will use dictionary entries to increase their understanding of words.	Students will write dictionary entries for words from a newly discovered language.

**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 *Foreign Languages and Their Words* by Tanya Jackson. 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 that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First I can read the title: *Foreign Languages and Their Words*. It sounds like the text will be about different languages. I know that not everyone in the world speaks the same language I do. People in other countries speak other languages, and these are called foreign languages. I can also look at the front cover and flip through the pages of the text to see if I can find any more clues about the topic. Page through the text. I see pictures of flags from different countries. As I page through the text, I see pictures of different objects and words in large or bold print. I think the topic of the text is foreign languages, and I might learn what words I know that come from foreign languages.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss the foreign languages they may be familiar with, for example, because they are spoken in their family or community. Use **Random Reporter** to select students to share.
 - Explain to students that English is one of the most popular second languages in the world. Point out that the British Empire once had colonies around the globe in North America, Africa, India, Hong Kong, and the South Pacific. Many people living in countries that were controlled by the British speak English and a native language.
 - Share a few interesting or important facts about foreign languages. For example, even though many languages seem very different, they belong to language families that share characteristics. The languages of Europe, the Middle East, and India share a distant language root that can still be seen in some words today. Experts believe that a language dies every fourteen days because small groups of indigenous people are absorbed by the larger, more popular culture around them and their language is forgotten.
- 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 identify the author's intent. That means we should figure out why the author wrote the text

or what she wants us to learn from reading it. When I looked through the pages of *Foreign Languages and Their Words*, I saw a lot of words that stood out in large type. I think the author’s intent is to tell me about different languages and the words I might be familiar with from those languages. When we read, we should look for information that tells us about words we know from other languages.

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

When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which organizer we will use as we read. Let me take a look at the text. I don’t see any words telling me to compare or contrast. It doesn’t seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. This is an idea tree. I will use an idea tree as I read to write down the most important information in the text. I know that the section of the idea tree that says “Topic” is where I will write the topic of the text. 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-31
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
spoken page 103	chunk: spo-ken	said aloud	When <i>spoken</i> , the French language sounds very beautiful.
official page 103	-cial = /shul/ chunk: of-fi-cial	established	Our school mascot's <i>official</i> name is Maximus the Gladiator, but we all just call him Max.
international page 103	prefix + base word + ending: inter + nation + al	between countries, worldwide	My family's favorite restaurant serves <i>international</i> foods, so everyone can get the kind of food he or she wants to eat in one place.
bred page 104	blend	raised, produced	My mom <i>bred</i> sheep when she was a little girl, so she knows how hard it is to work on a farm.
recall page 107	prefix + base word: re + call	remember	I couldn't <i>recall</i> my lines when I got on stage, so someone had to whisper them to me.
devoted page 109	base word + ending: devot(e) + ed	committed	Lily is very <i>devoted</i> to helping animals, so she spends a lot of time volunteering at an animal shelter.
investigate page 111	chunk: in-ves-ti-gate	study	"I don't know who started the fight, but I'm going to <i>investigate</i> the situation and find out," Principal Noonan said.
complete page 111	chunk: com-plete	finish	After I <i>complete</i> the test, I can go home and relax.

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.

- Ask individual students different questions that are simple to answer. Then ask a question or two that require more thought and explanation. Example questions are provided below.

Simple:

Anissa, what is your middle name?

Lance, what did you have for breakfast today?

Hannah, what time do we go to lunch?

Roberto, what color is your hair?

Requires More Thought:

Kenny, do you like reading funny stories or scary stories? Why?

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

Why do you think so?

Anthony, how are fourth grade and second grade the same, and how are they different?

- Use **Team Huddle** to have students explain how the answers to the second set of questions differ from the answers to the first set of questions. Use **Random Reporter** to select a few students to share. If necessary, point out that the second set of questions takes more thought and that the answers include more information.
- 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.

To the Moon

Have you ever looked up at the sky? Have you ever wondered what is out there? If so, you thought like an explorer. For years, people have wanted to know more about space. President Kennedy had a dream to explore space. He wanted America to send a man to the moon. This dream came true in 1969. Three explorers flew the Apollo 11 mission to the moon. One of them became the first person ever to step on the moon. His name was Neil Armstrong. Five missions landed on the moon after Apollo 11. The explorers on these missions conducted experiments. They also collected moon rocks. These missions gave us the chance to learn about a faraway place: the moon.

- 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 dream did President Kennedy have? *He had a dream that we would explore space.*

How many people flew on the Apollo 11 mission? *Three people flew on the Apollo 11 mission.*

What did the explorers do on these missions? *The explorers conducted experiments and collected moon rocks.*

Why do you think people wanted to know more about space? *I think people wanted to know more about space because we are floating in space. We had never traveled beyond our planet. We could only look at the moon in the sky. We wanted to know what the moon and other places were like in space.*

Do you think we would know as much about the moon today if Apollo 11 and other missions had not gone to the moon? Why or why not? *I don't think we would know as much about the moon today if Apollo 11 and the other missions had not gone there. They looked at the moon up close. They brought home rocks from the moon. We probably learned a lot about the moon from these. We probably couldn't learn as much about the moon by staring at it.*

Many people have explored space. What qualities do you think space explorers need? *I think space explorers need to be brave. They are not just flying in an airplane, but in a space shuttle. They are leaving Earth. Space explorers need to be brave to face whatever might happen during the trip.*

- Use a **Think Aloud** to model showing students how the TIGRRS process can help them answer questions completely.

Remember that during the TIGRRS process, we read and reread the text. This helps us to make sure that we answer any questions completely. A complete answer has all the available details in it. Let me reread the passage about space exploration and missions to the moon to 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 I can add to an answer.** I asked, "What dream did President Kennedy have?" I said he dreamed that we would explore space. But when I reread, I saw a good detail I could add to my answer. He specifically wanted a man to land on the moon. I can add this detail to my answer to make it more complete. When you reread, you should add any details that you missed the first time to your answers.

- 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 *Foreign Languages and Their Words* 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 103 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 103

Do you speak any languages other than English? Does anyone you know speak Spanish or French? How about Arabic? Or Hindi? There are almost 7,000 different languages in the world. English is not even the most widely spoken. The Chinese language takes that honor.

In the United States, we call languages other than English foreign languages or second languages. For many people, however, English is actually their second language. They speak something other than English at home with their families.

Many words have come into English from other languages. Some of these words might not be a surprise. But some of them, words like *shampoo* or *rodeo*, might shock you. In this book, you'll learn about eight of the more widely spoken languages in the world. You'll learn where they're spoken and how many people speak them. You'll also learn about certain words in English that have come from these languages. So let's get started on our language journey, shall we?

Words to Know:

linguistics (*ling wis' tiks*): *n.* The study of written or spoken language.

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: Many Languages.” I know the text is about foreign languages, so this page will probably introduce the different languages I’ll read about. I also see a lot of flags on the side of the page. I bet they are the flags of the countries I will read about. Let me think about the questions I can ask about the text. I can ask:

What is a second language? (R)

Why do you think some people speak other languages in their homes? (T)

How many languages are discussed in this text? (R)

Teacher’s Note: One or two questions should be answered incompletely on purpose. You will return to these questions 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 is “What is a second language?” A second language is another language someone knows. Another question is “How many languages are discussed in this text?” The text will discuss eight languages. These are Right There questions. I can find the answers in one place in the text.

I also asked, “Why do you think some people speak other languages in their homes?” This seems like a Think question. It’s a little more challenging. I think people speak other languages in their homes because they know other languages.

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

Preview Team Talk

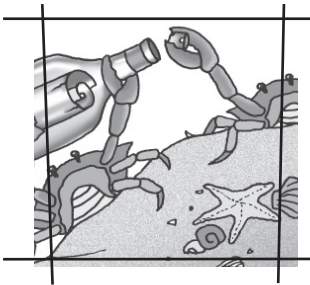
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-32

Team Talk

1. The author says that French is the “international language.” What does this mean? How did you figure that out? |CL|
2. Why do English and German have a special relationship? |CE|
3. Many Italian words spoken in English are related to— |CE|
 - a. food and cooking.
 - b. war.
 - c. television shows.
 - d. music.
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 104–107 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 says that French is the “international language.” What does this mean? How did you figure that out? |CL|

100 points = *French being the “international language” means that it is a language people from different countries speak when they cannot understand each other’s language. They speak with one another in French instead. I figured this out by reading ahead in the passage.*

90 points = *French being the “international language” means that it is a language people from different countries speak when they cannot understand each other’s language. I figured this out by reading ahead.*

80 points = *People from different countries speak French when they don’t know each other’s language. I read ahead.*

2. Why do English and German have a special relationship? |CE|

100 points = *English and German have a special relationship because they are both Germanic languages. English grew out of German. The first English speakers came from countries that spoke an old type of German language.*

90 points = *English and German have a special relationship because they are both Germanic languages. English grew out of German.*

80 points = *They are both Germanic languages.*

3. Many Italian words spoken in English are related to— |CE|

- a. food and cooking.
- b. war.
- c. television shows.
- d. music.

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.*

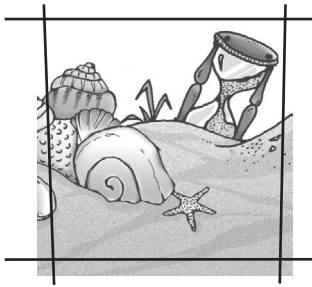
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think it is important for people from different countries to be able to communicate with each other? Why or why not?</p> <p>A lot of words we know that come from foreign languages have to do with food. What food items can you think of that come from foreign languages?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think it is important for people from different countries to be able to communicate with each other? Why or why not?</p> <p>A lot of words we know that come from foreign languages have to do with food. What food items can you think of that come from foreign languages?</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 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.

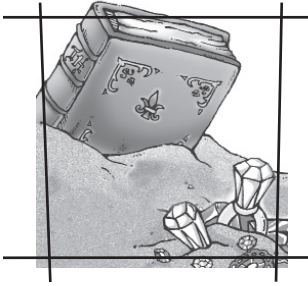
Page 105 (paragraphs 1–3)

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

Team Celebration Points

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.

What does “international language” mean?

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. Review the topic and the author’s intent with students.

Yesterday we began reading about foreign languages. We read about French, German, Italian, and Spanish. I read about how French is considered an international language. German is a parent language of English. Italian and Spanish are Romance languages, along with French.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 108 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,
page 108

Arabic is one of the world’s oldest languages. It is the official language of many Middle Eastern, Asian, and African countries. Most people in Saudi Arabia speak it. People in Afghanistan and Iraq speak it. The people of Egypt, Kuwait, and Jordan also speak it. It is also the language of the Koran (koo-AHN), the most important book to Muslim people. Arabic is a widely spoken language; more than 200 million people in the world consider Arabic their native language.

Many English words come from Arabic. The word *admiral*, which means sea commander, comes from the Arabic *amir-al-bahr*, which means ruler of the seas. The color word *amber* is an Arabic word. Even the word *sofa* comes from the word *s-uffah*, which means a raised seat with cushions. That makes sense because that’s what *sofa* means in English too!

A lot of the names of stars come from Arabic. That is because Arabs were some of the first astronomers. They studied the night sky. Have you heard of the bright star *Betelgeuse* (beetle-juice) in the constellation Orion? That name comes from Arabic. Like the other languages in this book, Arabic has brought much to the English language.

That’s different!

As you know, when you read English, you read from left to right across the page. But when you read Arabic, you read from right to left!

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. The heading on this page tells me I'll be learning about Arabic. I see a photo of a couch and a photo of a constellation. These must have to do with Arabic words I know in English. Let me think about the questions I can ask about the text. I can ask:

Where is Arabic spoken? (R)

Why do you think we continue to use Arabic names for stars today? (T)

How do you read Arabic differently from English? (R)

Why does the author include the words *beetle-juice* in parentheses? (T)

Teacher's Note: One or two questions 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 is Arabic spoken?" Arabic is the official language of many Middle Eastern, Asian, and African countries. Another question is "How do you read Arabic differently from English?" You read Arabic differently from English by reading it right to left. You read English left to right. These are both Right There questions. I found the answers in one place in the text. I also asked "Why do you think we continue to use Arabic names for stars today?" I read that some of the first astronomers were Arabs. They must have named the stars when they studied them. I think other people learned the names of the stars from the Arab astronomers. They never changed the names of the stars after learning them. Another Think question is "Why does the author include the words *beetle-juice* in parentheses?" This is a tough question. I think it might have something to do with the name of the star in the constellation Orion.

- Summarize the main ideas for the reading, and add them to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Foreign Languages and Their Words*.

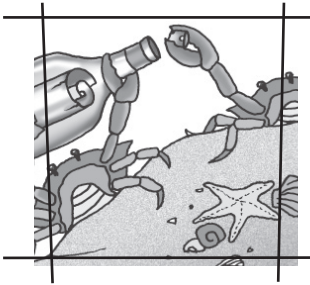
Preview Team Talk

- 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-32

Team Talk

1. How is Hebrew similar to Arabic? |CC|
2. So many people speak Chinese because— |CE|
 - a. it is easy to learn and fun to speak.
 - b. it is a requirement in many schools to learn it.
 - c. everyone enjoys eating Chinese food.
 - d. China is the most populous nation in the world.
3. Why does the author include the information about Bollywood on page 111? |AP • TF|
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 109–112 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 is Hebrew similar to Arabic? |CC|

100 points = Hebrew is similar to Arabic because it is also one of the oldest languages on Earth. It is also spoken in many Middle Eastern countries. It is also read from the right side of the page to the left. **90 points** = Hebrew is similar to Arabic because it is also one of the oldest languages on Earth. **80 points** = It's also one of the oldest languages on Earth.

2. So many people speak Chinese because— |CE|

- it is easy to learn and fun to speak.
- it is a requirement in many schools to learn it.
- everyone enjoys eating Chinese food.
- China is the most populous nation in the world.

3. Why does the author include the information about Bollywood on page 111? |AP • TF|

100 points = The author includes the information about Bollywood on page 111 to tell readers one way Hindi is heard all around the world. People like watching Bollywood films from India. Whenever they watch one of these movies, they hear the Hindi language. **90 points** = The author includes the information about Bollywood on page 111 to tell readers one way Hindi is heard all around the world. People like watching Bollywood films. **80 points** = She wants to tell readers how Hindi is heard all over the world.

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.

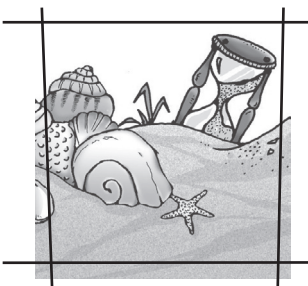
Class Discussion **TP**

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.
	<p style="text-align: center;">Team Talk Extenders</p> <p>Hebrew has a number of things in common with Arabic. Do you think these two languages could have a special relationship like English and German have? Support your answer.</p> <p>Chinese is another language that has given us words for food. Why do you think the names of food items become part of English so easily?</p>
<ul style="list-style-type: none"> – Award team celebration points. 	

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

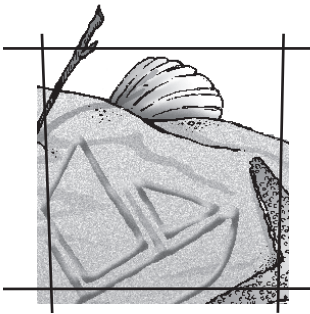
Timing Goal: 5 minutes

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

Student Edition, page S-31

Page 109 (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.

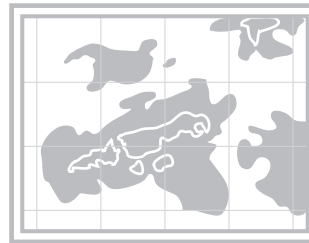


WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for dictionary skills.
- Display the dictionary map clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students tell what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words, just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

Word Treasure

The dictionary provides information about words.

If you're having trouble reading and understanding words, check the dictionary.

Teacher's Note: Students will refer to the sample dictionary pages for the Word Power activity on days 2–4.

Blackline master provided.

Student Edition, page S-33

destiny devour	wharf wither
<p>destroy <i>v.</i> to put an end to, to do away with.</p> <p>detail <i>n.</i> 1 a small part. —<i>v.</i> 2 to report fully, telling everything.</p> <p>develop <i>v.</i> 1 to make or become clear. 2 to bring out the possibilities of. 3 to grow or expand.</p> <p>devoted <i>adj.</i> 1 completely loyal. 2 affectionate or loving.</p>	<p>whence <i>adv.</i> 1 from what place. 2 from what source or cause.</p> <p>whisk <i>n.</i> 1 a kitchen utensil used for whipping eggs or cream. —<i>v.</i> 2 to move suddenly and quickly, especially in a sweeping motion. 3 to beat into foam.</p> <p>wilt <i>v.</i> 1 to lose freshness and become limp. 2 to lose strength. —<i>n.</i> 3 a plant disease that causes leaves to turn brown and the plant to die.</p>

- Display the sample dictionary pages.
- Use **Think-Pair-Share** to have students tell what they notice about the words on the dictionary pages. Randomly select a few students to share. *The words are in alphabetical order.*
- Explain that dictionaries provide a lot of information about words—correct spelling, meanings, word type, and more. However, to get this information, you first have to be able to find the word in the dictionary.
- Tell students that words in a dictionary appear in alphabetical order and that the bigger words on top of the page are guide words. Guide words tell you the first and last word that appear on that page.
- Use **Think-Pair-Share** to have students identify the page on which they would find the information for the word *whisk*. Randomly select a few students to share. *The page with the guide words wharf and wither.*
- 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-33

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *detail* as it is used in this sentence?
Trischa wanted to remember every detail of her trip to the zoo, so she took a lot of pictures.
A small part.
2. What are the guide words for the page where you would find the word *destroy*?
The words are destiny and devour.

Building Meaning

spoken	official	international	bred
recall	devoted	investigate	complete

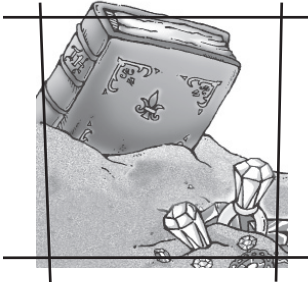
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Which of the following is something you would describe as international?
 - a. a local meeting at the town hall
 - b. a meeting between world leaders
 - c. a baseball game after school
 - d. a sleepover party with friends



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

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

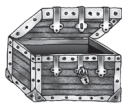
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

What do Arabic and Hebrew have in common?

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 foreign languages. We read about Arabic, Hebrew, Chinese, and Hindi. Like Arabic, Hebrew is another old language that is spoken in the Middle East. Chinese is the most widely spoken language in the world because there are so many native speakers in China alone. Hindi is also widely spoken and comes from an ancient language called Sanskrit.

- 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 103 aloud. Remind students that when you read the passage before, you asked some Right There questions and a Think question. Use a **Think Aloud** to model finding additional information to answer the questions completely.



A Collection of Readings,
page 103

Do you speak any languages other than English? Does anyone you know speak Spanish or French? How about Arabic? Or Hindi? There are almost 7,000 different languages in the world. English is not even the most widely spoken. The Chinese language takes that honor.

In the United States, we call languages other than English foreign languages or second languages. For many people, however, English is actually their second language. They speak something other than English at home with their families. Many words have come into English from other languages. Some of these words might not be a surprise. But some of them, words like *shampoo* or *rodeo*, might shock you. In this book, you'll learn about eight of the more widely spoken languages in the world. You'll learn where they're spoken and how many people speak them. You'll also learn about certain words in English that have come from these languages. So let's get started on our language journey, shall we?

Words to Know:

linguistics (*ling wis' tiks*): *n.* The study of written or spoken language.

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 questions. The question was "Why do you think some people speak other languages in their homes?" I said people speak second languages because they know another language. I know I'm reading about foreign languages. Those are languages other than English. The text says that people in the United States think of languages other than English as foreign. But I realized that to people in different countries, English is a foreign language. I think people might speak English at work or school, but when they're home, they might speak the language that is most natural to them. 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 *Foreign Languages and Their Words*.

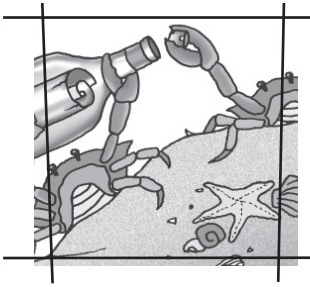
Preview Team Talk

- 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-34

Team Talk

1. English and German both have— |CC|
 - a. a Romance parent language.
 - b. city neighborhoods.
 - c. compound words.
 - d. different words for *hamburger*.
2. Why do you think New Mexico considers Spanish to be an official language? |DC|
3. How did we get the word *alligator* from Spanish? |CE • DC|
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 104–107 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. English and German both have— |CC|
 - a. a Romance parent language.
 - b. city neighborhoods.
 - c. *compound words*.
 - d. different words for *hamburger*.
2. Why do you think New Mexico considers Spanish to be an official language? |DC|

100 points = *I think New Mexico considers Spanish to be an official language because it is so close to Mexico. I know that people in Mexico speak Spanish. Many people who live in New Mexico might be from Mexico originally, or have relatives who live there. A lot of people in New Mexico must speak Spanish.* **90 points** = *I think New Mexico considers Spanish to be an official language because it is so close to Mexico. I know that people in Mexico speak Spanish.* **80 points** = *It is close to Mexico.*

Team Talk *continued*

3. How did we get the word *alligator* from Spanish? |CE • DC|
100 points = *We got the word alligator from the Spanish el lagarto. That means the lizard. We changed the spelling of the word.* **90 points** = *We got the word alligator from the Spanish el lagarto.* **80 points** = *It's from the Spanish el lagarto.*

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



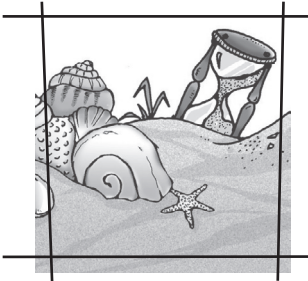
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Think-and-Connect Discussion	<p style="margin: 0;">Team Talk Extenders</p> <p style="margin: 0;">According to the text, English is a Germanic language but has a lot of words from French as well. How did this happen? Do you think this is what often happens to languages?</p> <p style="margin: 0;">The text mentions neighborhoods within cities, such as "Little Italy." Are there neighborhoods in your town that are known for certain cultures or the languages spoken there? Tell about them.</p> <p style="margin: 0;">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

- 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**

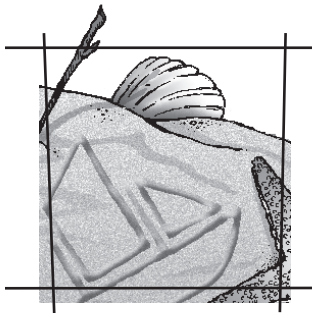
Timing Goal: 5 minutes

- 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-31

Page 109 (paragraphs 1 and 2) or 107 (paragraphs 2 and 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



- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students tell how to find words in a dictionary and what kind of information dictionaries provide about words. Randomly select a few students to share. *Guide words, word meaning.*

Blackline master provided.

Student Edition, page S-33

destiny devour	wharf wither
<p>destroy <i>v.</i> to put an end to, to do away with.</p> <p>detail <i>n.</i> 1 a small part. —<i>v.</i> 2 to report fully, telling everything.</p> <p>develop <i>v.</i> 1 to make or become clear. 2 to bring out the possibilities of. 3 to grow or expand.</p> <p>devoted <i>adj.</i> 1 completely loyal. 2 affectionate or loving.</p>	<p>whence <i>adv.</i> 1 from what place. 2 from what source or cause.</p> <p>whisk <i>n.</i> 1 a kitchen utensil used for whipping eggs or cream. —<i>v.</i> 2 to move suddenly and quickly, especially in a sweeping motion. 3 to beat into foam.</p> <p>wilt <i>v.</i> 1 to lose freshness and become limp. 2 to lose strength. —<i>n.</i> 3 a plant disease that causes leaves to turn brown and the plant to die.</p>

- Display the sample dictionary pages.
- Point out that *devoted* is a word from this cycle’s vocabulary list and that it has more than one meaning or definition. Display and read the following sentence.

Franco is a devoted fan of the local baseball team, and nothing will ever make him change sides.

- Review the definitions provided for *devoted*. Use **Think-Pair-Share** to have students tell which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *Completely loyal.*
- Point out to students that dictionaries also provide information on capitalization. Remind students that words that are proper nouns are capitalized. Use **Think-Pair-Share** to have students identify whether there are any proper nouns on the sample dictionary pages. Randomly select a few students to share. *No. None of the words on the sample pages are capitalized.*
- 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-34

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *whisk* as it is used in this sentence?
 I like to watch the birds whisk by the window as they fly back and forth to the bird feeder.
To move suddenly and quickly.
2. Correct the mistake in this sentence.
 The bunch of flowers will Wilt if they are not put in water right away.
The bunch of flowers will wilt if they are not put in water right away.

Building Meaning

spoken	official	international	bred
recall	devoted	investigate	complete

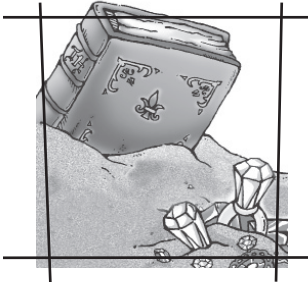
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*
4. Which of the following is something you would not describe as international?
 - a. a sporting event involving teams from different countries
 - b. a trip to the local movie theater
 - c. a film festival with foreign movies
 - d. a dinner hosted by the president and the leader of another country



- 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

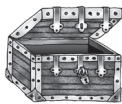
Team Cooperation Goal

- 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.

Where is Spanish an official language in the United States?

Listening Comprehension

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

Yesterday we read more details about foreign languages. We learned that French is the official language of France, Quebec in Canada, and several nations in Africa. U.S. passports are written in English and French because it is an important international language. French has also influenced English greatly because the French invaded England and brought their language with them. German is the official languages of Germany, Austria, and Switzerland. It's also spoken in Lichtenstein and Luxembourg. English is a Germanic language, so many words in English and German are similar. German and English also form compound words the same way. Italian is a Romance language, so it is related to French, but also Spanish, Portuguese, and Romanian. Italian food is popular all over the world, so people are familiar with the Italian words for different foods. Many cities also have neighborhoods called "Little Italy" because Italian immigrants moved there. Spanish is a popular language spoken in Spain and most of South and Central America. It is the official language of New Mexico. Spanish is more popular than English in some American cities.

- 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 108 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 108

Arabic is one of the world's oldest languages. It is the official language of many Middle Eastern, Asian, and African countries. Most people in Saudi Arabia speak it. People in Afghanistan and Iraq speak it. The people of Egypt, Kuwait, and Jordan also speak it. It is also the language of the Koran (koo-AHN), the most important book to Muslim people. Arabic is a widely spoken language; more than 200 million people in the world consider Arabic their native language.

Many English words come from Arabic. The word *admiral*, which means sea commander, comes from the Arabic *amir-al-bahr*, which means ruler of the seas. The color word *amber* is an Arabic word. Even the word *sofa* comes from the word *s-uffah*, which means a raised seat with cushions. That makes sense because that's what *sofa* means in English too!

A lot of the names of stars come from Arabic. That is because Arabs were some of the first astronomers. They studied the night sky. Have you heard of the bright star *Betelgeuse* (beetle-juice) in the constellation Orion? That name comes from Arabic. Like the other languages in this book, Arabic has brought much to the English language.

That's different!

As you know, when you read English, you read from left to right across the page. But when you read Arabic, you read from right to left!

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 "Where is Arabic spoken?" I said it's spoken in many Middle Eastern, Asian, and African countries, but after rereading, I see that I missed some details. Arabic is specifically spoken in Saudi Arabia, Afghanistan, Iraq, Egypt, Kuwait, and Jordan. I know it's important to include all the details I can to answer a question, so it's important to tell where Arabic is spoken. Another question I can answer completely is "Why does the author include the words *beetle-juice* in parentheses?" I said it had something to do with the name of the star in Orion. Now that I've reread, I think I understand why the author includes the words in parentheses. The star is named *Betelgeuse*. That's not a very familiar word. It's hard to clarify because I don't recognize it. It's spelled a lot differently from other words I know. I think the author knows people will have trouble reading that word, so she includes the words *beetle-juice* to help me understand how to say the star's name. 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 *Foreign Languages and Their Words*.

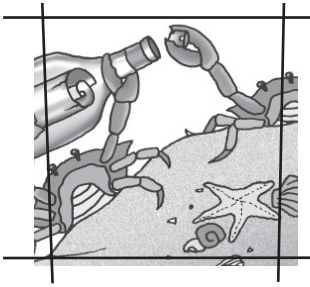
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- 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-35

Team Talk

1. Spoken Hebrew was considered dead for centuries. What does that mean? |CL • DC|
 - a. Everyone forgot Hebrew existed.
 - b. People were speaking Arabic instead.
 - c. No one was speaking it or learning it.
 - d. Someone had to reinvent Hebrew.
2. According to the chart on page 112, which popular languages were not discussed in the text? |TF|
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 *Foreign Languages and Their Words*. |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 109–112 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. Spoken Hebrew was considered dead for centuries. What does that mean? [CL • DC]
 - a. Everyone forgot Hebrew existed.
 - b. People were speaking Arabic instead.
 - c. *No one was speaking it or learning it.*
 - d. Someone had to reinvent Hebrew.
2. According to the chart on page 112, which popular languages were not discussed in the text? [TF]

100 points = According to the chart on page 112, the text did not discuss Japanese, Russian, Portuguese, and Bengali. **90 points** = According to the chart, the text did not discuss Japanese, Russian, Portuguese, and Bengali. **80 points** = It did not discuss Japanese, Russian, Portuguese, and Bengali.

Team Talk *continued*

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

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

4. Use your graphic organizer to write a summary about *Foreign Languages and Their Words*. |SU|

100 points = *The English language uses a lot of words from other languages. There are a lot of French words in English because the French invaded England long ago and brought their language with them. English is a Germanic language, so it has a lot in common with German. There are a lot of Italian and Spanish words in English because of food and people bringing their language to the United States. Hebrew is an old language that has given English many root words. Chinese is the most widely spoken language and has given English speakers many names for foods. Hindi is also widely spoken and has given English many words, such as bandana and shampoo. 90 points* = *The English language uses a lot of words from other languages. There are a lot of French words in English because the French invaded England long ago. English is a Germanic language, so it has a lot in common with German. There are a lot of Italian and Spanish words in English because of immigration. Hebrew has given English many root words. Chinese has given English speakers many names for foods. Hindi has given English words such as shampoo. 80 points* = *The English language uses a lot of words from other languages. French, Italian, and Spanish are Romance languages that influenced English. English has a lot in common with German. Hebrew has given English many root words. Chinese has given us names for foods. Hindi has given English words such as shampoo.*

- 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

Hebrew wasn’t spoken for centuries and was a dead language. How do you think that happened? Support your response.

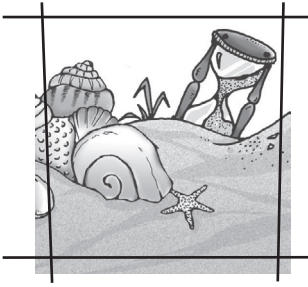
Which of the languages discussed in this text do you think would be the most difficult to learn? Which would you like to learn the most? Explain your answers.

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?

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

Write-On Discussion

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



FLUENCY IN FIVE **TP**

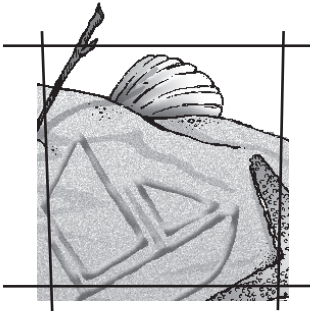
Timing Goal: 5 minutes

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

Student Edition, page S-31

Page 109 (paragraphs 1 and 2), 107 (paragraphs 2 and 3), or 112

- 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 (dictionary skills).
- Use **Think-Pair-Share** to have students tell what kind of information dictionaries provide about words. Randomly select a few students to share. *Word meanings and capitalization.*

Blackline master provided.
Student Edition, page S-33

destiny devour	wharf wither
<p>destroy <i>v.</i> to put an end to, to do away with.</p> <p>detail <i>n.</i> 1 a small part. —<i>v.</i> 2 to report fully, telling everything.</p> <p>develop <i>v.</i> 1 to make or become clear. 2 to bring out the possibilities of. 3 to grow or expand.</p> <p>devoted <i>adj.</i> 1 completely loyal. 2 affectionate or loving.</p>	<p>whence <i>adv.</i> 1 from what place. 2 from what source or cause.</p> <p>whisk <i>n.</i> 1 a kitchen utensil used for whipping eggs or cream. —<i>v.</i> 2 to move suddenly and quickly, especially in a sweeping motion. 3 to beat into foam.</p> <p>wilt <i>v.</i> 1 to lose freshness and become limp. 2 to lose strength. —<i>n.</i> 3 a plant disease that causes leaves to turn brown and the plant to die.</p>

- Display the sample dictionary pages.
- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students make up sentences using definition #2 for *wilt*. Randomly select a few students to share. *Answers may vary.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What are the guide words for the page where you would find the word *develop*?
The words are destiny and devour.
2. What is the best definition of *whence* as it is used in the following sentence?
From whence did you come, and where are you going?
From what place.

Building Meaning

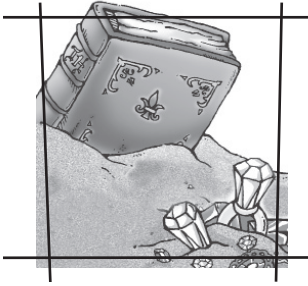
spoken	official	international	bred
recall	devoted	investigate	complete

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.
“If you *recall*, last week we began talking about the kinds of plants and animals that live in deserts,” Mr. Lacy said.



- 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.

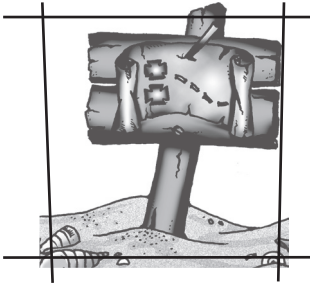
Today you will read about Latin. The English language has many words and root words that come from Latin.

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

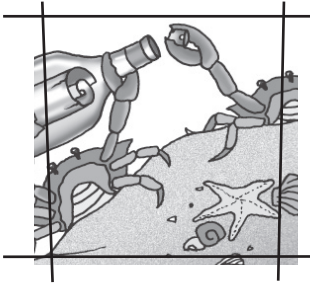
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they 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.

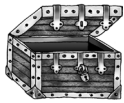
Team Discussion **TP**

- 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 they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

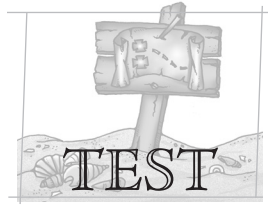


Class Discussion TP

- 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.

Latin

Latin was one of the most popular languages spoken in Europe. It was first spoken around Rome. As the Roman Empire grew, it brought Latin with it. But people stopped speaking Latin when the empire fell. They spoke languages born from Latin instead. These are called Romance languages. Latin was a dead language.

People still used Latin for writing, learning, and in science. A person was well educated if he or she could read Latin. People read stories and poems in Latin. Scientists used Latin as a common language. They shared ideas with people who spoke other languages. Many science words come from Latin.

Today Latin is taught in school. Children learn how Latin affected other languages. Many English words come from Latin. It is important to know how Latin roots form words we use every day.

Source: www.latinlanguage.org/

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 Latin. I know this is the topic because the heading tells me that the passage is about the Latin language. I see that there is information about Latin in the passage. There is information about its history, what it was used for, and what Latin is used for today.*

15 points = *The topic of the text is Latin. I know this is the topic because the heading tells me that the passage is about the Latin language. I see that there is information about Latin in the passage.* **10 points** = *Latin. The heading and information tell me this.*

30 points

2. What is the intent of the author? |AP|
- to inform the reader about Latin and its history
 - to teach the reader Latin roots in English words
 - to persuade the reader to take Latin classes
 - to entertain the reader with poems in Latin

How do you know?

20 points = I know this is the author's intent because I learn a lot of information about Latin. I learn where Latin was first spoken and how it spread through the Roman Empire. I learn what happened to Latin and why we still know Latin today even though it is a dead language.

15 points = I know this is the author's intent because I learn a lot of information about Latin. I learn where Latin was first spoken and how it spread. **10 points** = I learn a lot of information about Latin. I learn where it was first spoken.

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 = Latin was once spoken everywhere the Roman Empire existed. People stopped speaking Latin when the empire fell. It became a dead language. But people still used Latin for writing, education, and in science. People read Latin and used it to communicate with other people. Latin is not used as much today, but children can still learn it in school. Children also learn how Latin affected the English language.

15 points = Latin was once spoken everywhere the Roman Empire existed. People stopped speaking Latin when the empire fell. They still used it for writing, education, and in science. Latin is not used as much today, but children can still learn it in school. Children also learn how Latin affected the English language. **10 points** = Latin was once spoken everywhere the Roman Empire existed. People stopped speaking it but still used it for writing, education, and in science. Children can still learn it in school.

Word Power

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

Skill Questions

Use the sample dictionary pages to answer the following questions. Write the answers on your paper.

fade | faith

Fahrenheit

adj. **1** relating to the temperature scale on which 32° is the freezing point of water and 212° is the boiling point of water.

—*n.* **2** Gabriel Fahrenheit, German scientist who created the temperature scale.

fairy

n. an imaginary being that looks like a tiny human and can do magic.

plot | potato

plunge

v. **1** to thrust or force quickly.

2 to leap or dive suddenly.

3 to dip or move downward.

—*n.* **4** a sudden dive, rush, or leap.

polish

v. **1** to make smooth or shiny.

2 to improve manners or style.

—*n.* **3** a smooth, shiny surface.

4 a substance used for polishing.

5 points

1. What is the best definition of *plunge* as it is used in this sentence?

I was a little afraid to plunge into the icy cold water at first.

To leap or dive suddenly.

5 points

2. Which word from the sample pages should be capitalized?

The word Fahrenheit.

5 points

3. What is the best definition of *polish* as it is used in this sentence?

My grandmother thought a school of manners would polish me and help me to act like a lady.

To improve manners or style.

5 points

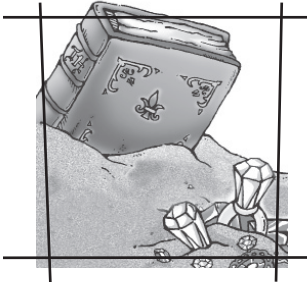
4. What are the guide words for the page where you would find the definition of *fairy*?

The words are fade and faith.

Building Meaning

spoken	official	international	bred
recall	devoted	investigate	complete

- 10 points** 5. Write a meaningful sentence for the word *devoted*.
10 points = Tara was devoted to feeding the homeless, so she created an organization that handed out sandwiches to the hungry on Saturday nights.
5 points = Tara was devoted to feeding the homeless, so she created an organization that handed out sandwiches. **1 point** = Tara was devoted to feeding the homeless.
- 10 points** 6. The zoo successfully bred two tiger cubs that could be returned to the wild.
- 10 points** 7. “After you complete your test, bring your papers up to me and sit quietly at your desk,” Mrs. Reinhardt instructed. *Complete* means—
a. begin.
b. finish.
c. race.
d. return.
- 10 points** 8. Paula spent a week at an international camp where she met children her age from all over the world.
- 10 points** 9. “I can’t recall all the details of the movie, but I remember laughing so hard I cried at some parts,” Jody explained. *Recall* means—
a. purchase.
b. explain.
c. describe.
d. remember.
- 10 points** 10. The official start of summer is near the end of June, but most people think of Memorial Day as the start of the summer season.
- 10 points** 11. I am going to investigate why I keep hearing a dripping sound coming from the bathroom sink. *Investigate* means—
a. forget.
b. accept.
c. study.
d. ignore.
- 10 points** 12. Learning to recognize words in a foreign language when they are spoken is an important part of being fluent in that language.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are a scientist who recently discovered a group of people who speak a new language. You want to create a dictionary of some of their words to help other people understand this new language. You read about a lot of foreign languages this cycle and how some foreign words have become part of the English language. As a scientist, you hope some words from this new language become part of the English language too.

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, creating a dictionary.

Have you ever read a story or informative text and come across a word you did not know? Maybe you heard an adult say a word that was unfamiliar but sounded interesting. If you were curious enough about the word, you could have used a dictionary to find out what it meant. Dictionaries are books that list words and their meanings. They tell you how to pronounce words and whether words are adjectives, nouns, or verbs. Some dictionaries might provide meaningful sentences to help you better understand the word and how it is used. Dictionaries are easy to use and have gotten even easier with the popularity of the Internet. Now instead of flipping through a big book with tiny print, you can type a word into an online dictionary search and find several definitions almost instantly.

- Point out to students that many dictionaries exist for foreign languages.

Have you ever used a foreign language dictionary? They can be very useful when you are learning a new language. These dictionaries usually have two parts: one part for your native language and one part for the foreign language. Let's say you are learning Spanish and want to know

the Spanish word for the color red. You could look up the word *red* in the English part and learn that the Spanish word for *red* is *rojo*. Likewise, if you were reading a sentence in Spanish and saw the word *azul*, you could look up the word on the Spanish side and learn it means *blue* in English.

- Display the following excerpt from a dictionary.

Blackline master provided.

hat

n. a piece of clothing worn on the head, usually with a brim. (The man's hat protected his head and face from the bright sun.)

hatch

v. **1** to come out from an egg. (The chicks will hatch in about a week.)
—n. **2** a small door or opening, especially on a ship. (The sailors closed the hatch on deck so water couldn't come in during the storm.)

haugh-ty (haw´ tee)

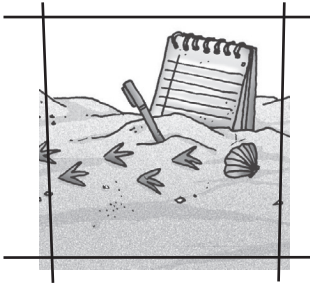
—adj. acting better than others, snobby. (The haughty boy showed off his trophy for winning the spelling bee.)



- Use **Random Reporter** to discuss the format of a dictionary.

It is important to format your dictionary properly so it is easy to read. How do the words in this dictionary appear? They are in bold type. They are in alphabetical order. Good. The word being defined should be bold to help it stand out from the definition and meaningful sentence. Words should be in alphabetical order to make them easier to find. Do you notice anything special about the word *haughty*? The word has a dash in it. There is the word in parentheses next to it. Yes. When a word has more than one syllable, it should have a dash between each syllable in the word. This helps you know how to say the word. The entry for *haughty* also has a pronunciation guide next to it. This helps you if you do not understand how the word should sound. How does each entry begin? Each entry begins with a number and tells whether the word is an adjective, noun, or verb. There is a period after the part of speech. Right. The number tells you how many definitions there are for the word. People who need to look up words in dictionaries also need to know how to use the word. If they look up the word *hat* in the dictionary, they will know to use the word as an object and not an action. Notice that the part of speech is abbreviated. That is to separate it from the definition. This is followed by the definition, which begins with a lowercase letter and ends in a period. Let's look at the meaningful sentence. It appears after the definition. How does the defined word appear in the meaningful sentence? It is underlined. Right. This helps the word stand out from the rest of the sentence. You will format your dictionaries similarly.

- Tell students that they will create a dictionary for a new language.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will create a dictionary for a new language.



- 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-35

Writing Prompt

Pretend that you are a scientist, and you have discovered a group of people who speak a new language. You want to create a dictionary of their language to help other people learn more about this new language. Give this new language a name, and make it the title of your dictionary. Create five words for your dictionary. For each word, tell whether it is an adjective, noun, or verb, provide a definition, and provide a meaningful sentence. Your dictionary should be in alphabetical order, and entries should be in the correct format.

Scoring Guide

You create a dictionary of five words from a new language that you discovered.	20 points
You name the language and make it the title.	10 points
You tell whether each word is an adjective, a noun, or a verb.	2 points each (10 points maximum)
You provide a definition for each word.	5 points each (25 points maximum)
You provide a meaningful sentence for each word.	5 points each (25 points maximum)
Your dictionary is in alphabetical order, and the entries are formatted correctly.	10 points

- Display the following rules for formatting a dictionary entry and sample definition for students to model for proper format.

Blackline master provided.

How to Format Your Dictionary Entry

The entry word is bold.

A pronunciation guide (if necessary) is in parentheses.

The part of speech (adjective, noun, or verb) is abbreviated and is followed by a period.

The definition begins with a lowercase letter and ends with a period.

The entry word is underlined within the meaningful sentence.

sample (sam´puhl)

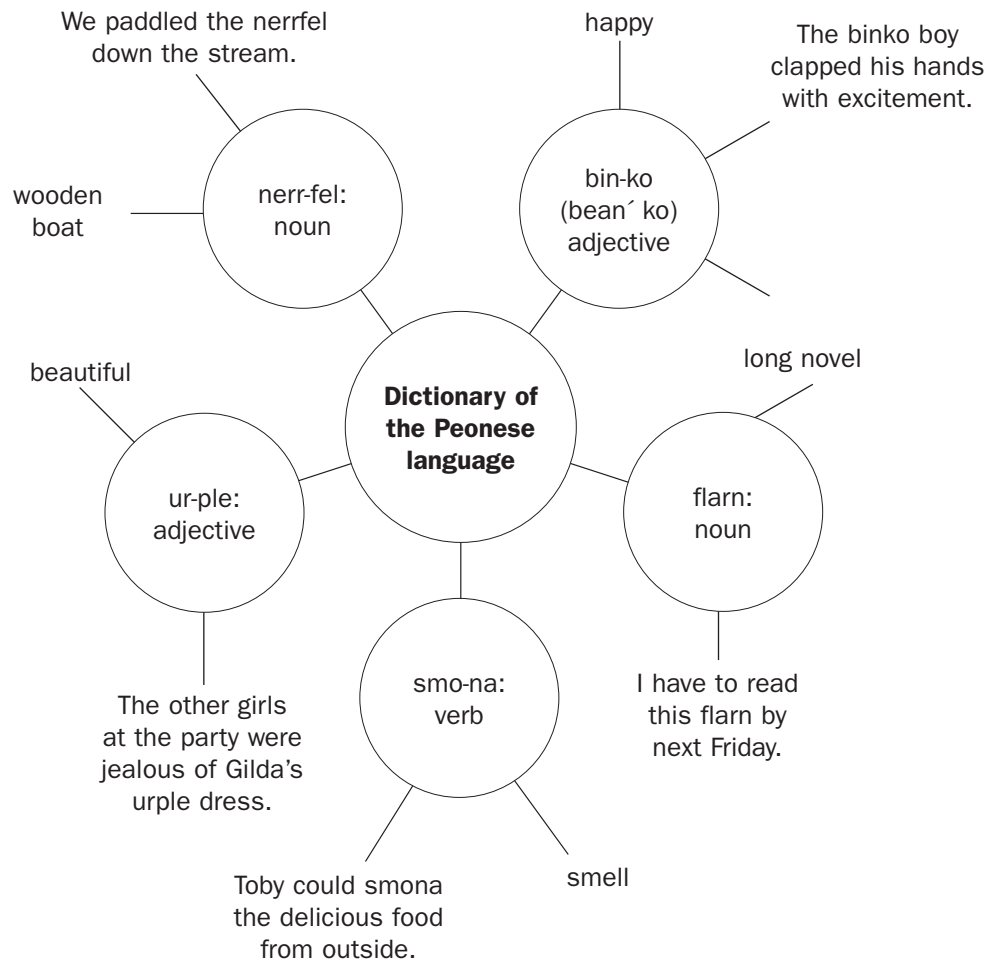
n. a part that represents an entire object. (This is a sample that shows what a dictionary entry looks like.)

- 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 dictionaries.

- 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 their meaningful sentences should provide good context clues for their foreign words.

Remember that a meaningful sentence needs to help the reader better understand the vocabulary word used in it. You should provide good context clues so the meaning of the word is clear without the definition. For example, if I wrote “Gilda wore an urple dress,” could you figure out what the word *urple* means without a definition? Wait for students’ responses. That’s right. You can’t really figure it out. *Urple* could mean the dress is pretty, a particular color, or even that it is ugly. But the sentence “The other girls at the party were jealous of Gilda’s urple dress” tells us more. Girls would not be jealous of an ugly dress, but they might be jealous of a beautiful dress.

- 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.
- Remind students that correctly formatting their dictionaries and entries is important.

Remember that it is important to format your dictionary and its entries correctly. By formatting entries correctly, you help readers use the dictionary more easily.

- Display the following sample dictionary.

Blackline master provided.

Dictionary of the Peonese Language

binko (bean ko)

adj. happy or full of joy. (The binko boy clapped his hands with excitement.)

flarn

n. a long novel. (I have to read this flarn by next Friday.)

ur-ple

adj. beautiful or very pretty. (The other girls at the party were jealous of Gilda's urple dress.)

nerr-fel

n. a wooden boat. (We paddled the nerrfel down the stream.)

smo-na

n. to smell (Toby could smona the delicious food from outside.)



- Tell students that there is a mistake in each entry. Use **Team Huddle** and **Random Reporter** to have students identify the mistakes. *The word binko should have an accent mark between the syllables. The word flarn should be underlined in the meaningful sentence. The word urple should be the last word in the dictionary. The entry word nerrfel should be bold. The definition for smona does not end with a period.*
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

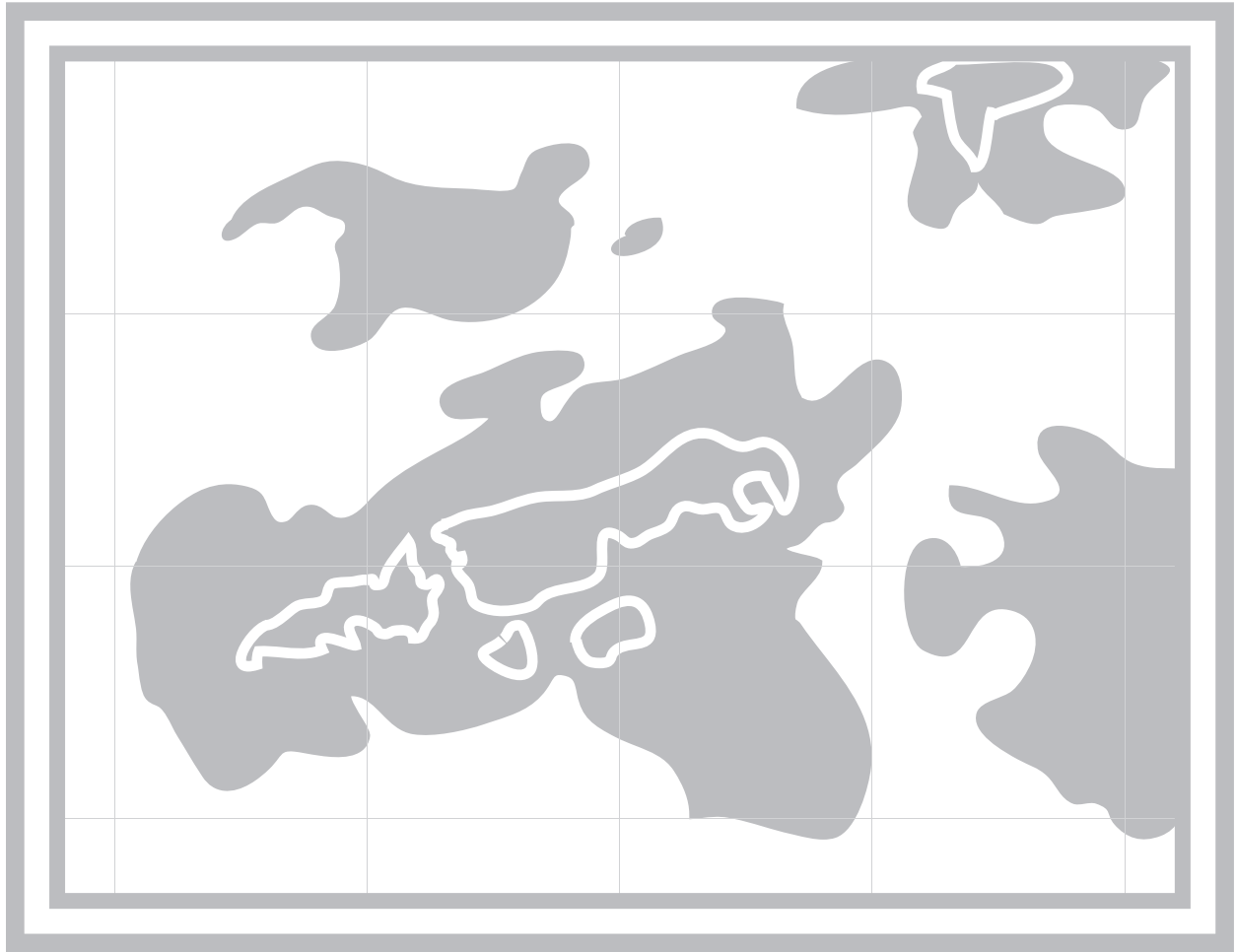
Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

To the Moon

Have you ever looked up at the sky? Have you ever wondered what is out there? If so, you thought like an explorer. For years, people have wanted to know more about space. President Kennedy had a dream to explore space. He wanted America to send a man to the moon. This dream came true in 1969. Three explorers flew the Apollo 11 mission to the moon. One of them became the first person ever to step on the moon. His name was Neil Armstrong. Five missions landed on the moon after Apollo 11. The explorers on these missions conducted experiments. They also collected moon rocks. These missions gave us the chance to learn about a faraway place: the moon.



destiny | devour

destroy

v. to put an end to,
to do away with.

detail

n. **1** a small part.
—*v.* **2** to report fully,
telling everything.

develop

v. **1** to make or
become clear. **2** to bring
out the possibilities of.
3 to grow or expand.

devoted

adj. **1** completely loyal.
2 affectionate or loving.

wharf | wither

whence

adv. **1** from what place.
2 from what source
or cause.

whisk

n. **1** a kitchen utensil used
for whipping eggs or cream.
—*v.* **2** to move suddenly
and quickly, especially in a
sweeping motion. **3** to beat
into foam.

wilt

v. **1** to lose freshness and
become limp. **2** to lose
strength. —*n.* **3** a plant
disease that causes leaves
to turn brown and the plant
to die.

hat

n. a piece of clothing worn on the head, usually with a brim. (The man's hat protected his head and face from the bright sun.)

hatch

v. **1** to come out from an egg. (The chicks will hatch in about a week.) —*n.* **2** a small door or opening, especially on a ship. (The sailors closed the hatch on deck so water couldn't come in during the storm.)

haugh-ty (haw' tee)

—*adj.* acting better than others, snobby.

(The haughty boy showed off his trophy for winning the spelling bee.)

How to Format Your Dictionary Entry

The entry word is bold.

A pronunciation guide (if necessary) is in parentheses.

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The definition begins with a lowercase letter and ends with a period.

The entry word is underlined within the meaningful sentence.

sample (sam' puhl)

n. a part that represents an entire object. (This is a sample that shows what a dictionary entry looks like.)

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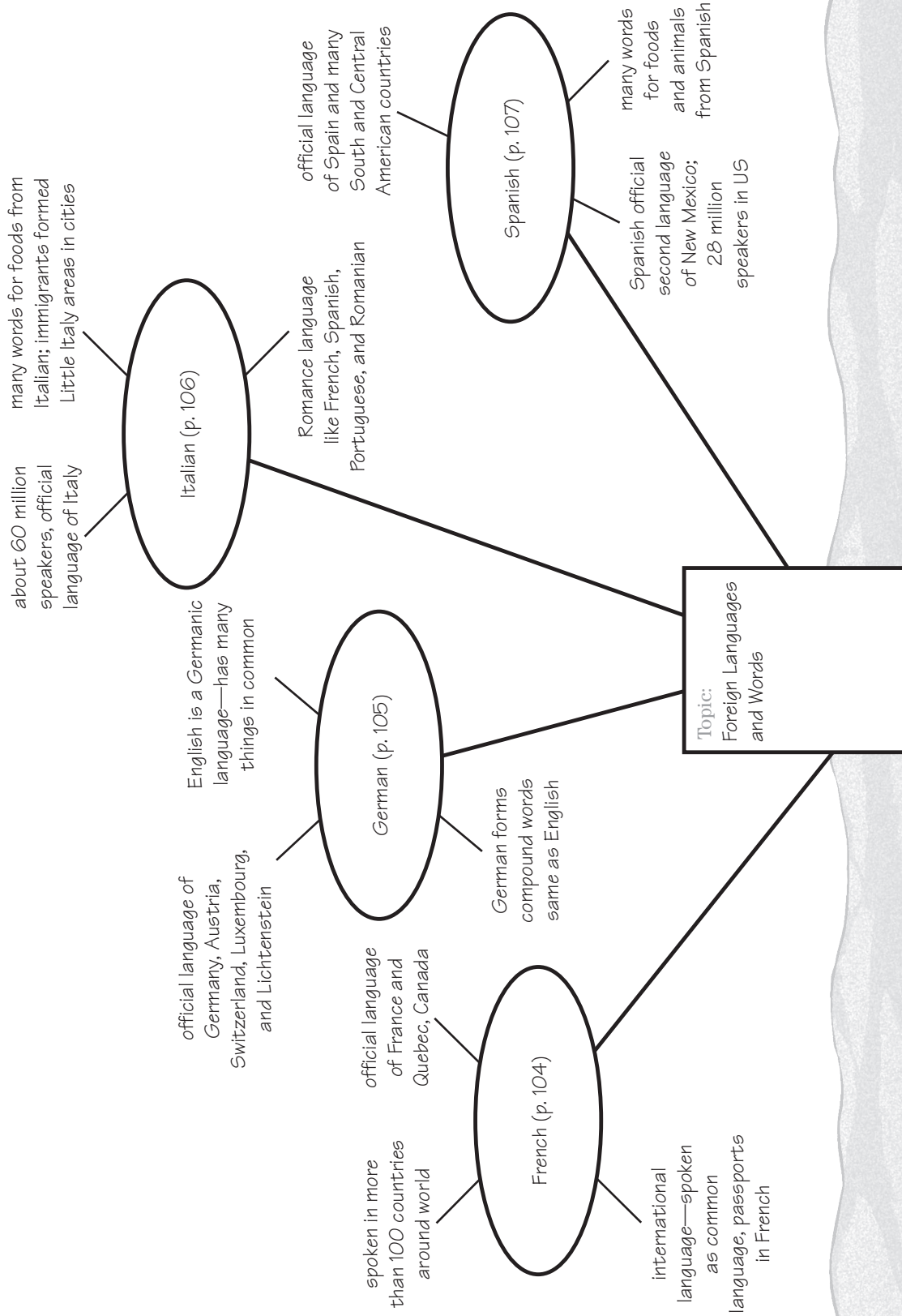
smo-na

n. to smell (Toby could smona the delicious food from outside.)

Idea Tree



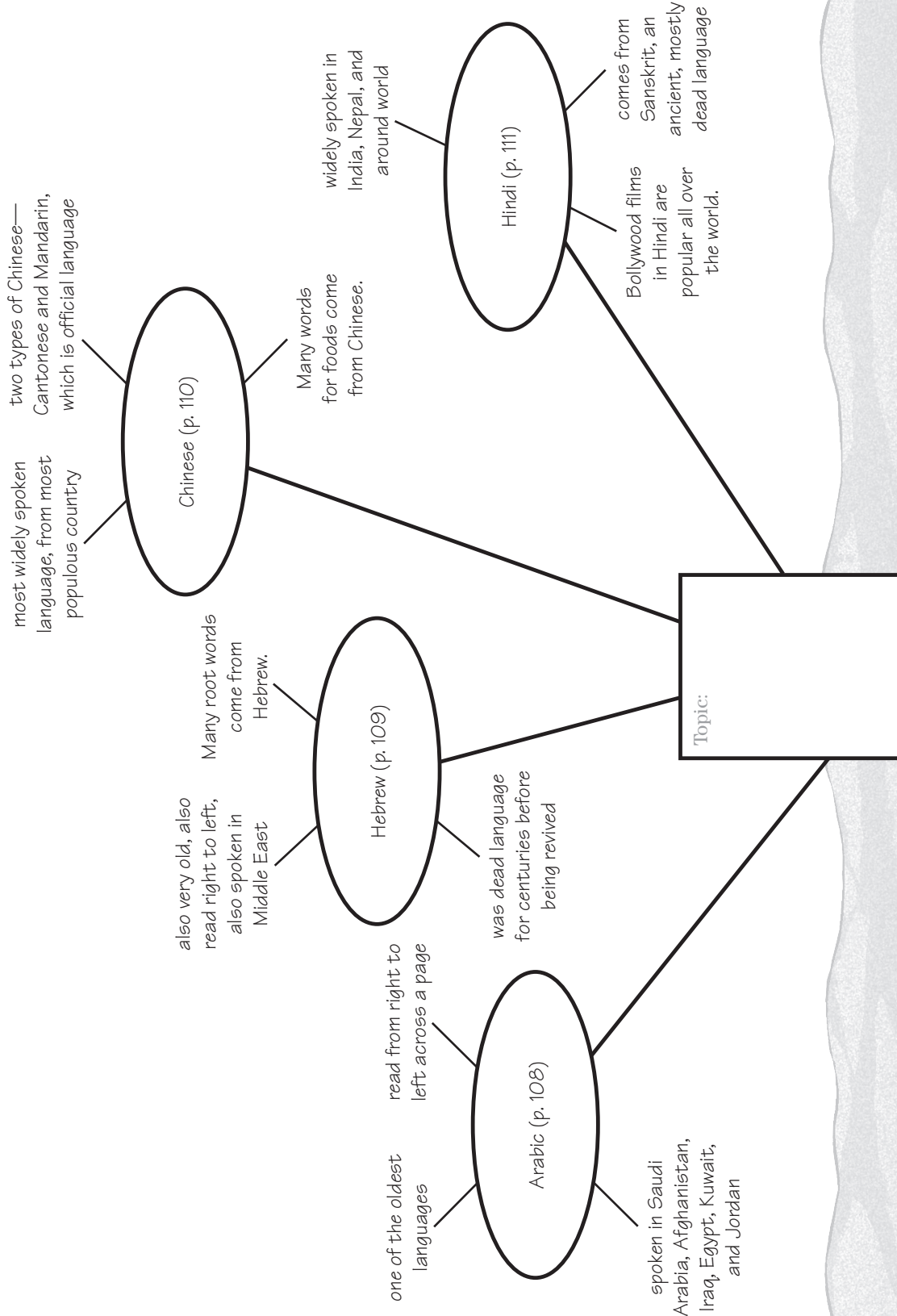
Title: Foreign Languages and Their Words





Title: Foreign Languages and Their Words, 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 4 / <i>Foreign Languages and Their Words</i>
English Language Arts Standards: <i>Reading: Informational</i>
Key Ideas and Details RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
English Language Arts Standards: <i>Language</i>
Vocabulary Acquisition and Use L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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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 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?

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: What does Sienna do?
A: Sienna is a maiden.
2. Turn the following statement into two questions: Camilla and Sienna are friends.
3. Think of a question to ask about *Camilla and Sienna*. What is it? Is your question a Right There or a Think question? Tell why. (Write-On)

Ditch Bronson Just Needs a Friend

Word	Identification Strategy	Definition	Sentence
alert	chunk	aware, paying attention, cautious	Morgan is a very <i>alert</i> driver who pays attention to everything around her.
absent	chunk	missing, not present	There were only nine out of ten people on the field, so someone was <i>absent</i> .
grasp	blend	understand, get	I studied the problem for hours until I could finally <i>grasp</i> it.
chores	base word + ending	tasks, jobs to do	Before I can play, I usually have a few <i>chores</i> to do around the house.
perfected	base word + ending	learned to do well	After years of practice, the pitcher had <i>perfected</i> his curveball.
decline	chunk	say no to, turn down	Joe had to <i>decline</i> the offer of dessert because he was full.
affectionate	chunk	caring, tender, loving	Wanda's brother gave her an <i>affectionate</i> pat on the shoulder after she helped him with his math problem.
ascent	-sc = /s/ chunk	way up, climb	The climbers rested at the bottom before their <i>ascent</i> up the mountain.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 33	Page 33 or 37	Page 33, 37, or 40 (paragraphs 4–7)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Julia thinks it's not fair that— <ol style="list-style-type: none"> a. she has to go to school on a sunny day. b. squirrels run across the lawn so quickly. c. Vic left her alone to deal with Ditch. d. the school bell rings before she gets there. 2. What do you think Mr. Filbert means when he says, "Nice of you to join us" to Julia? Support your answer. 3. How does Julia feel about Ditch Bronson? 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)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Tell how Julia responds to what her dad said earlier about bullies. 2. How is Julia's mom different from her dad? 3. Which of the following do you think will happen next? <ol style="list-style-type: none"> a. Julia and her dad will talk more about Ditch Bronson. b. Julia and her dad will stop talking about Ditch Bronson. c. Julia and her dad won't have a good basketball game. d. Julia and her dad will buy tickets to the playoff game. 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)
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Skill Practice	<p>Write an antonym for each of the following words.</p> <p>1. scarce 2. loan 3. harvest 4. upward</p>
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Building Meaning	alert	absent	grasp	chores
	perfected	decline	affectionate	ascent
	<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. Maleka caught chicken pox, so she was _____ from school for a whole week. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> Why doesn't Julia mind her chores on this day? Do you think Julia's dad knows what her plan might be? Support your answer. At the end of today's reading, you could best describe Julia as— <ol style="list-style-type: none"> excited. nervous. confident. relaxed. 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)
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Skill Practice	<p>Write an antonym for each of the following words.</p> <ol style="list-style-type: none"> grim howl offend numerous
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Building Meaning	alert	absent	grasp	chores
	perfected	decline	affectionate	ascent
	<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. Which of the following would most likely be one of your weekend <u>chores</u>? <ol style="list-style-type: none"> playing video games loading the dishwasher practicing ice hockey reading a good book 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Think about how Julia's dad treats her when she comes home. These actions show that he is— <ol style="list-style-type: none"> cruel. a bully. caring. not nice. What effect does playing basketball have on Julia? Make a prediction about what you think will happen next in the story. Give a reason why you made this prediction. 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)
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Skill Practice	<p>Write an antonym for each of the following words.</p> <p>1. tiptoe 2. foul 3. gallop 4. rival</p>
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Building Meaning	alert	absent	grasp	chores
	perfected	decline	affectionate	ascent
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Which of the following would most likely not be one of your weekend <u>chores</u>?</p> <ul style="list-style-type: none"> a. playing football b. doing laundry c. washing windows d. raking leaves 			

DAY 6

Writing Prompt	<p>Julia had a plan in mind before she went to Ditch’s house to ask him to play basketball. Pretend that you are Julia, and write a journal entry that tells what you plan to do to make Ditch Bronson a friend. In your entry, describe your problem with Ditch. Then describe two things that you plan to do to make Ditch a friend instead of a bully. Tell how you think your actions will help you solve your problems with Ditch. Remember to include all the parts of a journal (a date, the body, and a signature).</p>										
Scoring Guide	<table border="1"> <tr> <td>You pretend to be Julia to write a journal entry from her perspective.</td> <td>25 points</td> </tr> <tr> <td>You describe your problems with Ditch.</td> <td>15 points</td> </tr> <tr> <td>You describe two things you plan to do to make Ditch a friend instead of a bully.</td> <td>15 points each (30 points maximum)</td> </tr> <tr> <td>You tell how you think your actions will help solve your problems with Ditch.</td> <td>15 points</td> </tr> <tr> <td>You include all the parts of a journal entry (a date, the body, and a signature).</td> <td>15 points</td> </tr> </table>	You pretend to be Julia to write a journal entry from her perspective.	25 points	You describe your problems with Ditch.	15 points	You describe two things you plan to do to make Ditch a friend instead of a bully.	15 points each (30 points maximum)	You tell how you think your actions will help solve your problems with Ditch.	15 points	You include all the parts of a journal entry (a date, the body, and a signature).	15 points
You pretend to be Julia to write a journal entry from her perspective.	25 points										
You describe your problems with Ditch.	15 points										
You describe two things you plan to do to make Ditch a friend instead of a bully.	15 points each (30 points maximum)										
You tell how you think your actions will help solve your problems with Ditch.	15 points										
You include all the parts of a journal entry (a date, the body, and a signature).	15 points										

Ditch Bronson Just Needs a Friend

Word	Identification Strategy	Definition	Sentence
merits	chunk	earns, deserves	Good work <i>merits</i> reward.
interfered	base word + ending	interrupted, stepped in	The two teams continued their match until the referee <i>interfered</i> and told them to stop.
heap	blend	pile, big bunch	I wasn't sure I could finish the <i>heap</i> of chores I had to do.
trio	chunk	group of three	The <i>trio</i> of birds grew louder when a fourth came to join them.
severe	chunk	strict, cruel, harsh	Some people think Ms. Smith is too <i>severe</i> , but I think she's really fair.
instant	chunk	moment	I awoke the <i>instant</i> my alarm went off.
risk	blend	a dangerous choice	If you take a <i>risk</i> like skydiving, you could hurt yourself.
particularly	chunk	especially	Carlita was good at most sports, but she was <i>particularly</i> good at track and field.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 51 (paragraphs 1–5)	Page 51 (paragraphs 1–5) or 55	Page 51 (paragraphs 1–5), 55, or 57 (paragraphs 1–4)

DAY 1

Team Talk

1. What happens **before** Julia talks about her day with Ditch with her parents?
2. Do you think Julia's parents believed Ditch would be nice once Julia got to know him? Support your response.
3. Why doesn't Julia want to play basketball with her dad?
 - a. She doesn't want to be seen outside with him.
 - b. She is going over to Ditch's house to watch movies.
 - c. She already played a lot of basketball that day.
 - d. She doesn't like basketball anymore and wants to quit.
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

1. Seeing Ditch Bronson at Julia's house makes Vic—
 - a. pleasantly surprised.
 - b. excited for revenge.
 - c. afraid and defensive.
 - d. confused and angry.
2. Why do you think Ditch runs home as soon as he sees Vic? Support your answer.
3. How can you tell Vic doesn't totally believe Ditch is a nice kid?
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

1. Read the following sentence.
My dog's ears were erect as he listened to the sounds of the mouse crawling inside the wall.
Which of the following sentences uses *erect* the same way?
 - a. They will erect an eighteen-story apartment building nearby.
 - b. Our brains have to erect images we receive through the eye so they are no longer upside down.
 - c. The little chipmunk held his tail erect to make his body seem bigger.
 - d. The government chose to erect Texas into a state in 1845.
2. Read the following sentence.
I didn't like the idea of putting worms on my hook, so I let my brother do it instead.
Which of the following sentences uses *hook* the same way?
 - a. I hung my art project on a hook in the wall so everyone could see it.
 - b. The boxer tried to throw a right hook at his opponent, but was blocked.
 - c. A good advertisement needs a hook that makes people want the product.
 - d. If you hook that ball, the outfielder won't have a chance of catching it.

Building Meaning	merits	interfered	heap	trio
	severe	instant	risk	particularly
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. Which of the following activities would involve taking a <u>risk</u>?</p> <ol style="list-style-type: none"> taking a nap getting the mail climbing a tall tree sitting down 				

DAY 3

Team Talk	<ol style="list-style-type: none"> Why do Julia, Vic, and Ditch play PIG instead of HORSE? Which of the following best describes how Suzie, Marco, and Daunte feel when they see Julia and Vic playing with Ditch? <ol style="list-style-type: none"> entertained surprised relieved comfortable How does what Daunte says affect Ditch? 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)
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Skill Practice	<ol style="list-style-type: none"> Read the following sentence. A really hard basketball practice will <u>exhaust</u> me to the point where I need to take a nap after school. Which of the following sentences uses <i>exhaust</i> the same way? <ol style="list-style-type: none"> The exhaust pipe on the car was broken, so my dad couldn't drive it. Long car trips always exhaust me, even though I've sat the whole day. When we exhaust our supply of oil, we will have to find a new fuel. It's not very good for your lungs to breathe in exhaust from a car. Read the following sentence. The library <u>preserves</u> all kinds of documents so people can research history. Which of the following sentences uses <i>preserves</i> the same way? <ol style="list-style-type: none"> My favorite kinds of preserves are strawberry and raspberry, made just as sweet as my grandma did. Wildlife preserves all over Africa protect animals from hunters. The young pandas were released in preserves where scientists could watch them in their natural environment. The museum preserves famous artworks so people can enjoy them for many years.
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Building Meaning	merits	interfered	heap	trio
	severe	instant	risk	particularly
	<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 activities would not involve taking a <u>risk</u>?</p> <ol style="list-style-type: none"> setting the table going cliff diving learning to surf riding a skateboard 			

DAY 4

Team Talk	<p>1. Mr. Filbert's story makes Ditch feel—</p> <ol style="list-style-type: none"> angry. happier. worried. sadder. <p>2. Does Ditch think he deserves to have his feelings hurt by the other kids in the class? What makes you think that?</p> <p>3. Why is Julia excited to play two-on-two basketball? What makes it such a great game?</p> <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)</p>
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Skill Practice

1. Read the following sentence.

Our school will hold a mock election to find out whom the students would elect president of the country.

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

- a. Many forts have mock battles for tour groups so they can see what war looked like in the past.
- b. I wish Tobias wouldn't mock me whenever I get up in class to present a book report.
- c. Jackson was punished because he chose to mock the school rules through his actions.
- d. Some birds can mock the songs and calls of other birds very well.

2. Read the following sentence.

The large seagoing vessel could hold more than a thousand passengers and crew as it sailed across the ocean.

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

- a. In medieval times, a person might have used a small bowl as a drinking vessel.
- b. A certain type of blood vessel, called an artery, carries blood from the heart around the body.
- c. The largest Viking vessel could carry around 100 men across the seas or oceans.
- d. The small wooden box covered in shells served as a vessel for my best jewelry.

Building Meaning

merits	interfered	heap	trio
severe	instant	risk	particularly

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. Bo liked everything he studied in school, but he particularly liked math class.
Particularly means—
 - a. somewhat.
 - b. especially.
 - c. easily.
 - d. throughout.

DAY 6

Writing Prompt	<p>Pretend that you are Ditch. Now that you have made friends with Julia and Vic, you want to make sure everyone else in the class knows you want to be a friend instead of a bully. Write a letter of apology to your class. Begin by apologizing for your actions. Next explain how you were a bully and why you bullied your classmates. Then explain why your actions were wrong. After that, tell what you would like to do to make up for being a bully. Remember to apologize again at the end of the letter. Remember to include all the parts of a letter (a date, greeting, body, closing, and a signature).</p>
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Scoring Guide	You wrote a letter from Ditch to his classmates to apologize for being a bully.	25 points
	You include an apology at the beginning and end of your letter.	20 points
	You explain how and why you bullied your classmates.	15 points
	You explain why your actions were wrong.	15 points
	You describe what you would like to do to make up for being a bully.	15 points
	Your letter is formatted correctly (a date, greeting, body, closing, and signature).	10 points

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 lemurs live?
A: Lemurs live on an island.
2. Turn the following statement into two questions: Lemurs eat plants.
3. Think of a question to ask about "The Ring-Tailed Lemur." What is it? Is your question a Right There or a Think question? Tell why. (Write-On)

A Journey Through the Seven Wonders of the Ancient World

Word	Identification Strategy	Definition	Sentence
treasured	base word + ending	valued	One of Jayna’s most <i>treasured</i> items is her grandma’s old teakettle.
maintaining	base word + ending	caring for	<i>Maintaining</i> a pet is a lot of hard work, so you should be ready to accept the responsibility.
eternity	chunk	time without end	Nothing lasts for <i>eternity</i> since even mountains are worn down by wind and rain.
perched	base word + ending	sat, as on an elevated surface	The parakeet escaped from his cage and <i>perched</i> on a lamp just out of reach of Rio’s fingers.
split	blend	broke, divided	There was only one cookie left in the jar, so Nicky and Mindy <i>split</i> it so they could each have half.
yearning	base word + ending	longing for	I was <i>yearning</i> for a grilled cheese sandwich, so I asked my mom if she could make me one for lunch.
conquered	base word + ending	took over, defeated	The Romans <i>conquered</i> the Greeks and made their country part of their empire.
reflected	base word + ending	bounced back	The full moon’s light <i>reflected</i> off the smooth lake surface and looked beautiful.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 91 (paragraph 1)	Page 91 (paragraph 1) or 87 (paragraph 1)	Page 91 (paragraph 1), 87 (paragraph 1), or 94 (paragraph 2)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Why are Egyptologists trying to preserve the Great Pyramid? 2. How do historians think King Nebuchadnezzar II solved the problem of maintaining a garden in the desert? 3. Compared with the statue of Zeus, the statue of Abraham Lincoln in the Lincoln Memorial in Washington, D.C., is— <ol style="list-style-type: none"> a. larger and covered in more jewels. b. less important. c. not as large or ornate. d. older and more recognized in Greece. 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)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Why are remains of the Temple of Artemis on display at the British Museum? 2. How do the two pictures of the Colossus on page 92 help you better understand the text? 3. Which of the following is a conclusion you can draw about Queen Artemisia? <ol style="list-style-type: none"> a. She was cheap and didn’t spend much money. b. She cared for her husband, King Mausolus, greatly. c. She didn’t think her husband, King Mausolus, deserved honor. d. She only wanted to build the tomb to be famous. 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)
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Skill Practice	<p>Write each word in your journal. Then write the base word and suffix. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. glittering 2. performing
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Building Meaning	treasured	maintaining	eternity	perched
	split	yearning	conquered	reflected
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. Choose the word that best fits in the blank. The butterfly _____ on my finger until it decided to fly to a flower. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. The purpose of the diagram on page 85 is to— <ol style="list-style-type: none"> a. show how ramps were possibly used to build the pyramid. b. show photographic evidence of the pyramids being built. c. show you how to build a pyramid in your backyard. d. show you where Pharaoh Khufu is buried in the pyramid. 2. Why do historians have a hard time finding proof that the Hanging Gardens existed? 3. Are historians more positive about the statue of Zeus’s existence than the existence of the Hanging Gardens? How can you tell? 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)
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Skill Practice	<p>Write each word in your journal. Then write the base word and suffix. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. stumbling 2. confessed
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Building Meaning	treasured	maintaining	eternity	perched
	split	yearning	conquered	reflected
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 4. Choose the word that best fits in the blank. I asked my mom to make macaroni and cheese with dinner because I have been _____ for it lately. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. How was the Lighthouse of Alexandria different from the other wonders of the world? 2. What do you think the proposed new wonders of the world have in common with the ancient wonders of the world? 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>A Journey Through the Seven Wonders of the Ancient World</i>.
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Skill Practice	<p>Write each word in your journal. Then write the base word and suffix. Write a definition for each word.</p> <p>1. whistled 2. hailing</p>
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Building Meaning	treasured	maintaining	eternity	perched
	split	yearning	conquered	reflected
	<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>Dante enjoyed _____ his bike by washing it and keeping the chain clean and greased.</p>			

DAY 6

Writing Prompt	<p>What makes something a wonder of the world? Is it its size? Beauty? Precious materials used to build it? Write a paragraph that shares your opinion about what you think should be considered a wonder of the world. Begin your paragraph with an opening sentence that states what monument or natural feature you think should be considered a wonder of the world. Then provide at least three reasons that explain why you think it deserves to be called a wonder. Remember to tell where your wonder is located. Your paragraph should end with a sentence that restates the main idea.</p>										
Scoring Guide	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">You wrote an opinion paragraph about what you think should be a wonder of the world.</td> <td style="text-align: right; padding: 5px;">30 points</td> </tr> <tr> <td style="padding: 5px;">Your paragraph begins with an opening sentence that states what monument or natural feature you think should be considered a wonder of the world.</td> <td style="text-align: right; padding: 5px;">10 points</td> </tr> <tr> <td style="padding: 5px;">You provide at least three reasons that explain why you think it deserves to be called a wonder.</td> <td style="text-align: right; padding: 5px;">15 points each (45 points maximum)</td> </tr> <tr> <td style="padding: 5px;">You tell where your wonder is located.</td> <td style="text-align: right; padding: 5px;">5 points</td> </tr> <tr> <td style="padding: 5px;">Your paragraph ends with a closing sentence that restates the main idea.</td> <td style="text-align: right; padding: 5px;">10 points</td> </tr> </table>	You wrote an opinion paragraph about what you think should be a wonder of the world.	30 points	Your paragraph begins with an opening sentence that states what monument or natural feature you think should be considered a wonder of the world.	10 points	You provide at least three reasons that explain why you think it deserves to be called a wonder.	15 points each (45 points maximum)	You tell where your wonder is located.	5 points	Your paragraph ends with a closing sentence that restates the main idea.	10 points
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Foreign Languages and Their Words

Word	Identification Strategy	Definition	Sentence
spoken	chunk	said aloud	When <i>spoken</i> , the French language sounds very beautiful.
official	-cial = /shul/ chunk	established	Our school mascot's <i>official</i> name is Maximus the Gladiator, but we all just call him Max.
international	prefix + base word + ending	between countries, worldwide	My family's favorite restaurant serves <i>international</i> foods, so everyone can get the kind of food he or she wants to eat in one place.
bred	blend	raised, produced	My mom <i>bred</i> sheep when she was a little girl, so she knows how hard it is to work on a farm.
recall	prefix + base word	remember	I couldn't <i>recall</i> my lines when I got on stage, so someone had to whisper them to me.
devoted	base word + ending	committed	Lily is very <i>devoted</i> to helping animals, so she spends a lot of time volunteering at an animal shelter.
investigate	chunk	study	"I don't know who started the fight, but I'm going to <i>investigate</i> the situation and find out," Principal Noonan said.
complete	chunk	finish	After I <i>complete</i> the test, I can go home and relax.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 109 (paragraphs 1 and 2)	Page 109 (paragraphs 1 and 2) or 107 (paragraphs 2 and 3)	Page 109 (paragraphs 1 and 2), 107 (paragraphs 2 and 3), or 112

DAY 1

Team Talk

1. The author says that French is the “international language.” What does this mean? How did you figure that out?
2. Why do English and German have a special relationship?
3. Many Italian words spoken in English are related to—
 - a. food and cooking.
 - b. war.
 - c. television shows.
 - d. music.
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 is Hebrew similar to Arabic?
2. So many people speak Chinese because—
 - a. it is easy to learn and fun to speak.
 - b. it is a requirement in many schools to learn it.
 - c. everyone enjoys eating Chinese food.
 - d. China is the most populous nation in the world.
3. Why does the author include the information about Bollywood on page 111?
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)

destiny | devour

destroy
v. to put an end to, to do away with.

detail
n. **1** a small part. —*v.* **2** to report fully, telling everything.

develop
v. **1** to make or become clear. **2** to bring out the possibilities of. **3** to grow or expand.

devoted
adj. **1** completely loyal. **2** affectionate or loving.

wharf | wither

whence
adv. **1** from what place. **2** from what source or cause.

whisk
n. **1** a kitchen utensil used for whipping eggs or cream. —*v.* **2** to move suddenly and quickly, especially in a sweeping motion. **3** to beat into foam.

wilt
v. **1** to lose freshness and become limp. **2** to lose strength. —*n.* **3** a plant disease that causes leaves to turn brown and the plant to die.

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

- What is the best definition of *detail* as it is used in this sentence?
 Trischa wanted to remember every detail of her trip to the zoo, so she took a lot of pictures.
- What are the guide words for the page where you would find the word *destroy*?

Building Meaning

spoken	official	international	bred
recall	devoted	investigate	complete

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- Which of the following is something you would describe as international?
 - a local meeting at the town hall
 - a meeting between world leaders
 - a baseball game after school
 - a sleepover party with friends

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. English and German both have— <ol style="list-style-type: none"> a. a Romance parent language. b. city neighborhoods. c. compound words. d. different words for <i>hamburger</i>. 2. Why do you think New Mexico considers Spanish to be an official language? 3. How did we get the word <i>alligator</i> from Spanish? 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)
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Skill Practice	<p>Use the sample dictionary pages to answer the following questions. Write the answers in your journal.</p> <ol style="list-style-type: none"> 1. What is the best definition of <i>whisk</i> as it is used in this sentence? I like to watch the birds <u>whisk</u> by the window as they fly back and forth to the bird feeder. 2. Correct the mistake in this sentence. The bunch of flowers will Wilt if they are not put in water right away.
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Building Meaning	spoken	official	international	bred
	recall	devoted	investigate	complete
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 4. Which of the following is something you would not describe as <u>international</u>? <ol style="list-style-type: none"> a. a sporting event involving teams from different countries b. a trip to the local movie theater c. a film festival with foreign movies d. a dinner hosted by the president and the leader of another country 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Spoken Hebrew was considered dead for centuries. What does that mean? <ol style="list-style-type: none"> Everyone forgot Hebrew existed. People were speaking Arabic instead. No one was speaking it or learning it. Someone had to reinvent Hebrew. According to the chart on page 112, which popular languages were not discussed in the text? 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) Use your graphic organizer to write a summary about <i>Foreign Languages and Their Words</i>.
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Skill Practice	<p>Use the sample dictionary pages to answer the following questions. Write the answers in your journal.</p> <ol style="list-style-type: none"> What are the guide words for the page where you would find the word <i>develop</i>? What is the best definition of <i>whence</i> as it is used in the following sentence? From <u>whence</u> did you come, and where are you going?
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Building Meaning	spoken	official	international	bred
	recall	devoted	investigate	complete
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. “If you _____, last week we began talking about the kinds of plants and animals that live in deserts,” Mr. Lacy said. 			

DAY 6

Writing Prompt	<p>Pretend that you are a scientist, and you have discovered a group of people who speak a new language. You want to create a dictionary of their language to help other people learn more about this new language. Give this new language a name, and make it the title of your dictionary. Create five words for your dictionary. For each word, tell whether it is an adjective, noun, or verb, provide a definition, and provide a meaningful sentence. Your dictionary should be in alphabetical order, and entries should be in the correct format.</p>
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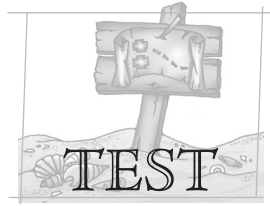
Scoring Guide	You create a dictionary of five words from a new language that you discovered.	20 points
	You name the language and make it the title.	10 points
	You tell whether each word is an adjective, a noun, or a verb.	2 points each (10 points maximum)
	You provide a definition for each word.	5 points each (25 points maximum)
	You provide a meaningful sentence for each word.	5 points each (25 points maximum)
Your dictionary is in alphabetical order, and the entries are formatted correctly.	10 points	

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Comprehension Questions

Read *Camilla and Sienna's Adventure*, and answer the following questions.

Camilla and Sienna's Adventure

Camilla was a lady, a member of the nobility, the daughter of Lord and Lady Hammerback. Her unlikely best friend was Sienna, a maiden for the noble family. A while back the two girls had become friends after a misunderstanding. The incident seemed like a million years ago because the girls were now the best of friends.

"Let's find some adventure," Camilla mischievously smiled.

"There's plenty of adventure right here in the castle," laughed Sienna. "We can have an adventure doing laundry, sewing clothing, or washing windows!" Sienna playfully suggested. So after Camilla helped Sienna finish the chores, the two girls headed into the forest. They picked flowers and sang songs, but after a while Camilla was bored.

"I wish we could find a real adventure," Camilla sighed. Just then the two girls heard the whinny of a distant horse. Caught up in their desire for adventure, the girls hid behind a tree as a group of knights approached.

"We need to gather information before attacking," warned the first knight. "I have a plan to get us closer to the grounds before anyone even suspects we're coming."

Camilla's eyes grew as round as saucers. Sienna started to shiver although it was a balmy summer day. Camilla motioned for Sienna to stay quiet.

"We'll gather here after the sun goes down," continued the knight. "From here, we'll cross the bridge and hide under the cover of night." The knights all nodded in agreement and galloped out of the forest.

"What should we do?" whispered Sienna.

Thinking quickly, Camilla said, "First we need to mark this spot." Camilla grabbed berries and rubbed them on the nearest tree.

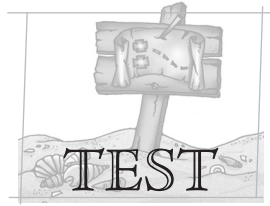
As fast as gazelles the two girls fled back to the castle. They found Lord Hammerback and explained what had happened in the forest. At first, his lordship was furious that the girls had been in such a dangerous position. But then he realized the value of the information. Camilla and Sienna led the lord and his knights into the forest. They found the tree that Sienna had marked. The men came up with their own plan to stop the attack.

The next morning, the whole kingdom was abuzz about the foiled plan. Camilla and Sienna were so proud. The lord and lady even had a special ceremony to honor the girls. They feasted and danced. Everyone told them what an important part they had played in keeping the kingdom safe.

"I'm really glad we helped," said Sienna. "But the next time you want an adventure, let's stick to the laundry!" Both girls laughed.

1. Why does Camilla help Sienna finish her chores? Is this a Right There or a Think question? Explain your answer.

2. Turn the following statement into two questions: The girls foil a plan for knights to attack the castle.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in the story *Camilla and Sienna's Adventure*, write a Think question.
5. Which of the following is the best answer to the question "Why is there a special ceremony to honor the girls?"
 - a. There is a special ceremony to honor the girls because Camilla is a princess.
 - b. There is a special ceremony to honor the girls because they kept the kingdom safe.
 - c. There is a special ceremony to honor the girls because they overheard the knights talking.
 - d. There is a special ceremony to honor the girls because they marked a tree with berries.
6. Which of the following questions is a Think question?
 - a. How do you think the girls feel at the celebration?
 - b. What kingdom do the girls live in?
 - c. Which girl is a member of the nobility?
 - d. What does Camilla use to mark the tree?



Comprehension Questions

Read pages 42 and 43 of *Ditch Bronson Just Needs a Friend*, 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 a Think question and why.
2. What happens when Julia's dad suggests that bullies are sometimes lonely?
3. You can describe Julia's dad as caring because—
 - a. he tries to make Julia feel better about Ditch.
 - b. he makes Julia do more chores when she's upset.
 - c. he suggests they go to a playoff basketball game.
 - d. he offers to play basketball with her.
4. Ditch Bronson has come to Julia's house to—
 - a. find out where Julia lives.
 - b. pick on Julia some more.
 - c. apologize to her for being mean.
 - d. steal Julia's basketball.
5. How has Julia's opinion of Ditch Bronson changed during the story so far?

- | |
|--|
| 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

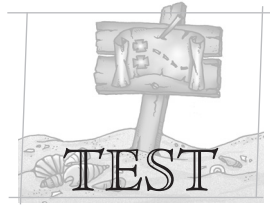
Write an antonym for each of the following words.

- | | | | |
|----------|------------|------------|----------|
| 1. mourn | 2. immense | 3. bashful | 4. stuck |
|----------|------------|------------|----------|

Building Meaning

alert	absent	grasp	chores
perfected	decline	affectionate	ascent

5. Write a meaningful sentence for the word *alert*.
6. The sloth began his _____ of the tree at dawn and made it to the top the next day.
7. I couldn't quite grasp what Mrs. Fischer said, so I asked her to rephrase it in different words.
Grasp means—
 - a. catch.
 - b. apprehend.
 - c. release.
 - d. understand.
8. Lana told Rita she would meet her at the park after lunch, since she would be finished with all the _____ on her list by then.
9. "I'm sorry to decline your invitation to the party, but I'll be out of town that weekend," Will explained to Kyle. *Decline* means—
 - a. accept.
 - b. consider.
 - c. turn down.
 - d. agree with.
10. I think I've _____ my recipe for banana bread so it has just the right amount of sweetness.
11. "I'll be absent from class tomorrow morning because I have a dentist appointment," Fidel explained.
Absent means—
 - a. looking away from.
 - b. missing.
 - c. present.
 - d. accounted for.
12. I gave my dog an _____ scratch behind her ears when she greeted me at the door.



Comprehension Questions

Read pages 58 and 59 of *Ditch Bronson Just Needs a Friend*, 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 a Think question and why.
 2. How does Vic act when he see Ditch playing basketball at Julia's house?
 - a. angry
 - b. surprised
 - c. excited
 - d. polite
 3. What is the difference between the games PIG and HORSE?
 4. What do you think it means to be the "home team" in a game? How did you figure that out?
 5. Which of the following best tells why it is important that Ditch chooses Daunte to be on his team?
 - a. It shows that Ditch isn't ready to forgive Daunte for what he said.
 - b. It shows that Ditch forgives Daunte and wants to be friends.
 - c. It shows that Ditch just wants to beat Daunte in basketball.
 - d. It shows that Ditch wants to show off how good he is at basketball.
-
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 a 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

1. Read the following sentence.

The mouse was free to scuttle back and forth across the porch while the cat watched from behind the glass door.

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

- a. The pirates decided to scuttle the ship to the bottom of the ocean after they emptied it.
- b. The young boy carried the scuttle from the coal pile back to the small stove in the kitchen.
- c. The frightened squirrel tried to scuttle out of the street as a group of bike riders approached him.
- d. The dark storm clouds forced us to scuttle our plans for a picnic and reschedule it for another day.

2. Read the following sentence.

“Don’t glare at me just because I said you couldn’t eat a ton of sweets before dinner,” Nathan’s mom said.

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

- a. The glare from the sun caused drivers to slow down because they couldn’t see ahead clearly.
- b. You can get a sunburn while skiing because of the glare on the white snow.
- c. “The light will glare off my sparkly shirt so much that people will need sunglasses!” Tina said excitedly.
- d. Deedee could feel her father glare at her from across the room after she said something rude over the phone.

3. Read the following sentence.

The swamp was a hot, muggy place full of shady trees, creeping vines, and hiding animals.

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

- a. The large waves were sure to swamp the boat, so the captain ordered everyone below decks.
- b. It’s important to be careful when traveling through a swamp because you can’t tell how deep the water might be.
- c. “I don’t want to swamp you all with homework over your break, so please just read a book for pleasure,” Mr. Nelson said.
- d. Don’t stand too close to puddles in the street, or a car might swamp you with water as it drives past.

4. Read the following sentence.

I was very proud of myself for riding my bike the entire way up to the crest of the steep hill.

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

- a. The flooding river will crest overnight, so officials want people to evacuate earlier in the day.
- b. From the crest of the highest hill, you can see the rooftops of all the buildings in town.
- c. Our family’s crest shows a bear wearing a crown standing in front of three trees.
- d. Blue jays and cardinals are two common backyard birds that have a crest of feathers on their heads.

Building Meaning

merits	interfered	heap	trio
severe	instant	risk	particularly

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

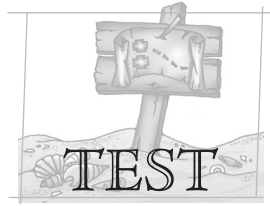
6. The _____ of musicians played the violin, cello, and viola for customers in the restaurant.

7. Finishing first in the race merits winning a blue ribbon and a medal. *Merits* means—

- a. follows.
- b. makes.
- c. deserves.
- d. discusses.

8. The scientist knew all of his plants well, but he was _____ interested in his rose plant.

9. Making friends with kids you don't know may be difficult, but it's worth the risk. *Risk* means—
- a quiet place.
 - a dangerous choice.
 - excitement.
 - safety.
10. The very _____ the judge pointed at my dog, I knew we had won the pet show.
11. The heap of clothes on my floor needed to be washed, folded, and put away. *Heap* means—
- bad decision.
 - few.
 - time.
 - big bunch.
12. My little sister _____ with our volleyball game by running across the court.



Comprehension Questions

Read “Gazelles,” and answer the following questions.

Gazelles

What are gazelles?

Gazelles are a type of antelope. They have a medium build and are brown with a white belly and hind region. They have tall horns, which are sometimes used to defend themselves. They can run at very high speeds for long periods of time. They are graceful animals with long legs. There are many different species of gazelles, most of which are found in Africa.

Where do gazelles live?

Gazelles live on open plains and in desert lands in Africa. They avoid high grasses because this is where they would most likely be attacked by predators, such as lions or cheetahs. Gazelles rely on their amazing speed and leaping ability to protect themselves from predators.

What do gazelles eat?

Gazelles eat desert grasses and shrubs. A unique characteristic of gazelles is that they can survive long periods of time without water. They absorb water from the plants they eat and rarely need to drink water. This helps gazelles survive in the desert. They are accustomed to drinking water whenever it’s available, much like a camel, although they do not store it the same way a camel does. Also, gazelles change their diets depending on what is available in their region. During dry seasons, the gazelle will eat differently from the way it would at other times. Gazelles are nomadic, which means they constantly travel. They will often move from one region to another searching for plant life.

Are gazelles endangered?

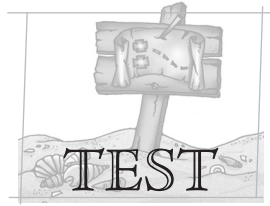
Gazelles are not on the endangered-species list. However, humans are a threat to gazelles. Ranchers and hunters are thinning the herds. Gazelles are often used for their meat and hides. They are also affected when humans destroy the gazelles’ natural habitats to create farmland and ranches.

1. Where do gazelles live? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Gazelles can live long periods of time without water.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in “Gazelles,” write a Think question.

5. Which of the following is the best answer to the question: What do gazelles look like?
 - a. Gazelles are brown and white antelopes with horns.
 - b. Gazelles have horns they use for defense.
 - c. Gazelles are brown and white.
 - d. Gazelles are medium sized.

6. Which of the following questions is a Think question?
 - a. How do gazelles defend themselves?
 - b. What do gazelles eat?
 - c. Are gazelles endangered?
 - d. What makes gazelles unique?



Test Passage

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

Victoria Falls

Many people believe that there are natural wonders of the world. Victoria Falls in Africa is a natural wonder. The falls are fed by the Zambezi River. They are called Mosi-oa-Tunya by natives, which means smoke that thunders. This describes the sight and sound of the falls. They are not the highest or widest falls in the world, but are still thought to be the largest. They form a curtain of water one mile wide and 365 feet high.

In 1855, Dr. David Livingston was the first European to see the falls. Local guides took him to the falls by boat. He could hear the water and see mist from more than a mile away. He and his guides landed on an island near the edge of the cliff. Dr. Livingston was amazed by the beauty of the falls. He named them after Queen Victoria of England.

Sources: www.zambiatourism.com/travel/places/victoria.htm

www.victoriafalls-guide.net/facts-on-victoria-falls.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 the reader to ride down Victoria Falls
 - b. to entertain the reader with stories about Dr. Livingston
 - c. to inform the reader about a natural wonder of the world
 - d. to have the reader contrast two wonders of the world

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

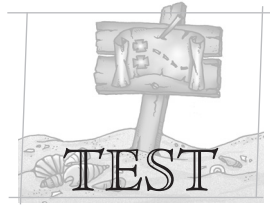
Write each word on your paper. Then write the base word and suffix. Write a definition for each word.

1. simmering 2. bolted 3. peeping 4. quivered

Building Meaning

treasured	maintaining	eternity	perched
split	yearning	conquered	reflected

5. Write a meaningful sentence for the word *split*.
6. Waiting in line to have my book signed by the author seemed like it took an _____, but I was only there for ten minutes.
7. “Mrs. Topaz does a good job maintaining the school and making sure problems are solved quickly,” Janelle explained. *Maintaining* means—
- breaking up.
 - bringing in.
 - caring for.
 - showing up.
8. The cat’s eyes _____ the light from my flashlight, so I saw an odd pair of glowing spots in the distance.
9. We treasured the quilt my great-grandmother made when she was young, so we only used it for decoration and not for a blanket. *Treasured* means—
- hated.
 - valued.
 - destroyed.
 - preferred.
10. I won the board game because I _____ most of the lands and captured my friends’ game pieces.
11. A mockingbird perched outside my window all night and sang loudly for hours. *Perched* means—
- flew.
 - arrived.
 - danced.
 - sat.
12. My dad knew I was _____ to see a baseball game, so he bought some tickets so we could watch the game live and in person.



Test Passage

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

Latin

Latin was one of the most popular languages spoken in Europe. It was first spoken around Rome. As the Roman Empire grew, it brought Latin with it. But people stopped speaking Latin when the empire fell. They spoke languages born from Latin instead. These are called Romance languages. Latin was a dead language.

People still used Latin for writing, learning, and in science. A person was well educated if he or she could read Latin. People read stories and poems in Latin. Scientists used Latin as a common language. They shared ideas with people who spoke other languages. Many science words come from Latin.

Today Latin is taught in school. Children learn how Latin affected other languages. Many English words come from Latin. It is important to know how Latin roots form words we use every day.

Source: www.latinlanguage.org/

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to inform the reader about Latin and its history
 - b. to teach the reader Latin roots in English words
 - c. to persuade the reader to take Latin classes
 - d. to entertain the reader with poems in Latin

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

Use the sample dictionary pages to answer the following questions. Write the answers on your paper.

fade | faith

Fahrenheit

adj. **1** relating to the temperature scale on which 32° is the freezing point of water and 212° is the boiling point of water.

—*n.* **2** Gabriel Fahrenheit, German scientist who created the temperature scale.

fairy

n. an imaginary being that looks like a tiny human and can do magic.

plot | potato

plunge

v. **1** to thrust or force quickly.

2 to leap or dive suddenly.

3 to dip or move downward.

—*n.* **4** a sudden dive, rush, or leap.

polish

v. **1** to make smooth or shiny.

2 to improve manners or style.

—*n.* **3** a smooth, shiny surface.

4 a substance used for polishing.

1. What is the best definition of *plunge* as it is used in this sentence?

I was a little afraid to plunge into the icy cold water at first.

2. Which word from the sample pages should be capitalized?

3. What is the best definition of *polish* as it is used in this sentence?

My grandmother thought a school of manners would polish me and help me to act like a lady.

4. What are the guide words for the page where you would find the definition of *fairy*?

Building Meaning

spoken	official	international	bred
recall	devoted	investigate	complete

5. Write a meaningful sentence for the word *devoted*.
6. The zoo successfully _____ two tiger cubs that could be returned to the wild.
7. “After you complete your test, bring your papers up to me and sit quietly at your desk,” Mrs. Reinhardt instructed. *Complete* means—
 - a. begin.
 - b. finish.
 - c. race.
 - d. return.
8. Paula spent a week at an _____ camp where she met children her age from all over the world.
9. “I can’t recall all the details of the movie, but I remember laughing so hard I cried at some parts,” Jody explained. *Recall* means—
 - a. purchase.
 - b. explain.
 - c. describe.
 - d. remember.
10. The _____ start of summer is near the end of June, but most people think of Memorial Day as the start of the summer season.
11. I am going to investigate why I keep hearing a dripping sound coming from the bathroom sink. *Investigate* means—
 - a. forget.
 - b. accept.
 - c. study.
 - d. ignore.
12. Learning to recognize words in a foreign language when they are _____ is an important part of being fluent in that language.

