



# Questioning

Level 5

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?

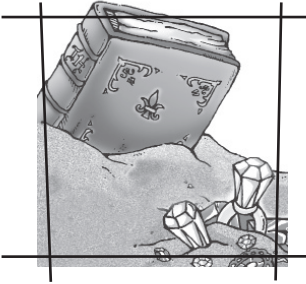
## Instructional Objectives

Reading	
<b>CYCLE 1</b>	<b>Questioning (QU)</b>
	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*

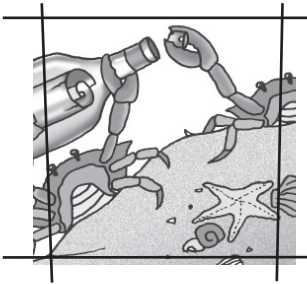
4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?
5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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"> <li>– Award team celebration points.</li> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	

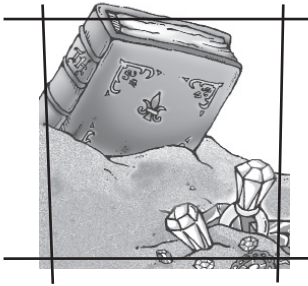
- Summarize the lesson for students.

**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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

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

Timing Goal: 55 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

**Using the Targeted Strategy (Introduction and Definition)**

- Use **Think-Pair-Share** to have students suggest ways to help the Explorers team think of questions to ask. Randomly select a few students to share.

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

**Preview Team Talk**

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

Student Edition, page S-2

## Team Talk

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

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

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



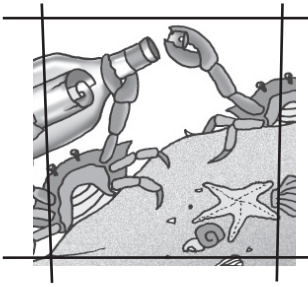
- Play "Part 2: Questions and Answers About Chapter 1" (12 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

**Jenny will ask students to:**

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



- Use **Random Reporter** to ask students to tell their questions and answers.
- Play the video to hear the Explorers' questions and answers.
- Award team celebration points.



# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion **TP**

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

### Team Talk

1. When Eli says he isn't good at asking questions, where does Kate suggest that he look for help? I'll bet it's where you'd look if you were stuck for a question.

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

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

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

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

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

Team Talk *continued*

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

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

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

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

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

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

- Read Jackson's Challenge aloud.

Student Edition, page S-2

Dear Students,

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

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

Good luck!

Jackson

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

Student Edition, page S-2

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

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

**Class Discussion TP**

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



**Strategy-Use Discussion**

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

**Think-and-Connect Discussion**

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

**Team Talk Extenders**

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

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

- Award team celebration points.

**Write-On Discussion**

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

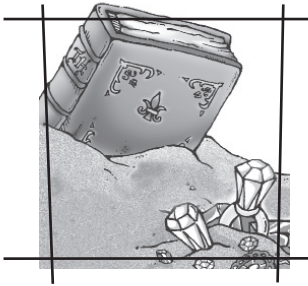
- Summarize the lesson for students.

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

**Team Celebration Points**

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

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

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

Timing Goal: 55 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

**Using the Targeted Skill (Introduction and Definition)**

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

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

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

**Preview Team Talk**

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



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

Student Edition, page S-3

### Team Talk

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

- Introduce the video.

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



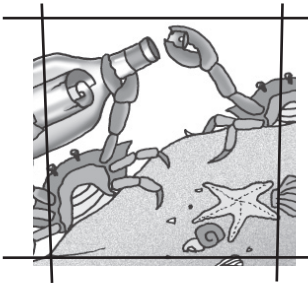
- **Play** "Part 3: Questions and Answers About Chapter 2" (7 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

**Jenny will ask partners to:**

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



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



# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion **TP**

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

### Team Talk

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

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

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

**100 points** = Yes. I think it was a good answer because it is correct, and it includes the important information. Eli tells all the information about how Deadly Ivy tricks people and then kills them. **90 points** = Yes. I think it was a good answer because it is correct, and it includes the important information. **80 points** = Yes. It is complete and gives all the information.

Team Talk *continued*

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

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

A: They see three people.

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

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

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

- Read Jackson's Challenge aloud.

Student Edition, page S-3

Dear Students,

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

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

Best wishes,  
Jackson

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

## Student Edition, page S-3

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

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

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

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

### Class Discussion **TP**

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



#### Strategy-Use Discussion

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

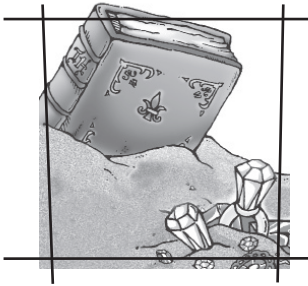
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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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"> <li>– How many points did you earn today?</li> <li>– How well did you use the team cooperation goal and behavior?</li> <li>– How can you earn more points?</li> </ul>

**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

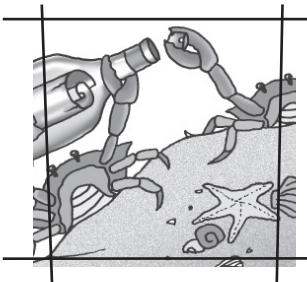
1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 12 of the story a Right There or Think question? Why do you think that? (Write-On)  
Q: Why is Sir Robert in the 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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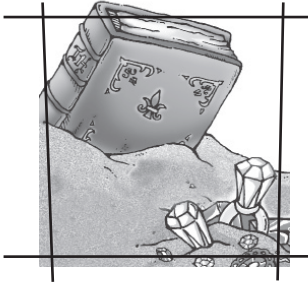
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Do you think it's important to recognize the Think question starters? Why or why not? How could it help you prepare for your reading?</p> <p>Charlotte is angry that Jackson didn't tell her why her father was in the Doomed Forest. How do you think you would feel if a similar secret were kept from you?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Do you think it's important to recognize the Think question starters? Why or why not? How could it help you prepare for your reading?</p> <p>Charlotte is angry that Jackson didn't tell her why her father was in the Doomed Forest. How do you think you would feel if a similar secret were kept from you?</p>	

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.**



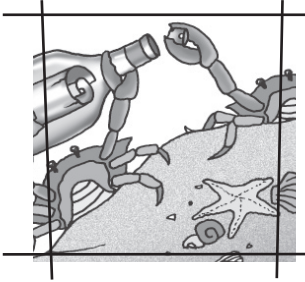
- **Play** "Part 5: Questions and Answers About Chapter 3" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.
 

**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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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"> <li>– Award team celebration points.</li> </ul>	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"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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- Summarize the lesson for students.

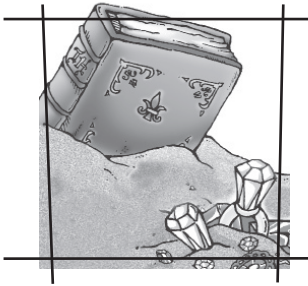
**The Explorers are asking more Think questions and including complete information and explanations in their answers. I hope that impresses Mrs. Colon and earns them the reward at Readers Club. But if it doesn't, just learning the questioning strategy is pretty rewarding. Let's see if asking and answering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



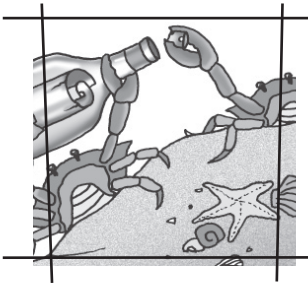
- **Play** “Part 6: Questions and Answers About Chapter 4” (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

**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.

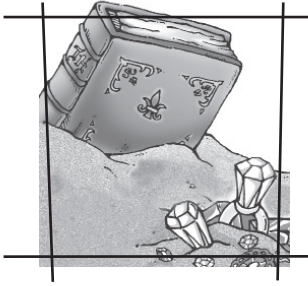
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	<p style="text-align: center;">Team Talk Extenders</p> <p>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?</p> <p>Do you think Jackson will take as good care of Sir Robert's treasure as Sir Robert? Why or why not?</p>
<ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>	

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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	
<p>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</p>	<ul style="list-style-type: none"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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

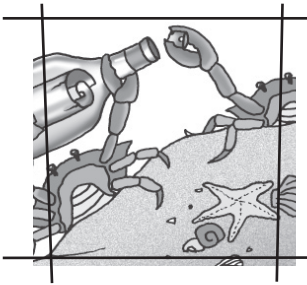
1. What do Carlos and Kate say is the reason the Explorers earned the reward?
2. What is the special reward?
3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)

- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders

Is there a book that you would like to reread now that you know how to ask good questions about a text? What book is it, and how do you think questioning will help to make reading it a better experience for you?

Jackson said that reading can help you go on different adventures. Do you agree with him? Why or why not? Provide an example of a book that took you on an adventure.

<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>
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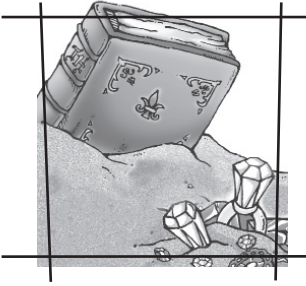
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– Construct a class answer, and display it 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.</li> </ul>
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- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



**DAY 8****ACTIVE INSTRUCTION**

Timing Goal: 45 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

**Using the Targeted Skill (Introduction and Definition)**

- Remind students that as they've watched the video, they have been asking and answering questions.

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

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

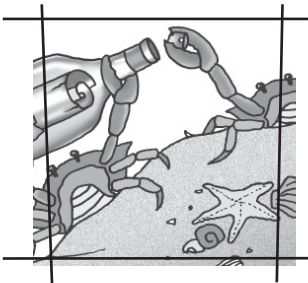
**Preview Team Talk**

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

Student Edition, page S-8

## Team Talk

1. What information would make the answer to this question more complete?  
Q: Why does the princess want to hire a jester?  
A: The princess wants to hire a jester to make the king happy.
2. Turn the following statement into two questions: Jacob is nervous about pleasing the king.
3. Think of a question to ask about *The Jester Jacob*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)



## TEAMWORK

Timing Goal: 45 minutes

A Collection of Readings,  
page 21Partner Reading **TP**

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

**The Jester Jacob**

King Marcus was in a terrible mood. Everyone in the castle tried their best to make him happy. The chefs cooked his favorite foods, the maids sewed him new robes to wear, and even the queen tried to get him to take a walk with her so he could relax. Finally, after everyone had tried their best, the king's daughter, Princess Teresa, had a brilliant idea.

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

**This paragraph tells us about King Marcus. 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 *how*. I can think of a question that starts with *how*. How did the queen try to help the king? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *The queen tried to help the king by getting him to take a walk and relax.* That is a **Right There** question. Let's see if I can think of a **Think** question. My Questioning Strategy Card gives "What do you predict" as a **Think** question starter. Here's a question that uses that starter: What do you predict Princess Teresa will do? 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 predict Princess Teresa will hire a jester to make her father happy. The title of the story is The Jester Jacob. I know jesters are like clowns and make people laugh.*

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

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

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

***The Jester Jacob* aloud with partners.**

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

### **Team Discussion** **TP**

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

### Team Talk

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

Q: Why does the princess want to hire a jester?

A: The princess wants to hire a jester to make the king happy.

**100 points** = *Information that would make the answer to the question more complete is that the jester can tell stories and do tricks to make the king laugh.* **90 points** = *Information that would make the answer to the question more complete is that the jester can tell stories and do tricks.*

**80 points** = *He can tell stories and do tricks.*

Team Talk *continued*

2. Turn the following statement into two questions: Jacob is nervous about pleasing the king.

**100 points** = One question I could make from the statement is “Why is Jacob nervous?” Another question I could ask is “Why does Jacob want to please the king?” **90 points** = Two questions I could ask are “Why is Jacob nervous?” and “Why does Jacob want to please the king?” **80 points** = Why is Jacob nervous? Why does Jacob want to please the king?

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

**100 points** = A question I could ask about *The Jester Jacob* is “How does the king feel about Jacob?” This is a Think question. You have to reread and use clues to determine how the king feels about Jacob. Also the king’s opinion of Jacob changes through the story. You can’t just find the answer in one place. **90 points** = A question I could ask is “How does the king feel about Jacob?” This is a Think question. You have to reread and use clues to determine how the king’s feelings change about Jacob. **80 points** = How does the king feel about Jacob? It’s a Think question because the answer isn’t in one place.

- 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.



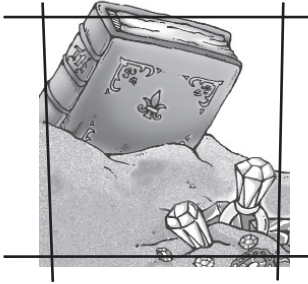
## Strategy-Use Discussion

- 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"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	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"> <li>- Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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"> <li>- <b>How many points did you earn today?</b></li> <li>- <b>How well did you use the team cooperation goal and behavior?</b></li> <li>- <b>How can you earn more points?</b></li> </ul>

**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.

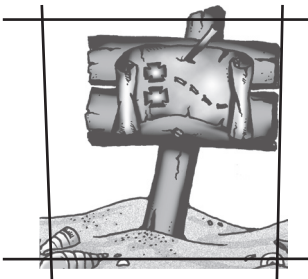
**Set the Stage**

- 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 *The Jester Tries a New Job*. We will stop to ask and answer questions while we're reading.**

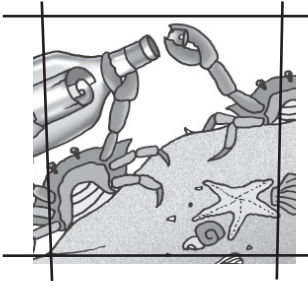
**Prepare Students for the Test**

- 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**

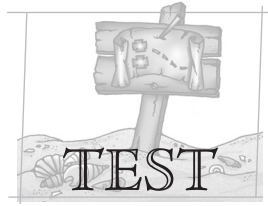
- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** 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 *The Jester Tries a New Job*, and answer the following questions. The total score for comprehension questions equals 100 points.

### The Jester Tries a New Job

Jacob was a court jester, which many people might have thought would be a fun job. His duties included entertaining the king by telling stories, playing instruments, and performing tricks. Jacob's problem was that he was not a very good jester. In fact, he usually only entertained the king by accident. So one day, Jacob decided to try a new job.

"Chase, will you please teach me to cook?" Jacob asked the king's top chef. Chase looked at Jacob as if he'd grown an extra head.

"Why in the world would you want to learn to cook?" Chase asked. "I'm here to cook anything you'd like to eat."

"It's important to me, Chase. I really want to learn," Jacob pleaded with him. Finally, after growing tired of listening to Jacob beg, Chase agreed. So the rest of the day was spent with Jacob picking up hot pots, spilling sauces, and sticking his fingers in the soup. By the end of the day, Chase had had enough.

"Leave my kitchen!" Chase yelled at the top of his lungs. "You cannot learn to cook! You cannot even learn to boil water!" Luckily Jacob's feelings were not hurt. In fact, he agreed with Chase that cooking was not Jacob's ideal job.

The next day he approached the maids, who promptly laughed at Jacob.

"Why are you bothering us? We have a lot of work to do, and we don't have time for your games," said Anastasia, the head maid.

"Please, Anastasia. I really want to learn how to do your job," begged Jacob.

"Fine. Start with this," Anastasia replied, as she pushed a loaded basket into his hands. "These curtains need to be hemmed."

Jacob didn't want to bother Anastasia further, so he didn't mention that he did not know how to sew. Instead he gave it a shot on his own. He felt it was going rather well until after some time he tried to pick up the fabric. Somehow Jacob had managed to sew himself into the curtains. He felt like a caterpillar stuck in a cocoon.

"Anastasia!" he cried. "Could I bother you for some help?" Anastasia returned to the sewing room and found Jacob curled up in a ball with thread spooling in all directions. After she managed to untangle him, she quickly banished him from the sewing room.

"I don't want to ever see you in this room again!" she yelled as she slammed the door. Once again, Jacob was not offended, but quite agreed that sewing was not a task he should ever try again.



Feeling somewhat disappointed that he'd yet to find a suitable job, Jacob meandered down to the knights' stables. He watched in awe as the knights practiced striking targets and carrying a lance. He yearned to join them as they sped by, like lightning, riding their horses into the distance.

Maybe this is the job for me! thought Jacob. Just as he was about to approach Kevin, the head knight, he heard the men gather in a private meeting.

"Under the king's orders, we will seize the castle of Middleburgh tomorrow. There will be fierce fighters, and the battle will be long and hard," warned Kevin.

Jacob felt like cotton was growing in his mouth. He swallowed hard and quickly walked back to the castle.

Better to stay here and practice juggling, thought Jacob.

**20 points**

1. Why does Jacob want to try a new job? Is this a Right There or Think question? Explain your answer.

**20 points** = *Jacob wants to try a new job because he doesn't think he is very good at being a jester. He usually only entertains the king by accident. This is a Right There question. The answer to this question is in the first paragraph. 15 points* = *Jacob wants to try a new job because he doesn't think he is a good jester. This is a Right There question since the answer is in one place. 10 points* = *He isn't very good at being a jester. It's a Right There question. It's in one place.*

**20 points**

2. Turn the following statement into two questions: Chase agrees to teach Jacob to cook.

**20 points** = *One question I could ask from the statement is "Why does Chase agree to teach Jacob to cook?" Another question I could ask is "Why does Jacob want Chase to teach him to cook?" 15 points* = *Two questions I could ask are "Why does Chase agree to teach Jacob to cook?" and "Why does Jacob want Chase to teach him to cook?" 10 points* = *Why does Chase agree to teach Jacob to cook? Why does Jacob want Chase to teach him to cook?*

**20 points**

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

*(Answers will vary.) 20 points* = *I think it helps me to ask questions because it helps me know if I understand what I am reading. Asking hard-to-answer questions helps me get more out of the reading. When I ask myself questions, I remember more of the information. 15 points* = *I think it helps 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 *The Jester Tries a New Job*, write a Think question.

*(Answers will vary.) 20 points* = *A Think question I could ask about the story The Jester Tries a New Job is "Why do you think Jacob changes his mind about becoming a knight?" 15 points* = *A Think question is "Why do you think Jacob changes his mind about becoming a knight?" 10 points* = *Why do you think Jacob changes his mind about becoming a knight?*

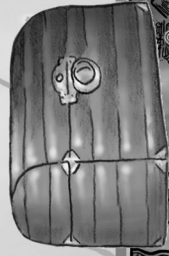
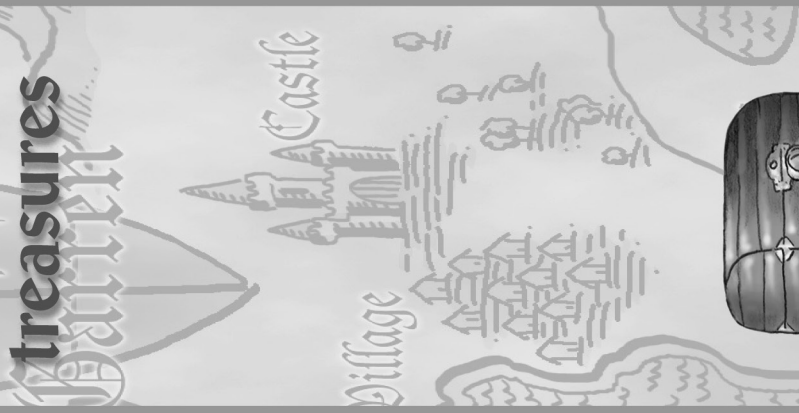
**10 points**

5. Which of the following is the best answer to the question "Why does Anastasia ban Jacob from the sewing room?"
- Anastasia bans Jacob from the sewing room because he tangles up all the thread.*
  - Anastasia bans Jacob from the sewing room because she is angry with him.
  - Anastasia bans Jacob from the sewing room because he cannot sew.
  - Anastasia bans Jacob from the sewing room because he is silly.

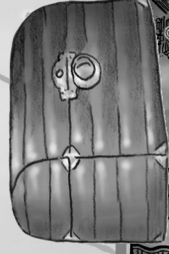
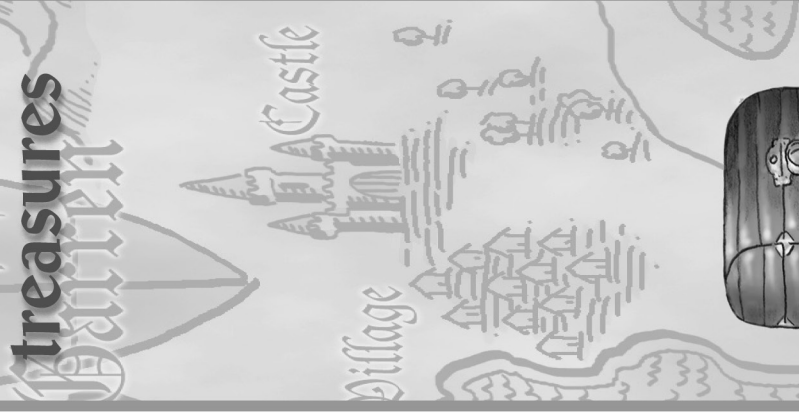
**10 points**

6. Which of the following questions is a Think question?
- Is Jacob a good cook?
  - Does Jacob become a knight?
  - What do you think Jacob does at the end of the story?*
  - What is Jacob's real job?

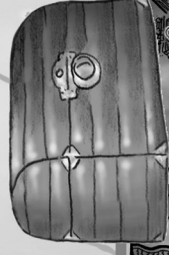
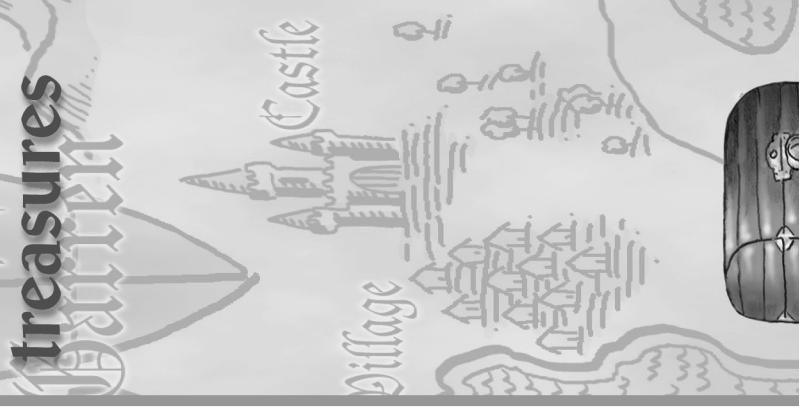
**Asking  
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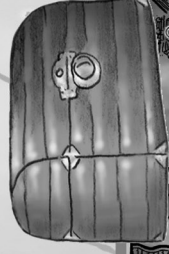
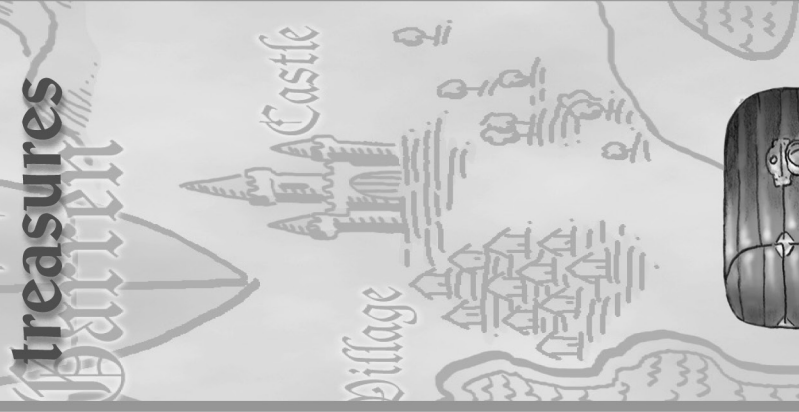
**Asking  
questions  
uncovers  
treasures**



**Asking  
questions  
uncovers  
treasures**



**Asking  
questions  
uncovers  
treasures**



## 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 5 / *The Explorer's Treasure: Sir Robert's Treasure*

#### **English Language Arts Standards:** *Reading: Literature*

##### **Key Ideas and Details**

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**LITERATURE** (6 DAY)

# The Skating, Reading Plumber's Kid

Written by Min Ha Li

Illustrated by K. E. Lewis

*The Savvy Reader—Questioning, A Collection of Readings*, pages 27–59

Success for All Foundation, 2011

## Summary

Marlena likes to read and skate. These things keep her busy over the summer, especially during the long hours when her father, a plumber, is away on a job. Marlena would like to learn more about what her father does, but Marlena's father may be just a little too old-fashioned to teach a girl about his profession. Besides, does Marlena even have time to take up one more hobby?

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Questioning (QU)</b>	<b>Homographs</b>	<b>Write a descriptive paragraph.</b>
	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 recognize homographs and identify their meanings based on context.	Students will write what they do to feel better when they are upset.
<b>CYCLE 2</b>	<b>Questioning (QU)</b>	<b>Base word and ending</b>	<b>Write limericks.</b>
	Students will ask questions about the text as they read to check their comprehension.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ly</i> , and <i>-ing</i> to increase their understanding of words.	Students will write two limericks that describe two characters from the story.

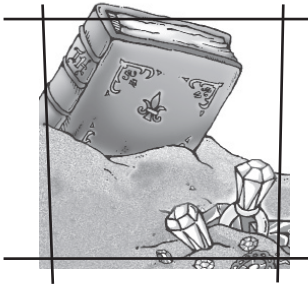


**CYCLE 1****Instructional Objectives**

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

Timing Goal: 40 minutes

**Rate New Vocabulary Words**

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

**Success Review and Keeping Score **TP****

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

**Team Cooperation Goal**

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

**Set the Stage**

- Introduce the story, author, and reading objective.

**This cycle we will begin reading *The Skating, Reading Plumber's Kid* by Min Ha Li. As we read, we'll practice asking questions about the story. Thinking of questions helps to check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.**

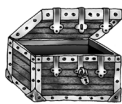
- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
  - Tell students that the main character in this story finds that she has a lot of things she wants to do but not enough time to do them all. Use **Team Huddle** to have students discuss what they do to manage their time. Use **Random Reporter** to select students to share.
  - Tell students that the main character in the story decides to take part in a competition. Use **Team Huddle** to have students discuss a time they took part in a competition or if there are any competitions they would like to take part in. Use **Random Reporter** to select students to share.
  - Explain to students that the main character at times feels as though she is being treated unfairly because she is a girl. Use **Team Huddle** to have students discuss whether it is fair to treat someone differently because he or she is a girl or boy. 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
<b>stormed</b> page 31	base word + ending: storm + ed	walked angrily	Julio had had enough of his brother's loud noises, so Julio <i>stormed</i> down the hall to tell him to stop.
<b>scold</b> page 31	blend	punish verbally	Mrs. Wilson doesn't like to <i>scold</i> students, so she finds other ways to make them behave.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>absently</b> page 35	base word + ending: absent + ly	without thinking	I <i>absently</i> dropped my keys somewhere, and now I can't find them.
<b>supreme</b> page 35	chunk: su-preme	the best, the highest	The presidency is the <i>supreme</i> office in the nation.
<b>ability</b> page 37	chunk: ab-il-i-ty	how well one can do something	My <i>ability</i> to do well in school depends on how much sleep I get.
<b>bolted</b> page 37	base word + ending: bolt + ed	went fast	The horses <i>bolted</i> down the race track.
<b>degree</b> page 40	chunk: deg-ree	level	I think you need a certain <i>degree</i> of kindness to be a good teacher.
<b>humbly</b> page 40	base word + ending: humb(le) + ly	shyly, with modesty	I <i>humbly</i> accepted the award and made sure that I thanked the other contestants.

### 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 [*the word why*], 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: "Roberto thinks hockey is an exciting sport." Now here's the second: "Why does Roberto like hockey?"** 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 student's responses. **Right. The word *why* helps you know that it's a question because *why* is a question word.**

- Ask the class and specific students 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 following page.

**Who** is the principal of our school?  
 Adrienne, **what** time is it?  
**When** is the last day of school?  
 Chris, **where** is your book?  
 Julio, **why** did you bring your lunch from home today?  
 Bernice, **how** do you get to the cafeteria from here?

- Point out that we use question words like these all the time to ask and answer questions. Explain that teachers frequently ask questions as they teach to check their 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.**

“And here we have our most famous exhibit,” said the museum tour guide. He pointed to a sign that read “The World’s Oldest Ant.” Maggie was bored. Every year her class came here for their field trip.

“Just once,” Maggie thought, “I wish something exciting would happen.” The tour guide talked on and on about the world’s oldest ant. Maggie stopped listening and looked around. Something caught her eye; a small paper triangle was sticking out under the oldest ant’s case. Maggie wondered about that triangle.

The class left the oldest ant and began walking toward “The World’s Largest Cockroach.” Maggie stayed behind and pulled on the paper triangle. She pulled out a folded piece of paper. Maggie unfolded it and saw that it was a map of the museum. At the bottom of the map someone had written, “Help me find the secret of the Insect King.” Maggie smiled. She knew something exciting was about to happen.

- Ask the class to think of questions that they could ask about the passage. Assist them by suggesting different question words and modeling your own questions. Accept and list all questions on the board. Brainstorm as many as possible. Be sure to include questions that are simple to answer and questions that require more thought. Examples are provided below.

**Where** does this story take place?  
**Who** told the class about the oldest ant?  
**Why** did Maggie stay behind after the class moved on?  
**When** did Maggie pull on the paper triangle?  
**How** do Maggie’s feelings change after she reads the map?  
**What** is Maggie about to do?

- 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 answer can be found by pointing to one place in the text. Explain that other questions are Think questions that require more thought because the answer cannot be found simply by pointing to one place in the text.
- Explain that as students read *The Skating, Reading Plumber's Kid*, 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 29 and 30 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 29 and 30. 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,  
pages 29 and 30

#### Chapter 1

"Hey Marlana!" her dad called from downstairs, "Come down here for a minute, *por favor!*"

"Just a minute, Papa!" she called from upstairs in her room. She knew her dad liked her to keep her room clean. So before she ran down the stairs, she made sure to put her skateboarding figurines away.

She ran downstairs. Her dad was gathering up his tool kit and looking for the keys to his truck. "Have you seen my keys, Marlana?" he asked.

Marlana rolled her eyes. "They're in the same place they always are, Papa," she said with a smile, and then she ran to the basket by the front door. The keys were underneath a pile of bills and letters.

She ran back to her father. "Think fast!" she said as she tossed him the keys.

"*Gracias* for looking out for me," he said as he caught the keys with a smooth, quick movement of his hands.

"Are you going somewhere, Papa?" she asked, looking in his bag of tools. His wrenches, hammer, saw, and various other tools were in there.

"Yes, Marlana," he said. "I have a job waiting for me. The shop says someone has a clogged sink. Here I go, off to rid the world of clogged sinks!"

"When will you be back?" Marlana asked. It was already 7:30 in the evening, and she wanted to go to bed soon.

*(continued on next page)*

"Well, that depends on how bad the clog is, *Chica*," he said, ruffling her hair. "I could be gone for just an hour or so, or it could be longer. Help yourself to some ice cream before you go to bed, but don't stay up too long. And make sure Ernie gets to bed before 8:30. Okay?"

Ernie was Marlena's little brother. She was used to putting Ernie to bed because her dad worked late jobs pretty often. He was a late-night plumber. People who had problems with their drains could call his office at any time during the day or night. His office would call him at home, and off he'd go. Just like right now.

"Okay, Papa. If you get all dirty, I just washed all of your towels. They're folded in the closet. See you soon!"

"Good girl," her dad said. "I'll be home as soon as I can. Good night!"

"Night, Papa," Marlena said. She watched him grab his tool bag. The screen door slammed behind him as he walked out and down the stairs. Moments later, she heard him start up his big truck and roar away.

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 are the main characters? (R)

What is Marlena's father looking for? (R)

Why does Marlena tell him to "think fast"? (T)

Why is Marlena so used to caring for Ernie? (R)

What does her dad do for a living? (R)



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

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "Who are the main characters?" The main characters are Marlena, her dad, and her brother Ernie. Another question is "What is Marlena's father looking for?" Marlena's father is looking for the keys to his truck. Another question is "Why is Marlena so used to caring for Ernie?" Marlena is used to caring for Ernie because their father often has to go out on calls late at night. Another question is "What does her dad do for a living?" Her dad is a plumber. These are all Right There questions. Their answers are easy to find in the story.

Now for the a more challenging question. I asked, "Why does Marlena tell him to 'think fast'?" Marlena tells him to "think fast" because she tosses the keys to him. She is warning him that they are coming and that he needs to be ready to catch them. This last question is more challenging. It is a Think question. I can't find the answers in just one place on the

**page. I have to think about what Marlena is doing and what her dad would need to do to catch the keys. I have to use background knowledge to answer the question. It's important to ask a variety of Right There and Think questions about the text.**

### **Preview Team Talk**

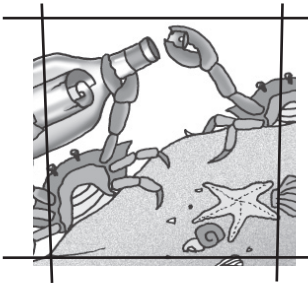
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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
<p>1. What does Marlena want to have done before her father comes home?  SQ </p> <ul style="list-style-type: none"> <li>a. a TV show</li> <li>b. her book</li> <li>c. the dishes</li> <li>d. the laundry</li> </ul> <p>2. Do you think Ernie likes doing everything Marlena tells him to do? Why or why not?  DC </p> <p>3. Do you think Marlena is a responsible young girl? Why or why not?  CH • DC </p> <p>4. Write three questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)  QU </p>

- 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 31 (paragraphs 1–4) aloud with partners.**  
**page 31 (paragraphs 5–9) 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 does Marlena want to have done **before** her father comes home? |SQ|
  - a. a TV show
  - b. her book
  - c. *the dishes*
  - d. the laundry
2. Do you think Ernie likes doing everything Marlena tells him to do? Why or why not? |DC|

**100 points** = *No. I do not think Ernie likes doing everything Marlena tells him to do. He wants to watch TV and says what their father doesn't know won't kill him. He grumbles as he turns off the TV to get ready for bed.* **90 points** = *No. I do not think Ernie likes doing everything Marlena tells him to do. He wants to watch TV and grumbles as he turns off the TV.* **80 points** = *No. He grumbles as he turns off the TV to go to bed.*



**Team Talk** *continued*

3. Do you think Marlana is a responsible young girl? Why or why not? |CH • DC|

**100 points** = *Yes. I think Marlana is a responsible young girl. She takes care of her brother and makes sure he follows the rules and gets ready for bed. She cleans the kitchen before her father comes home from work.*

**90 points** = *Yes. I think Marlana is a responsible young girl. She takes care of her brother and cleans the kitchen.* **80 points** = *Yes. She takes care of her brother and cleans.*

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

- 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**

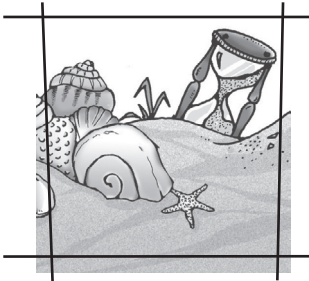
Marlana helps out around the house. Do you think it is important to help out with chores? Why or why not?

Marlana says she is the boss of her younger brother, Ernie. How do you think Ernie feels about this? Why?

- Award team celebration points.

## Write-On Discussion

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



## 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.

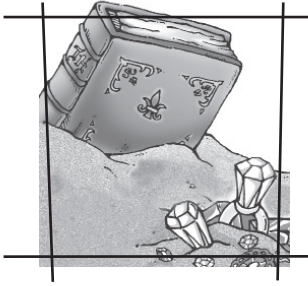
### Page 31 (paragraphs 1–4)

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

#### Team Celebration Points

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

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

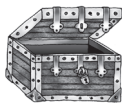
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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



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

**Strategic Review**

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

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

How can you tell Marlena is responsible?

### Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 32 and 33 aloud. When you finish, use a **Think Aloud** to model asking and listing questions about that page. Also model referring to the question words and starters on the Questioning Strategy Card to ask a variety of questions.

A Collection of Readings,  
pages 32 and 33

#### Chapter 3

Marlena washed the dishes, dried them, and put them away. She swept up the kitchen and made sure everything was tidy for her father. When she was done, her dad still wasn't home yet. Marlena quietly crept down the hall toward her brother's room. She silently opened the door to check on him. As she did, the light from the hallway cascaded onto Ernie's sleeping face. Good, she thought to herself, he's asleep. Indeed the house was silent.

Marlena crept into the living room, where her book was sitting on the paisley sofa. Marlena thought that some good reading would be nice, so she sat down on the sofa and turned on the lamp behind her. She opened her book, turning to the place saved by her favorite bookmark. It was made of pink and green yarn. Her mother had made it for her years ago, when Marlena was just learning to read.

"This will help you always remember your place in a book," her mother had said. Marlena started reading.

She didn't get very far. First, her eyes began to feel heavy and dry. She was perhaps just a little too comfortable. But she wanted to keep reading because she was getting to a really exciting part in the book. The heroine, a young nanny named Jane Eyre, had just met the dashing handsome Mr. Rochester. Marlena couldn't help wondering if the two would fall in love, and she really wanted to find out.

But, before she knew it, she heard her dad come in through the kitchen door. Marlena looked at the clock on the wall. It read 11:30. 11:30! "I must have fallen asleep," Marlena said to herself.

Her father came through into the living room as Marlena rubbed her sleepy eyes. "Ah, my little reader has fallen asleep," he said softly.

"Hi, Papa," Marlena said. "How was your job?"

"Quite a big one. A real nasty clog," he said. "It took me a while to fix it. But we can talk about that at some other time. Let's get you to bed, shall we?"

Marlena was even too tired to walk to her bedroom. "Carry me, Papa?" she asked.

Gently, her father picked her up from the couch and carried Marlena to her room. Marlena barely had enough energy to climb into bed. As soon as her head hit the pillow, she drifted off to sleep.

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

What chores does Marlena do? (R)

What does Marlena do after she finishes her chores and checks on Ernie? (R)

Why is the yarn bookmark important to Marlena? (T)

Why is her father home so late? (R)

What happens when Marlena's head hits the pillow? (R)

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

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "What chores does Marlena do?" Marlena washes, dries, and puts the dishes away. She sweeps the kitchen and makes sure everything is tidy. Another question is "What does Marlena do after she finishes her chores and checks on Ernie?" After she finishes her chores and checks on Ernie, she sits down on the couch to read. Another question is "Why is her father home so late?" He was fixing a sink that had a really nasty clog in it. It took him awhile to fix it. Another question is "What happens when Marlena's head hits the pillow?" Marlena is so tired that she falls right to sleep when her head hits the pillow. These are all Right There questions. Their answers are easy to find in the story.

Now for a more challenging question. I asked, "Why is the yarn bookmark important to Marlena?" The yarn bookmark is important to Marlena because her mother gave it to her just when she was learning to read. Earlier I read that her mother isn't around anymore. I think that could mean that her mother passed away or has moved away. Marlena's parents might be divorced. I know people like to keep gifts that remind them of loved ones who are gone. This is probably why Marlena keeps the bookmark. This last question is more challenging. It is a Think question. I can't find the answer in just one place on the page. I have to use my own background knowledge to answer it. It's important to ask a variety of Right There and Think questions about the text.

### **Preview Team Talk**

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

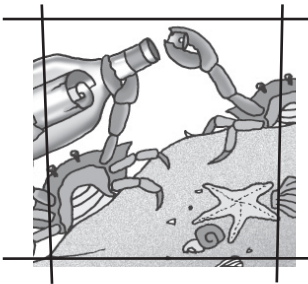
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-10

### Team Talk

1. Is Marlena surprised that her father has read *Jane Eyre*, the book she is reading? How can you tell? |DC|
2. How do Marlena's and Ernie's opinions of going to the shop differ? |CC|
3. At the end of this section, Marlena is— |CH|
  - a. upset.
  - b. happy.
  - c. excited.
  - d. bored.

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



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 34 aloud with partners.**  
**page 35 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. Is Marlana surprised that her father has read *Jane Eyre*, the book she is reading? How can you tell? |DC|

**100 points** = *Yes. Marlana is surprised that her father has read Jane Eyre. She is surprised when he mentions Jane and Mr. Rochester, two characters from the book. She didn't think that plumbers did a lot of reading.*

**90 points** = *Yes. Marlana is surprised that her father has read Jane Eyre. She is surprised when he mentions two characters from the book.*

**80 points** = *Yes. She is surprised when he mentions two characters from it.*

2. How do Marlana's and Ernie's opinions of going to the shop differ? |CC|

**100 points** = *Marlana's and Ernie's opinions of going to the shop differ because Ernie does not seem very excited about going to the shop to learn about plumbing. Marlana wishes she could go to learn about plumbing.*

**90 points** = *Marlana's and Ernie's opinions of going to the shop differ because Ernie does not seem very excited about it, but Marlana wishes she could go. **80 points** = Ernie isn't very interested in it, but Marlana is.*

3. At the end of this section, Marlana is— |CH|

- a. upset.
- b. happy.
- c. excited.
- d. bored.

How can you tell?

**100 points** = *I can tell Marlana is upset by her thoughts. She wants to go to the plumber's shop with her dad, but he says she can't and that they will discuss it later. She doesn't think it's very fair that he won't bring her when she wants to go, while her brother does not want to go to the shop.*

**90 points** = *I can tell Marlana is upset by her thoughts. She wants to go to the plumber's shop with her dad, but he says she can't. She doesn't think it's very fair that he won't bring her. **80 points** = She thinks about how it is unfair that he won't bring her.*

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



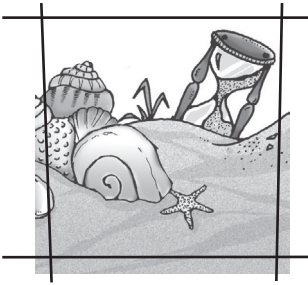
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

**Class Discussion TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>		
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>		
	<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>Marlena is eager to finish her book. Have you ever started reading, watching, or playing something and not wanted to stop until you finished it completely? Explain your experience.</p> <p>Do you think Marlena's father should have invited her to the shop before he invited Ernie? Why do you think he didn't?</p> </td> </tr> </table>	Team Talk Extenders	<p>Marlena is eager to finish her book. Have you ever started reading, watching, or playing something and not wanted to stop until you finished it completely? Explain your experience.</p> <p>Do you think Marlena's father should have invited her to the shop before he invited Ernie? Why do you think he didn't?</p>
Team Talk Extenders	<p>Marlena is eager to finish her book. Have you ever started reading, watching, or playing something and not wanted to stop until you finished it completely? Explain your experience.</p> <p>Do you think Marlena's father should have invited her to the shop before he invited Ernie? Why do you think he didn't?</p>		
Write-On Discussion	<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- 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.</li> </ul>		





## FLUENCY IN FIVE **TP**

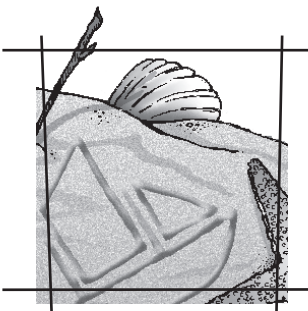
Timing Goal: 5 minutes

- 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 34 (paragraphs 1–6)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

**Preparation:** Display the word *bluff*.

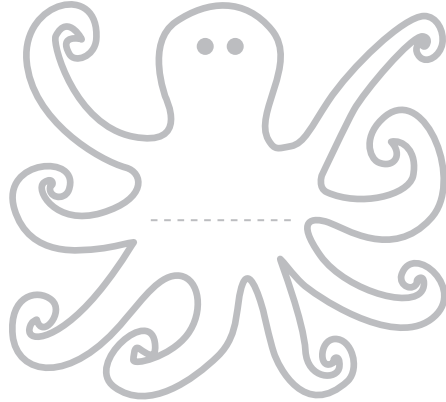


- Direct students to the word you have displayed. Use **Think-Pair-Share** to have students tell what this word means. Randomly select a few students to share. List the definitions on the board or chart paper. *To trick or mislead someone by showing confidence; a cliff.*
- Remind students that some words 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 the multiple meanings we find for a word on them.

Blackline master provided.



- Write the word “glaze” 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. *A sugary coating or frosting spread on cookies and cakes; to fill with glass; to cover with a shiny paint; to coat with ice; paint used when making ceramics; to grind.*
- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs by explaining that they help us to stop and consider a word and its context. Point out that this helps us make sure we understand the correct meaning of a word.

## Word Treasure

Some words may look the same but 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 words from this cycle’s vocabulary list that are homographs. Tell students to be on the lookout for these words 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**

**Skill Practice**

1. Read the following sentence.

The turkey was delicious but tasted even better when a spicy sauce was poured over it.

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

- “Let me sauce this roast one last time before we put it on the table,” Grandma said.
- “I’m tired of your sauce and rude answers whenever I ask you to do something,” Cait’s dad said.
- The only way Trey would eat broccoli was if his mom drizzled a cheese sauce over the vegetables.*
- Mrs. Marks could not believe the sauce of the driver who pulled into the spot she was waiting for.

2. Read the following sentence.

Raul was looking forward to seeing his favorite comic perform jokes on stage on Saturday night.

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

- It was a comic event when a display of watermelons fell down and the fruit rolled through the store.
- The famous comic hosted a charity show with other comedians to raise money for cancer research.*
- My favorite comic in the paper is about a boy, his stuffed tiger, and their adventures.
- I really enjoyed the comic film because it made me laugh so hard that I cried.

**Building Meaning**

stormed	scold	absently	supreme
ability	bolted	degree	humbly

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

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

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

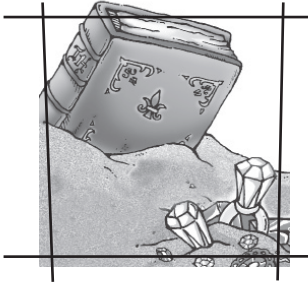
Molly humbly apologized for breaking her mother’s favorite dish.



- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

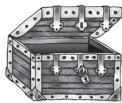
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 surprises Marlena?

## Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 36 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 36

### Chapter 5

Marlena had tried to convince her dad to let her go with them, but she couldn't. After a few minutes of arguing, Marlina's father put his foot down. "I said 'no,' Marlina, and that's that. Don't you understand?" he asked.

Marlena was very upset, but she knew there was no arguing with her father. Choking back tears, she said, "Okay, Papa." To make matters worse, her father gave Marlina a list of chores to do at home when her reading was done. He asked her to mop the floors, do some laundry, and clean out the cat box. It just didn't seem fair.

When Ernie and her father left, Marlina sat down to finish her book. But she couldn't concentrate because she was too upset. As soon as she opened her book, she started to cry. As she sat with her head in her hands, Professor Higgins walked up to the couch. He jumped into her lap and licked her face.

"It's not fair," she said to the cat while stroking its fur. "Why can't I go with Papa to the shop? Why does Ernie get to go? It isn't fair. I wonder why? Is it because I'm a girl? Can't girls learn about plumbing too?" Professor Higgins didn't understand Marlina's questions, but he tried to make her feel better by purring. It helped a little bit, and Marlina soon felt better enough to read her book. Soon enough, Marlina found herself lost in the world of poor Jane Eyre and the dashing Mr. Rochester. Maybe it wasn't as nice as going to the shop with her dad, but it would have to do. For now.

**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:**

**Why does Marlina give up trying to convince her dad to let her go to the shop? (R)**

**How does her dad's decision make her feel? (R)**

**Who is Professor Higgins? (R)**

**Does reading her book help Marlina feel better? (R)**

**Do you think reading will completely solve Marlena's problem? Why or why not? (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 "Why does Marlena give up trying to convince her dad to let her go to the shop?" Marlena gives up trying to convince her dad because he does not budge on the issue. He says no and that it is final. Another question is "How does her dad's decision make her feel?" Her dad's decision makes her feel bad. She is upset. She thinks it is unfair. She cries. Another question is "Who is Professor Higgins?" Professor Higgins is Marlena's cat. Another question is "Does reading her book help Marlena feel better?" Yes. Reading her book helps Marlena feel a little better. She gets wrapped up in the story. These are Right There questions. Their answers are easy to find in the story.**

**Now for a more challenging question. I asked, "Do you think reading will completely solve Marlena's problem? Why or why not?" I don't think it will completely solve Marlena's problem. She feels better, but at the end of the section, she says it will have to do "for now." I think she is still upset about her father's decision. I know that people often try to distract themselves when they feel bad about something. They don't feel as bad when they are doing something fun. But they might feel bad again later when they don't have anything to distract them. This last question is more challenging. It is a Think question. I can't find the answer in just one place on the page. I have to use my own background knowledge to answer it. It's important to ask a variety of Right There and Think questions about the text.**

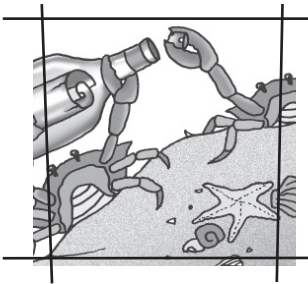
### **Preview Team Talk**

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

Student Edition, page S-11

## Team Talk

1. Why does Marlena go to the skatepark with Chazz instead of staying home to read? |CE|
2. Which of the following lets you know that Chazz is a very good friend to Marlena? |CH • DC|
  - a. He enjoys skateboarding at the park.
  - b. He calls her by a nickname.
  - c. He waits for her to write a note to her dad.
  - d. He wears his helmet and pads.
3. Both Chazz and Marlena have helmets and knee and elbow pads for skateboarding. What conclusion can you draw about them? |DC|
4. Write three 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 37 (paragraphs 1–3) aloud with partners.**  
**page 37 (paragraphs 4–6) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion TP**

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



## Team Talk

1. Why does Marlana go to the skatepark with Chazz instead of staying home to read? |CE|

**100 points** = *Marlana goes to the skatepark with Chazz instead of staying home to read because she wants to talk to someone. I think she wants to talk about how her dad's decision upsets her.* **90 points** = *Marlana goes to the skatepark with Chazz because she wants to talk to someone.* **80 points** = *She wants to talk to someone.*

2. Which of the following lets you know that Chazz is a very good friend to Marlana? |CH • DC|

- a. He enjoys skateboarding at the park.
- b. He calls her by a nickname.
- c. He waits for her to write a note to her dad.
- d. He wears his helmet and pads.

3. Both Chazz and Marlana have helmets and knee and elbow pads for skateboarding. What conclusion can you draw about them? |DC|

**100 points** = *I can draw the conclusion that Chazz and Marlana look out for their safety when they are skateboarding. They wear helmets and pads to stay safe in case they fall or have an accident while skateboarding. They don't want to get hurt.* **90 points** = *I can draw the conclusion that Chazz and Marlana look out for their safety when they are skateboarding. They wear helmets and pads to stay safe in case they fall.* **80 points** = *They look out for their safety while skateboarding.*

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

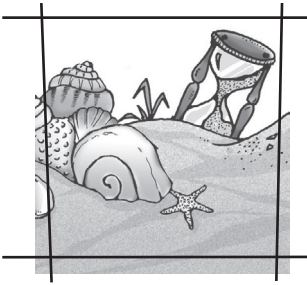
Marlena does a good job cleaning the house and doing chores. Do you think this helps her feel any better about not getting to go to the shop with her dad? Why or why not?

When something is bothering you, do you prefer to be alone or to talk to others about it? Why?

- Award team celebration points.

**Write-On Discussion**

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



## FLUENCY IN FIVE **TP**

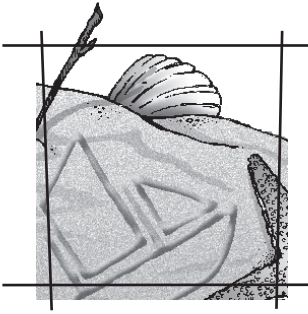
Timing Goal: 5 minutes

- 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 34 (paragraphs 1–6) or 37 (paragraphs 1–3)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

tps

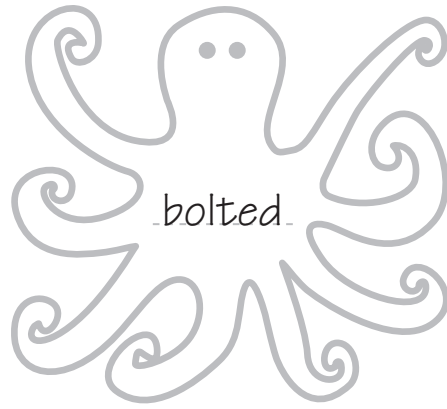
th



- 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 tell if they were able to find the homographs from their vocabulary list. Randomly select a few students to share. *The words stormed and bolted.*
- Display the graphic of the octopus. Write the word “stormed” 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 weather event usually with wind, rain, snow, or hail; complained with anger or fury; rushed to attack; rushed angrily.*



- Display the graphic of the octopus. Write the word “bolted” 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. *Fastened or locked with a movable bar or rod; uttered or said quickly; swallowed food quickly; suddenly ran or dashed; rolled cloth or paper into a bolt.*



- 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

1. Read the following sentence.

“Brace yourselves; this is going to be a rough, fast ride down the rapids!” Counselor Rick said as our raft rushed down the river.

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

- a. “*Sit down and brace yourselves for the wildest roller coaster ride you have ever experienced!*” the carnival worker exclaimed.
- b. After I broke my leg, I had to wear a brace on it to keep me from hurting it even more.
- c. Rory was embarrassed about the braces on his teeth, but he knew they would make his smile straight in no time.
- d. We made a brace for the wall of our tree house by propping a wooden beam behind it.

2. Read the following sentence.

I woke up listening to a woodpecker drum his beak against the tree outside my window.

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

- a. The little boy broke his drum when he pounded on the head too hard with the stick.
- b. *I couldn't remember the tune, so my friend had to drum it out on the table with her hands.*
- c. My family has a big drum sitting under our downspout that collects rain water for the garden.
- d. Let's drum up a few of our friends to play a game of flag football at the park this afternoon.

Building Meaning			
stormed	scold	absently	supreme
ability	bolted	degree	humbly

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.

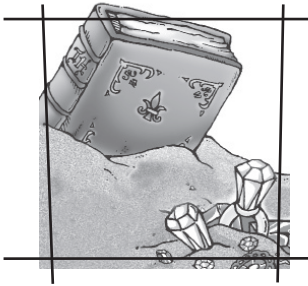
4. The supreme ruler of the country controls everything the citizens do.

*Supreme* means—

- a. lowest.
- b. least important.
- c. *highest*.
- d. most ignored.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

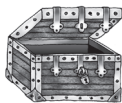
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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



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

Why does Marlana go with Chazz?

## 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

Chazz and Marlana arrived at the skate park. The skate park had been built a few years earlier by the City Council. The idea was to give neighborhood kids a safe place to get together and have some fun. The skate park was built next to an existing empty swimming pool. Some of the best skateboarders liked to skate inside the pool. The city council had also built ramps and bumps for all skaters to use. There were also bleachers for people to sit and watch the skaters.

When Chazz and Marlana arrived, the skate park was really crowded. It often was on nice Saturday afternoons. Chazz and Marlana decided to sit and watch some of the skaters for a while. They thought maybe they'd skate when the crowd thinned out a bit. Chazz pulled out a small bag of peanuts from his pocket.

"Peanut?" he said, offering one to Marlana. Marlana took a peanut, thanked him, and cracked the shell between her teeth.

Marlana thought for a moment as she chewed. Then she said, "Hey, Chazz, your dad's a mechanic. Has he ever let you go with him to the garage?"

Chazz laughed and spit out a peanut shell. "Hah!" he said. "No way! I'd just annoy him and get in the way. Why do you ask?"

Marlana said, "Well, I asked my dad if I could go with him to the plumbers' shop today, and he said 'no.'"

Chazz said, "Well, maybe he thinks you're not quite old enough yet. Maybe he thinks you're not ready to go with him. You think?"

Marlana replied, "Well, I thought about that, but that's not the reason, because he asked Ernie to go with him. And Ernie's a year younger than I am."

"Huh," Chazz said in thought, "that's weird. Doesn't make any sense."

"Here's what's worse," Marlana continued. "After he told me I couldn't go to the shop, he gave me a lot of chores to do at the house. Do you know what I'm afraid of?" she asked.

"No, what?" Chazz responded.

Before Marlana could say what she was thinking, Chazz interrupted her. "Hey, look! A few kids just left! Let's skate!" Marlana was happy for the diversion. She had some things to think about, but right now she was going to skate.



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

What does the skatepark look like? (R)

Why do you think the skatepark is considered a safe place for neighborhood kids to skateboard? (T)

When do Marlana and Chazz decide to skate? (R)

What do you think Marlana was going to say to Chazz before she was interrupted? (T)

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

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "What does the skatepark look like?" The skatepark looks like a big area that was built next to an empty city pool. Kids can skateboard in the pool. There are also ramps and bumps for kids to skate on. There are bleachers where people can sit and watch. Another question is "When do Marlana and Chazz decide to skate?" They decide to skate when some kids leave and the skatepark becomes less crowded. These are both Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Why do you think the skatepark is considered a safe place for neighborhood kids to skateboard?" I think it is considered a safe place for neighborhood kids to skateboard because the kids can stay in one place to have fun. I know that kids often skateboard in streets or on sidewalks. This isn't very safe because they could skate too close to cars or hit other people. If they are in the skatepark, they might not get hurt as badly or hurt other people. Another question is "What do you think Marlana was going to say to Chazz before she was interrupted?" I think Marlana was going to say something about her dad treating her differently because she is a girl. She mentioned that earlier in the text. She thought her dad didn't want to take her to the shop because girls can't learn about plumbing. 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**

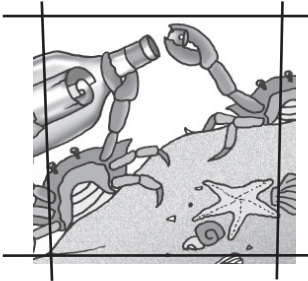
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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-13

### Team Talk

1. Which of the following best describes how Marlena's problem affects her skateboarding? |CE|
  - a. She can't concentrate and falls down a lot.
  - b. She does her axle stall poorly, and Chazz laughs at her.
  - c. She is upset but still enjoys skating with Chazz.
  - d. She is angry and pushes other skaters out of her way.
2. In two or three sentences, describe Marlena's skateboard trick. |SU|
3. Does Marlena like to brag about her skateboarding skills? Support your answer. |CH • DC|
4. Write three 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 (paragraphs 1–3) aloud with partners.**  
**page 40 (paragraphs 4–6) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

### Team Talk

1. Which of the following best describes how Marlana's problem affects her skateboarding? |CE|
  - a. She can't concentrate and falls down a lot.
  - b. She does her axle stall poorly, and Chazz laughs at her.
  - c. *She is upset but still enjoys skating with Chazz.*
  - d. She is angry and pushes other skaters out of her way.
  
2. In two or three sentences, describe Marlana's skateboard trick. |SU|
 

**100 points** = *The trick is called an axle stall. Marlana has to race up the side of the pool and lean on the back axle of her skateboard to stop. Then she spins the skateboard so it rests along the edge of the pool before she leans back again and rolls down the side of the pool.* **90 points** = *The trick is an axle stall. Marlana has to go up the side of the pool and stop when she reaches the top. Then she spins the skateboard so it rests along the edge of the pool before she goes down again.* **80 points** = *It's called an axle stall. She goes up the side of the pool and stops on the edge before coming down again.*
  
3. Does Marlana like to brag about her skateboarding skills? Support your answer. |CH • DC|
 

**100 points** = *No. Marlana does not like to brag about her skateboarding skills. When Chazz compliments her, she blushes. She tells him it's no big deal. She is embarrassed by his compliment.* **90 points** = *No. Marlana does not like to brag about her skateboarding skills. When Chazz compliments her, she blushes.* **80 points** = *No. She blushes at the compliment.*
  
4. Write three 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 three questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks three questions and provides correct answers that restate the questions and include one detail from the text.* **80 points** = *The student asks three 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**

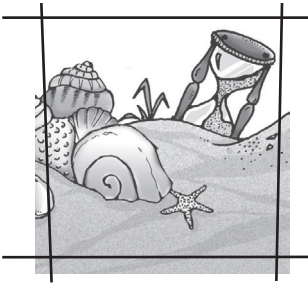
Marlena enjoys skateboarding. What hobbies do you like, and why do you like them?

Marlena acts humbly when Chazz compliments her. How do you think Marlena would have acted if she wasn't humble?

- 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**

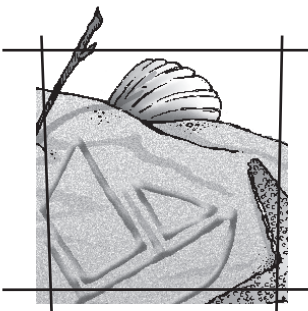
Timing Goal: 5 minutes

- 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 34 (paragraphs 1–6), 37 (paragraphs 1–3), or 40 (paragraph 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

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (an octopus).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of the word.*

**tps**

**Preparation: Display the Word Power Challenge.**

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

## Word Power Challenge

The giraffe's teeth \_\_\_\_\_ against the tree branch as it \_\_\_\_\_ on juicy green leaves.



- Use **Random Reporter** to select students to share the homograph that best fits in the blank and its definitions. *Grazed: brushed or rubbed against something, ate.*
- 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.

My dog has a medium-sized body, so he's not too big for our apartment, but not too small to wrestle either," Jamal explained.

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

- "When I paint, my favorite medium to use is watercolor on canvas," Mrs. Finklestein said.
- The Internet is quickly becoming the best medium to read and see news from around the world.
- The medium looked into her crystal ball to see if she could predict my future.
- "My brother is about medium height, so he isn't as tall as other basketball players," Brandi said.

- Read the following sentence.

My doctor took my pulse to make sure that my heart was beating normally.

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

- Mr. Timmons is a great principal who always seems to know the pulse of the student body and what it needs.
- A solar flare is like a pulse of energy that often causes the aurora borealis on Earth.
- I like to check my pulse after I exercise to make sure my heart is beating healthily.*
- Scientists weren't sure what they were looking at when they discovered stars that seemed to pulse.

**Building Meaning**

stormed	scold	absently	supreme
ability	bolted	degree	humbly

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 absently drew doodles on my homework paper as I daydreamed at my desk.

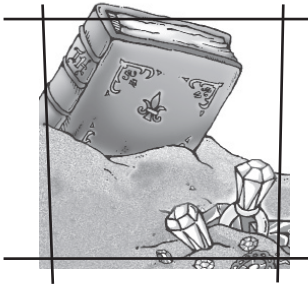
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

**Team Celebration Points**

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

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



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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- 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, Marlena went with Chazz to the skatepark to take her mind off her problem. Today we will find out whether skateboarding can help cheer her up even more.**

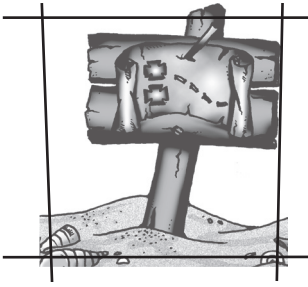
**Vocabulary TP**

- 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.

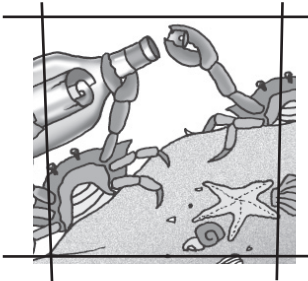




## TEST

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.

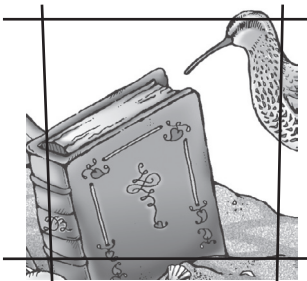
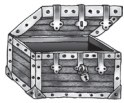
### Team Discussion **TP**

- 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.

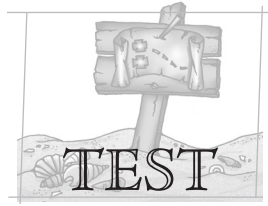


## BOOK CLUB

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Comprehension Questions

Read pages 42 and 43 of *The Skating, Reading Plumber's Kid*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

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

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

**10 points**

2. Why doesn't Marlena stay home to read when Chazz stops by? |CE|

- She wants to talk to someone.
- She doesn't like her book anymore.
- She has finished reading *Jane Eyre*.
- She wants to get back at her dad.

**20 points**

3. Is Marlena a braggart? How can you tell? |CH|

**20 points** = No. Marlena is not a braggart. She doesn't brag to Chazz about her skateboard trick. When Chazz compliments her, she blushes. She tries to make it sound like it was nothing. **15 points** = No. Marlena is not a braggart. She doesn't brag to Chazz about her skateboard trick. **10 points** = No. She doesn't brag about her trick.

**20 points**

4. Would Marlena make a good skateboard coach? Support your answer. |CH • DC|

**20 points** = Yes. I think Marlena would make a good skateboard coach. She keeps working with Chazz to help him learn how to do the axle stall. She gives him advice and tells him to keep working on it. She works well with him. **15 points** = Yes. I think Marlena would make a good skateboard coach. She keeps working with Chazz to help him learn how to do the axle stall. **10 points** = Yes. She helps Chazz learn to do the axle stall.

**10 points**

5. By the end of this section, Marlena has— |CE|

- learned how to do another trick from Manny.
- forgotten about her problem at home because she is having fun.
- finished reading *Jane Eyre* while cuddling with Professor Higgins.
- told her dad how she feels about his decision.

**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

**5 points**

1. Read the following sentence.

Paying five cents to see a movie in the early 1900s was a trifle compared with the ten dollars it costs now.

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

- The price of renting out the whole castle was a trifle compared with how much the billionaire made every year.*
- When Reggie gets bored in school, he tends to trifle with the objects in his desk.
- "That stuffed bear might be a trifle to you, but it was the first toy I remember playing with!" Sasha exclaimed.
- My favorite dessert is trifle, which is a sponge cake soaked with custard, jam, fruit, and whipped cream.

**5 points**

2. Read the following sentence.

It is always important to put a CD or DVD back in its sleeve so the disc doesn't get scratched.

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

- When I climbed the tree, my sleeve got stuck on a branch and tore.
- The magician said he had nothing hidden up his sleeve, but I saw some playing cards hiding in his jacket.
- My dad showed me the sleeve for his favorite rock record album, which was signed by the musicians.*
- A sleeve fit over the ends of the two water pipes to connect them together.

**5 points**

3. Read the following sentence.

“Making it to the state championships hinges on your abilities to work together as a team,” Coach Calhoun said before the first practice of the season.

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

- Your knee and elbow joints are examples of hinges in your body.
- Mussels and oysters have little hinges that allow them to open and close their shells to eat.
- The hinges are the weakest part of the door, since if they break, the door does as well.
- “*Getting a good grade in my class hinges on your willingness to complete your work,*” Mr. Martin explained.

**5 points**

4. Read the following sentence.

The principal made sure that we all understood the gravity of the assembly and that she didn’t want to hear laughing or see anyone goofing around.

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

- The popular story is that Newton discovered gravity when he saw an apple fall from a tree.
- The gravity on the moon is a lot less than on Earth, so astronauts can bounce and leap greater distances when exploring the moon.
- “*I want you to be aware of the gravity of your dog’s sickness, but know that we’re doing our best to heal him,*” the vet said.
- The sun’s gravity is so great that it keeps all the planets, asteroids, and comets revolving around it.

## Building Meaning

stormed	scold	absently	supreme
ability	bolted	degree	humbly

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

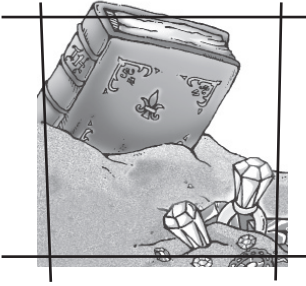
**10 points** = Arianna’s parents don’t scold her very often because she is very well behaved and usually does what she is asked to do. **5 points** = Arianna’s parents don’t scold her very often because she is very well behaved.

**1 point** = Arianna’s parents don’t scold her very often.

**10 points**6. Jose and the other kids bolted out of their houses when they heard the ice cream truck come down the street.**10 points**7. Gerry humbly turned down the award because he didn’t think he deserved it just for calling the police. *Humbly* means—

- eagerly.
- angrily.
- shyly*.
- excitedly.

- 10 points**            8. The mayor doesn't really hold supreme power in the city because he has to rely on the council to vote on decisions.
- 10 points**            9. Success depends on a high degree of teamwork and compromise. *Degree* means—
- a. temperature.
  - b. *level*.
  - c. incline.
  - d. slope.
- 10 points**            10. Dawn's mother absently put her keys in the refrigerator when she was putting groceries away while chatting on the phone.
- 10 points**            11. Rio stormed down the hallway and slammed his door shut when his mom said he couldn't go out to play. *Stormed* means—
- a. *walked angrily*.
  - b. tiptoed.
  - c. shuffled.
  - d. sprinted quickly.
- 10 points**            12. The strong man at the circus has the ability to lift and throw heavy objects easily.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a paragraph to describe what you do to feel better when you feel sad. Marlena was really upset when her dad said she could not go to the shop. She felt a lot better and almost forgot about what happened earlier when she went skateboarding with Chazz. What do you do to cheer yourself up?**

**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 descriptive paragraph.

**When you write to describe, you make sure you include plenty of details about your topic. Good details help your readers better understand what you are describing. They may learn more about you or something you enjoy. Good details can also help your readers make a mind movie. They can use your details to imagine what is happening or what something feels like. This makes your writing more interesting.**

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

Blackline master provided.

**Sample 1**

The sun shone on the grassy field. There was a light breeze. A young deer played in the grass. Birds hopped around on the ground, searching for seeds.

**Sample 2**

The sun shone on the grassy field, turning the long grass a golden green color. A light breeze blew across the grass, making it ripple like the ocean's surface. A young deer played in the grass, jumping and bucking his small body in joy for spring. Birds hopped around on the ground, searching each square inch of ground for delicious seeds.



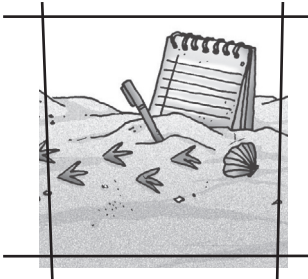
- Use **Random Reporter** to ask students how the passages are similar. *They are about the same thing. They both tell about a grassy field, a light breeze, a playing deer, and birds looking for seeds.*



- Use **Team Huddle** and **Random Reporter** to discuss with students how the two passages are different.

**You have explained what these two passages have in common, but there is something different about them. What is it?** *The second passage is longer. It has more details. Good. The second passage provides more descriptive details. What details do we learn in the first sentence?* *The sun turns the grassy field a golden green. Right. We get more details about how the sun shines on the field and how it makes it look. What do we learn in the second sentence?* *The breeze causes the grass to ripple and look like waves. Yes. We get more descriptions of how the field looks and what the breeze does to the grass. What details do we learn in the third sentence?* *We learn what the deer is doing. It is hopping and playing, and it looks as if it is happy. Good. Finally what additional details do we learn in the fourth sentence?* *We learn how the birds look for seeds and how closely they do it. Great. Does the second passage help you make a mind movie about the grassy field?* *It helps me see exactly what is happening. I think the second passage is also a lot more interesting because the details paint a picture of the scene.*

- Tell students that they will use good descriptive details as they write their paragraphs about what they do to feel better when they are sad.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write a paragraph that describes what activity or activities you do to make yourself feel better when you are sad.**



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



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### Writing Prompt

Marlena is really upset when her father says she cannot come with him to the shop, but an afternoon of skating with Chazz and meeting Manny make her forget her problems. Skating is obviously something that makes Marlena happy. What activity do you do when you're feeling down? Write a paragraph that describes what you do to feel better. Begin your paragraph with an opening sentence that tells what activity you enjoy. In your paragraph, provide at least two details, each describing why you enjoy this activity, how you feel while you take part in it, and why you think it helps you feel better. Remember that your details should be descriptive and help readers make a mind movie. Your paragraph should end with a closing sentence that restates the main idea.

### Scoring Guide

You wrote a descriptive paragraph about an activity you enjoy that makes you feel better.	<b>20 points</b>
Your paragraph begins with an opening sentence that introduces the main idea.	<b>10 points</b>
You provide at least two details about why you enjoy the activity.	<b>10 points each (20 points maximum)</b>
You provide at least two details that describe how you feel while you do this activity.	<b>10 points each (20 points maximum)</b>
You provide at least two details explaining why you think it helps you feel better.	<b>10 points each (20 points maximum)</b>
Your paragraph ends with a closing sentence that restates the main idea.	<b>10 points</b>

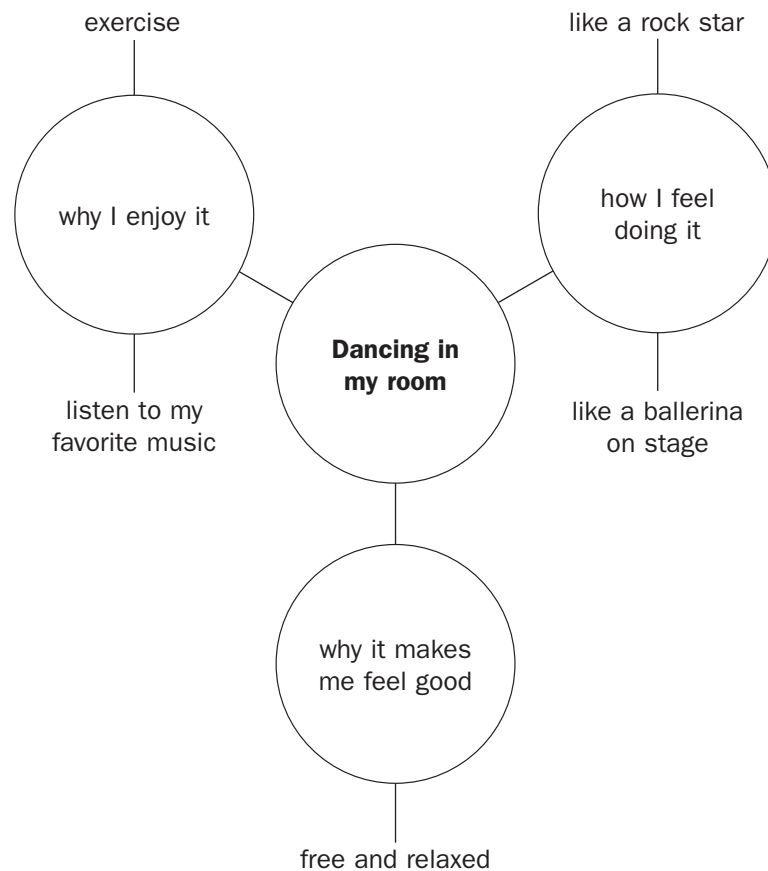
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 descriptive paragraphs.**

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

- Ask one or two students who have examples of good planning to share their ideas with the class.

### Sample Graphic Organizer



### Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

## Sharing, Responding, and Revising

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

## Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students that they should check their drafts for smoothness and ease of reading.

**If you read your paragraph aloud, would it sound natural? It is important for your writing to be smooth and to sound natural. It makes it easier to read. One way to do this is to vary your sentence length and use transition words to connect ideas or to flow from one idea to the next.**

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

**Blackline master provided.**

When I feel sad or angry, I enjoy dancing in my room to music. I enjoy dancing in my room because I can listen to my favorite music. I enjoy music. Sometimes I listen to music to match my mood. It can be loud or quiet. Dancing out my feelings is also good exercise. It makes me feel good because I feel free and relaxed when I dance. I move my body with the music. I do not think. I jump, sway, and step to the beat. I feel like a rock star at a concert. I feel like a ballerina on a stage.

- Ask students whether this passage sounded smooth and natural when it was read aloud.
- Point out to students that the author of this passage could improve his or her writing with transition words to connect ideas smoothly.

**Transition words help us connect ideas. This passage has a lot of ideas, but they are not well connected. You use transition words all the time, even if you do not realize it. The words *and* and *but* are examples of transition words. You use them as conjunctions in sentences. You might**

**show time by using the words *first, next, afterward, or suddenly*. You might compare things by using the words *similarly or likewise*. You might contrast by using the words *although or yet*. You might add information with the phrase “for example” or the word *finally*.**



- Use **Team Huddle** and **Random Reporter** to ask students how they might use transition words to make the sample smoother. *(Answers may vary.) I might change the sentences that say “Sometimes I listen to music to match my mood. It can be loud or quiet” to say “Sometimes I listen to loud or quiet music to match my mood.”*
- Tell students to read their paragraphs and to identify places where smoother transitions could better connect their ideas.
- 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**

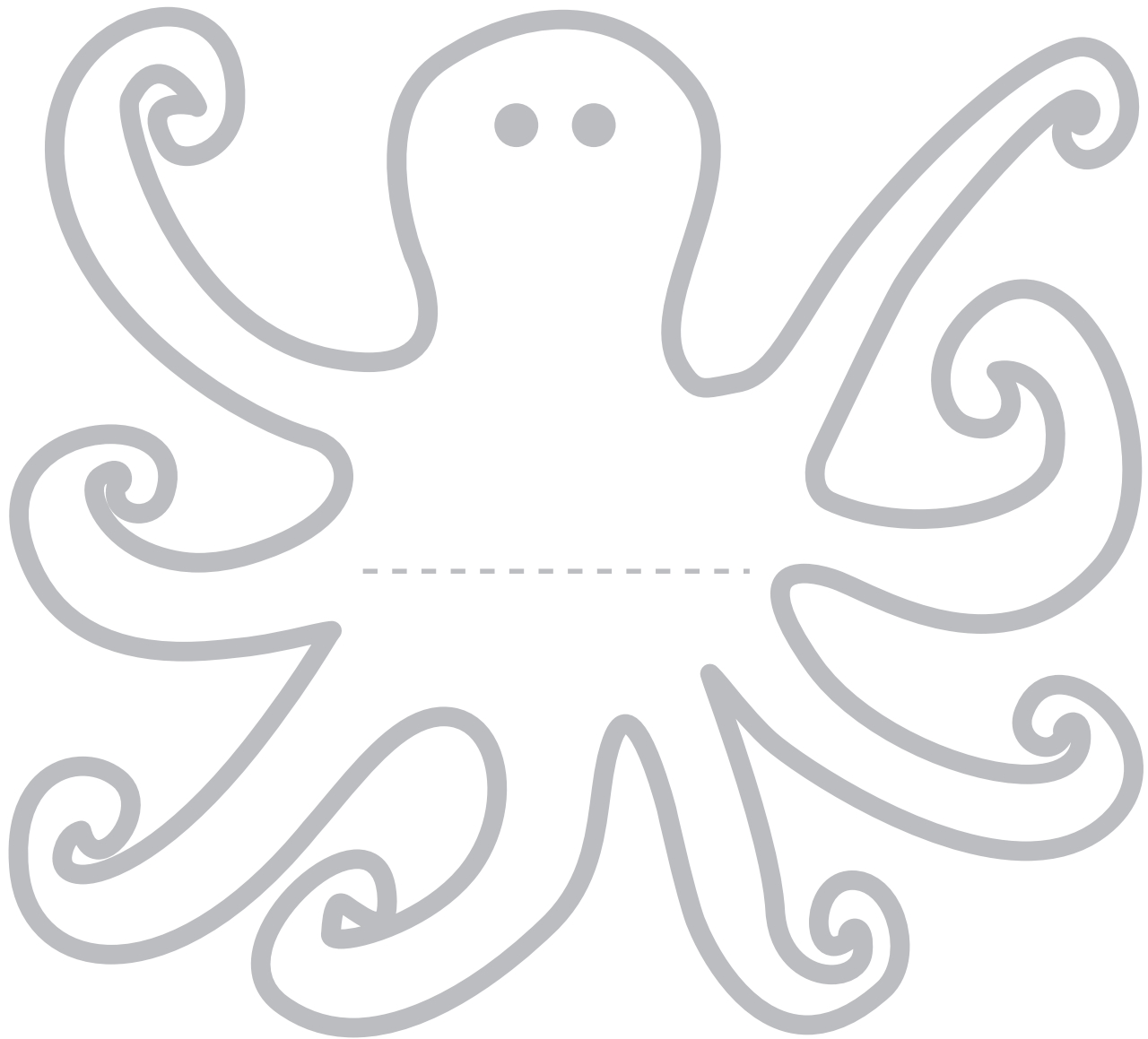
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one 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"> <li>- <b>What is your team celebration score?</b></li> <li>- <b>How well did you use the team cooperation goal and behavior?</b></li> <li>- <b>How can you earn more points?</b></li> </ul>

“And here we have our most famous exhibit,” said the museum tour guide. He pointed to a sign that read “The World’s Oldest Ant.” Maggie was bored. Every year her class came here for their field trip.

“Just once,” Maggie thought, “I wish something exciting would happen.” The tour guide talked on and on about the world’s oldest ant. Maggie stopped listening and looked around. Something caught her eye; a small paper triangle was sticking out under the oldest ant’s case. Maggie wondered about that triangle.

The class left the oldest ant and began walking toward “The World’s Largest Cockroach.” Maggie stayed behind and pulled on the paper triangle. She pulled out a folded piece of paper. Maggie unfolded it and saw that it was a map of the museum. At the bottom of the map someone had written, “Help me find the secret of the Insect King.” Maggie smiled. She knew something exciting was about to happen.



## **Sample 1**

The sun shone on the grassy field. There was a light breeze. A young deer played in the grass. Birds hopped around on the ground, searching for seeds.

## **Sample 2**

The sun shone on the grassy field, turning the long grass a golden green color. A light breeze blew across the grass, making it ripple like the ocean's surface. A young deer played in the grass, jumping and bucking his small body in joy for spring. Birds hopped around on the ground, searching each square inch of ground for delicious seeds.

When I feel sad or angry, I enjoy dancing in my room to music. I enjoy dancing in my room because I can listen to my favorite music. I enjoy music. Sometimes I listen to music to match my mood. It can be loud or quiet. Dancing out my feelings is also good exercise. I feel free and relaxed when I dance. I move my body with the music. I do not think. I jump, sway, and step to the beat. I feel like a rock star at a concert. I feel like a ballerina on a stage.



# Story Map



**Title:** *The Skating, Reading Plumber's Kid, cycle 1*

**Characters:**

Marlena  
Papa  
Ernie  
Chazz  
Manny

**Setting:**

**Where:** *Marlena's house*  
*a skatepark*

**When:** *summer*

**Problem:**

*Marlena wants to go to the plumber's shop with Papa, but he doesn't invite her, so her feelings are hurt.*

**Event:** *Papa invites Ernie to come to the plumber's shop with him, but gives Marlena a list of chores to do.*

*Marlena goes to the skatepark with Chazz and practices the axle stall. She teaches Chazz the trick.*

**Event:** *They meet Manny, who invites them to come skate again the next day.*

**Event:**

**Event:**

**Event:**

**Solution:**

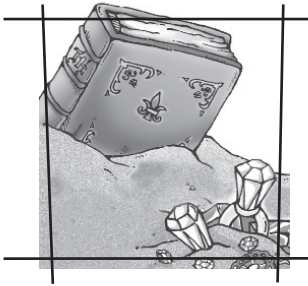


**CYCLE 2**

## Instructional Objectives

	Reading	Word Power	Writing
	Questioning (QU)	Base word and ending	Write limericks.
CYCLE 2	Students will ask questions about the text as they read to check their comprehension.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ly</i> , and <i>-ing</i> to increase their understanding of words.	Students will write two limericks that describe two characters from the story.



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

Timing Goal: 40 minutes

**Rate New Vocabulary Words**

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

**Success Review and Keeping Score **TP****

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

**Team Cooperation Goal**

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

**Set the Stage**

- Introduce the story, author, and reading objective.

**This cycle we will continue reading *The Skating, Reading Plumber's Kid* by Min Ha Li. As we read, we'll continue to ask questions about the story. Thinking of questions helps us to check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.**

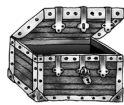
- Point out the strategy target on the team score sheet.

- 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-15  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>surveyed</b> page 46	base word + ending: survey + ed	looked over, studied	The foreman <i>surveyed</i> the whole site, looking at the work his construction workers had done.
<b>assistance</b> page 46	base word + ending: assist + ance	help, aid, support	People in trouble often get <i>assistance</i> from all kinds of nice people.
<b>exposed</b> page 46	base word + ending: expos(e) + ed	made bare, showed	John shaved off the new coat of paint and <i>exposed</i> the old color beneath.
<b>precisely</b> page 49	base word + ending: precise + ly	exactly	I knew <i>precisely</i> what I wanted, so I didn't waste any time in the candy store.
<b>slamming</b> page 50	base word + ending: slam + m + ing	hitting hard	The rocks were <i>slamming</i> into the ground during the landslide.
<b>gestured</b> page 52	g=/j/ base word + ending: gestur(e) + ed	made a motion with one's hands	My friend Brian <i>gestured</i> to me from across the room, so I walked over to him.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>offended</b> page 52	base word + ending: offend + ed	hurt, insulted	Iggy was <i>offended</i> when his brother called him a name.
<b>abundance</b> page 56	chunk: a-bun-dance	high level, plenty	We have an <i>abundance</i> of fruit because of the huge orchard in the back yard.

### Using the Targeted Skill (Introduction and Definition)

- Ask individual students different questions that are simple to answer. Then ask a question or two that requires more thought and explanation. Example questions are provided below.

**Simple:**

Reginald, what month is it?

Ella, when does school start?

Seth, who was your teacher last year?

Naomi, how did you get to school today?

**Requires more thought:**

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

Why do you think so?

Sergio, how are sixth grade and third grade the same and how are they different?

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

Blackline master provided.

Maggie looked at the map. She was ready to find the Insect King. As instructed, she went to the benches in the Modern Art room. There she found another note. She opened it and read it aloud: "The Insect King is great, no lies. Go to the fountain for a great surprise!"

Maggie was very excited. She ran to the water fountain and looked into the pool of spare change. "The surprise must be in the fountain somewhere," she thought. She jumped in and got on her hands and knees to look for her great surprise.

Suddenly Maggie heard a familiar laugh. She remembered that her brother Todd had a field trip to the museum too. He stepped from behind a statue. "Have a nice bath, Little Sis? Did you find the Insect King?" Todd asked, laughing.

It was a joke. There was no Insect King. Maggie smiled. This wild goose chase was still better than the World's Largest Cockroach.

- Ask students some questions about this paragraph. Show the questions about the paragraph one at a time. Use **Random Reporter** to have students answer each one. If necessary, prompt students to extend their answers to the Think questions by asking "What are your reasons?" or "What evidence can you find in the text?" or both.
- Review some or all the questions, and discuss the answers. Point out different question words. Explain that some of the questions are Right There questions that are simple to answer because the answers can be found by pointing to one place in the text. Explain that other questions are Think questions that require more thought because the answers cannot be found simply by pointing to one place in the text.
- Explain that as students read *The Skating, Reading Plumber's Kid*, they will ask a variety of questions about what they read to check their understanding of the story.

### Listening Comprehension



- Review what has happened in the story so far. Use **Think-Pair-Share** to question students about some of the feelings Marlena has experienced so far.
- Have students predict, with evidence, what they think will happen next in the story.
- Explain that you are going to read aloud and ask questions to check your understanding of the story and that you will include some challenging Think questions as you go. Read pages 44 and 45 aloud, stopping after each page to model your questions and list them with the page numbers. Example questions are provided below, with Think questions in bold.

**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,  
pages 44 and 45

### **Chapter 10**

Later that day, Marlana decided not to bring up her concerns at home with her father. She decided she'd just try to ignore what had happened earlier, when he'd left her at home to do chores instead of taking her with him and Ernie to the shop. Instead, she thought about skating with Chazz and Manny the next day. But then something happened that changed everything.

Marlena, Ernie, and their father had dinner together like they always did. Dad and Ernie cooked, and Marlana set the table. Usually, if they cooked, she'd do the dishes. They thought that seemed like a fair way to get things done. So, when dinner was over, Marlana started clearing the table. Her dad and Ernie went into the living room to watch a baseball game on television.

Although it may seem weird to some, Marlana actually didn't mind doing the dishes. She felt a certain satisfaction when she could turn a huge pile of dirty dishes into an orderly stack of gleaming, clean plates and bowls. She'd done it so many times that she had become quite good at it. Sometimes she'd turn on the radio as she cleaned. Other times, she'd think about whatever book she was reading. This time, she thought about new skateboarding tricks she might try the next day with Chazz and Manny.

Then it happened. When she finished doing the dishes, she pulled the plug on the kitchen sink to drain the water. But the water wouldn't go down. She reached into the bottom of the sink to see if something were blocking the drain. She couldn't see or feel anything. She knew what this meant. Somewhere in the pipes below the kitchen sink was a clog.

Now, some people have to call plumbers when their sinks get clogged. Other people know how to fix it themselves. Marlana didn't know how to fix it. She had to call a plumber. But luckily, she lived with a plumber, a plumber who could fix it for free.

"Hey, Papa!" Marlana called from the kitchen into the living room. "The sink is clogged!"

**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 about the story.**

**I can ask:**

**Why do you think Marlana wants to ignore what happened with her father earlier in the day? Do you think this is a good idea? Why or why not? (T)**

**Does Marlana enjoy doing the dishes? (R)**

**What happens after Marlana finishes the dishes? (R)**

**What do you think will happen next? Why? (T)**



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

**Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "Does Marlina enjoy doing the dishes?" Yes. Marlina does enjoy doing the dishes. She likes turning a stack of dirty dishes into an organized stack of clean ones. She likes thinking while doing the dishes. Another question is "What happens after Marlina finishes the dishes?" After she finishes the dishes, she pulls the plug in the sink to drain the water, but the water doesn't drain. She learns that there is a clog in the drain. These are Right There questions. Their answers are easy to find in the story.**

**Now for some more challenging questions. I asked, "Why do you think Marlina wants to ignore what happened with her father earlier in the day? Do you think this is a good idea? Why or why not?" I think Marlina wants to ignore what happened earlier because she had such a good day afterward. She wants to forget that he was unfair to her and move on. I don't think this is a good idea. I think she will just be more upset if her father treats her unfairly again. Another question is "What do you think will happen next? Why?" I think Marlina's dad will come in to fix the drain, but he won't ask Marlina for help. He didn't want to bring her to the plumber's shop earlier, so I don't think he wants Marlina to do any plumbing. These last two questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. I have to think about what happened earlier in the story. It's important to ask a variety of Right There and Think questions about the text.**

### **Preview Team Talk**

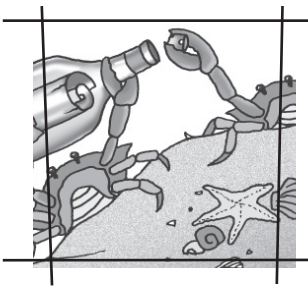
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Why do you think Marlena's dad laughs when she asks if he can fix the sink? Support your answer. |DC • CE|
2. How does Marlena feel when her dad asks her to help fix the sink? |CH|
  - a. upset
  - b. angry
  - c. surprised
  - d. encouraged
3. How is the way Marlena's dad teaches her about plumbing similar to how she teaches Chazz about skateboarding? |CC|
4. Write three 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 (paragraphs 1–8) aloud with partners.**  
**page 46 (paragraphs 9–11) and 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. Why do you think Marlana's dad laughs when she asks if he can fix the sink?

Support your answer. |DC • CE|

**100 points** = *I think Marlana's dad laughs when she asks if he can fix the sink because he is a plumber, and he fixes clogged pipes for a living. He thinks it's funny that Marlana is worried he won't be able to fix his own sink.*

**90 points** = *I think Marlana's dad laughs when she asks if he can fix the sink because he is a plumber, and he fixes clogged pipes for a living.*

**80 points** = *He is a plumber and fixes clogged pipes all the time.*

2. How does Marlana feel when her dad asks her to help fix the sink? |CH|

a. upset

b. angry

c. surprised

d. encouraged

3. How is the way Marlana's dad teaches her about plumbing similar to how she teaches Chazz about skateboarding? |CC|

**100 points** = *The way Marlana's dad teaches her about plumbing is similar to how she teaches Chazz about skateboarding because her dad tells her how to do everything, and he gently corrects her when she does something wrong.*

**90 points** = *The way Marlana's dad teaches her about plumbing is similar to how she teaches Chazz about skateboarding because her dad tells her how to do everything, and he gently corrects her when she does something wrong.*

**80 points** = *He tells her how to do something and corrects her gently when she does something wrong. He gives her advice.*

4. Write three 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 three questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.*

**90 points** = *The student asks three questions and provides correct answers that restate the questions and include one detail from the text.*

**80 points** = *The student asks three 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**

- 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**

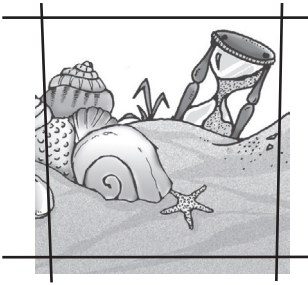
Have you ever learned to repair something? What was it, and how did it make you feel to fix it?

Marlena likes plumbing with her father and skateboarding with her friends. What activities do you like doing with family and friends? How do they make these activities enjoyable?

- Award team celebration points.

**Write-On Discussion**

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

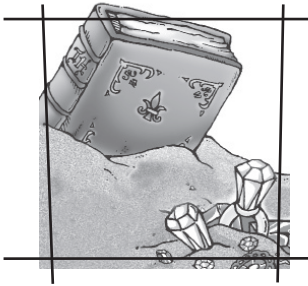
### Page 46 (paragraphs 1–7)

- 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**

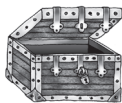
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 Marlana's dad make her feel? Why?

## Listening Comprehension



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

### Chapter 12

The next morning, Marlana had all but forgotten that her dad hadn't invited her to the shop the day before. She thought that being able to help him with their own sink and actually learning how to do some plumbing was much better.

Her brother, Ernie, said, "You're really lucky. I got to go with Dad on a few jobs, but I could only watch. I didn't get to help."

"Some day, Sport, you will," their dad reassured Ernie.

"I'm in no hurry," Ernie said.

Their dad turned to Marlana. "How about you, Chica? I have to go to the shop again today. Do you want to come with me?"

Marlana jumped at the opportunity. "Sure I do!" she exclaimed. Then she remembered something. "Oh, wait," she said with a sigh. "I can't come with you. I promised Chazz and our new friend, Manny, I'd skate with them today. Manny said I was one of the best skaters he'd ever seen. I want to show off some of my tricks. Plus, I promised I'd go with them." Marlana was really disappointed.

Her dad said, "Well, that's too bad. I won't be going back to the shop for the next couple of days. I've finally got a few days off, after working and being on call for eight days straight. So this is your last chance for a while. But I'm glad you're going to stick to your promise. How about you, Ernie? You want to come with me again?"

Ernie said, "Sure, that sounds good. When are we leaving?"

"In about fifteen minutes," Dad replied.

Marlana read *Jane Eyre* while her father and brother got ready to go, but she couldn't concentrate. Marlana was disappointed that she couldn't go with them. However, she was still excited that she was going to skate with Manny. Marlana just wished there were more hours in a day so that she could do more things. Oh well, she thought. You win some, you lose some.



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 I ask a variety of Right There and Think questions. I can ask:

How does helping her dad with the sink change how Marlana feels? (T)

Why can't Marlana go with her dad to the shop today? (R)

What does Marlana do while her dad and Ernie get ready to go to the shop? (R)

Why do you think Marlana can't concentrate on her book? (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 "Why can't Marlana go with her dad to the shop today?" Marlana can't go to the shop because she promised Chazz and Manny that she would go to the skatepark. Another question is "What does Marlana do while her dad and Ernie get ready to go to the shop?" Marlana reads *Jane Eyre* while her dad and Ernie get ready to go. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "How does helping her dad with the sink change how Marlana feels?" Helping her dad with the sink makes Marlana feel good. She doesn't mind that she didn't get to go to the shop because she learned about plumbing at home and helped fix the sink. Before she was really upset that she couldn't go, but now she thinks it's okay. Another question is "Why do you think Marlana can't concentrate on her book?" I think Marlana can't concentrate because she is sad that she is missing an opportunity to go to the shop. Even though she got to help her dad yesterday at home, she really wants to go to the shop and go on calls with him. He said that he will have several days off now and won't be going to the shop. 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**

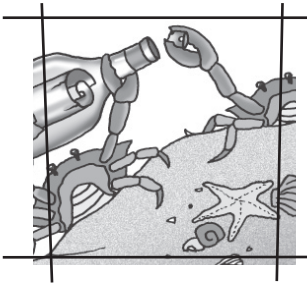
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Does Chazz understand how Marlena feels about not being able to go with her dad to the shop today? What is his response? |CH • CE|
2. How can you tell Manny is a good skater? |DC|
3. Marlena's and Chazz's skateboarding skills are different because— |CC|
  - a. she learns to do big air tricks, while he hits the ground a lot.
  - b. he teaches Manny to do new tricks, while she watches them.
  - c. he learns to do big air tricks, while she hits the ground a lot.
  - d. she decides to stick with the axle stall, while he catches air.
4. Write three 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 49 aloud with partners.**  
**page 50 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. Does Chazz understand how Marlana feels about not being able to go with her dad to the shop today? What is his response? |CH • CE|

**100 points** = *Yes. Chazz understands how Marlana feels about not being able to go to the shop. He tells her that it's too bad she can't do both in one day. He also tells her that she shouldn't mope about it and should just have some fun at the skatepark.* **90 points** = *Yes. Chazz understands how Marlana feels about not being able to go to the shop. He tells her that it's too bad she can't do both. He also tells her not to mope about it.* **80 points** = *Yes. He tells her it's too bad. He also tells her not to mope.*

2. How can you tell Manny is a good skater? |DC|

**100 points** = *I can tell Manny is a good skater because when Marlana and Chazz see him, he's skating so fast in the pool that he shoots up into the air when he reaches the top of the pool wall. He does flips, spins, and turns while in the air. Marlana and Chazz are impressed, so he must be good.*

**90 points** = *I can tell Manny is a good skater because when Marlana and Chazz see him, he's skating so fast in the pool that he gets in the air and does flips, spins, and turns.* **80 points** = *He can get in the air and do flips, spins, and turns.*

3. Marlana's and Chazz's skateboarding skills are different because— |CC|

- a. she learns to do big air tricks, while he hits the ground a lot.
- b. he teaches Manny to do new tricks, while she watches them.
- c. he learns to do big air tricks, while she hits the ground a lot.
- d. she decides to stick with the axle stall, while he catches air.

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

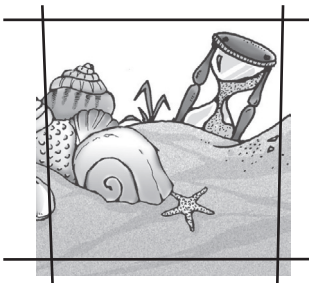


#### Strategy-Use Discussion

- 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"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td> <p>Marlena feels bad about not getting to go to the shop. Do you think she should feel bad? Why or why not?</p> <p>Why is it important to make priorities when you have many things to do?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Marlena feels bad about not getting to go to the shop. Do you think she should feel bad? Why or why not?</p> <p>Why is it important to make priorities when you have many things to do?</p>	
<ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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## FLUENCY IN FIVE TP

**Timing Goal: 5 minutes**

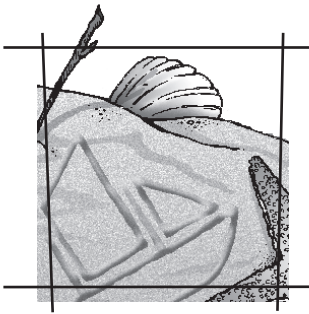
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-15

### Page 49 (paragraphs 1–6)

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

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

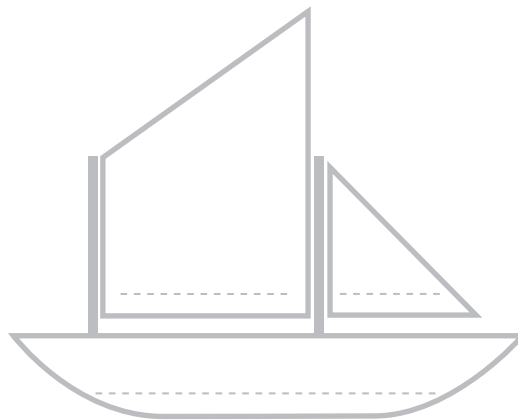


## WORD POWER **TP**

Timing Goal: 10 minutes

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

Blackline master provided.



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

### 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, and figure out its meaning.

- If necessary, remind students about the purpose of endings (a letter or group of letters that come at the end of a word; endings change the word meaning).

- Tell students that they will work with the endings *-ly*, *-ed*, and *-ing* during this cycle. Remind students of (or ask students to give) the meanings of these endings:
  - ed* means action took place in the past;
  - ly* means in the manner of;
  - ing* means action, activity, result of an activity.
- Write the word “simulated” on the board.
- Use **Think-Pair-Share** to have students tell you how the base word is divided from the ending and give its meaning. Randomly select a few students to share responses. Simulate<sup>l</sup> + ed; *pretend or imitate in the past*.
- Point out to students that the word *simulate* ends with an *e*, and sometimes words need to have their final *e* “scrubbed” to add the ending. Explain that Captain Read More uses the scrubber to remove the *e* from base words with endings.
- Tell students that there are several words on this cycle’s vocabulary list that have endings. Tell students to be on the lookout for these 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-16 and S-17

**Skill Practice**

Write the words in your journal. Then write the base word and ending of each word. Write a definition for each word.

1. resigning *resign + ing; action of quitting*
2. betrayed *betray + ed; was disloyal in the past*

**Building Meaning**

surveyed	assistance	exposed	precisely
slamming	gestured	offended	abundance

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

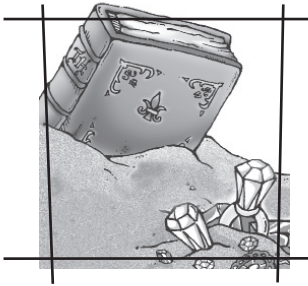
**100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

4. “Over here, you can see our skeleton of a *Tyrannosaurus rex*,” the museum guide said as he gestured to the exhibit. *Gestured* means—
  - a. motioned with one’s hands.
  - b. nodded.
  - c. shouted.
  - d. pulled away from one’s hands.



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

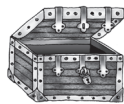
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 Chazz tell Marlena to do rather than mope?

## Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read page 51 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 51

### Chapter 14

After skating for a while, Manny suggested that they all take a break. “You guys want to get some lemonade? It’s my treat.” Manny said, pointing at the lemonade stand across the street from the skate park.

“Yeah, that’s a good idea,” Chazz said, and Marlena agreed.

“Okay,” Manny continued, “I’ll run and get ’em, and you guys just grab a seat on the bleachers.”

Marlena and Chazz sat down. Soon Manny returned with three ice-cold lemonades.

“Man, that hits the spot,” said Marlena.

“No doubt,” said Chazz. “I was thirsty.”

Then Manny said, “You know, I was thinking. There’s a skateboarding competition next weekend. And it’s a team competition. Each team needs three skaters. I think we should enter as a team, the three of us. What do you think?”

Chazz said, “I think that’s a great idea. I mean, I’m not as good as you two, but I think we could do pretty well.”

“Good,” said Manny. “What about you, Marlena?” he asked, turning to Marlena.

Marlena thought for a minute. “Gee, I don’t know. My dad’s been teaching me how to do plumbing, plus I’ve been trying to do a lot of reading. I’m not sure I have the time.”

“Aw, c’mon, Marlena,” Chazz pleaded.

Marlena thought about it for a while. Then she said, “Okay, I’ll tell you what. Let me talk to my dad about it. There are some things I want to talk to him about anyway. Let’s meet here at noon tomorrow, and we’ll talk again then. Okay?”

The boys agreed that was okay. Marlena said good-bye and skated home to talk to her dad.

**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:**

**Whose idea is it to join the skateboarding competition? (R)**

**Do you think the three kids will do well at the competition? Why or why not? (T)**

**What is Marlena concerned about? (R)**

**What do you think she wants to talk to her dad about? Why? (T)**

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

**Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "Whose idea is it to join the skateboarding competition?" It's Manny's idea to join the competition. He tells Marlena and Chazz about it. Another question is "What is Marlena concerned about?" Marlena is concerned about having time to do all the things she wants to do. She wants to read and learn how to be a plumber and skate. These are Right There questions. Their answers are easy to find in the story.**

**Now for a more challenging question. I asked, "Do you think the three kids will do well at the competition? Why or why not?" I think the three kids could do well at the competition. Manny is a really good skater, and Marlena learns to do a lot of tricks from him quickly. Chazz isn't as good, but he can learn and practice before the competition. Another question is "What do you think she wants to talk to her dad about? Why?" I think Marlena wants to talk to her dad about why he didn't ask her to go to the shop the day before. I also think she is worried about how busy she is and finding time to do things. I know she is still sad about not going to the shop today because she promised to skate. I think she wants to make sure she doesn't miss another opportunity. 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 it. It's important to ask a variety of Right There and Think questions about the text.**

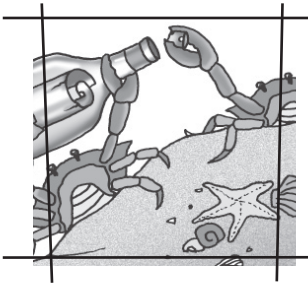
### **Preview Team Talk**

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

Student Edition, page S-17

## Team Talk

1. When Marlena first starts talking with her dad, she feels— |CH|
  - a. confident.
  - b. annoyed.
  - c. brave.
  - d. uncomfortable.
2. Why didn't Marlena's dad ask her to go to the shop the first time? Do you think he'll ever do that again? Why or why not? |CE • DC|
3. Does talking with her dad help Marlena solve some of her problems? |PS|
4. Write three 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 52 aloud with partners.**  
**page 53 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. When Marlena first starts talking with her dad, she feels— |CH|
  - a. confident.
  - b. annoyed.
  - c. brave.
  - d. uncomfortable.
  
2. Why didn't Marlena's dad ask her to go to the shop the first time? Do you think he'll ever do that again? Why or why not? |CE • DC|

**100 points** = Marlena's dad didn't ask her to go to the shop the first time because he's old-fashioned. He grew up thinking women stayed at home while men went out and worked. I don't think he will do that again because he realizes he shouldn't feel that way, and he knows he hurt Marlena's feelings. He wants Marlena to know that she can do anything she puts her mind to. **90 points** = Marlena's dad didn't ask her to go to the shop the first time because he's old-fashioned. He grew up thinking women stayed at home. I don't think he will do that again because he realizes he shouldn't feel that way, and he knows he hurt Marlena's feelings. **80 points** = He is old-fashioned and grew up thinking women stayed at home. He won't do it again because he knows he shouldn't think that way anymore.

3. Does talking with her dad help Marlena solve some of her problems? |PS|
 

**100 points** = Yes. Talking with her dad helps Marlena solve some of her problems. She doesn't feel bad about her dad not asking her to the shop anymore. She knows why he did it, and she knows he won't do that again. She still doesn't know how she can have time to do everything she wants yet. **90 points** = Yes. Talking with her dad helps Marlena solve some of her problems. She doesn't feel bad about her dad not asking her to the shop anymore. **80 points** = Yes. She knows why he did it and that he won't do it again.

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

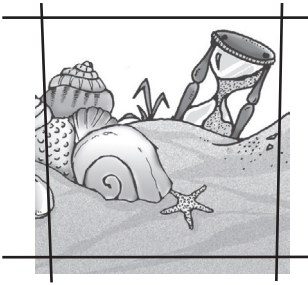
Why is it a good idea to talk things through with people when you're upset about something?

Marlena's dad says he's old fashioned. Do you think times have changed and that girls can do the same things as boys? 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**

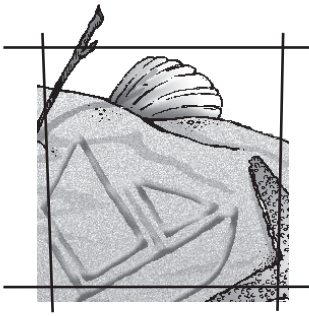
Timing Goal: 5 minutes

- 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-15

### Page 49 (paragraphs 1–6) or 52 (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

**tps**

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses (a boat with a big sail and a little sail).
- Use **Think-Pair-Share** to have students identify the endings and their meanings. Randomly select a few students to share. *The ending -ed means action took place in the past; -ly means in the manner of; -ing means action or result of an action.*
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings and give the base word, the ending, and a definition for the word. Randomly select a few students to share.
  - surveyed = survey + ed; looked over or studied in the past*
  - exposed = expos~~e~~ + ed; made bare or showed in the past*
  - precisely = precise + ly; in an exact manner*
  - slamming = slam + m + ing; the action of hitting something hard*
  - gestured = gestur~~e~~ + ed; motioned with one's hands in the past*
  - offended = offend + ed; insulted or hurt someone's feelings in the past.*
- Point out to students that some words on their vocabulary list have a final *e* that needs to be scrubbed. Use **Think-Pair-Share** to have students identify which words need to have the final *e* scrubbed. Model this if necessary by writing the base word and ending on the board and striking out the final *e*. *The words exposed and gestured need the scrubber.*
- Point out to students that words sometimes need extra letters when endings are added. Tell students that Captain Read More uses a patch and a needle and thread to add these extra letters to their base words.
- Use **Think-Pair-Share** to have students identify the word from their vocabulary list that has had a letter patched onto it. *The word slamming has an m patched onto it.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-17

## Skill Practice

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

1. critically *critical + ly; the manner of finding fault*
2. slugged *slug[**g**] + ed; hit someone in the past*

## Building Meaning

surveyed	assistance	exposed	precisely
slamming	gestured	offended	abundance

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

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

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

The cashier asked the elderly woman if she needed assistance bringing her groceries to her car.



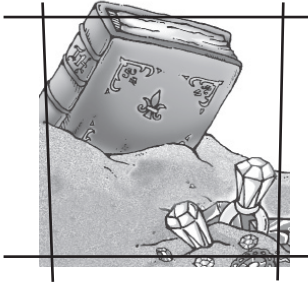
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

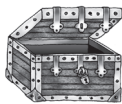
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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.

How have Marlena's dad's feelings changed about Marlena doing plumbing?

## Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 54 and 55 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 54 and 55

### Chapter 16

Marlena's father suggested that Marlena make herself a schedule for the week, but Marlena didn't know where to start. "Okay," her dad said, "start with priorities. What's most important to you this week?"

Marlena said, "Well, I suppose that I really need to practice for the skateboard competition, since it's only six days away."

Her dad said, "Okay, then how about planning to skateboard every afternoon." On a piece of paper, he drew a simple calendar for the week, with slots for all the hours of the day. At the top, he wrote "Marlena's Schedule for the Week." From noon until four o'clock each day, he wrote "skateboarding practice." Then he said, "Okay, so now you've scheduled skateboarding practice for every afternoon."

"But what about learning plumbing?" she asked.

Her dad said, "I've figured that out too. Since you'll be so busy skateboarding, you can't really come with me to the shop. But there are a few plumbing projects around the house that I've wanted to get started on. You can help me with those projects. Let's plan on Tuesday and Thursday evenings." In the evening hour slots for those two days, Marlena's dad wrote, "plumbing projects."

"This is pretty neat," Marlena said as she looked at the schedule. She'd never made a schedule for herself before.

"It IS pretty neat," her dad said. "I make one for myself each week. But back to yours. We still have one more thing to schedule."

"Oh, yeah," Marlena said, "my reading."

Her dad looked over the schedule. "Well, you still have Monday, Wednesday, and Friday nights free. How about we schedule your reading for those evenings?"

"Sounds good," Marlena said. Her dad wrote "reading time" in those time slots.

Marlena had one more question. "But what about my chores, like the laundry and cleaning?"

*(continued on next page)*

Her dad laughed. "I'll tell you what," he said. "You've got a busy schedule. So, I'll work with your brother to make a schedule. He can help out with the chores, as can I. That'll make things easier for you. How does that sound?"

Marlena thought that sounded pretty good indeed.

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

**What is Marlena's dad's suggestion? (R)**

**Do you think the schedule is a good idea? Why or why not? (T)**

**What is the last thing Marlena and her dad put on the schedule? (R)**

**Why do you think Marlena's dad will make a schedule for Ernie? (T)**

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

**Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "What is Marlena's dad's suggestion?" He suggests that Marlena make up a schedule for the week. Another question is "What is the last thing Marlena and her dad put on the schedule?" They put her reading hours on her schedule.**

**Now for some more challenging questions. I asked, "Do you think the schedule is a good idea? Why or why not?" I think the schedule is a good idea. It keeps Marlena organized and lets her know when she has time to do the things she wants to do. It gives her time to do a little of everything throughout the week. I know that schedules help people stay organized. Another question is "Why do you think Marlena's dad will make a schedule for Ernie?" I think Marlena's dad will make a schedule for Ernie so Ernie knows when it is time for him to do some work around the house. He wants to keep Marlena on her schedule, so he wants Ernie to know when he needs to help out. I know that Marlena has done a lot of the chores in the past, such as cleaning the kitchen and doing laundry. 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**

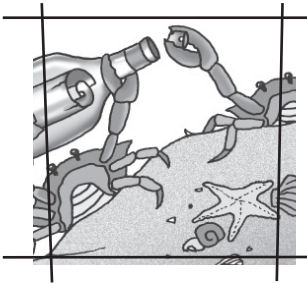
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-18

### Team Talk

1. How does Chazz organize his week similarly to Marlena? |CC|
2. According to her schedule for Monday, what should Marlena be doing **after** dinner? |SQ|
  - a. skateboarding
  - b. reading
  - c. plumbing
  - d. laundry
3. Does Marlena's schedule work? How can you tell? |DC|
4. Write three 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 56 aloud with partners.**  
**page 57 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

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

## Team Talk

1. How does Chazz organize his week similarly to Marlana? |CC|

**100 points** = *Chazz organizes his week similarly to Marlana because he also makes a schedule. He and his mom make a schedule every week. He says it helps him not miss doing things.* **90 points** = *Chazz organizes his week similarly to Marlana because he also makes a schedule. He and his mom make a schedule every week.* **80 points** = *He and his mom also make a schedule.*

2. According to her schedule for Monday, what should Marlana be doing **after** dinner? |SQ|

- a. skateboarding
- b. reading
- c. plumbing
- d. laundry

3. Does Marlana's schedule work? How can you tell? |DC|

**100 points** = *Yes. Marlana's schedule works. I can tell because she feels like she has enough time to get everything done that day. She does chores, practices skateboarding, does the dishes, and still has time to read.*

**90 points** = *Yes. Marlana's schedule works. I can tell because she feels like she has enough time to get everything done that day.* **80 points** = *Yes. She has time to do everything she wants that day.*

4. Write three 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**

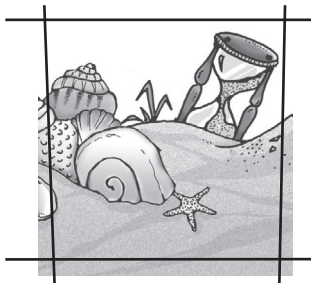


#### Strategy-Use Discussion

- 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	Team Talk Extenders	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
		<p>Making a schedule is one way to make sure you get all of your work done. What are some other ways to do this?</p> <p>Have you ever made a schedule for yourself or had one made for you? Do you think you could use a schedule to keep your activities and hobbies organized? What would you put on your schedule?</p>
		<ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

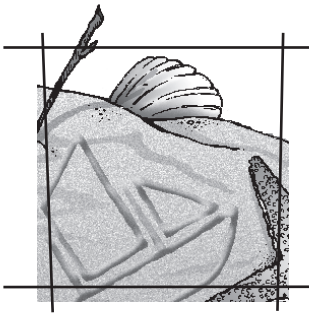
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-15

**Page 49 (paragraphs 1–6), 52 (paragraphs 1–4), or 56 (paragraphs 1–7)**

- 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

**Preparation:** Display the Word Power Challenge.



- Remind students of the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students identify why Captain Read More wants them to learn base words and endings. Randomly select a few students to share. *Learning about base words and endings helps us better understand the meanings of words and how suffixes can change their meanings.*

### Word Power Challenge

quaintly

heaving

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the words and identify the base words and endings and whether any letters need to be scrubbed or patched in. Randomly select a few students to share. *Quaint + ly, heave + ing.*
- Use **Think-Pair-Share** to have students give the meanings of the words; randomly select a few students to share responses. *Quaintly: in an unusual manner; heaving: the action of throwing something.*
- 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-18

### Skill Practice

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

1. monstrously *monstrous + ly; the manner of being evil or cruel*
2. refuted *refute + ed; proved false in the past*

### Building Meaning

surveyed	assistance	exposed	precisely
slamming	gestured	offended	abundance

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

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

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

The hailstones were slamming into the roof of the house, making a loud rattling noise.

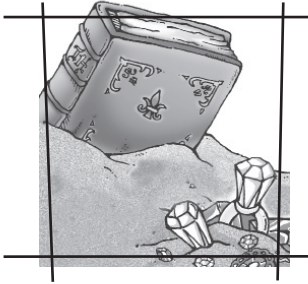


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>
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**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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



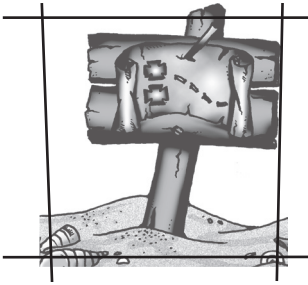
**In yesterday's reading, Marlana saw how her schedule helped her have time to do the things she wanted to do. Today we will find out whether her schedule continues to keep her on task.**

**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**

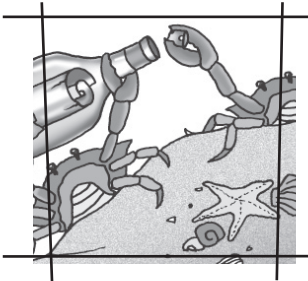
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about questioning.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that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

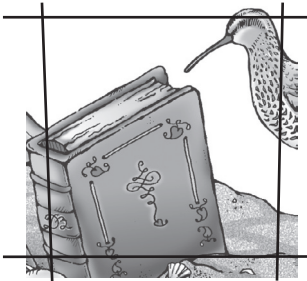
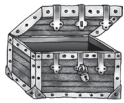
### Team Discussion **TP**

- 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.

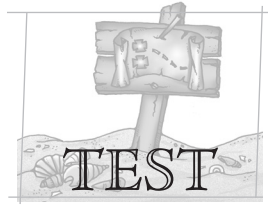


**BOOK CLUB**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Comprehension Questions

Read pages 58 and 59 of *The Skating, Reading Plumber's Kid*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

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

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

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

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

**20 points**

2. How does Marlana solve her problem with her dad? |PS|

**20 points** = *Marlana solves her problem with her dad by talking to him. She finds out why he didn't ask her to go to the shop with him. She also finds out that he feels bad for hurting her feelings and won't do it again.*

**15 points** = *Marlana solves her problem with her dad by talking to him. She finds out why he didn't ask her to go to the shop with him and that he won't do that again.*

**10 points** = *She talks to him about it and finds out why he didn't ask her to go to the shop.*

**10 points**

3. Marlana's Monday schedule works because— |CE • DC|

- she can squeeze in some plumbing that day too.
- she has time to read before practice.
- she skips doing chores to practice skating.
- she has time to do everything on it.

**20 points**

4. How does Marlana feel about her schedule? How does she feel about finishing her projects? |CH|

**20 points** = *Marlana likes her schedule. She likes that it helps her make time to practice skateboarding every day while giving her time to finish her book and finish a plumbing project. She feels like she has accomplished a lot and is proud of herself.*

**15 points** = *Marlana likes her schedule. She likes that it helps her make time to skateboard, read, and do a plumbing project. She feels proud of herself.*

**10 points** = *She likes her schedule and that she finds time to do everything. She is proud.*

**10 points**

5. Which of the following is a prediction you can make at the end of this story? |PR|

- Marlana will continue making schedules to keep her days organized.
- Marlana won't have any more plumbing projects to work on.
- Marlana will give up reading to practice skateboarding more often.
- Marlana and the boys win the skateboarding competition.

**20 points**

6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. |QU|
- 20 points** = *The student asks a question and provides a correct and complete answer that restates the question and includes all appropriate details from the text. 15 points* = *The student asks a question and provides a correct answer that restates the question and includes one detail from the text. 10 points* = *The student asks a question and provides a correct answer.*

## Word Power

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

### Skill Questions

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

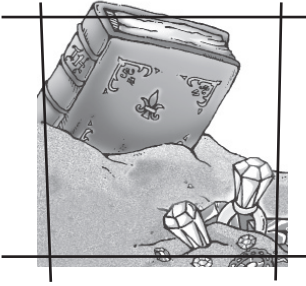
- 5 points**            1. miserly *miser + ly; in a stingy or tight-fisted manner*
- 5 points**            2. itched *itch + ed; scratched in the past*
- 5 points**            3. lurching *lurch + ing; the action of stumbling forward*
- 5 points**            4. uniting *unit~~e~~ + ing; the action of bringing people together*

### Building Meaning

surveyed	assistance	exposed	precisely
slamming	gestured	offended	abundance

- 10 points**            5. Write a meaningful sentence for the word *surveyed*.
- 10 points** = *Before she began, Meghan surveyed the test to see what kinds of questions she would see as she completed it. 5 points* = *Meghan surveyed the test to see what kinds of questions she would see on it. 1 point* = *Meghan surveyed the test before starting.*
- 10 points**            6. We had an abundance of tomatoes in the garden this year, so we ended up giving a lot of them to neighbors.
- 10 points**            7. I studied the map of the school well, so I knew precisely where I needed to go for each of my classes. *Precisely* means—
- nothing.
  - exactly.
  - vaguely.
  - trickily.

- 10 points**      8. My mom was talking on the phone when I asked where my hat was, so she just gestured to the hall closet.
- 10 points**      9. When Helena opened her closet door to let her sister borrow a jacket, she accidentally exposed the stash of candy she was hiding from her. *Exposed* means—
- a. kept secret.
  - b. *showed*.
  - c. covered.
  - d. told about.
- 10 points**      10. The expert captain kept his ship from slamming into icebergs as they explored the dangerous Arctic waters.
- 10 points**      11. Decorating the gym for the dance was a big job, so Marti asked her friends for assistance. *Assistance* means—
- a. money.
  - b. paper.
  - c. criticism.
  - d. *help*.
- 10 points**      12. “I hope Dana wasn’t offended when I told her that chocolate chip cookies weren’t my favorite,” Yuli said.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write limericks about Marlana, her father, or Chazz. Limericks are short, often humorous poems that tell about a person or place. You have learned about Marlana, her father, and Chazz while reading this story. Turn what you know about them into limericks!**

**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 limerick.

**Have you ever heard of limerick poetry? You might have heard a limerick, even if you didn't realize it. Limericks are short poems that are often silly and humorous. They are easily recognized by their specific rhyming and syllable structure. A limerick has five lines and a rhyme pattern of AABBA. In a limerick, lines 1, 2, and 5 should all have three stressed syllables. Lines 3 and 4 should have two stressed syllables.**

- Display the following limerick. Read the limerick aloud to students, making sure to stress the underlined words or syllables.

Blackline master provided.

**Short Shot**

I <u>once</u> saw a <u>girl</u> on a <u>court</u> .	A
She <u>tossed</u> up a <u>shot</u> but was <u>short</u> .	A
The <u>ball</u> rolled the <u>rim</u>	B
And <u>balanced</u> the <u>brim</u> ,	B
A <u>victory</u> that <u>missed</u> point did <u>thwart</u> !	A

- Ask students if they can identify the subject of the poem. *A girl playing basketball.*

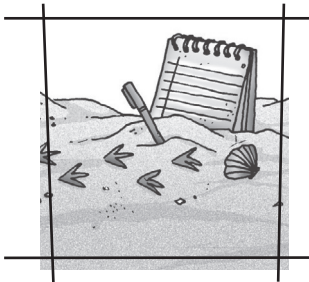




- Discuss with students the limerick's structure. Use **Team Huddle** and **Random Reporter** to have students answer questions about the poem.

Now that we have a limerick in front of us, it might be easier to understand its structure. You can see that it has five lines. The rhyme pattern is on the right of the poem. What are the rhyming words in the limerick? *The words court, short, and thwart rhyme. The words rim and brim rhyme.* **Good.** The hardest part of writing a limerick is probably its syllable structure. Let's look at line 1. What do you notice about some of the words? *Three of the words are underlined.* **Right.** The underlined words represent the stressed syllables in the line. Can anyone tell me what a stressed syllable is? Wait for students' responses. **Good.** A stressed syllable is a syllable that is said with more force. Read line 1, stressing the underlined words. Try this experiment. Rest your chin on the back of your hand, and read the poem aloud. Do you notice something? You might notice that your mouth opens more on the stressed syllables in the line. The stressed and unstressed syllables are important to the rhythm of a limerick. That is what makes them limericks! Notice that a stressed syllable does not have to be a whole word. It can be one syllable in a word. Look at the words *balanced* and *victory*. Which syllables are stressed? *The first syllables of each word are stressed. The syllables of bal and vic are stressed.* **Yes!** Remember, lines 1, 2, and 5 have three stressed syllables, while lines 3 and 4 have two stressed syllables.

- Tell students that they will write limericks about Marlena, her father, or Chazz today.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write limericks about Marlena, her father, or Chazz.**



- 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

The three characters we know the most about are Marlana, her father, and Chazz. Choose two of these characters, and write limericks about them. Your limericks should describe the character or his or her actions in some way. Remember that a limerick is five lines long. A limerick has a rhyme pattern of AABBA (lines 1, 2, and 5 rhyme; lines 3 and 4 rhyme). Lines 1, 2, and 5 have three stressed syllables, while lines 3 and 4 have two stressed syllables. Remember to give your limericks titles.

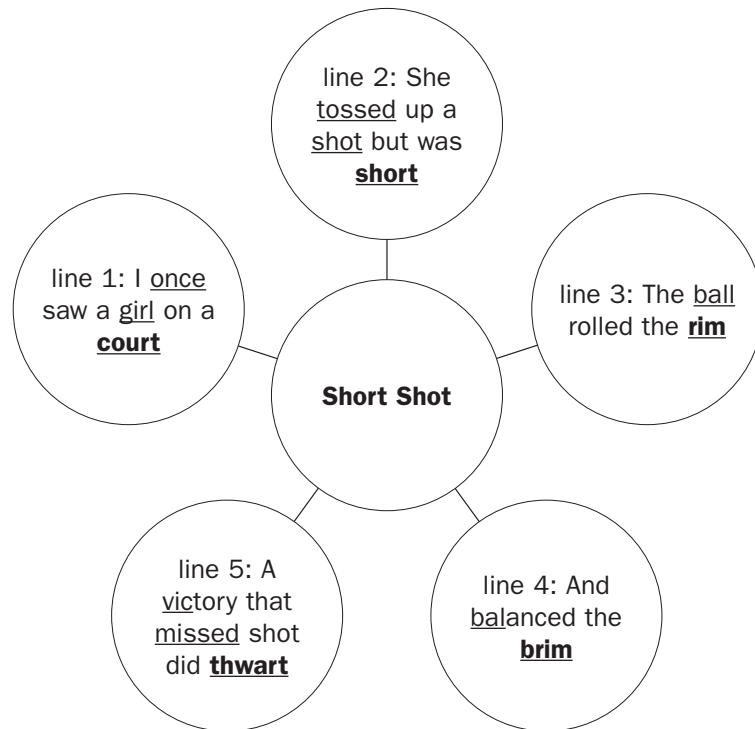
### Scoring Guide

You wrote two limericks about Marlana, her father, or Chazz.	<b>35 points</b>
Your limericks describe the characters or his or her actions.	<b>25 points</b>
Each limerick is in the proper format (five lines, AABBA rhyme pattern, three stressed syllables in lines 1, 2, and 5, and two stressed syllables in lines 3 and 4).	<b>30 points</b>
Your limericks have titles.	<b>10 points</b>

- 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 limericks.**

- 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.
- Point out to students that it might be helpful to use their webs to think of ideas and descriptions about the characters they will write limericks about. Explain that they might want to put the character's name in the center of the web, with descriptions surrounding it.
- 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**

- Tell students that they can help their partners identify where their poems may not have the correct format.

**Sometimes when we write a poem, we have trouble thinking of the best way to express something. Maybe we don't know the best word to rhyme or did not count syllables correctly. That's why it is helpful to have a partner look at our poems with fresh eyes. It is important to help each other figure out the best way to express an idea in poetry. It is especially important when writing a poem with a specific structure.**

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

Blackline master provided.

### Crashing Chazz

Poor Chazz was not a good skater.  
 Marlena would not trust him as her waiter.  
 When he first tried to stall,  
 He took quite a fall.  
 It's good he's as tough as a gator!



- Tell the class to pretend that they are your partner and that you need their help to identify what is wrong with your limerick about Chazz. Use **Team Huddle** and **Random Reporter** to ask students about the limerick's structure.

**Can you help me figure out what is wrong with my limerick? Remember, a limerick has a rhyme pattern of AABBA. It should have three stressed syllables in lines 1, 2, and 5 and two stressed syllables in lines 3 and 4. First does this poem follow the rhyme scheme? Yes. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme. Good. That is a good start. Let's look at line 1. Does this have the correct number of stressed syllables? You can put your hand under your chin to help you see which are stressed. You can also clap the rhythm of the poem. You should clap three times in lines 1, 2, and 5, and twice in lines 3 and 4. Yes. It has three stressed syllables. The words Chazz and not and the first syllable of skater are stressed. Good! Let's look at line 2. It should be the same as line 1. Is it? No. There are too many stressed syllables in line 2. There are four. Good work! I need to fix that. How do you think I can do that while still making it rhyme and make sense? (Answers may vary.) You could change the line to say, "He wouldn't make a good waiter." This is a good suggestion. Are lines 3 and 4 correct? Yes. They have two stressed syllables. Excellent. Finally, is line 5 correct? Yes. It has three stressed syllables. Good. I will make sure that I make changes to line 2.**

- Tell students that they can help their partners by suggesting new words to rhyme or ways to write lines so they contain the correct number of stressed syllables.
- Ask students to share and respond with their partners.

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

### Editing

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

### Rewriting

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

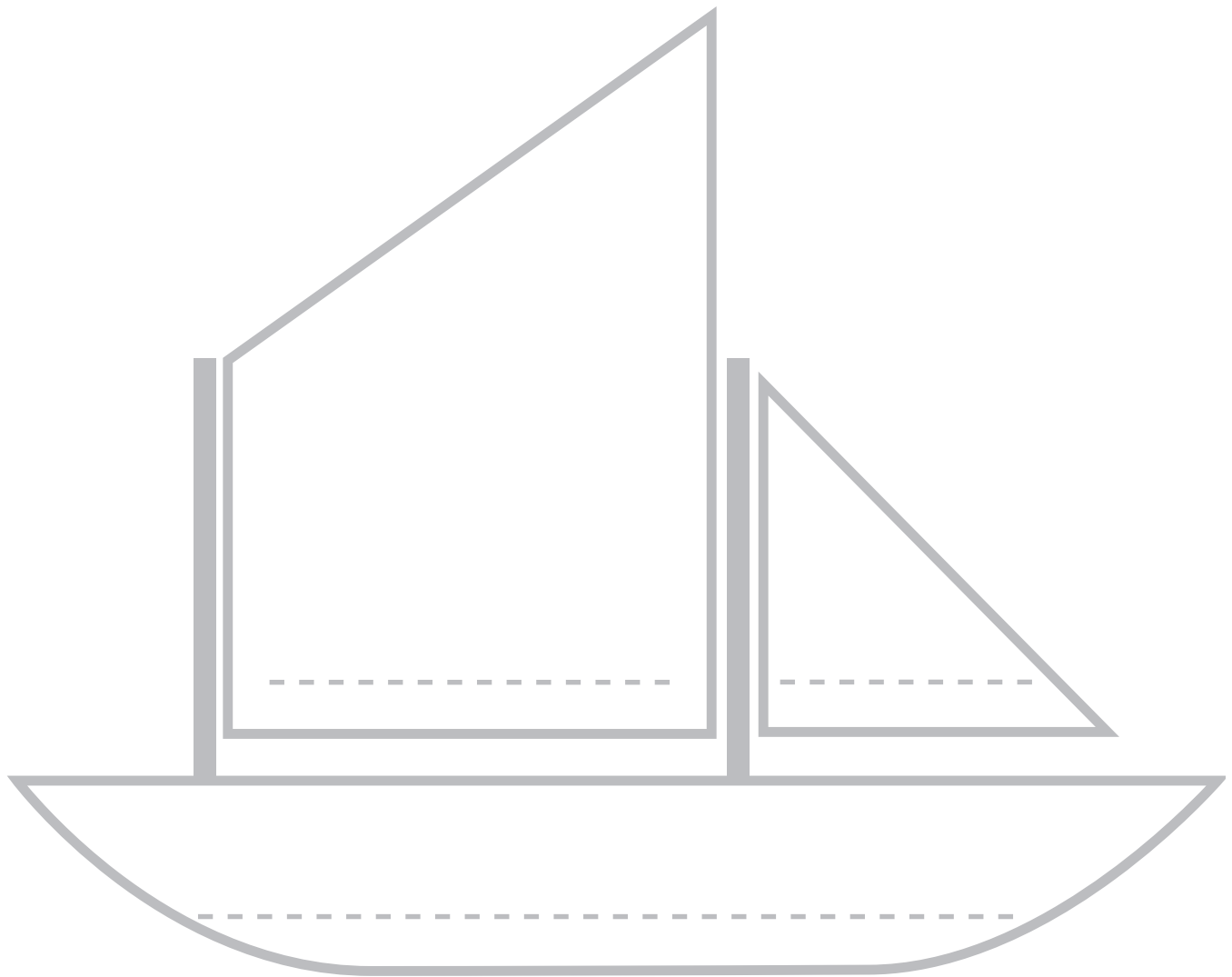
Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> <li>- What is your team celebration score?</li> <li>- How well did you use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

Maggie looked at the map. She was ready to find the Insect King. As instructed, she went to the benches in the Modern Art room. There she found another note. She opened it and read it aloud: “The Insect King is great, no lies. Go to the fountain for a great surprise!”

Maggie was very excited. She ran to the water fountain and looked into the pool of spare change. “The surprise must be in the fountain somewhere,” she thought. She jumped in and got on her hands and knees to look for her great surprise.

Suddenly Maggie heard a familiar laugh. She remembered that her brother Todd had a field trip to the museum too. He stepped from behind a statue. “Have a nice bath, Little Sis? Did you find the Insect King?” Todd asked, laughing.

It was a joke. There was no Insect King. Maggie smiled. This wild goose chase was still better than the World’s Largest Cockroach.



**Short Shot**

I once saw a girl on a court. A

She tossed up a shot but was short. A

The ball rolled the rim B

And balanced the brim, B

A victory that missed point did thwart! A

## **Crashing Chazz**

Poor Chazz was not a good skater.

Marlena would not trust him as her waiter.

When he first tried to stall,

He took quite a fall.

It's good he's as tough as a gator!



# Story Map



**Title:** The Skating, Reading Plumber's Kid, cycle 2

**Characters:**

Marlena  
Papa  
Ernie  
Chazz  
Manny

**Setting:**

**Where:** Marlena's house  
a skatepark  
  
**When:** summer

**Problem:**

Marlena wants to go to the plumber's shop with Papa, but he doesn't invite her, so her feelings are hurt. Marlena also thinks there is not enough time in a day to read, skate, and learn about plumbing.

**Event:** Papa invites Ernie to come to the plumber's shop with him, but gives Marlena a list of chores to do.

Marlena goes to the skatepark with Chazz and practices the axle stall. She teaches Chazz the trick.

**Event:** They meet Manny, who invites them to come skate again the next day.

**Event:** Papa teaches Marlena about plumbing, and they fix the kitchen sink together.

Manny tells Marlena and Ernie that there is a team skateboarding competition, and they all agree to enter it together.

**Event:** Marlena tells Papa that she was upset when he didn't take her to his shop with him and that she is worried that she does not have enough time to read, spend time with him, and practice for the skateboarding competition.

**Solution:**

Papa apologizes to Marlena for not inviting her to the plumber's shop and explains why he didn't. He also helps Marlena make a schedule so she has enough time to skate, read, and learn plumbing.

## 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.

<b>LEVEL 5 / <i>The Skating, Reading Plumber's Kid</i></b>
<p><b>English Language Arts Standards: <i>Reading: Literature</i></b></p> <p><b>Key Ideas and Details</b></p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p><b>English Language Arts Standards: <i>Reading: Foundational Skills</i></b></p> <p><b>Phonics and Word Recognition</b></p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>English Language Arts Standards: <i>Language</i></b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.2 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!

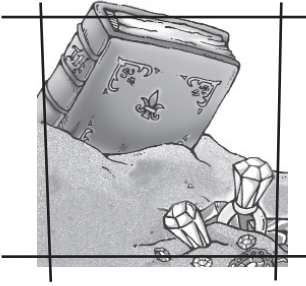
## Instructional Objectives

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

**Teacher's Note:** Questioning: A Winning Strategy! is an eleven-day lesson cycle based on the questioning strategy. It does not follow the standard structure of Targeted Treasure Hunts.

### **Preparation**

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

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

Timing Goal: 55 minutes

**Success Review and Keeping Score **TP****

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

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

**Team Cooperation Goal**

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

**Set the Stage**

- Introduce the reading objective.

**This cycle you are going to ask a variety of easy-to-answer and hard-to-answer questions about a text and answer them with correct, complete information or explanations.**

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



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



### Using the Targeted Skill (Introduction and Definition)

- Review the idea of questioning with students.

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

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

**It might rain tomorrow.**

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

**I have two brothers and a sister.**

**You all know how to ask questions.**

### Preview Team Talk

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

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## Team Talk

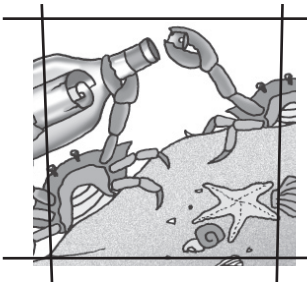
1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?
2. Why do you think it would be important for zoo guides to know a lot about animals?
3. How does the *Animal Questions* quiz show work? What do the players have to do? (Write-On)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

- Randomly assign team leaders.
- Introduce the video.

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



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



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion **TP**

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

## Team Talk

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

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

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

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

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

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

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

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

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

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



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

- Read Dr. Nick's Challenge aloud.

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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.

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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.

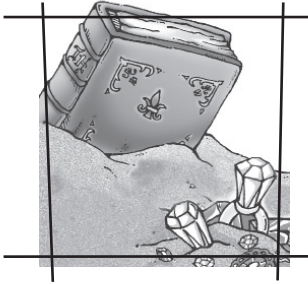
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.

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## Team Talk

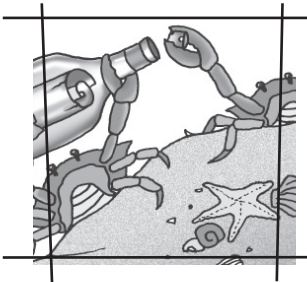
1. The Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?
2. What did Sarah say makes one question harder than another?
3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do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

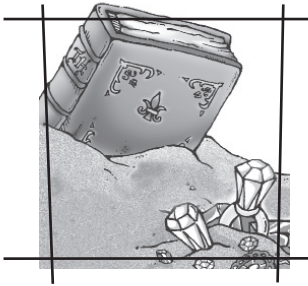
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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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"> <li>– How many points did you earn today?</li> <li>– How well did you use the team cooperation goal and behavior?</li> <li>– How can you earn more points?</li> </ul>

**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:**

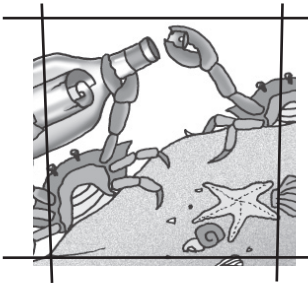
- take turns reading and asking and answering questions about sections 4 and 5 of the “Rhinoceros!” article found on pages 63 and 64 in their copy of A Collection of Readings.
- choose a question from each partner for their journals.

**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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>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"> <li>– Award team celebration points.</li> </ul>	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"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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- Summarize the lesson for students.

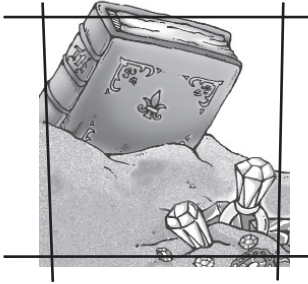
**Today the Samburu Leopards learned a lot about another animal: the rhinoceros. You did too, didn’t you? Questioning is really helping them get ready for the *Animal Questions* show and to be great zoo guides if they win. They’re even figuring out how to ask more and more questions as they read. They’re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



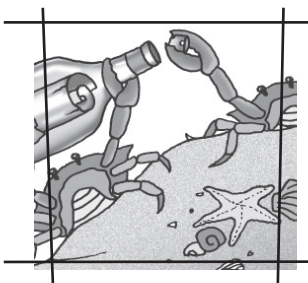
- **Play** "Part 4: Partners read and ask questions about giraffes!" (3 minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

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.

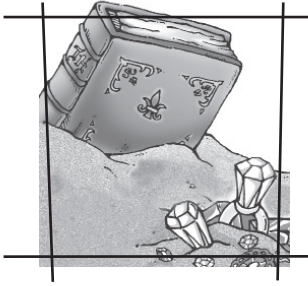
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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!**



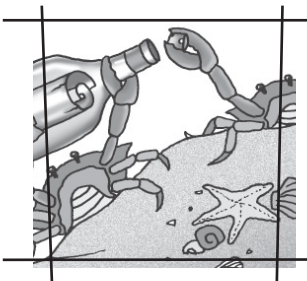
- **Play** "Part 5: Team Questions and Answers and Animal Questions, Round 1" (8½ minutes).
- Stop the video as indicated, and have teams follow Sarah's directions as shown below.

**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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders

What causes the Samburu Leopards to be behind in points at the end of the first round of the quiz show?

How do you think the Samburu Leopards might prepare differently for the next round of the quiz show? What might they do that is the same?

– Award team celebration points.
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Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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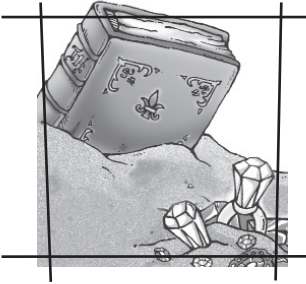
- Summarize the lesson for students.

**The Samburu Leopards have done a great job, and so have you. You both practiced asking questions in your teams and then had your own quiz shows. Round 1 between the Samburu Leopards and the Warthogs was close! The Samburu Leopards seemed to know just as much about the animals as those brainy Warthogs. I couldn’t believe it when Elinor said Amy’s answer wasn’t complete! Comparing and contrasting zebras and horses is hard. Hard questions can be difficult to ask and difficult**

**to answer. But they make you think, don't they? Tell me the answer to this hard question: Who do you think will win the next round of *Animal Questions*, and why do you think so?**

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



**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!**



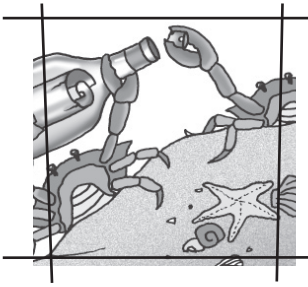
- **Play** “Part 6: Right There and Think Questions” (9 minutes).
- Ask students to read along as Adam reads part of the warthog article in *A Collection of Readings*. Have students join the Samburu Leopards in writing responses (R or T) as Sarah asks the team to identify her questions as Right There 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	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"> <li>– Award team celebration points.</li> </ul>
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Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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- Summarize the lesson for students.

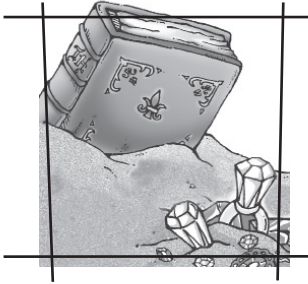
**The Samburu Leopards hoped to win Round 2 of *Animal Questions* by asking and answering more challenging Think questions. Sarah helped them learn more about these kinds of questions and gave them Questioning Strategy Cards with question words and Think question starters. You got these cards too and practiced Think questions right along with the Samburu Leopards. Dr. Nick reminded us that the best**

**thing about asking questions is that it makes us smarter. Questioning helps us learn and remember more about what we read. Who can tell me something he or she learned today about warthogs (the animals not the team)?**

#### Team Celebration Points

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

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

**DAY 7****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

**Using the Targeted Skill (Introduction and Definition)**

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

**Answer this question with your partners: Do you think the rules for behavior in our cafeteria (playground, classroom, or other area) are fair or unfair? Explain your thoughts.** *Accept responses, prompting students to explain their answers. You all had good answers. Was this a Think question or a Right There question? Think. Good answers to Think questions show your thinking because they include information, details, or explanations.*

**Preview Team Talk**

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



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

Student Edition, page S-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:**

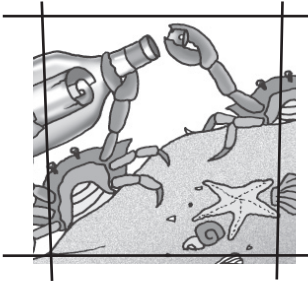
- take turns reading and asking and answering questions about the chimpanzee article, found on page 69 in their copy of *A Collection of Readings*.
- challenge themselves to ask more Think questions.
- use their strategy cards for question starters.
- choose two questions for their journals.

**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.

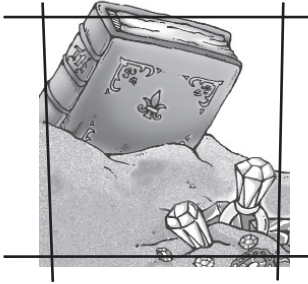
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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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"> <li>– How many points did you earn today?</li> <li>– How well did you use the team cooperation goal and behavior?</li> <li>– How can you earn more points?</li> </ul>

**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:**

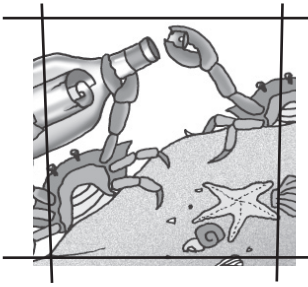
- take turns reading and asking and answering questions about the polar bear article, found on pages 71 and 72 in their copy of A Collection of Readings.
- challenge themselves to ask more Think questions.
- choose two questions for their journals.

**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

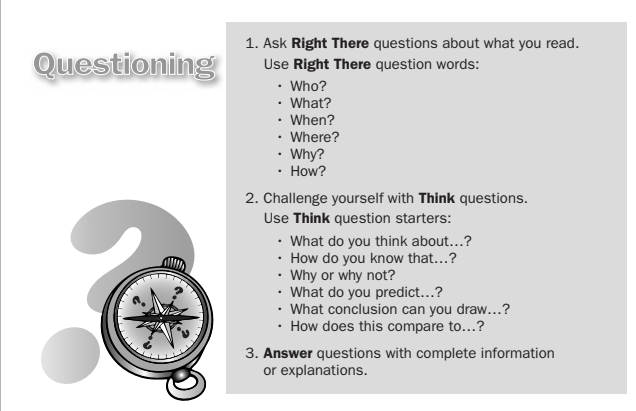
1. Tory asked Adam a question that can be answered with yes or no: "In the wild, would you find polar bears living in California?" How did Tory make this a better Think question? (Write-On)
 

**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**

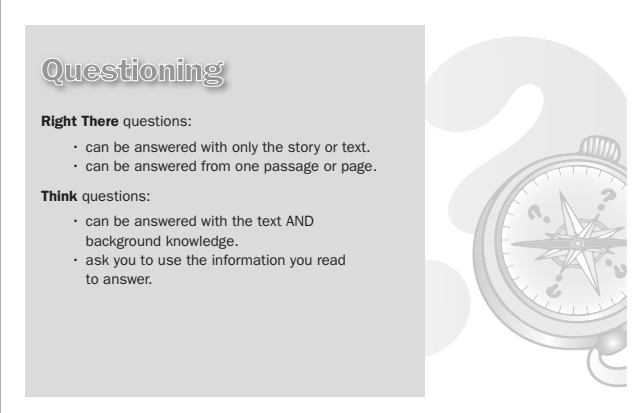
1. Ask **Right There** questions about what you read.  
Use **Right There** question words:

- 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.

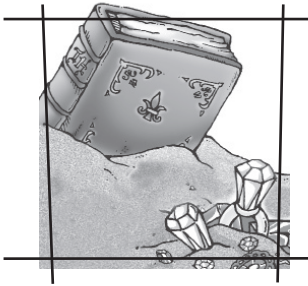
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	
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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"> <li>– How many points did you earn today?</li> <li>– How well did you use the team cooperation goal and behavior?</li> <li>– How can you earn more points?</li> </ul>

**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.

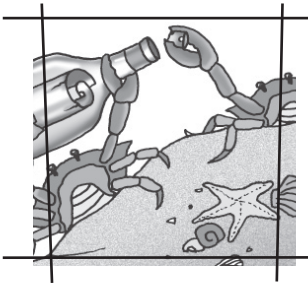
**Finally! We'll find out today who gets to be junior zoo guides. Will it be the Samburu Leopards or the Warthogs? Which team has learned the most, will give the most complete, correct answers, and will ask the most challenging questions? The Samburu Leopards will have one more round of practicing, this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



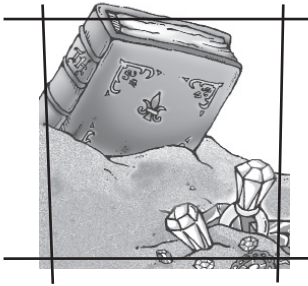
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.

**Why is it important to ask questions while reading?** *Accept reasonable responses.* **How do you know if you've asked a good question?** *Accept reasonable responses.* **How do you know when you've given a good answer?** *Accept reasonable responses.*

- 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**

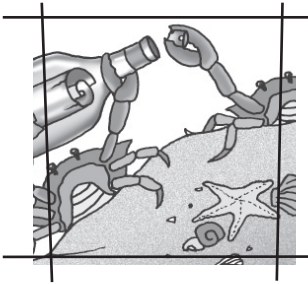
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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: What do cheetahs eat?  
A: Cheetahs eat small prey.
2. Turn the following statement into two questions: Cheetahs are endangered.
3. Think of a question to ask about “Cheetahs.” What is it? Is your question a Right There or Think question? Tell why. (Write-On)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

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

A Collection of Readings,  
page 73

#### Cheetahs

What is a cheetah?

A cheetah is a very large cat, similar to the leopard, lion, and jaguar. Cheetahs are sometimes mistaken for leopards. Cheetahs are similar in color, tan or orange, with black spots. But one trait that makes the cheetah’s appearance unique is the teardrop-shaped black lines that run from the corner of its eyes to its mouth. Its body is much leaner and it has longer legs than other cats too. It also has claws that are not retractable, unlike most other cats.

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

**This paragraph tells us about cheetahs. 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 cheetah? That’s a good question that can be answered with the information from the paragraph. Do you know the answer? A cheetah is a very large cat, similar to the leopard, lion, and jaguar. That is a Right There question. Let’s see if I can think of**

**a Think question. My Questioning Strategy Card gives “What conclusion can you draw” as a Think question starter. Here’s a question that uses that starter: What conclusion can you draw about cheetahs since they are sometimes mistaken for leopards? That’s a good question because we have to use more information from the text and background knowledge to answer it. Do you know the answer? *I can draw the conclusion that cheetahs and leopards look a lot alike since they are mistaken for each other.***

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

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

- Remind students to suggest different strategies to their partners when they have trouble thinking of questions.
- Have students read and restate:  
     **“Cheetahs” 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 do cheetahs eat?

A: Cheetahs eat small prey.

**100 points** = More details would make the answer to the question more complete. Cheetahs eat young gazelles, wildebeest calves, or other small mammals and birds. **90 points** = More details would make the answer to the question more complete. Cheetahs eat baby animals or other small mammals and birds. **80 points** = They eat baby animals, other small mammals, and birds.

2. Turn the following statement into two questions: Cheetahs are endangered.

(Answers will vary.) **100 points** = I can turn the statement into two questions by asking “Are cheetahs endangered?” and “Why are cheetahs endangered?” **90 points** = I can ask “Are cheetahs endangered?” and “Why are cheetahs endangered?” **80 points** = Are cheetahs endangered? Why are cheetahs endangered?

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

(Answers will vary.) **100 points** = My question is “What do cheetahs look like?” My question is a Right There question because this information is stated in the first paragraph. **90 points** = My question is “What do cheetahs look like?” It is a Right There question because the answer is in one place. **80 points** = What do cheetahs look like? It’s a Right There question because it’s in one place.

- 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.

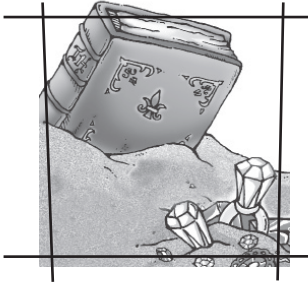


Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1"> <tr> <td style="background-color: #cccccc;">Team Talk Extenders</td> <td>                     Why is it important to ask questions when reading?                      At what other times should we ask questions? Why?                 </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	Why is it important to ask questions when reading? At what other times should we ask questions? Why?	

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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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"> <li>– <b>How many points did you earn today?</b></li> <li>– <b>How well did you use the team cooperation goal and behavior?</b></li> <li>– <b>How can you earn more points?</b></li> </ul>

**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.

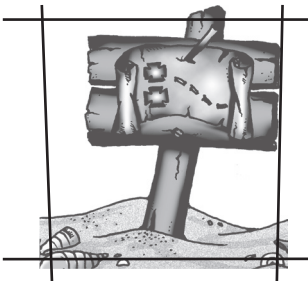
**Set the Stage**

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

**Today we will read “Hippos.” We will stop to ask and answer questions while we’re reading.**

**Prepare Students for the Test**

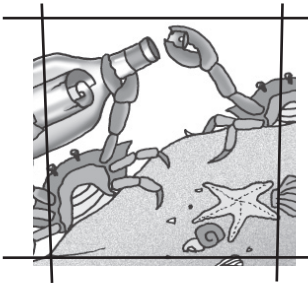
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions ask about questioning.
- Ask students to underline key words or phrases in question #1.
- Make sure that students understand that the test is independent work and that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

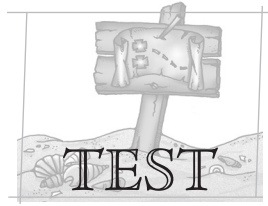


## Class Discussion **TP**

- 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.	<ul style="list-style-type: none"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>





## Comprehension Questions

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

### **Hippos**

#### **What is a hippopotamus?**

A hippopotamus, often called a hippo, is the third-largest living land mammal. In fact, it can weigh nearly a ton! The hippo has tough, gray skin with a large, round body and rather short legs. It has four thick webbed toes that help it paddle through water and maintain its balance on land.

#### **Where do hippos live?**

Hippos live in Africa on the east and west coasts. They live in herds of up to fifteen members. The group has a leader, called a bull, who is usually the oldest and strongest male in the group.

Hippos live very close to bodies of water such as rivers, lakes, and swamps. Water is vital to hippos because they do not have sweat glands. They rely on water to keep them cool in the hot climate. In fact, hippos spend almost the entire day submerged in water. After the sun goes down, they leave the water to graze on land.

#### **What do hippos eat?**

Hippos are plant eaters. They eat mostly grass and can eat up to 150 pounds of grass in one day! Their inactive lifestyle means that they do not need a lot of other types of food for nutrients. They forage for up to five hours a night, usually within a few miles of water.

It’s surprising that hippos have very large mouths and teeth, since they eat mainly grass. But hippos do have powerful jaws that they use when fighting for territory or precious space in a small pool of water.

#### **Are hippos endangered?**

Hippos are not on the endangered-species list; however, they are fewer in number than they were many years ago. This is mostly due to hunters who kill hippos for their meat and to preserve land. Many farmers feel that hippos destroy land because hippos use the same paths when they go out to forage, creating deep ruts in the land.

**20 points**

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

**20 points** = *Hippos live on the east and west coasts of Africa. They live near rivers, lakes, and swamps. This is a Right There question. The answer is in the second section of the text.* **15 points** = *Hippos live on the coasts of Africa near bodies of water. It's a Right There question. The answer is in one place.* **10 points** = *They live near bodies of water in Africa. Right There. The answer is in one place.*

**20 points**

2. Turn the following statement into two questions: Water is important to hippos.

**20 points** = *One question I could ask is "Why is water important to hippos?" Another question I could ask is "Why do hippos need water?"* **15 points** = *I could ask, "Why is water important to hippos?" and "Why do hippos need water?"* **10 points** = *Why is water important to hippos? Why do hippos need 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 "Hippos," write a Think question.

**20 points** = *A Think question about Hippos is "How is the hippo's body designed to help it survive in Africa?"* **15 points** = *A Think question is "How is the hippo's body designed to help it survive in Africa?"* **10 points** = *How is the hippo's body designed to help it survive in Africa?*

**10 points**

5. Which of the following is the best answer to the question: What do hippos look like?

- a. Hippos have round bodies and weigh a lot.
- b. Hippos have tough gray skin.
- c. *Hippos weigh nearly a ton and have tough gray skin and round bodies.*
- d. Hippos weigh nearly a ton.

**10 points**

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

- a. What is vital to the hippo?
- b. What do hippos eat?
- c. Are hippos endangered?
- d. *Why are hippos at risk?*



## 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 5 / Questioning: A Winning Strategy!

#### English Language Arts Standards: *Reading: Informational*

##### Key Ideas and Details

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**INFORMATIONAL** (6 DAY)

# Become a Junior Historian! Studying Ancient Greece and Rome

Written by Kathleen Collins

*The Savvy Reader—Questioning, A Collection of Readings*, pages 81–108

Success for All Foundation, 2011

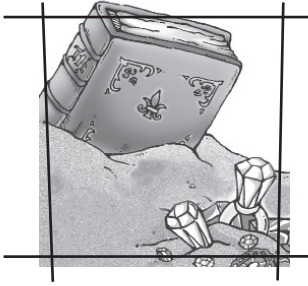
## Summary

Historians work all over the world, searching for clues from past civilizations. They may be looking for different things and speak different languages, but they all need the same tools to uncover history. Learn what resources historians use to understand history and how these tools can help you better understand two civilizations that have had a great impact on modern society: ancient Greece and Rome.

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Questioning (QU)</b>	<b>Latin roots</b>	<b>Write an essay.</b>
<b>CYCLE 1</b>	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 identify the meaning of words using their understanding of the Latin roots <i>terr</i> , <i>domin</i> , and <i>pro</i> .	Students will write a short essay comparing and contrasting ancient Greece and Rome.



**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 *Become a Junior Historian! Studying Ancient Greece and Rome* by Kathleen Collins. 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 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: *Become a Junior Historian! Studying Ancient Greece and Rome*. It sounds like the text will be about ancient Greece and Rome. I know that the Greek and Roman empires once controlled a lot of the world. I know that we have found a lot of information about these cultures. 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 timelines that show important events in Greek and Roman history. I see photographs of ancient buildings that might be from Greece and Rome. I see maps. But I also see some pictures of modern buildings that look like the ancient Greek and Roman buildings. I think the topic of the text is how ancient Greece and Rome influenced our modern society.**

- Use the items below to build or activate background knowledge about the story.
  - Use **Team Huddle** to ask students what they might know about ancient Greece or Rome. Tell students to think about characters they might know of from myths, important leaders, or where their empires were located. Use **Random Reporter** to select students to share.
  - Explain to students that we know so much about ancient Greece and Rome because their cultures were well preserved in writings. Explain that Romans translated many Greek works into Latin, and Latin was used for writing centuries after the fall of the Roman Empire. Tell students that these Latin texts were eventually translated into many languages so everyone could read the stories and histories of ancient Greece and Rome.
  - Share a few interesting or important facts about the ancient Greek and Roman empires. For example, Greece was originally a collection of city-states that shared a similar culture but were not united under one leader until Alexander the Great. The Roman government was always united as its empire expanded across Europe, North Africa, and the Middle East.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the author's intent.





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 *Become a Junior Historian! Studying Ancient Greece and Rome*, I saw a lot of pictures of ancient ruins and Greek and Roman gods and goddess. I also saw some pictures of modern buildings that look like the ancient ruins. There are maps with different cities or areas highlighted. There are timelines. I think the author's intent is to tell me about ancient Greece and Rome, and maybe about how ancient Greece and Rome have influenced modern culture. When we read, we should look for information that tells us about these ideas.

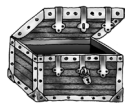
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

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 a lot of 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
<b>determine</b> page 86	chunk: de-ter-mine	conclude, figure out	Good detectives can <i>determine</i> the height of a criminal just from the size of his shoe prints.
<b>elaborate</b> page 86	chunk: e-lab-o-rate	decorated, complicated	The <i>elaborate</i> wedding cake was covered with beautiful sugar flowers and swirls of frosting.
<b>demonstrate</b> page 87	chunk: dem-on-strate	show	“Are you ready to <i>demonstrate</i> how a volcano erupts?” the science fair judge asked Jody.
<b>terrain</b> page 88	chunk: ter-rain	land	You can walk over a lot of rough <i>terrain</i> in a forest if you stray from the well-worn path.
<b>dominant</b> page 89	chunk: dom-i-nant	main, major	Iowa farmers grow a lot of plants, but corn is the <i>dominant</i> crop in that state.
<b>misinterpreted</b> page 93	prefix + base word + ending: mis + interpret + ed	misread, understood incorrectly	I <i>misinterpreted</i> the lyrics to the song, so I sang the wrong words in front of the whole school at the assembly.
<b>prominent</b> page 94	chunk: prom-i-nent	noticeable, sticking out	The most <i>prominent</i> feature on the proboscis monkey is its long, fat nose.
<b>prosper</b> page 104	chunk: pros-per	succeed, flourish	“Our lemonade stand might <i>prosper</i> if we set it up on the corner of Elm and Cherry streets, where a lot of cars drive by,” Will said.

## 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. Randomly select a few students to share. *The word 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: "Alan Shepard was the first American in space." Now here's the second: "Who was the first American in space?"** 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. Randomly select a few students to share. List the question words.

**Who** likes to read books?

Rory, **what** do you like about reading?

Jamal, **when** do you like to read?

**Where** is the nearest library?

**Why** do you like reading, Henry?

Tanya, **how** did you feel about the last book you read?

- 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.

### **William Shakespeare**

William Shakespeare was a famous English poet and playwright. Shakespeare was born in 1564, about 100 miles from London, England. He was the third child of John and Mary Shakespeare. As a young man, he left his family behind and moved to London so he could write and publish plays. Shakespeare wrote his first play, *Henry VI, Part I*, between 1589 and 1590. He wrote nearly forty plays and 154 sonnets. He died in 1616.

- 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 William Shakespeare?** *William Shakespeare was a poet and playwright.*

**Where was William Shakespeare born?** *William Shakespeare was born about 100 miles away from London in England.*

**How old was William Shakespeare when he wrote *Henry VI, Part I*?** *William Shakespeare was twenty-five or twenty-six years old when he wrote *Henry VI, Part I*. He wrote the play in 1589 or 1590, and he was born in 1564.*

**Did William Shakespeare write more plays than poems? How can you tell?** *No. William Shakespeare wrote more poems than plays. I can tell because the text says he wrote forty plays and 154 sonnets. I know a sonnet is a type of poem, so he wrote many more poems than plays.*

- Explain that some questions are simple to answer and are called Right There questions because you can point to the answer in one place in the text. Others are harder to answer and are called Think questions because you need to think more about the answers and won't find them in one place in the text.
- Use a **Think Aloud** to model showing students how the TIGRRS process can help them answer questions completely.

**Remember that in the TIGRRS process, we read and reread the text. This can help you make sure that you have answered any questions completely. A complete answer has all the available details in it. Let me reread the passage about the sense of smell and see if I can provide a more complete answer to any of my questions. Reread the passage aloud. OK, I think I've spotted some more details that I can add to answer the question "Who was William Shakespeare?" I originally just said that he was a poet and a playwright, but there is another detail that I should include. Shakespeare was from England, so he was an English poet and playwright. He was also quite famous, even in his own time. I should remember to include those kinds of details, because they help me understand what I read. When you reread, you should add any details you missed the first time to your answers.**

- Explain to students that as they read *Become a Junior Historian! Studying Ancient Greece and Rome* 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**

Take a look around your town or city. What do you see? You might see things that are inspired by ancient civilizations. Do you see any buildings with tall columns, statues, or domed roofs? Do you see buildings that host sporting events for thousands of spectators? Have you ever seen a play or been to a movie theater? You probably answered, "Yes!" to some of these questions. If so, you have encountered ancient Greek and Roman influences in the modern world.

**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 Greece and Rome, so this page will introduce them to me. Let me think about the questions I can ask about the text. I can ask:**

**What might I have seen in my town that was influenced by ancient Greece or Rome? (R)**

- Read page 84 aloud, and identify 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

How do we know these ideas came from the ancient Greeks and Romans? Historians have studied these two cultures for centuries. Historians study how people in ancient civilizations lived. They share their findings with us through books, magazine articles, museum exhibits, the Internet, and educational programs on television. What we learn influences our ideas about everything, from sculptures or buildings to modern sports, games, and other forms of entertainment. Let's explore ancient Greece and Rome to see how these ancient civilizations continue to influence our lives today.

### **The Historian's Knapsack**

Being a historian takes a lot of reading and studying, and sometimes it requires you to get a little dirty. Archaeologists are historians who work outside looking for ancient sites, texts, art, or buildings that other historians can study to put together a civilization's story. Other historians may study sports and games, languages, clothing, or weapons from ancient civilizations. Let's explore some of the tools these people use so we can become junior historians.

**This page seems to be about how historians learn about ancient civilizations. I see a heading on the page that says "The Historian's Knapsack." I think this section might teach me about the kinds of things historians use to study ancient civilizations. Let me think about the questions I can ask about the text. I can ask:**

**How do historians share their findings with others? (R)**

**Why don't all historians study the same things to learn about history? (T)**

- Read page 85 aloud, and identify 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 85

### **Books and Cultural Texts**

A good historian learns by reading many different kinds of texts. Historians may read books written by other historians who researched a subject in the past. They may read the works of ancient historians and eyewitnesses who recorded events as they happened long ago. Literature, such as the epic poems of Greece's Homer and Rome's Virgil, give historians an idea about a civilization's culture and what people enjoyed for entertainment. Philosophical texts, such as those by Greece's Plato and Cicero, tell historians what thoughts and ideas were important to a civilization. Texts, such as those by the Greek Hesiod and Roman Ovid, that provide background on mythology and religious practices provide historians with a lot of clues about the customs and history of an ancient civilization. But historians can't read literature or any other texts and just accept them as truth. They have to ask, "What is fact, and what is fiction in this text?" or "Did this writer dislike a group of people?" Historians have to interpret a text and use context to figure out whether an author is stating facts or expressing opinions.

**This page seems to discuss the books and texts historians use to learn about ancient history. The heading says “Books and Cultural Texts,” so I think historians must read a lot to learn about civilizations. I see a picture of a sculpture of Cicero, who was a writer. I see a painting of Plato and Aristotle, who also wrote down ideas. Let me think about the questions I can ask about the text. I can ask:**

**What kinds of books do historians read? (R)**

**Do you think historians need to read a variety of texts to find facts about ancient civilizations? Why or why not? (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; sometimes it isn’t. Let’s look at the answers to the questions I asked. One question was, “What might I have seen in my town that was influenced by ancient Greece or Rome?” I might have seen buildings with columns or domes or stadiums and theaters that were influenced by ancient Greece and Rome. Another question is “How do historians share their findings with others?” They share their findings with us through books, magazine articles, museum exhibits, on the Internet, and at educational shows. Another question is, “What kinds of books do historians read?” Historians read a variety of books. They read the works of ancient historians and eyewitnesses, poems by ancient authors, philosophical texts, or texts about myths. These are Right There questions. I can find the answers in one place in the text.**

**I also asked, “Why don’t all historians study the same things to learn about history?” This seems like a Think question. It’s a little more challenging. I think historians are interested in different things. I also think that different things tell a different part of history about a group. Some historians want to learn how buildings were made, and others want to know what kinds of sports they played or how people relaxed. Another Think question is “Do you think historians need to read a variety of texts to find facts about ancient civilizations? Why or why not?” That’s a tough question. I think they do because the more they read, the more they will learn about a culture. I might be able to add to the answer when I reread.**

- Summarize the main ideas, and add them to the idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Become a Junior Historian! Studying Ancient Greece and Rome*.



## Preview Team Talk

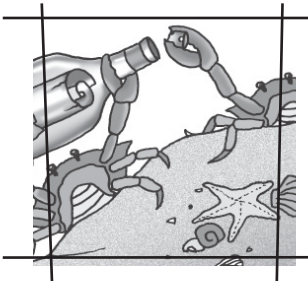
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. What effect did constructing arches have on Roman buildings? |CE|
2. The timeline on page 91 shows you— |TF|
  - a. how the Greek and Roman empires overlapped in history.
  - b. how the sizes of the Greek and Roman empires were different.
  - c. how the Greek civilization was more successful than Rome.
  - d. how the Romans conquered Europe, North Africa, and the Middle East.
3. Why do you think temples are some of the only buildings still standing from ancient Greece and Rome? |DC|
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 86–95 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.



**Team Discussion TP**

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

**Team Talk**

1. What effect did constructing arches have on Roman buildings? |CE|

**100 points** = *Constructing arches made Roman buildings bigger and more open. When they used arches, they didn't need to have columns everywhere to provide support for the ceiling or walls. Arches were stronger than columns.* **90 points** = *Constructing arches made Roman buildings bigger and more open since they needed fewer columns for support.* **80 points** = *They made buildings bigger and more open.*

2. The timeline on page 91 shows you— |TF|

- a. *how the Greek and Roman empires overlapped in history.*
- b. *how the sizes of the Greek and Roman empires were different.*
- c. *how the Greek civilization was more successful than Rome.*
- d. *how the Romans conquered Europe, North Africa, and the Middle East.*

3. Why do you think temples are some of the only buildings still standing from ancient Greece and Rome? |DC|

**100 points** = *I think temples are some of the only buildings still standing from ancient Greece and Rome because they were important to the people who built them. People probably protected them and took care of them better than other buildings. I know that people often try to protect beautiful or important buildings so they last for a long time.* **90 points** = *I think temples are some of the only buildings still standing from ancient Greece and Rome because they were important to the people who built them. People probably protected them.* **80 points** = *They were important, so people protected them more than other buildings.*

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.*

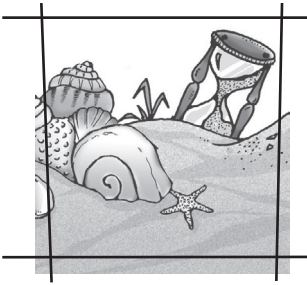
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

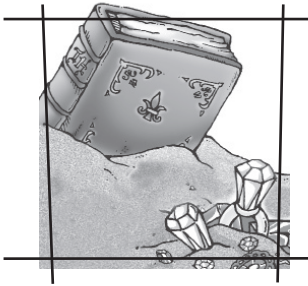
### Page 86 (paragraphs 3–5)

- 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**

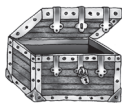
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 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 did arches allow Romans to do with their buildings?

### 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 tools historians use to learn about ancient Greece and Rome. We learned that historians read books and other texts, study architecture, study maps, and make timelines. We also started learning about different things in ancient Greece and Rome. We read about temples and their architecture.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 96 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,  
page 96

### Sports Lovers Past and Present

Moving along on our tour, let's stop to think about sports in ancient Greece and Rome. The Greeks invented the Olympics, which we still hold today, and the Romans built the Colosseum, one of the oldest stadium structures around. A good place to start our research is in Olympia, Greece, the home of the Olympics for more than 1,200 years.

Using tools from our knapsack, we can unravel the story of the ancient Olympics. First, our timeline of the histories of ancient Greece and Rome states that the first recorded Olympic games were held in 776 BCE. Recorded means someone wrote the information down. Most historians think the Olympics are even older than that since these kinds of games were very popular as tributes to dead kings or heroes in ancient Greece. The Olympics were held every four years until 393 CE, when Rome banned the games.

*(continued on next page)*

A Greek poet named Pindar (518–438 BCE) wrote that the origin of the Olympic games dates back to games held by Pelops, a warrior who, with the help of the god Poseidon, defeated a king named Oinomaos in a chariot race. Another of Pindar's poems says the games were started by the hero Heracles to honor his father, Zeus. But remember what we learned about using literature as a source. Pindar provides no dates for these events, but if they happened, it was long before 776 BCE. Pindar lived more than 200 years after the first Olympics were even recorded. How might that affect his history of the Olympics? As a historian, it is important to interpret what poets like Pindar wrote and find the truth about the origins of the first Olympics. What do you think the truth might be?

*What's in a name?*

*You might recognize the Greek hero Heracles better by his Roman name, Hercules. He is known for using his tremendous strength to complete twelve seemingly impossible tasks.*

**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 “Sports Lovers Past and Present.” I think I will learn about the kinds of sports people in ancient Greece and Rome enjoyed. I might also learn how ancient sports and games influenced modern ones. Let me think about the questions I can ask about the text. I can ask:**

**What is the difference between when information was recorded and when it actually happened? (R)**

**Why isn't Pindar a reliable source about the Olympics? (R)**

- Read page 97 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.

A Collection of Readings,  
page 97

The number and types of events that took place during the ancient Olympics changed over the years. We can learn this from records of the winners from the ancient games. At first there were only footraces, but the games grew to include javelin throwing, jumping, and chariot races. Why might these other events have become important to the Greeks?

Now that we've learned a little about the first Olympics from our timeline and history books, let's learn about ancient stadiums. Our word *stadium* comes from the Greek word *stade*. This unit of measure was the length of a straight racetrack, which was about 210 yards (192 meters) long. The Greeks placed their racetracks in small valleys and arranged seating along three sides of the hills to create U-shaped stadiums that could hold 50,000 spectators.

*(continued on next page)*

Now we go to Rome to check out the Colosseum, one of the largest of the ancient stadiums. Just as they did with temples, the Romans copied the Greek stadium design but made their own improvements to it. While the Greeks built their stadiums in valleys surrounded by hills, the Romans built theirs in the middle of the city. Roman stadiums were round or elliptical so the spectators' attention was focused on the action in the middle. The Romans also didn't need hills to make seating for the spectators; they could build tall stadiums with straight sides that could seat large numbers of people. The Colosseum was three levels high and could fit as many as 50,000 people in it. Historians also know that the Romans constructed huge awnings on the Colosseum to protect spectators from the sun.

#### *Changing Games*

*The ancient Olympics had fewer than ten events, and each event was performed by an individual. Our modern Olympic games have nearly 300 events and twenty-six sports, including team sports such as soccer and basketball.*

#### *Did you know?*

*Only boys and men could participate in and watch most of the events in the ancient Olympics because athletes competed in the nude. Women were allowed to watch only chariot races because they often owned the horses running in the races.*

**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. I'm still reading about sports in ancient Greece and Rome. Let me think about the questions I can ask about the text. I can ask:**

**Why do you think we have more events in our modern Olympics than they had in ancient times? (T)**

**What shape were Roman stadiums? (R)**

- Read page 98 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.

A Collection of Readings,  
page 98

Let's take a closer look at the Colosseum and use some of our architectural knowledge to learn more about this ancient stadium. One of the first things you should notice is that the Romans used columns to decorate the outside of the building. The Romans used Doric columns on the bottom level, Ionic columns on the second level, and Corinthian columns on the third level. The Colosseum also has arches, which is significant. Our architecture guides explain that arches are very strong. How do you think this affected the way the Romans decided to build the Colosseum and other stadiums in their empire?

On the inside of the Colosseum, we see tunnels that lead out to walkways. The stadium is in ruins, but can you imagine where the seating was? How do you think the tunnels and walkways helped spectators move around the stadium?

*(continued on next page)*



We can see how the ancient Olympics and ancient stadiums, such as the Colosseum, still influence us today. The modern Olympics games have occurred every four years since 1896, except during World Wars I and II. Historians had a hand in explaining the traditions of the ancient Olympics, and now some of those same traditions, such as the lighting of the torch, are still followed. The next time you are in a big city or watching a baseball or football game, take a look at the stadium, and think about how it is shaped, how the seats are organized, and whether the stadium designers built structures to protect the spectators from the sun and rain. You might find there is a lot in common between the ancient Colosseum and the home of your favorite sports team!

**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. I'm still reading about sports in ancient Greece and Rome. Let me think about the questions I can ask about the text. I can ask:**

**How did the Romans use columns on the Colosseum? (R)**

**Why do you think our modern stadiums still resemble ancient ones? (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 was "What is the difference between when information was recorded and when it actually happened?" The difference is the dates. Information might have been recorded hundreds of years after it actually happened. Another question is "Why isn't Pindar a reliable source about the Olympics?" Pindar isn't a reliable source about the Olympics because he wasn't alive when the very first Olympics happened. He wasn't alive when the Olympics were first recorded. He only wrote the stories he heard about the first Olympics. Another question is "What shape were Roman stadiums?" Roman stadiums were round or elliptical in shape. Another question is "How did the Romans use columns on the Colosseum?" The Romans put columns on the outside of the stadium. They put different kinds of columns on the three levels of the stadium. These are Right There questions. I can find the answers in one place in the text.**

**I also asked, "Why do you think we have more events in our modern Olympics than they had in ancient times?" This seems like a Think question. It's a little more challenging. I think we have more events in our modern Olympics than they had in ancient times because we have invented more games since then. There are a lot of sports that people play around the world. Another Think question is "Why do you think our modern stadiums still resemble ancient ones?" I think the design of**



**ancient stadiums must be good. The Greeks and Romans made stadiums that were well designed and made sense. When people built new stadiums, they just copied the best examples of stadiums.**

- Summarize the main ideas, and add these to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Become a Junior Historian! Studying Ancient Greece and Rome*.

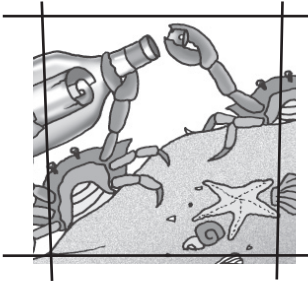
### **Preview Team Talk**

- 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. Which of the following is the main idea of pages 101 and 102? |MI|
  - a. Aqueducts are the most beautiful examples of Roman construction.
  - b. Hot baths are a good way to relax after a long day.
  - c. The Romans engineered ways to provide cities with running water.
  - d. Running water keeps cities clean and people healthy.
2. What conclusions can you draw about Heinrich Schliemann from his work to discover Troy and Mycenae? |DC|
3. What is the author trying to persuade you to do on page 108? How can you tell? |AP|
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 99–108 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. Which of the following is the main idea of pages 101 and 102? **MI**
  - a. Aqueducts are the most beautiful examples of Roman construction.
  - b. Hot baths are a good way to relax after a long day.
  - c. *The Romans engineered ways to provide cities with running water.*
  - d. Running water keeps cities clean and people healthy.

**Team Talk** *continued*

2. What conclusions can you draw about Heinrich Schliemann from his work to discover Troy and Mycenae? |DC|

**100 points** = *I can conclude that Heinrich Schliemann was observant and patient from his work to discover Troy and Mycenae. These were places that no longer existed in memory or on maps. He had to study The Iliad and The Odyssey to figure out where the cities could be. He had to study maps. I know historians need to be observant and patient, so he was a good historian.* **90 points** = *I can conclude that Heinrich Schliemann was observant and patient from his work to discover Troy and Mycenae. These were places that no longer existed in memory or on maps, so he had to read and study a lot.* **80 points** = *He was patient and observant since he had to rediscover cities that no longer existed.*

3. What is the author trying to persuade you to do on page 108? How can you tell? |AP|

**100 points** = *The author is trying to persuade me to study history on my own and learn more about how ancient civilizations influenced modern people. She tells me where I can find more information about ancient civilizations. She tells me what I should look for to study ancient civilizations.* **90 points** = *The author is trying to persuade me to study history on my own and learn more about how ancient civilizations influenced modern people. She tells me where I can find more information about ancient civilizations.* **80 points** = *She wants me to go out and learn more about ancient civilizations.*

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

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

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

**Class Discussion TP**



**Strategy-Use Discussion**

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

**Think-and-Connect Discussion**

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

**Team Talk Extenders**

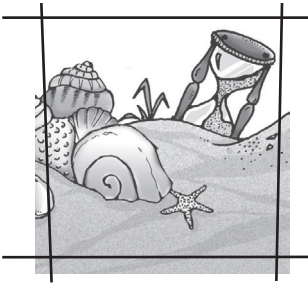
The Romans were some of the first people to create indoor plumbing. What do you think life was like before people had water piped directly into their homes? Do you think you would use water differently if it wasn’t?

Heinrich Schliemann helped prove that Homer’s epic poems could be considered historical fiction. What stories do you know that take place during a real historical time or event but have fictional details?

- 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**

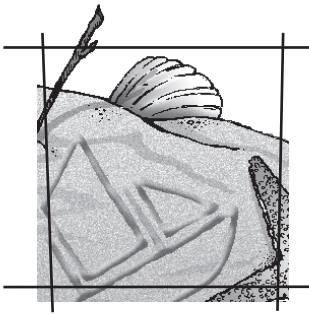
Timing Goal: 5 minutes

- 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-27

### Page 100

- 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 by showing a graphic of the anchor. Tell students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Tell students that words also have roots.
- Explain that word roots are used to build other words and that understanding the word root can help us define words.
- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p><b>Latin roots</b></p> <p>If you have trouble reading and understanding words, look for Latin roots in the words to help you figure out words.</p>
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- Write the word “terrace” on the board, writing the root word, “terr,” under the anchor. Use **Think-Pair-Share** to have students discuss what they think this word means. Randomly select a few students to share. *A flat piece of land raised above another surface.*

Blackline master provided.



- Tell students that many words have old origins and come from Latin. Point to the letters *terr* in the word *terrace*. Explain that this is a Latin root meaning earth or land. Make the connection that when you *terrace* a hill, you make steps in the earth by flattening different levels of the hill.
- Display the following chart. Write “terr” in the first column and “earth” and “land” in the second column. Explain that you will add roots and their meanings each day.

Latin Root	Meaning
terr	earth, land

- Point out that knowing the word root can help us define the meaning of the word. Explain that not all words that have the letters *terr* can be defined by the root, such as the word *terrify*.
- Tell students that Captain Read More has discovered that one of the vocabulary words includes the Latin root *terr* and that you want them to look for that word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

**Student Edition,**  
pages S-28 and S-29

**Skill Practice**

The Latin root *terr* means earth or land. Use this information to answer the following questions.

1. What does *territory* mean?
  - a. the whole Earth
  - b. *a piece of land owned by a person or government*
  - c. a way of measuring land with measuring tape
  - d. land on another planet
  
2. A terrier is often called an earth dog. Which of the following does a terrier most likely do?
  - a. herd sheep or cows in the pastures
  - b. retrieve animals out of lakes and ponds
  - c. scare birds out of bushes and trees
  - d. *chase animals out of holes or tunnels*

**Building Meaning**

determine	elaborate	demonstrate	terrain
dominant	misinterpreted	prominent	prosper

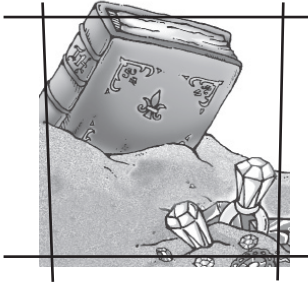
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
  
4. Choose the word that best fits in the blank.  
 My elaborate fairy costume for the play took more than ten hours to make because of all the sequins on it.



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



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

Timing Goal: 30 minutes

**Team Cooperation Goal**

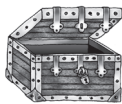
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 qualities do you think helped Heinrich Schliemann find Troy and Mycenae?

### 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 sports and stadiums in ancient Greece and Rome. We read about the importance of the theater in these ancient civilizations. We learned that Romans were good engineers and influenced our modern plumbing. We also learned how Greek and Roman myths influence the stories we read, the movies we watch, and our knowledge of science.**

- 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 83–85 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 more completely.



A Collection of Readings,  
pages 83–85

#### Introduction

Take a look around your town or city. What do you see? You might see things that are inspired by ancient civilizations. Do you see any buildings with tall columns, statues, or domed roofs? Do you see buildings that host sporting events for thousands of spectators? Have you ever seen a play or been to a movie theater? You probably answered, “Yes!” to some of these questions. If so, you have encountered ancient Greek and Roman influences in the modern world.

How do we know these ideas came from the ancient Greeks and Romans? Historians have studied these two cultures for centuries. Historians study how people in ancient civilizations lived. They share their findings with us through books, magazine articles, museum exhibits, the Internet, and educational programs on television. What we learn influences our ideas about everything, from sculptures or buildings to modern sports, games, and other forms of entertainment. Let's explore ancient Greece and Rome to see how these ancient civilizations continue to influence our lives today.

*(continued on next page)*

**The Historian's Knapsack**

Being a historian takes a lot of reading and studying, and sometimes it requires you to get a little dirty. Archaeologists are historians who work outside looking for ancient sites, texts, art, or buildings that other historians can study to put together a civilization's story. Other historians may study sports and games, languages, clothing, or weapons from ancient civilizations. Let's explore some of the tools these people use so we can become junior historians.

**Books and Cultural Texts**

A good historian learns by reading many different kinds of texts. Historians may read books written by other historians who researched a subject in the past. They may read the works of ancient historians and eyewitnesses who recorded events as they happened long ago. Literature, such as the epic poems of Greece's Homer and Rome's Virgil, give historians an idea about a civilization's culture and what people enjoyed for entertainment. Philosophical texts, such as those by Greece's Plato and Rome's Cicero, tell historians what thoughts and ideas were important to a civilization. Texts, such as those by the Greek Hesiod and Roman Ovid, that provide background on mythology and religious practices provide historians with a lot of clues about the customs and history of an ancient civilization. But historians can't read literature or any other texts and just accept them as truth. They have to ask, "What is fact, and what is fiction in this text?" or "Did this writer dislike a group of people?" Historians have to interpret a text and use context to figure out whether an author is stating facts or expressing opinions.

**Remember that when I read this section before, I asked some Right There and Think questions. I was able to answer most of them 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 a couple questions. One question was "What kinds of books do historians read?" I said they read the works of ancient historians and eyewitnesses, poems by ancient authors, philosophical texts, or texts about myth. Some more details that I read can make this answer more complete. The text mentions some of the important authors historians read. They read literature written by Homer, Virgil, Hesiod, and Ovid. They read philosophical texts written by Plato and Cicero.**

**Another question I can answer more completely is "Do you think historians need to read a variety of texts to find facts about ancient civilizations? Why or why not?" I said I think they do, because the more they read, the more they will learn about a culture. That's not all though. I read that historians have to ask if what they read is fact or fiction. I know that people have different opinions about things. They might not see the same event the same way. Greek and Roman writers were probably the same way. I think historians probably have to read a lot of texts to get a bigger picture of what happened in history. Some texts might support other ones and help them better understand what happened. Rereading helped me find more details to answer my question.**

- Summarize the supporting details for the main ideas, and add these to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Become a Junior Historian! Studying Ancient Greece and Rome*.

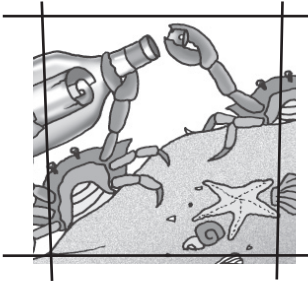
### Preview Team Talk

- 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. How can historians use the type of column on a building to date its construction? |CE|
2. How are the maps on pages 88 and 89 similar? How are they different? |CC|
3. The purpose of page 92 is to— |AP • TF|
  - a. explain each event on the Greek and Roman timeline.
  - b. persuade you to add events to a timeline.
  - c. compare your life with Talia's life on the timeline.
  - d. show you how to make your own timeline.
4. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 86–95 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 can historians use the type of column on a building to date its construction? |CE|

**100 points** = *Historians can use the type of column on a building to date its construction because different columns were created at different times. They were used at different times. Doric columns were made before Ionic columns, which were made before Corinthian columns. If a building has Ionic columns, it was probably made after 500 BCE.*

**90 points** = *Historians can use the type of column on a building to date its construction because different columns were created at different times. They were used at different times. 80 points = Different columns were made at different times, so buildings with certain columns were made after those columns first appeared.*

Team Talk *continued*

2. How are the maps on pages 88 and 89 similar? How are they different? | CCI

**100 points** = *The maps on pages 88 and 89 are similar because they both show where Athens and Rome are located. They both show the countries of Greece and Italy. They are different because the maps on page 88 show the ancient civilizations of Greece and Rome and what their empires covered. The maps on page 89 show the modern countries of Greece and Rome.*

**88 points** = *The maps on pages 88 and 89 are similar because they both show where Athens and Rome are located. They are different because the maps on page 88 show the ancient empires, while the others show the modern countries. 80 points* = *They both show where Athens and Rome are located. One set of maps shows the ancient empires. The others show the modern countries.*

3. The purpose of page 92 is to— |AP • TF|

- explain each event on the Greek and Roman timeline.
- persuade you to add events to a timeline.
- compare your life with Talia's life on the timeline.
- show you how to make your own timeline.

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

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

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

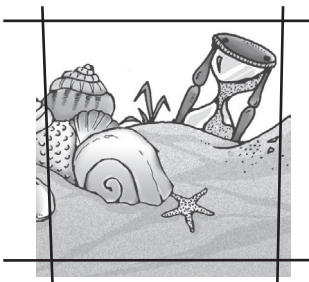
Class Discussion **TP**

## Strategy-Use Discussion

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

Think-and-Connect Discussion	Team Talk Extenders	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
		<p>What kinds of maps have you looked at? What kind of information have you learned from maps?</p> <p>Why do you think we put statues of Abraham Lincoln and Thomas Jefferson in buildings that look like Greek and Roman temples?</p> <p>Revisit the question you wrote on day 1. Can you add any more details to your answer to make it more complete now that you have reread the selection?</p>
		<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

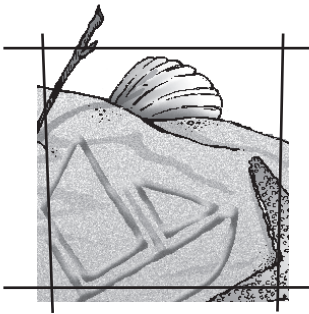
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-27

**Page 100 or 91**



- 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 (Latin roots) and the Word Treasure clue that Captain Read More uses for them (an anchor).
- Use **Think-Pair-Share** to have students identify the vocabulary word that contains the root *terr* and what the word means. Randomly select a few students to share. *The vocabulary word is terrain: the land, formations on the land.*
- Tell students that there are two more Latin roots that appear on their vocabulary word lists.
- Display a graphic of an anchor. Write the word “dominate” under it, making sure the letters *domin* appear under the anchor. Use **Think-Pair-Share** to have students tell what they think the word means. Randomly select a few students to share. *To take over, control.*



dominate

- Tell students that *domin* means control or master. Use **Think-Pair-Share** to have students identify the word on their vocabulary list with this root and what it means. Randomly select a few students to share. *The word is dominant: controlling or ruling.*
- Display a graphic of an anchor. Write the word “proclaim” under it, making sure the letters *pro* appear under the anchor. Use **Think-Pair-Share** to have students explain what they think the word means. Randomly select a few students to share. *To tell, announce, or declare.*





## proclaim

- Tell students that *pro* means to come before, advance, forward, or outward. Use **Think-Pair-Share** to have students identify the word on their vocabulary list with this root and what it means. Randomly select a few students to share. Prominent: *noticeable, sticking out*.
- Explain to students that the connection between the meaning of the Latin root *pro* meaning and the word *prominent* might not seem clear. Tell students that if something is *prominent*, then it might be the first thing they notice. Explain that a *prominent* object is noticed before other objects.
- Use **Team Huddle** to have students define the word *proclaim* using this information. *The word proclaim means to call out or announce. You are speaking out. If you proclaim something, it might be the first time it is said aloud.*
- Record these ideas on the two-column Latin roots chart.

th

Latin Root	Meaning
terr	earth, land
domin	control, master
pro	come before, advance, forward, outward

- 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-29 and S-30

### Skill Practice

1. The Latin root *domin* means control. Using this information, a dominion is—
  - a. a place you control, such as your home.
  - b. a type of onion you put in stews.
  - c. a place you give up to bullies.
  - d. a location that is controlled by no one.
2. The Latin root *pro* means come before. Using this information, a program is—
  - a. a positive telegram sent in advance.
  - b. a schedule written to plan the day.
  - c. a review written after a play performance.
  - d. a summary of a well-known book.

**Building Meaning**

determine	elaborate	demonstrate	terrain
dominant	misinterpreted	prominent	prosper

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

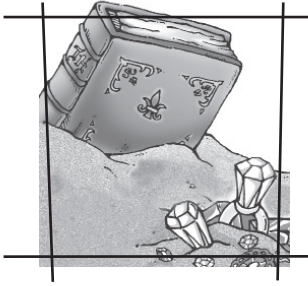
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. "Let me demonstrate how to tie your shoes, and then you can copy what I did," Ilisa explained. *Demonstrate* means—
- tell.
  - undo.
  - hide.
  - show.



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

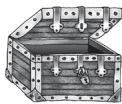
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

What can you learn about a building from its columns?

### 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 in the text. Historians can use architecture to learn about ancient cultures. They can study the columns on buildings, arches, domes, and materials used to make the buildings, such as stone or cement. Maps help historians understand the extent of an empire and how different civilizations influenced different areas. They can compare ancient maps with modern ones of the same area. Timelines help historians organize important events in history and make connections between those events. Historians need to be curious and observant to identify new information that will help them better understand a civilization. Temples were some of the most important pieces of architecture to ancient Greeks and Romans. The Greeks built large symmetrical temples with columns. The Romans copied their designs but often added domes or different kinds of columns to the temples. In modern times, we often copy temple designs to make memorials and monuments, such as those to Abraham Lincoln and Thomas Jefferson.**

- 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 96–98 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 these questions completely.



A Collection of Readings,  
pages 96–98

#### Sports Lovers Past and Present

Moving along on our tour, let's stop to think about sports in ancient Greece and Rome. The Greeks invented the Olympics, which we still hold today, and the Romans built the Colosseum, one of the oldest stadium structures around. A good place to start our research is in Olympia, Greece, the home of the Olympics for more than 1,200 years.

*(continued on next page)*

Using tools from our knapsack, we can unravel the story of the ancient Olympics. First, our timeline of the histories of ancient Greece and Rome states that the first recorded Olympic games were held in 776 BCE. Recorded means someone wrote the information down. Most historians think the Olympics are even older than that since these kinds of games were very popular as tributes to dead kings or heroes in ancient Greece. The Olympics were held every four years until 393 CE, when Rome banned the games.

A Greek poet named Pindar (518–438 BCE) wrote that the origin of the Olympic games dates back to games held by Pelops, a warrior who, with the help of the god Poseidon, defeated a king named Oinomaos in a chariot race. Another of Pindar's poems says the games were started by the hero Heracles to honor his father, Zeus. But remember what we learned about using literature as a source. Pindar provides no dates for these events, but if they happened, it was long before 776 BCE. Pindar lived more than 200 years after the first Olympics were even recorded. How might that affect his history of the Olympics? As a historian, it is important to interpret what poets like Pindar wrote and find the truth about the origins of the first Olympics. What do you think the truth might be?

The number and types of events that took place during the ancient Olympics changed over the years. We can learn this from records of the winners from the ancient games. At first there were only footraces, but the games grew to include javelin throwing, jumping, and chariot races. Why might these other events have become important to the Greeks?

Now that we've learned a little about the first Olympics from our timeline and history books, let's learn about ancient stadiums. Our word *stadium* comes from the Greek word *stade*. This unit of measure was the length of a straight racetrack, which was about 210 yards (192 meters) long. The Greeks placed their racetracks in small valleys and arranged seating along three sides of the hills to create U-shaped stadiums that could hold 50,000 spectators.

Now we go to Rome to check out the Colosseum, one of the largest of the ancient stadiums. Just as they did with temples, the Romans copied the Greek stadium design but made their own improvements to it. While the Greeks built their stadiums in valleys surrounded by hills, the Romans built theirs in the middle of the city. Roman stadiums were round or elliptical so the spectators' attention was focused on the action in the middle. The Romans also didn't need hills to make seating for the spectators; they could build tall stadiums with straight sides that could seat large numbers of people. The Colosseum was three levels high and could fit as many as 50,000 people in it. Historians also know that the Romans constructed huge awnings on the Colosseum to protect spectators from the sun.

#### *Changing Games*

*The ancient Olympics had fewer than ten events, and each event was performed by an individual. Our modern Olympic games have nearly 300 events and twenty-six sports, including team sports such as soccer and basketball.*

#### *Did you know?*

*Only boys and men could participate in and watch most of the events in the ancient Olympics because athletes competed in the nude. Women were allowed to watch only chariot races because they often owned the horses running in the races.*

*(continued on next page)*

Let's take a closer look at the Colosseum and use some of our architectural knowledge to learn more about this ancient stadium. One of the first things you should notice is that the Romans used columns to decorate the outside of the building. The Romans used Doric columns on the bottom level, Ionic columns on the second level, and Corinthian columns on the third level. The Colosseum also has arches, which is significant. Our architecture guides explain that arches are very strong. How do you think this affected the way the Romans decided to build the Colosseum and other stadiums in their empire?

On the inside of the Colosseum, we see tunnels that lead out to walkways. The stadium is in ruins, but can you imagine where the seating was? How do you think the tunnels and walkways helped spectators move around the stadium?

We can see how the ancient Olympics and ancient stadiums, such as the Colosseum, still influence us today. The modern Olympics games have occurred every four years since 1896, except during World Wars I and II. Historians had a hand in explaining the traditions of the ancient Olympics, and now some of those same traditions, such as the lighting of the torch, are still followed. The next time you are in a big city or watching a baseball or football game, take a look at the stadium, and think about how it is shaped, how the seats are organized, and whether the stadium designers built structures to protect the spectators from the sun and rain. You might find there is a lot in common between the ancient Colosseum and the home of your favorite sports team!

**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 "How did the Romans use columns on the Colosseum?" I said they put different kinds of columns on each level on the outside of the stadium. But after rereading, I see that I missed some details. They used the three kinds of columns we've read about in the text. They used Doric columns on the first level, Ionic columns on the second level, and Corinthian columns on the third level. This gives 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 had missed.**

**Another question I asked is "Why do you think our modern stadiums still resemble ancient ones?" I said that the Greeks and Romans designed good stadiums that other people copied. When I reread, I saw some other details that help me understand this better. I read that the Greeks and Romans planned their stadiums so everyone could see the action. People sat in seats that rose above the action. I know that today we call this stadium seating, and it still lets you see everything happening on the field. It must be a good way to let everyone enjoy the games. I also read that the Colosseum was designed with tunnels and passages that let you into different sections of the stadium. I know this keeps people organized and lets you get to your seats easily. Today we still want people to get around stadiums easily because we want people to have fun and enjoy the**

**experience. These details help me to understand why people continue to copy Greek and Roman stadium designs. Rereading the text helped me answer my questions more completely.**

- Summarize the supporting details for the main ideas, and add these to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Become a Junior Historian! Studying Ancient Greece and Rome*.

### **Preview Team Talk**

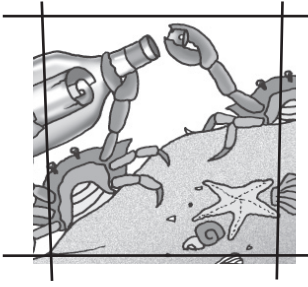
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-30**

### Team Talk

1. How did the expansion of the Roman Empire affect the design of the Odeon of Herodes Atticus in Athens, Greece? |CE • DC|
2. Is the following statement a fact or an opinion: Roman authors borrowed many story ideas from the Greeks. Explain your reasoning. |FO|
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 *Become a Junior Historian! Studying Ancient Greece and Rome*. |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 99–108 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. How did the expansion of the Roman Empire affect the design of the Odeon of Herodes Atticus in Athens, Greece? |CE • DC|

**100 points** = *The expansion of the Roman Empire affected the design of the Odeon of Herodes Atticus in Athens, Greece, because the theater looks more Roman than Greek. The Odeon has arches. The Greeks did not use arches, but Romans did. When the Romans conquered Greece, they probably brought their building designs with them.* **90 points** = *The expansion of the Roman Empire affected the design of the Odeon of Herodes Atticus in Athens because the theater looks more Roman than Greek. The Odeon has arches.* **80 points** = *It looks more Roman than Greek because it has arches. It was designed by Romans.*



**Team Talk** *continued*

2. Is the following statement a fact or an opinion: Roman authors borrowed many story ideas from the Greeks. Explain your reasoning. |FO|

**100 points** = *This statement is a fact. There is a lot of evidence in the text that Roman authors borrowed many ideas from the Greeks. Virgil wrote his poem The Aeneid to be similar to Homer's The Iliad and The Odyssey. Ovid wrote the stories of the Roman gods and goddesses, which are similar to the stories Hesiod wrote about the Greek gods and goddesses.* **90 points** = *This statement is a fact. There is a lot of evidence in the text that Roman authors borrowed many ideas from the Greeks. Virgil wrote his poem The Aeneid to be similar to Homer's The Iliad and The Odyssey.* **80 points** = *It is a fact. Roman authors often wrote stories that were similar to ones written by Greek authors.*

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 idea tree to summarize information from *Become a Junior Historian! Studying Ancient Greece and Rome*. |SU|

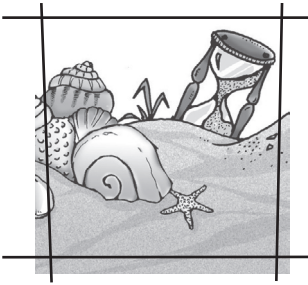
**100 points** = *Historians use a lot of tools, such as books, knowledge of architecture, maps, timelines, and observational skills to study history. When studying ancient Greece and Rome, historians explain how those civilizations influence us today. We still use columns and arches in buildings. We design stadiums and theaters the same way people in ancient Greece and Rome designed them. We still use aqueducts the same way they were used in ancient Rome. We still study stories and myths from ancient Greece and Rome. We can use the same tools historians use to study civilizations from around the world.* **90 points** = *Historians use a lot of tools, such as books, knowledge of architecture, maps, timelines, and observational skills to study history. When studying ancient Greece and Rome, historians explain how those civilizations influence us today. We still use Greek and Roman designs when making memorials, stadiums, and theaters. We also study Greek and Roman myths to learn about their culture. We can use the same tools to study other civilizations.* **80 points** = *Historians use a lot of tools to study history. When studying ancient Greece and Rome, historians explain how those civilizations influence us today. Our buildings, literature, and kinds of entertainment are influenced by ancient Greece and Rome. We can use the same tools to study other civilizations.*

- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>The Romans built baths to provide citizens with a place where they could relax. What kinds of places do you think cities build now so the residents can relax?</p> <p>The author says you can use similar tools, such as books, architecture designs, and maps, to study other ancient civilizations. What other ancient civilizations are you interested in learning more about? Why?</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"> <li>– Award team celebration points.</li> <li>– Allow students time to discuss their summaries.</li> <li>– Use <b>Random Reporter</b> to select students to share their summaries.</li> </ul>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	



## FLUENCY IN FIVE **TP**

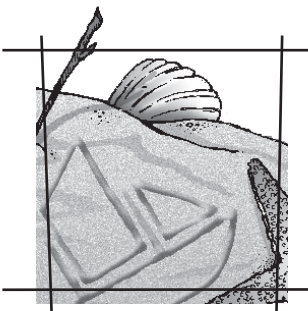
Timing Goal: 5 minutes

- 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 100, 91, or 104 (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 (Latin roots) and the Word Treasure clue Captain Read More uses for them.
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn Latin and Greek roots. Randomly select a few students to share. *Many words contain Latin roots. Knowing the root word can help you define the meaning of the word.*



- Display the Latin Roots chart. Point out that you added *domin* and *pro* to the list from their practice the day before.

Latin Root	Meaning
terr	earth, land
domin	control, master
pro	come before, advance, forward, outward

**Preparation:** Display the Word Power Challenge.

### Word Power Challenge

What does *proceed* mean?



- Display the Word Power Challenge. Use **Team Huddle** to have students identify the meaning of the underlined word. Use **Random Reporter** to select students to share responses. *To go forward.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,  
pages S-30 and S-31

### Skill Practice

- The Latin root *extra* means beyond, and the Latin root *terr* means earth. Using this information, an extraterrestrial is most likely—
  - a neighbor’s property.
  - a creature living beyond Earth.
  - more land than you can take care of.
  - a bonus plot of land.
- The Latin root *pro* means come before. Using this information, provisions are—
  - mind readers who see the future.
  - professional eye doctors.
  - supplies you get before leaving.
  - objects that help you see better.

Building Meaning			
determine	elaborate	demonstrate	terrain
dominant	misinterpreted	prominent	prosper

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

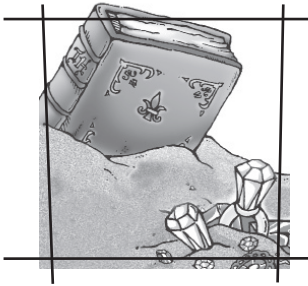
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

“This pop quiz will help me determine if you all understand the ideas we have been discussing the past several days,” Mr. Lawrence explained.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.

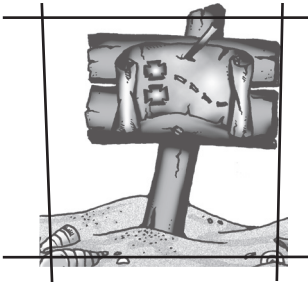
**Today you will read about Hadrian's Wall. You read about several Greek and Roman buildings earlier in the lesson. Hadrian's Wall is considered one of Rome's greatest engineering feats.**

**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**

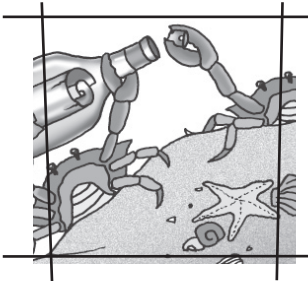
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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

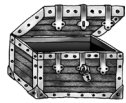
### Team Discussion **TP**

- 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.



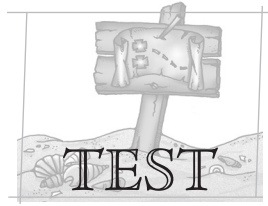
**Class Discussion TP**

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>





## Test Passage

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

### Hadrian's Wall

The Roman Empire reached its greatest size around 120 CE. Emperor Hadrian thought the boundaries of the empire needed to be marked. He ordered soldiers to build a wall across northern England in 122 CE. The wall stretched about seventy-three miles from coast to coast. Sixteen large forts and about eighty smaller forts were built along the wall. In some places, the fifteen-foot-tall, ten-foot-wide wall was made of turf blocks. In other places, the wall was stone. It took the Romans only six years to build.

At first, historians believed Hadrian built the wall to keep Scottish tribes out of the Roman Empire. They thought the Scottish often attacked the Romans. They have not found a lot of evidence for this. Many think the wall controlled trade and the flow of people in and out of the Roman Empire. The forts were important trading centers, and towns grew around the largest forts. The Romans constructed markets and bathhouses for the convenience and pleasure of their residents.

Sources: [www.hadrians-wall.org/page.aspx/Interactive-Map/Hadrian%27s-Wall-and-the-Roman-Sites](http://www.hadrians-wall.org/page.aspx/Interactive-Map/Hadrian%27s-Wall-and-the-Roman-Sites)  
[ancienthistory.about.com/cs/rome/a/aa060600a.htm](http://ancienthistory.about.com/cs/rome/a/aa060600a.htm)  
[www.bbc.co.uk/history/ancient/romans/hadrian\\_gallery.shtml](http://www.bbc.co.uk/history/ancient/romans/hadrian_gallery.shtml)

## 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 Hadrian's wall. I know this is the topic because the heading tells me it is about Hadrian's Wall. I learned who Hadrian was and why he built the wall. I learned facts about the wall, such as what it looked like and what it did for the Roman Empire.* **15 points =** *The topic of this text is Hadrian's wall. I know this is the topic because the heading tells me it is about Hadrian's Wall. I learned who Hadrian was and why he built the wall.* **10 points =** *It is about Hadrian's Wall. The heading tells me.*

**30 points**

2. What is the author's intent? |AP|
- to inform the reader about an important Roman engineering project
  - to persuade the reader to build his or her own turf wall for protection
  - to entertain the reader with stories about Roman battles at the wall
  - to have the reader compare the walls of Troy with Hadrian's Wall

How do you know?

**20 points** = I know this is the author's intent because I learned that the wall was an important project for Hadrian. The wall let the Romans control trade and people in Northern England. The wall was very large and long. It was a big project but only took the Romans six years to build. **15 points** = I know this is the author's intent because I learned that the wall was an important project for Hadrian. The wall let the Romans control trade and people in Northern England. **10 points** = The wall was an important project for Hadrian. The wall let the Romans control trade.

**20 points**

3. Write a question about the passage. Then answer the question, and tell whether it is a Right There or Think question and why. |QU|

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

**20 points**

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

**20 points** = Hadrian's Wall was built across Northern England between 122 and 128 CE. The wall was built from turf in some places and stone in other places. It was fifteen feet high and ten feet wide. The wall wasn't built for protection, but to control trade and people crossing into the empire. Towns grew up around the big forts at the wall. **15 points** = Hadrian's Wall was built across England between 122 and 128 CE. The wall was built from turf and stone. It was fifteen feet high and ten feet wide. The wall helped Romans control trade and people crossing into the empire. Towns grew up around the big forts. **10 points** = Hadrian's Wall was built across England. It was built from turf and stone. The wall helped Romans control trade and people crossing into the empire.

## Word Power

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

### Skill Questions

Use your understanding of Latin roots to answer the following questions.

**5 points**

- The Latin root *terr* means earth or land. Using this information, where does a terrestrial animal most likely live?
  - on the human body
  - in an ocean
  - in the sky
  - under the ground*

**5 points**

- The Latin root *pro* means forward. Using this information, what does *progress* mean?
  - take a step back
  - move away from a goal
  - move toward a goal*
  - get distracted

**5 points**

- The Latin root *terr* means earth or land. Using this information, what is a terrarium?
  - a building where you study the stars and planets
  - a tank where you keep land animals or plants*
  - a tank where you keep fish or other aquatic creatures
  - a building where you study whales and dolphins

**5 points**

- The Latin root *pro* means outward. Using this information, what do you do when you protest something?
  - shout out against something*
  - look away
  - keep your ideas to yourself
  - tell secrets

### Building Meaning

determine	elaborate	demonstrate	terrain
dominant	misinterpreted	prominent	prosper

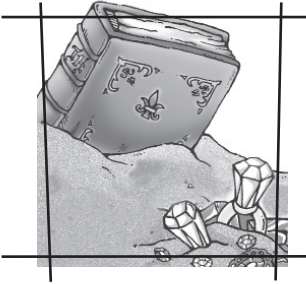
**10 points**

- Write a meaningful sentence for the word *prosper*.

**10 points** = *“If we really want our fundraising car wash to prosper, we’ll have to advertise the event so we attract a lot of customers to it,” Maya said.*

**5 points** = *“If we really want our fundraising car wash to prosper, we’ll have to advertise that it’s happening,” Maya said.* **1 point** = *“We really want our fundraising car wash to prosper,” Maya said.*

- 10 points**      6. The Willis Tower in Chicago is the most *prominent* building in the skyline since it stands taller than its neighbors.
- 10 points**      7. The runner studied the terrain of the race course so he would know where all the hills were located. *Terrain* means—
- a. *land.*
  - b. *winds.*
  - c. *weather.*
  - d. *ponds.*
- 10 points**      8. All sports are played at my school, but football is the *dominant* sport, and everyone goes to the games.
- 10 points**      9. I misinterpreted my schedule and thought my big test was today, but it is really tomorrow. *Misinterpreted* means—
- a. *created.*
  - b. *lost.*
  - c. *misread.*
  - d. *won.*
- 10 points**      10. The *elaborate* old building was covered in beautiful sculptures of people and frightening gargoyles.
- 10 points**      11. “This final game will determine which team is the best in the world,” the announcer said. *Determine* means—
- a. *conclude.*
  - b. *mystify.*
  - c. *confuse.*
  - d. *introduce.*
- 10 points**      12. “I will *demonstrate* the drill first so you can all understand how it’s done,” Coach Harding said.

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

Timing Goal: 20 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a short compare-and-contrast essay about ancient Greece and Rome. You have learned a lot about these two ancient civilizations this cycle. You might have noticed that they have a lot of similarities and differences. You will write about some of those similarities and differences today.**

**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 compare-and-contrast essay.

**It is important to understand how things are similar and different because this can help us better understand two things individually. A compare-and-contrast essay can help organize that information and make it easier to understand. Remember, when you compare two or more things, you identify ways they are alike. When you contrast, you identify ways they are different.**

- Display the following passage. Read the passage aloud to students.

**Blackline master provided.**

All animals have a similar skeletal structure. If you compared the skeletons of a human and a horse, you would see a lot of similarities. The obvious similarities are that humans and horses both have skulls, spines, shoulders, and four limbs. If you examined the skeletons more closely, you would see how these two seemingly different creatures have a lot more in common. The front legs of a horse have the same number of major bones as human arms. They each have an upper arm bone and two lower arm bones. Horses and humans have thigh bones, knee caps, and two lower leg bones in each leg. Even the spine is similar and can be divided into sections such as the neck, upper back, and lower back.

*(continued on next page)*

Despite the similarities, there are other obvious differences in the skeletons of horses and humans. The human skull is much smaller than a horse's, and the face is flat. A horse's skull is elongated, which helps the horse smell and breathe better. Breathing efficiently is important for horses when they gallop. While horse legs and human arms and feet are similar, their digits are not. Humans have five fingers and toes on each hand and foot. A horse's fingers and toes have fused into one digit, its hooves. The spine of a horse is much longer than that of a human. Our spine ends at our hip bones, but a horse's spine continues. This is because horses and other animals have tails. Human tailbones fused together long ago. Understanding the similarities and differences between humans and other animals helps us better understand how Earth's creatures developed.



- Use **Think-Pair-Share** to have students identify the main idea of the passage. Randomly select a few students to share. *The similarities and differences between a human skeleton and a horse skeleton.*

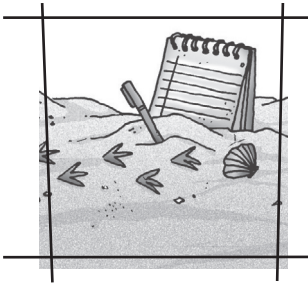


- Use **Team Huddle** and **Random Reporter** to have students identify information that compares and contrasts. *Information that compares: Humans and horses have the same body parts. They have the same bones in their arms and legs. They have similar spines. Information that contrasts: A human skull is small and flat faced, while a horse has an elongated skull. Humans have five digits on each hand or foot, while horses have one digit. Horses have longer spines because of their tailbones, while human tailbones have fused together and disappeared.*

- Point out to students how the information in this passage is organized.

**Organization is important when you are writing a compare-and-contrast essay. You do not want the information to become jumbled or confusing. Sometimes it is much easier to write the information you are comparing together, and then write the information you are contrasting. This passage has a paragraph that compares followed by a paragraph that contrasts. This organization helps make the passage clear and easy to understand.**

- Tell students that they will think about organization as they write their short compare-and-contrast essays today.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will write a short compare-and-contrast essay about ancient Greece and Rome.**



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

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## Writing Prompt

The ancient Greek and Roman empires overlapped. They shared many things in common but also had several differences. You read *Become a Junior Historian! Studying Ancient Greece and Rome*, which discusses many ways ancient Greece and Rome influenced each other and our modern society. You read about temples, stadiums, and culture. Choose one of these topics, and write a short, two-paragraph compare-and-contrast essay. Begin your essay with an introductory sentence that states the topic you will compare and contrast. The first paragraph of your essay should compare the Greek and Roman sides of your topic. Identify at least two ways the Greeks and Romans were similar. The second paragraph should contrast the Greek and Roman sides of your topic. Identify at least two ways they are different. Your essay should have a closing sentence that restates the main idea.

## Scoring Guide

You wrote a short compare-and-contrast essay about ancient Greece and Rome.	<b>25 points</b>
Your essay begins with an opening sentence that introduces the topic you will compare and contrast.	<b>10 points</b>
You provide at least two details to compare the Greek and Roman sides of your topic in the first paragraph.	<b>15 points each (30 points maximum)</b>
You provide at least two details to contrast the Greek and Roman sides of your topic in the second paragraph.	<b>15 points each (30 points maximum)</b>
Your essay ends with a closing sentence that restates the main idea.	<b>5 points</b>

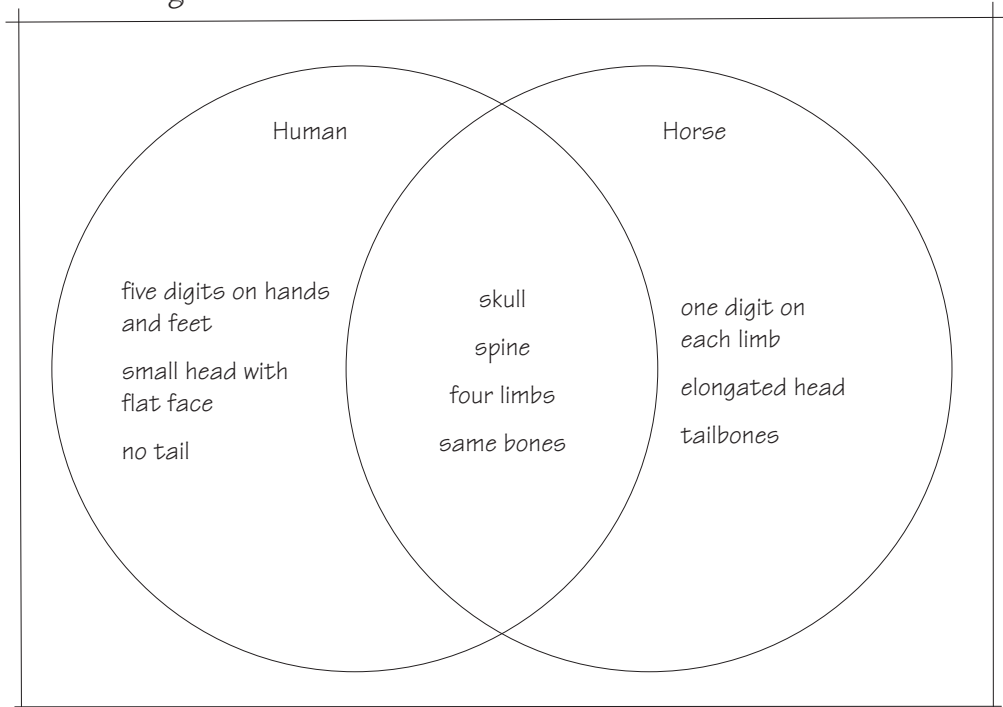
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 Venn diagram. This will help us put our thoughts in the right order as we write our compare-and-contrast essays.**

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

**Sample Graphic Organizer**

Venn Diagram





## Drafting

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

**When you are writing an informative essay, you should consider using vocabulary specific to the topic you are discussing. You are writing to inform someone about that topic. The text informs you about the topic using specific vocabulary or terminology. You should use the same words to inform your readers.**

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

Blackline master provided.

There are many similarities and differences between the poets and playwrights of ancient Greece and Rome. Both empires have a history of writing long poems that tell stories. These poems that tell stories tell about ancient heroes and myths. Homer is Greece's most famous writer. He wrote *The Iliad*, which is a historical long poem that tells the story of the Trojan War. His long poem *The Odyssey* tells the story of the hero Odysseus's return home after the Trojan War. Rome's most famous long poem writer is Virgil. His long poem *The Aeneid* also references the Trojan War and tells of the hero Aeneas's journey. Writers in Greece and Rome also both wrote myths and poems about their gods and goddesses.

- Use **Think-Pair-Share** to have students identify the main idea of this passage. Randomly select a few students to share. *This passage compares the poets and playwrights of ancient Greece and Rome.*
- Have students turn to page 105 in their texts. Use **Team Huddle** and **Random Reporter** to ask students if there is a word used on this page that the author of the above passage could have used.



**Let's take a look at page 105 in our texts. Is there a word the author of the passage could have used? I notice there is a word the author uses to describe Homer's poems. What word is it? *The word is epic. Great. Let's look at the sample passage again. I see the titles of the poems italicized. Is there something missing? Yes. The author does not use the word epic in the passage. Great! Rereading this passage, I think the author could have used the word *epic* several times. Why would using the word *epic* be better than phrasing things the way the author did? Using the word *epic* would be simpler, and it is the correct word to use. It will make the author's writing***

*clearer. The author can say “epic poem” instead of “long poem that tells a story.”*

**Right. Using the correct vocabulary is easier and often helps keep your writing clear.**

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

### **Sharing, Responding, and Revising**

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

### **Editing**

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

## Rewriting

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

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

## William Shakespeare

William Shakespeare was a famous English poet and playwright. Shakespeare was born in 1564, about 100 miles from London, England. He was the third child of John and Mary Shakespeare. As a young man, he left his family behind and moved to London so he could write and publish plays. Shakespeare wrote his first play, *Henry VI, Part I*, between 1589 and 1590. He wrote nearly forty plays and 154 sonnets. He died in 1616.

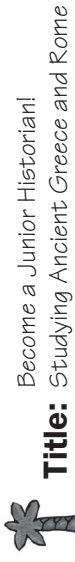


All animals have a similar skeletal structure. If you compared the skeletons of a human and a horse, you would see a lot of similarities. The obvious similarities are that humans and horses both have skulls, spines, shoulders, and four limbs. If you examined the skeletons more closely, you would see how these two seemingly different creatures have a lot more in common. The front legs of a horse have the same number of major bones as human arms. They each have an upper arm bone and two lower arm bones. Horses and humans have thigh bones, knee caps, and two lower leg bones in each leg. Even the spine is similar and can be divided into sections such as the neck, upper back, and lower back.

Despite the similarities, there are other obvious differences in the skeletons of horses and humans. The human skull is much smaller than a horse's, and the face is flat. A horse's skull is elongated, which helps the horse smell and breathe better. Breathing efficiently is important for horses when they gallop. While horse legs and human arms and feet are similar, their digits are not. Humans have five fingers and toes on each hand and foot. A horse's fingers and toes have fused into one digit, its hooves. The spine of a horse is much longer than that of a human. Our spine ends at our hip bones, but a horse's spine continues. This is because horses and other animals have tails. Human tailbones fused together long ago. Understanding the similarities and differences between humans and other animals helps us better understand how Earth's creatures developed.

There are many similarities and differences between the poets and playwrights of ancient Greece and Rome. Both empires have a history of writing long poems that tell stories. These poems that tell stories tell about ancient heroes and myths. Homer is Greece's most famous writer. He wrote *The Iliad*, which is a historical long poem that tells the story of the Trojan War. His long poem *The Odyssey* tells the story of the hero Odysseus's return home after the Trojan War. Rome's most famous long poem writer is Virgil. His long poem *The Aeneid* also references the Trojan War and tells of the hero Aeneas's journey. Writers in Greece and Rome also both wrote myths and poems about their gods and goddesses.

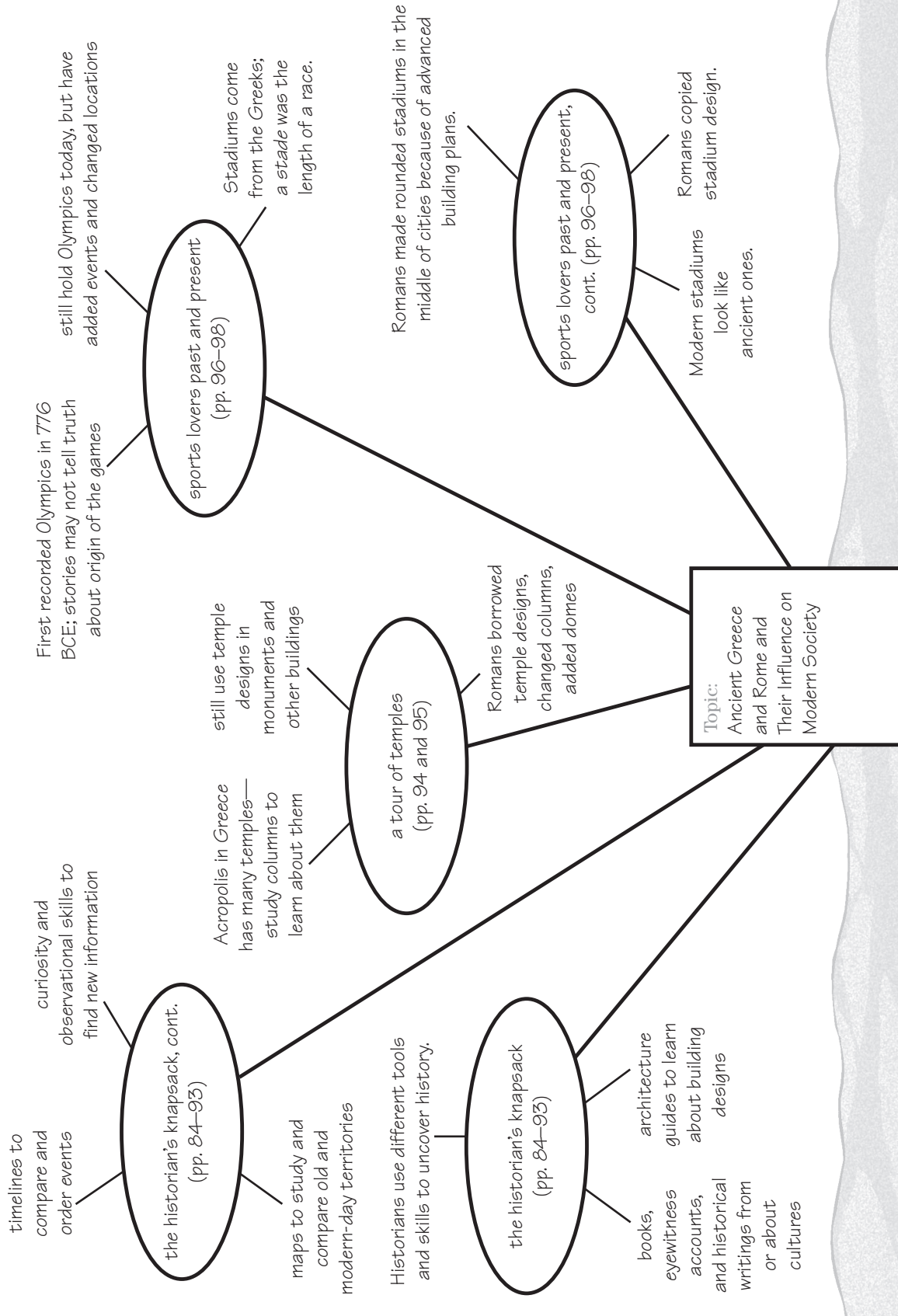




Become a Junior Historian!

**Title:** Studying Ancient Greece and Rome

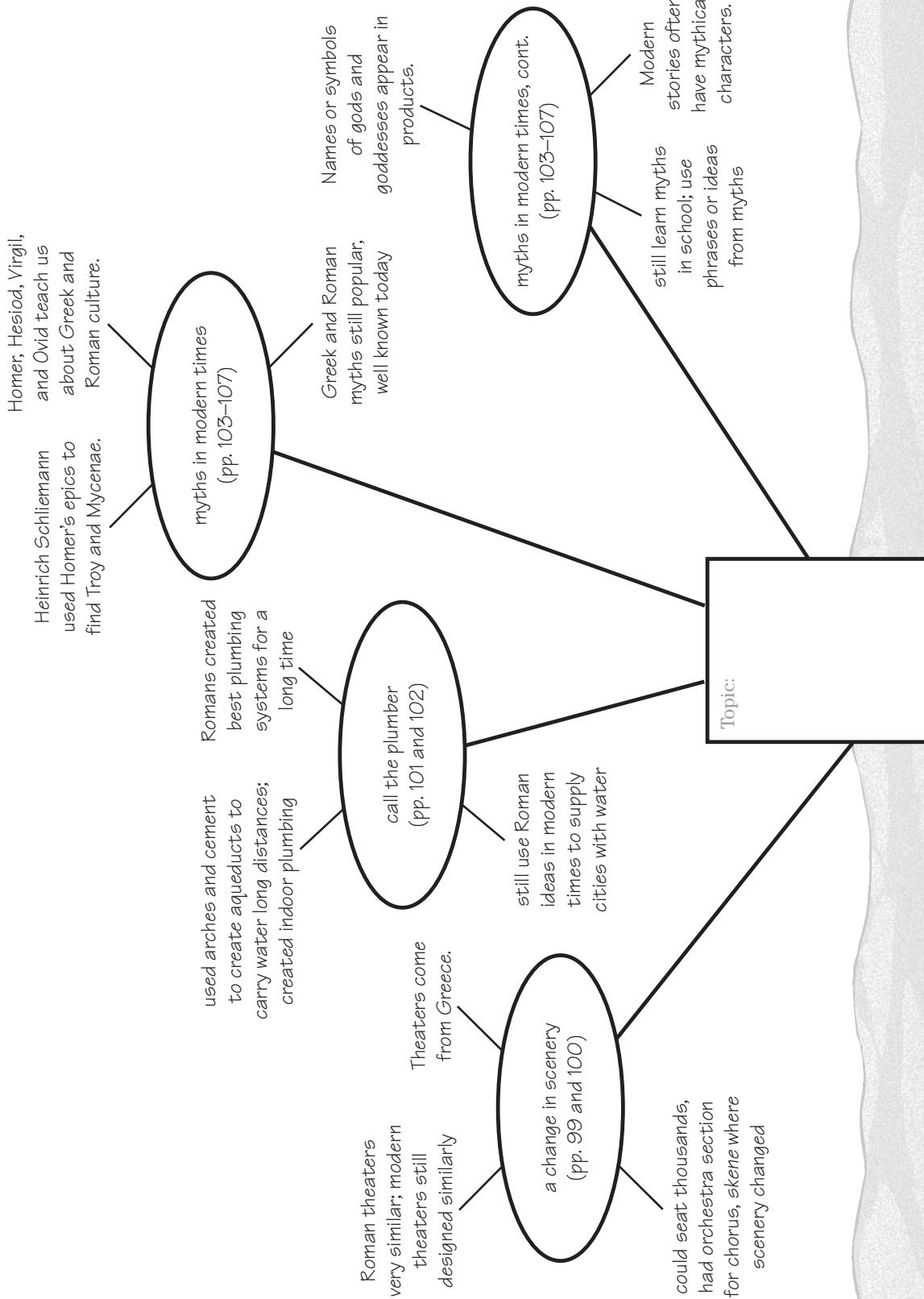
# Idea Tree



# Idea Tree



Become a Junior Historian!  
**Title:** Studying Ancient Greece and Rome, 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 5 / *Become a Junior Historian! Studying Ancient Greece and Rome*

#### **English Language Arts Standards: *Reading: Informational***

##### **Key Ideas and Details**

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **English Language Arts Standards: *Language***

##### **Vocabulary Acquisition and Use**

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

#### **English Language Arts Standards: *Writing***

##### **Text Types and Purposes**

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



**INFORMATIONAL** (6 DAY)

# Touring Hollywood History

Written by Kathleen Collins

*The Savvy Reader—Questioning, A Collection of Readings*, pages 109–127

Success for All Foundation, 2010

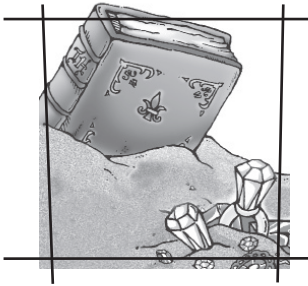
## Summary

Today’s movies are full of box-office stars and amazingly realistic special effects, but do you know how they all came to be? Take a tour of through Hollywood’s history to find out how moving pictures, movie stars, and special effects got their start.

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Questioning (QU)</b>	<b>Synonyms</b>	<b>Write a descriptive paragraph.</b>
<b>CYCLE 1</b>	Students will ask questions about the text as they read to check their understanding, including asking Right There and Think questions.	Students will use synonyms to improve their understanding of words.	Students will write descriptive paragraphs about their favorite movies using the knowledge they learned about the history of movie making.



**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 *Touring Hollywood History* by Kathleen Collins. 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 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: *Touring Hollywood History*. It sounds like the text will be about Hollywood and the movies. I know that Hollywood is the place where a lot of movies are made. I know that a lot of movie studios are in Hollywood. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. I see popcorn, movie posters, and objects associated with the movies on the cover. As I page through the text, I see pictures of movie stars, posters, movie theaters, cameras, and movie studios. I think the topic of the text is the history of the movie industry.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Team Huddle** to have students tell what their favorite movie is and what they like most about that movie. Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students discuss whether average people can make movies in their own homes. Have students think about what people need to make home movies. Use **Random Reporter** to select students to share.
  - Share a few interesting or important facts about movies or Hollywood. For example, the longest film released in theaters is called *Berlin Alexanderplatz* and is fifteen hours long. Most feature films are about 110 minutes, or just short of two hours long. One page of movie script equals between thirty seconds and one minute of film time.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the author's intent.



**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 *Touring Hollywood History*, I saw headings that seem to progress through technical advancements in film. First it talks about turning still photos into movies and then adding sound, color, and special effects to movies. I think the author wants me to learn how films have changed since they were first made.**



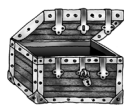
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

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

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

**Vocabulary TP**

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



Student Edition, page S-33  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>passionate</b> page 112	base word + ending: passion + ate	excited, enthusiastic	Val was <i>passionate</i> about caring for animals, so she knew she wanted to be a veterinarian.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>temporary</b> page 113	chunk: tem-po-rar-y	not permanent, lasting only a short while	My mom is okay with me wearing <i>temporary</i> tattoos because they wash off with water.
<b>synchronized</b> page 116	chunk: syn-chro-nized	matched, kept together in time	The <i>synchronized</i> swimmers performed their routine perfectly, and no one missed a beat.
<b>eliminating</b> page 117	base word + ending: eliminat(e) + ing	removing	Our school is <i>eliminating</i> junk food from the snack machines and putting healthy items in them instead.
<b>embedded</b> page 121	chunk: em-bed-ded	pressed into	I <i>embedded</i> some shiny colored tiles in cement to create a mosaic.
<b>broadcast</b> page 123	compound word: broad + cast	spread widely	When the small child went missing, the police <i>broadcast</i> the news on the radio and TV so people could look for him.
<b>transcended</b> page 124	base word + ending: transcend + ed	rose above, went beyond	The young girl's voice <i>transcended</i> the murmur of the crowd as she sang the national anthem.
<b>interact</b> page 125	prefix + base word: inter + act	communicate, contact	It is important for young puppies to <i>interact</i> with people so the puppies learn to behave and respect humans.

### 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 **Team Huddle** to have students identify different questions that are simple to answer. Then ask them a question or two that require more thought and explanation. Example questions are provided below. Use **Random Reporter** to select students to share.

**Simple:** Jane, do you have any brothers or sisters? Maxwell, how old are you? Ming, what did you eat for breakfast today? Kit, how will you get home today?

**Requires More Thought:** Fred, what is your favorite subject in school? Why? George, do you think it will rain today? Why do you think that? Veronica, do you think it's easier to learn to ride a bike or learn to swim? Why?

- Use **Team Huddle** to have students tell how the answers to the second set of questions differ from the answers to the first set of questions. If necessary, point out that the second set of questions take more thought and that the answers include more information. Use **Random Reporter** to select students to share.
- Explain that readers can ask different questions like this about what they read. Point out that some questions can be simple to answer. Explain that readers can point to the answers in one place on the page. Explain that readers can also ask questions that require more thought. Point out that readers need to answer these questions with reasons, with evidence from the text, or sometimes with both.
- Tell students that the kind of question that they can answer by pointing to one place on the page is called a Right There question. Explain that the other kind of question, which they can't answer by just pointing to one place, is called a Think question.
- Display the following paragraph, and read it aloud.

**Blackline master provided.**

### **Dr. Scientist**

Scientists study things. They look for information. They also invent things. Some discover new things. Doctors are scientists. They study their patients. They look for information about their patients. Doctors make discoveries about their patients.

Some invent medical tools. These tools help doctors learn about their patients' health. In 1861, Dr. Laennec invented the stethoscope. It is a tool that helps doctors hear heartbeats. Today, almost all doctors use stethoscopes. In 400 BCE, there lived a doctor named Hippocrates. He discovered that the bark of the willow tree made people better. It was a kind of medicine. Today, doctors give that medicine to their patients. Today, though, they call it aspirin.

- 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 do scientists do?** *Scientists study things and look for information.*

**Who was Dr. Laennec?** *Dr. Laennec invented the stethoscope in 1861. It helps doctors hear people's heartbeats.*

**What did Hippocrates discover?** *Hippocrates discovered that the bark of the willow tree made people better.*

**What other kinds of discoveries do you think doctors make?** *I think doctors discover new ways to treat people. They look for new medicines to cure sickness. They look for new ways to fix problems people have. They look for better ways to treat people and make them better.*

**How has aspirin changed over the years?** *Aspirin has changed a lot over the years. When Hippocrates discovered it, he gave people the bark of willow trees. Today we give it in the form of medicine. You can take a pill to get better instead of eating bark.*

**Why do you think this passage is titled “Dr. Scientist”?** *I think the passage is titled “Dr. Scientist” because a doctor is not just someone who takes care of you when you are sick or injured. Doctors also do research and study the effects of medicines. They do experiments to see how different treatments help people.*

- 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 doctors and scientists 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 I can add to an answer. I asked, “What do scientists do?” I said scientists study things and look for information. But when I reread, I saw some more details I could add to my answer. Doctors might also invent things, like Dr. Laennec. They also discover new things, like Hippocrates. I can add these details to my answer to make it more complete. When you reread, you should add any details you missed the first time to your answers.**

- 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 *Touring Hollywood History* this cycle, they will ask questions about what they read to check their understanding and their teams' understanding. Remind students that they should ask a variety of questions about the story.

### **Listening Comprehension**

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.

- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 111 and 112 (paragraph 2) aloud, and model identifying the main idea of the section. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.

A Collection of Readings,  
pages 111 and 112

### **Welcome aboard!**

Hello and welcome to Hollywood, where movie magic is made. I'll be your host today as we take a tour through the history of moviemaking.

I bet that when you think of movies, you think of big budget films full of exciting action and amazing special effects. Movies and movie stars today are full of glitz and glamour, and Hollywood is the symbol of it all. Would you be surprised to know that this wasn't always the case, and that Hollywood wasn't the original home of the movie industry? Movies have a much humbler start than the big budget productions we're used to seeing each summer. It didn't take long for movies and movie stars to catch on though. Moviemaking has come a long way in just over one hundred years!

Now, if you will take a seat, buckle up, and help yourself to some popcorn, let's begin our tour.

### **Making Pictures Move**

The first stop on our tour is the evolution from still photographs to moving images. Cameras are everywhere today, from tiny cameras on cellular phones and music players to digital cameras of all sizes. The first photograph was taken in 1826 by a French inventor named Joseph Nicéphore Niépce. It took eight hours for his camera to make an image. Imagine a modern camera taking that long to snap a picture! Would you be able to sit still for eight hours? Today cameras take pictures as quickly as you can push a button, and we can see images on a digital screen immediately after taking them.

It took more than fifty years to put photographs in motion. In 1878, Eadweard Muybridge took a series of photographs of a horse running around a racetrack. If you put the images together in a stack and flipped through it quickly, it looked as though the horse were galloping. Although this gave the illusion of a moving picture, it was still just separate photographs. At this time, cameras took pictures on dry glass plates that had to be switched in and out of the cameras, making it difficult to take photographs quickly. Movies, such as the ones you see in theaters today, are split-second photographs taken on one continuous strip of film. By 1885, an American inventor and photography enthusiast named George Eastman had begun working to create rolls of flexible film that could be cranked through a simple camera. Instead of swapping out heavy, fragile glass plates, a photographer just had to roll the film to the next frame to take a new picture. If you could crank the film fast enough, you could take nearly seamless pictures of people moving.

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 “Welcome aboard!” This is something a person might say to you as you get on a bus or a boat. I know the title says we are taking a tour of Hollywood history, so this must be an introduction to everything we’ll read about in the text. On the next page, there is a heading that says “Making Pictures Move.” This must be about turning regular photographs into movies. Let me think about the questions I can ask about the text. I can ask:

How long did it take the first camera to make an image? (R)

How was Eadweard Muybridge’s experiment different from a movie? (R)

Why do you think glass plates made picture taking difficult? (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 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 “How long did it take the first camera to make an image?” It took eight hours for the first camera to make an image. Another question is “How was Eadweard Muybridge’s experiment different from a movie?” His experiment was different from a movie because he took several different pictures and showed them one after another to make it look like the horse was galloping. A movie is made on a continuous strip of film. These are Right There questions. I can find the answers in one place in the text.

I also asked, “Why do you think glass plates made picture taking difficult?” This seems like a Think question. It’s a little more challenging. I see that glass plates had to be switched in and out of the cameras every time you took a picture. I think that would make it difficult to take pictures very quickly.

- Summarize the main ideas, and add these to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Touring Hollywood History*.

**Preview Team Talk**

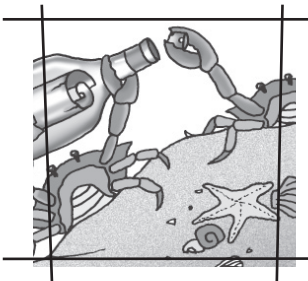
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. What was the problem with the kinetoscope? How did the Lumière brothers solve this problem? |PS|
2. Why did early film actors have to exaggerate their emotions and actions? |CE|
  - a. They weren't as good at acting as modern actors.
  - b. They weren't able to speak, so they used sign language.
  - c. That was the kind of acting that was popular in the early 1900s.
  - d. There was no sound to help audiences understand them.
3. How did people's opinions about noise in theaters change when talkies became popular? |CC|
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|

- Randomly assign team leaders.

**TEAMWORK**

Timing Goal: 45 minutes

**Partner Reading TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**  
**pages 112 (paragraph 3)–117 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

- 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 was the problem with the kinoscope? How did the Lumière brothers solve this problem? |PS|

**100 points** = *The problem with the kinoscope was that only one person could watch a movie at a time. The Lumière brothers solved this problem by creating a cinematographe. They built a projector that showed the movie on a screen so a roomful of people could watch the movie.* **90 points** = *The problem with the kinoscope was that only one person could watch a movie at a time. The Lumière brothers solved this problem by creating a cinematographe that projected movies on a screen.* **80 points** = *Only one person could watch movies on a kinoscope at a time. They created a movie projector to show films on a screen.*

2. Why did early film actors have to exaggerate their emotions and actions? |CE|

- a. They weren't as good at acting as modern actors.
- b. They weren't able to speak, so they used sign language.
- c. That was the kind of acting that was popular in the early 1900s.
- d. *There was no sound to help audiences understand them.*

3. How did people's opinions about noise in theaters change when talkies became popular? |CC|

**100 points** = *People's opinions about noise in theaters changed when talkies became popular because people expected other moviegoers to be quiet during the movie. They wanted to hear the movie. Before, people often talked, cheered, or booed during silent pictures.* **90 points** = *People's opinions about noise in theaters changed when talkies became popular because people expected other moviegoers to be quiet. People often talked, cheered, or booed during silent pictures.* **80 points** = *People expected the audience to be quiet. Before, the audience made noise during movies.*



**Team Talk** *continued*

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.



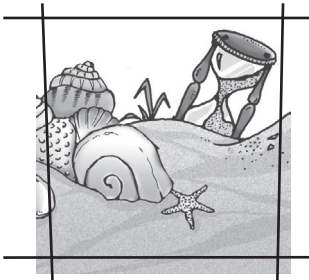
<b>Strategy-Use Discussion</b>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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<b>Think-and-Connect Discussion</b>	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
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<b>Think-and-Connect Discussion</b>	<b>Team Talk Extenders</b>	<p>Have you ever seen a silent film? Do you think it would be more or less difficult to watch a film without any dialogue? Why or why not?</p> <p>A lot of the early movies were similar to home movies. Has your family or have you and your friends ever made a home movie? What did you record about your lives?</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

Write-On Discussion

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



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

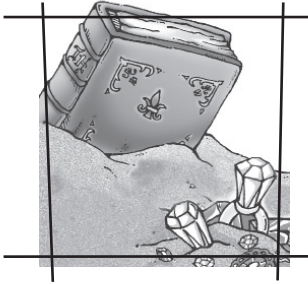
### Page 114 (paragraphs 1 and 2)

- 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**

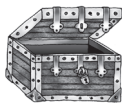
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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.

What was the problem with kinetoscopes?

### 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 important events in movie history. We read how still pictures turned into moving pictures, and how movie theaters came to be. We read about silent films. We also read about the birth of talkies and sound in pictures.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 118 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,  
page 118

### A Splash of Color

Our next stop is the vibrant world of color pictures. If we sat in a movie theater today and watched every movie made before 1930, we would only see a handful of movies that contained splashes of color. Most movies were filmed in black and white because it was practical. Color photography existed, but the process was time consuming and expensive. You could also hand paint color onto film, but that took a long time since some rolls of film could be 5,000 feet long. It took skilled artists a long time to paint each frame of a movie film.

In 1915, a company called the Technicolor Motion Picture Company came up with a slightly easier way to make color movies. Special cameras used red and green filters to create two separate film strips—one colored red and the other green. The two strips of film were then cemented together to form a single roll of colored movie film. Sometimes the colors looked a little unnatural. A bright blue sky often looked a little green or turquoise, and skin had a reddish glow. The process was also expensive, so a lot of directors only colored important scenes in their films and filmed the rest of the movie in black and white.

Color pictures really broke out in 1932 when the Technicolor Motion Picture Company introduced a new color process. It used red, green, and blue filters to create more realistic colors. A short cartoon made by Walt Disney, called *The Flowers and the Trees*, was the first film shown that used this new process. The bright, vibrant colors in the cartoon amazed audiences!

*(continued on next page)*

*Black and white or color?*

*This has been a long debate in Hollywood. Which format do you think directors should use? Most movie studios think color is best. They have even colorized some black-and-white films.*

**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 adding color to movies. I see an illustration that shows me how colors were created for films. Let me think about the questions I can ask about the text. I can ask:**

**Why weren't many movies shown in color before 1930? (R)**

**Why do you think a director might have chosen to continue using black and white film when the Technicolor Motion Picture Company created its first way to shoot color movies? (T)**

**Do you think directors should be able to choose if their films are in black and white, or should movie studios get to choose? Why? (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 "Why weren't many movies shown in color before 1930?" Not many movies were shown in color before 1930 because filming movies in black and white was more practical. Color film was expensive. This is a Right There question. I can find the answer in one place in the text.**

**I also asked, "Why do you think a director might have chosen to continue using black-and-white film when the Technicolor Motion Picture Company created its first way to shoot color movies?" I think a director might have chosen to continue using black and white because it was easier. The first way the Technicolor Motion Picture Company created to shoot color was expensive and wasn't very good. Some colors didn't look quite right. I don't think directors wanted bad colors in their films, so they kept using black and white. Another Think question is "Do you think directors should be able to choose if their films are in black and white, or should movie studios get to choose? Why?" This is a tough question. I think directors should be able to choose how they want their movies to look. Directors make the movies, and they want their movies to look a certain way. A director is like an artist. I don't think a movie studio should be able to tell directors how their movies should look.**

- Summarize the main ideas, and add these to your idea tree.

- Remind students that they will ask questions about the text to check their understanding as they read *Touring Hollywood History*.

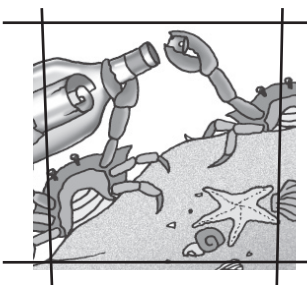
### Preview Team Talk

- 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. What happened **after** color televisions became available to the public? |SQ|
  - a. Movie costumes became more colorful.
  - b. No one watched black-and-white films anymore.
  - c. Directors began filming more movies in color.
  - d. People stopped going to the movies.
2. How was the first Academy Awards ceremony different from modern ones? |CC|
3. What is the main idea of the section titled "Movie Magic"? What details support this main idea? |MI|
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 119–126 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion** **TP**

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

**Team Talk**

1. What happened **after** color televisions became available to the public? |SQ|
  - a. Movie costumes became more colorful.
  - b. No one watched black-and-white films anymore.
  - c. *Directors began filming more movies in color.*
  - d. People stopped going to the movies.
  
2. How was the first Academy Awards ceremony different from modern ones? |CC|
 

**100 points** = *The first Academy Awards ceremony was different from modern ones because it was smaller. There were only 270 people there. It was a dinner party. Everyone already knew who was going to win an award that night. The modern ceremonies have a lot more people, it is held at a large theater, and the winners’ names are kept secret.*

**90 points** = *The first Academy Awards ceremony was different from modern ones because it was smaller. There were only 270 people at a dinner party, and they knew who won an award. The modern ceremonies have been held at a theater with more people, and the winners are secret.*

**80 points** = *The first ceremony was smaller, and the winners’ names weren’t secret. Modern ceremonies are huge, and the winners are secret.*
  
3. What is the main idea of the section titled “Movie Magic”? What details support this main idea? |MI|
 

**100 points** = *The main idea of the section titled “Movie Magic” is special effects in movies. One detail that supports this main idea is that directors use a lot of tricks to make you think you are seeing something that is real in a movie. Directors might use stop-motion animation, animatronics, blue or green screens, or computers to create illusions that trick the audience.*

**90 points** = *The main idea of the section titled “Movie Magic” is special effects in movies. One detail that supports this main idea is that directors use a lot of tricks to make you think you are seeing something that is real in a movie.*

**80 points** = *It is about special effects in movies. Directors use tricks to make you think you are seeing something real in a movie.*



Team Talk *continued*

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

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

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

**Class Discussion** **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Actors win awards every year. What do you think an actor needs to do to win an award?

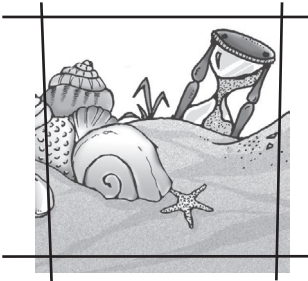
Have you ever been fooled by special effects in a movie? Tell about a movie you saw with special effects that really impressed you.

- 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**

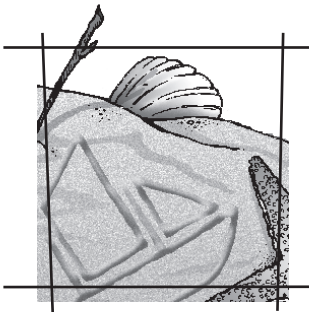
Timing Goal: 5 minutes

- 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-33

**Page 121**

- 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**

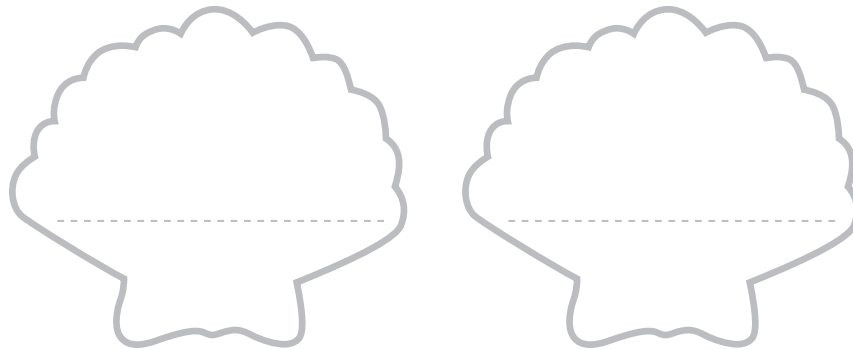
Timing Goal: 10 minutes

**Preparation:** Display the following words: *soar*, *mute*.



- Direct students' attention to the words you have displayed. Use **Think-Pair-Share** to have students identify a word that shares the same meaning, or almost the same meaning, as each word. Randomly select a few students to share. (*Accept reasonable answers.*) *Soar: fly; mute: quiet.*
- Display the Word Treasure clue that Captain Read More uses for synonyms (two shells that look the same). Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.

Blackline master provided.



- Reveal the Word Treasure (skill).

<h2>Word Treasure</h2>	<p>Synonyms are words that mean the same or almost the same. If you're having trouble understanding a word meaning, look for a synonym with a similar meaning and then make connections between the words.</p>
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- Write the word "bonnet" on the board. Use **Team Huddle** to have students give a synonym for *bonnet*; use **Random Reporter** to select students to share responses. *Bonnet: hat, cap.*



- If desired, write the word *bonnet* on one shell and *hat* on the other shell.
- Point out that knowing synonyms helps you improve your understanding of words.
- Tell students that words on their vocabulary list have synonyms. Remind students to look for these words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-34

**Skill Practice**

Write a synonym for each of the following words.

1. loyal *faithful*
2. deliver *bring*
3. swift *fast*
4. erupt *explode*

**Building Meaning**

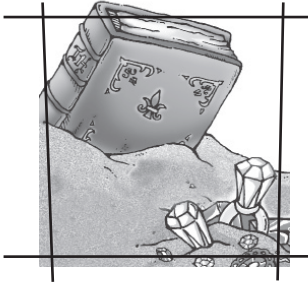
passionate	temporary	synchronized	eliminating
embedded	broadcast	transcended	interact

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. Which of the following is something you would describe as temporary?
  - a. a mountain
  - b. the oceans
  - c. *the weather*
  - d. a planet

- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

### Team Cooperation Goal

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

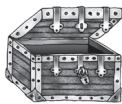
### Set the Stage

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



### Vocabulary **TP**

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



### Strategic Review

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

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

How have the Academy Awards changed?

### 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 movie history. We learned about filming movies in color. We learned about movie stars and the awards and honors they receive. We read about the different kinds of special effects you can see in movies.**

- 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 111 and 112 (paragraph 2) aloud. Remind students that when you read the passage before, you asked a Right There question and some Think questions. Use a **Think Aloud** to model finding additional information to answer the questions completely.



A Collection of Readings,  
pages 111 and 112

#### **Welcome aboard!**

Hello and welcome to Hollywood, where movie magic is made. I'll be your host today as we take a tour through the history of moviemaking.

I bet that when you think of movies, you think of big budget films full of exciting action and amazing special effects. Movies and movie stars today are full of glitz and glamour, and Hollywood is the symbol of it all. Would you be surprised to know that this wasn't always the case, and that Hollywood wasn't the original home of the movie industry? Movies have a much humbler start than the big budget productions we're used to seeing each summer. It didn't take long for movies and movie stars to catch on though. Moviemaking has come a long way in just over one hundred years!

Now, if you will take a seat, buckle up, and help yourself to some popcorn, let's begin our tour.

*(continued on next page)*

**Making Pictures Move**

The first stop on our tour is the evolution from still photographs to moving images. Cameras are everywhere today, from tiny cameras on cellular phones and music players to digital cameras of all sizes. The first photograph was taken in 1826 by a French inventor named Joseph Nicéphore Niépce. It took eight hours for his camera to make an image. Imagine a modern camera taking that long to snap a picture! Would you be able to sit still for eight hours? Today cameras take pictures as quickly as you can push a button, and we can see images on a digital screen immediately after taking them.

It took more than fifty years to put photographs in motion. In 1878, Eadweard Muybridge took a series of photographs of a horse running around a racetrack. If you put the images together in a stack and flipped through it quickly, it looked as though the horse were galloping. Although this gave the illusion of a moving picture, it was still just separate photographs. At this time, cameras took pictures on dry glass plates that had to be switched in and out of the cameras, making it difficult to take photographs quickly. Movies, such as the ones you see in theaters today, are split-second photographs taken on one continuous strip of film. By 1885, an American inventor and photography enthusiast named George Eastman had begun working to create rolls of flexible film that could be cranked through a simple camera. Instead of swapping out heavy, fragile glass plates, a photographer just had to roll the film to the next frame to take a new picture. If you could crank the film fast enough, you could take nearly seamless pictures of people moving.

**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 glass plates made picture taking difficult?" I said that glass plates had to be switched in and out of the cameras every time you took a picture, and that would make it difficult to take pictures very quickly. I read some more details that made me think about the problems with glass. The text says that glass plates were heavy and fragile. I know that glass breaks very easily. I bet photographers broke a lot of glass plates, especially if they were trying to take a lot of pictures very quickly. This is a lot more difficult than taking pictures today. People don't even need film to take pictures anymore. Rereading helped me find more details to answer my question.**

- Summarize the supporting details for the main ideas, and add these to your idea tree
- Remind students that they will ask questions about the text to check their understanding as they read *Touring Hollywood History*.

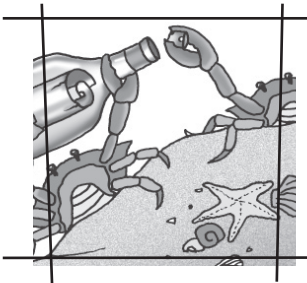
### Preview Team Talk

- 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-35

### Team Talk

1. Why does the author include the text feature at the top of page 113? |TF • AP|
  - a. to teach the reader how to make moving pictures
  - b. to entertain the reader with an animated movie
  - c. to persuade the reader to become an animator
  - d. to have the reader compare animations with movies
2. Why did movie makers move to California? |CE|
3. Why do you think actors had trouble acting with microphones at first? |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 112 (paragraph 3)–117 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 does the author include the text feature at the top of page 113? |TF • AP|
  - a. *to teach the reader how to make moving pictures*
  - b. *to entertain the reader with an animated movie*
  - c. *to persuade the reader to become an animator*
  - d. *to have the reader compare animations with movies*

2. Why did movie makers move to California? |CE|

**100 points** = *Movie makers moved to California because there was more space out west. The weather was better in California, and there was more natural sunlight to use when electric lights weren't enough. California also had a lot of different geographical features to film different movie settings. Directors had access to forests, mountains, deserts, and beaches in California.* **90 points** = *Movie makers moved to California because there was more space. The weather was better in California, and there was more natural sunlight. California also had a lot of different geographical features to film different movie settings.* **80 points** = *Movie makers moved to California because there was more space, better weather, and many geographical features.*

3. Why do you think actors had trouble acting with microphones at first? |DC|

**100 points** = *I think actors had trouble acting with microphones at first because they weren't sure how the microphones worked. I don't think stage actors used microphones. They might have spoken loudly so everyone in the audience could hear them. They weren't used to talking quietly while performing.* **90 points** = *I think actors had trouble acting with microphones at first because they weren't sure how the microphones worked. I don't think stage actors used microphones.* **80 points** = *Actors weren't used to using microphones and were used to speaking loud enough so everyone could hear.*

Team Talk *continued*

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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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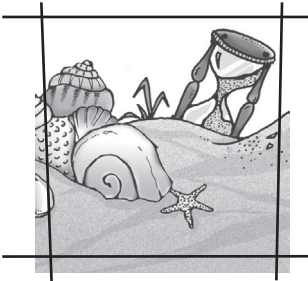
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
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Think-and-Connect Discussion	Team Talk Extenders	<p>Do you think your hometown would make a good setting for a movie? What kinds of movie do you think could be filmed near your home? Describe the setting.</p> <p>Dialogue and the actors’ voices weren’t the only sounds added to movies when talkies came out. What other kinds of sounds do you hear in movies that help tell the story?</p> <p>Revisit the question you wrote on day 1. Can you add any more details to your answer to make it more complete now that you have reread the selection?</p>
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- Award team celebration points.

## Write-On Discussion

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



## FLUENCY IN FIVE **TP**

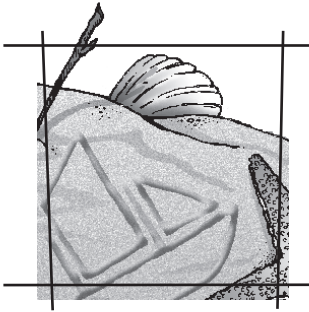
Timing Goal: 5 minutes

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

Student Edition, page S-33

### Page 121 or 117

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



## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue that Captain Read More uses for synonyms (two shells that are alike).
- Have students look at the vocabulary list. Refer to the words *passionate* and *eliminate*. Use **Think-Pair-Share** to have students suggest synonyms for these words. Randomly select a few students to share. Passionate: *excited, deep, caring*; eliminate: *remove, end, kill*.
- Remind students that many words have multiple synonyms to give shades of meaning.
- Have students review the example sentences for these words on the vocabulary chart.
- 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-35

### Skill Practice

Write a synonym for each of the following words.

1. tackle *hit*
2. frequent *often*
3. bundle *package*
4. plead *beg*

Building Meaning			
passionate	temporary	synchronized	eliminating
embedded	broadcast	transcended	interact

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

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

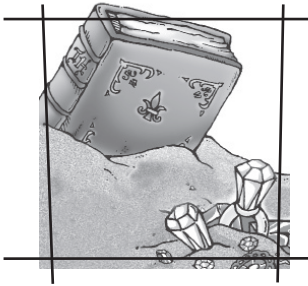
6. Which of the following is something you would not describe as temporary?

- the snow
- a tattoo
- the day
- a rainbow



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

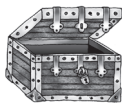
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

What makes California a good place to film movies?

### 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 movie history. The first still photograph was taken in 1826. Eadweard Muybridge used several still photographs to show how a horse looks when it runs. When the pictures were shown in a sequence, it looked like it was running. Real movies weren't made until George Eastman created rolls or strips of film to replace glass plates. Thomas Edison helped create moving pictures by inventing the kinetoscope. The Lumière brothers created a cinematographe to show pictures to a larger audience. People liked going to theaters to see movies. The first movies were silent, but movie theaters had musicians play music during movies to add to the mood. California became the center of the movie industry because of its good weather and geographical features. In 1929, *The Jazz Singer* was released as the first talkie. Movie studios scrambled to add sound to their movies and had to solve problems with recording sound and their actors.**

- 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 118 aloud. Remind students that when you read the passage before, you asked a Right There question and some Think questions. Use a **Think Aloud** to model finding additional information to answer questions completely.



A Collection of Readings,  
page 118

#### **A Splash of Color**

Our next stop is the vibrant world of color pictures. If we sat in a movie theater today and watched every movie made before 1930, we would only see a handful of movies that contained splashes of color. Most movies were filmed in black and white because it was practical. Color photography existed, but the process was time consuming and expensive. You could also hand paint color onto film, but that took a long time since some rolls of film could be 5,000 feet long. It took skilled artists a long time to paint each frame of a movie film.

*(continued on next page)*

In 1915, a company called the Technicolor Motion Picture Company came up with a slightly easier way to make color movies. Special cameras used red and green filters to create two separate film strips—one colored red and the other green. The two strips of film were then cemented together to form a single roll of colored movie film. Sometimes the colors looked a little unnatural. A bright blue sky often looked a little green or turquoise, and skin had a reddish glow. The process was also expensive, so a lot of directors only colored important scenes in their films and filmed the rest of the movie in black and white.

Color pictures really broke out in 1932 when the Technicolor Motion Picture Company introduced a new color process. It used red, green, and blue filters to create more realistic colors. A short cartoon made by Walt Disney, called *The Flowers and the Trees*, was the first film shown that used this new process. The bright, vibrant colors in the cartoon amazed audiences!

*Black and white or color?*

*This has been a long debate in Hollywood. Which format do you think directors should use? Most movie studios think color is best. They have even colorized some black-and-white films.*

**Remember that when I read this section before, I asked a Right There question and some 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 "Why weren't many movies shown in color before 1930?" I said not many movies were shown in color before 1930 because filming movies in black and white was more practical and less expensive, but after rereading, I see that I missed some details. Making a color film was time consuming. One way people did it was by hand-painting the movie film. It took a long time, and it took skilled artists to do it. I also read that the color film that did exist was expensive to use. These all show how filming in black and white was easier for directors. Rereading the text helped me answer my question more completely.**

- Summarize the supporting details for the main ideas, and add these to your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Touring Hollywood History*.

### 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.

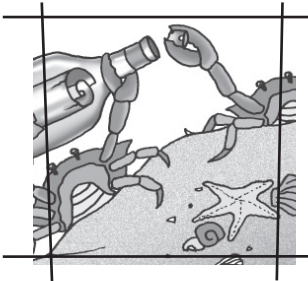


- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-35

### Team Talk

1. Do actors have more or less freedom today than they did in the past? How can you tell? |DC|
2. At the end of the text, the author wants to— |AP|
  - a. convince the reader to become a movie director.
  - b. compare silent films with modern talkies.
  - c. entertain the reader with her favorite movies.
  - d. persuade the reader to watch a variety of movies.
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 *Touring Hollywood History*. |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 119–126 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. Do actors have more or less freedom today than they did in the past? How can you tell? |DC|

**100 points** = *Actors have more freedom today than they did in the past. I can tell because actors no longer have to sign long contracts with movie studios. Movie studios do not control their lives as much anymore. Actors can choose how many movies they want to appear in. They can make their own movies. They can start their own production companies.*

**90 points** = *Actors have more freedom today than they did in the past. I can tell because actors no longer have to sign long contracts with movie studios. Actors can choose how many movies they want to appear in.*

**80 points** = *They have more freedom today. They don't sign long contracts and choose when they work.*

2. At the end of the text, the author wants to— |AP|

- convince the reader to become a movie director.
- compare silent films with modern talkies.
- entertain the reader with her favorite movies.
- persuade the reader to watch a variety of movies.*

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 *Touring Hollywood History*. |SU|

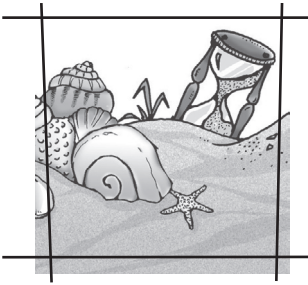
**100 points** = *Movies have a long history. Inventors, such as Thomas Edison, had to first turn still pictures into moving pictures. Once people saw moving pictures, they wanted to see more. People created movie theaters to show short films. Soon directors began telling stories in movies. Directors looked for new ways to make movies better by adding sound, color, and special effects. Movie stars became popular and are honored with awards and special sidewalk blocks in Hollywood. 90 points* = *Movies have a long history. Inventors had to first turn still pictures into moving pictures. Once people saw moving pictures, they wanted more. People created movie theaters. Movies began telling stories. Directors looked for new ways to make movies better by adding sound and color. Movie stars became popular and are honored with awards. 80 points* = *Movies have a long history. Inventors had to first turn still pictures into moving pictures. People created movie theaters. Directors looked for new ways to make movies better. Movie stars became popular.*

- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>Do you have a favorite actor? Why is he or she your favorite?</p> <p>Many movies use a lot of special effects. Do you think it’s important for a movie to have a lot of special effects? Do they make movies better? 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"> <li>– Award team celebration points.</li> <li>– Allow students time to discuss their summaries.</li> <li>– Use <b>Random Reporter</b> to select students to share their summaries.</li> </ul>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	



## FLUENCY IN FIVE **TP**

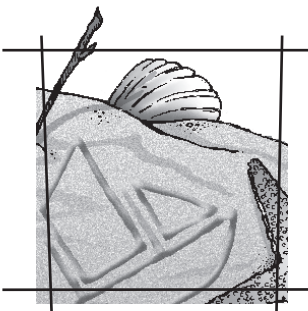
Timing Goal: 5 minutes

- 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-33

### Page 121, 117, or 122 (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



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections between words. Synonyms help us choose different words when we speak and write.*

**Preparation: Display the Word Power Challenge.**

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify synonyms for the underlined words. Point out that the underlined words are simple and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

### Word Power Challenge

- Dalia was so happy, she decided to skip down the street.
- "Go see who is knocking on the door," Otis's mom said.

- Use **Random Reporter** to have students read the sentences and give synonyms for the underlined words. Skip: *bounce, bound, caper*; knocking: *hammering, pounding, rapping*.
- 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-36**

### Skill Practice

Write a synonym for each of the following words.

- meadow *field*
- scrap *trash*
- bench *chair*
- cure *heal*

### Building Meaning

passionate	temporary	synchronized	eliminating
embedded	broadcast	transcended	interact

- 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.  
 Summer camps are often places where children can *interact* with kids from other places and backgrounds.



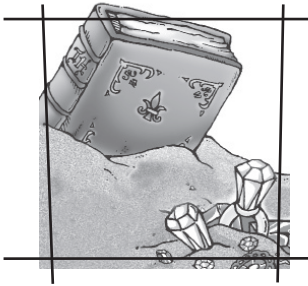
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

#### Team Celebration Points

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

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

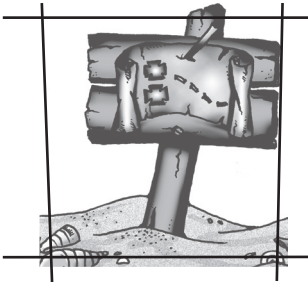
**Today you will read about the early history of photography. Inventors had to create the photograph before movies could be filmed.**

**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**

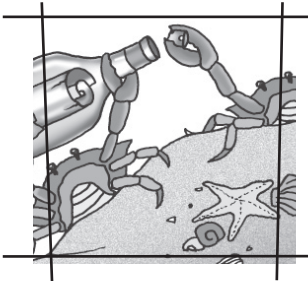
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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

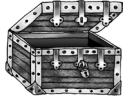
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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.



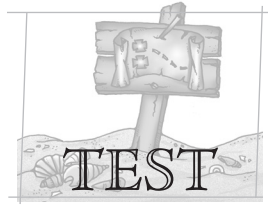


**Class Discussion TP**

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Test Passage

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

### The Early History of Photography

The idea of photography has existed for a long time. An early scientist named Alhazan was one of the first to describe the *camera obscura*, or dark room. He told how light shined through a pinhole into a dark room made an image on the wall opposite the hole. The image was of the scenery outside the room.

Leonardo da Vinci described how the camera obscura could be used by artists. Artists could trace the image shown on the wall. This created a base image for their paintings. From this, they could paint a detailed copy of the scene.

At first, a camera obscura would have been a room. Inventors created smaller ones that could be carried from place to place. They were wooden boxes with a lens on one side. French inventor Nicéphore Niépce experimented with one. He slid special paper in the box. The paper reacted to light shining through the lens. Niépce had created the first photograph. Students still make pinhole cameras to learn about photography.

Sources: [www.rleggat.com/photohistory/history/cameraob.htm](http://www.rleggat.com/photohistory/history/cameraob.htm)  
[brightbytes.com/cosite/what.html](http://brightbytes.com/cosite/what.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 the early history of photography. I know this is the topic because the heading tells me it is about the history of photography. I read about the camera obscura and how it was used to make the first photograph.* **15 points** = *The topic of this text is the early history of photography. I know this is the topic because the heading tells me it is about the history of photography. I read about the camera obscura.* **10 points** = *It is about the early history of photography. The heading tells me.*

**30 points**

2. What is the author's intent? |AP|
- to have the reader compare modern cameras with a camera obscura
  - to tell the reader how the camera obscura became the modern camera
  - to persuade the reader to take photography classes in school
  - to inform the reader about how to make his or her own pinhole camera

How do you know?

**20 points** = *I know this is the author's intent because I read about how the camera obscura made images on walls. I learned that people made smaller ones that they could carry with them. I read how Niépce used the camera obscura to make a photograph. I think a modern camera must work very similarly to the old camera obscura. I think the word camera comes from camera obscura.* **15 points** = *I know this is the author's intent because I read about how the camera obscura made images on walls and how Niépce used the camera obscura to make a photograph.* **10 points** = *I read about how Niépce used the camera obscura to make a photograph.*

**20 points**

3. Write a question about the passage. Then answer the question, and tell whether it is a Right There question 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**

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

**20 points** = *The camera obscura was the first type of camera. People discovered that light shined into a tiny hole into a dark room showed an image on a wall. Artists often traced these images to make paintings. Nicéphore Niépce created the first permanent image using this process. He used a small camera obscura and special paper to make a photograph. Students use the same technique to learn about photography.* **15 points** = *The camera obscura was the first type of camera. Artists often traced images made by camera obscura on walls to make paintings. Nicéphore Niépce created the first photograph by putting special paper in a camera obscura. Students learn about photography with similar pinhole cameras.* **10 points** = *The camera obscura was the first type of camera. Nicéphore Niépce created the first photograph by putting special paper in a camera obscura. Students learn about photography with similar pinhole cameras.*

## Word Power

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

### Skill Questions

Write a synonym for each of the following words.

5 points            1. contest *game*

5 points            2. theme *lesson*

5 points            3. truthful *honest*

5 points            4. shoplift *steal*

### Building Meaning

passionate	temporary	synchronized	eliminating
embedded	broadcast	transcended	interact

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

**10 points =** *The judges wandered around the science fair, slowly and carefully eliminating projects from the contest until only three remained.*

**5 points =** *The judges wandered around the science fair, slowly and carefully eliminating projects from the contest.* **1 point =** *The judges wandered around the science fair eliminating projects.*

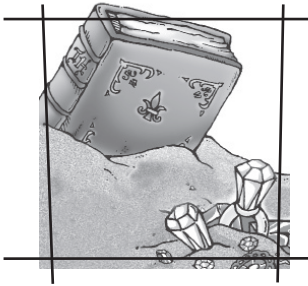
10 points            6. Jamal knew the pain from the shot would be temporary, but he still screamed when the doctor gave it to him.

10 points            7. The name of the winner of the election would be broadcast to the school during the morning announcements the next day. *Broadcast* means—

- kept secret.
- silenced.
- congratulated.
- spread widely.*

10 points            8. Athletes who interact politely with the referees, even when a call is against them, display good sportsmanship on the field.

- 10 points**      9. Wilma Rudolph is a famous athlete who transcended her childhood illness to become a gold medal winner. *Transcended* means—
- forgot.
  - rose above*.
  - fell below.
  - lost.
- 10 points**      10. Our synchronized watches ensured that we would meet up at the exact same time after school.
- 10 points**      11. From the moment he first learned how to scramble eggs, Emelio was passionate about cooking. *Passionate* means—
- excited*.
  - afraid.
  - hesitant.
  - bored.
- 10 points**      12. Carlos embedded several rocks in the wet sidewalk cement to make a smiley face.

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

---

**Set the Stage**

- Introduce the writing goal.

**Today you will write a descriptive paragraph that discusses one of your favorite movies using the knowledge you have learned about the history of movie making. You should think about how being a silent film or talkie affects it, how the kind of film that was used changes the movie, or the kinds of special effects in the film.**

**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 descriptive paragraph.

**Writing descriptively helps readers learn more about a particular topic. Good details give readers more information and make a topic easier to understand. They can also help the reader make mind movies about topics that might be unfamiliar to them. Today you will have to think of very specific details about your favorite movies to help others see how some of the behind-the-scenes work on the movie made it memorable for you.**

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

Blackline master provided.

I own a very special copy of *Alice's Adventures in Wonderland and Through the Looking-Glass*. It was my great-great-grandfather's book when he was a young boy. It was given to him as a present by the author, Lewis Carroll, when he was sick in bed. Mr. Carroll gave him the book to help him feel better and cheer up while he got better. He wrote a note to my great-great-grandfather in the front of the book and signed it. Now the book is more than 100 years old and is very valuable to my family. It is a little battered through use. My great-great-grandpa read it many times and then passed it to his son, who also read it many times. My mom received it next and read it a lot as a child, and she has read it to me. The pages are yellow and delicate, and some are a little torn. There are spots on the pages where a lot of messy fingers have held the book. The cover is faded and loose from the binding as well. But Mr. Carroll's note to my great-great-grandpa is still bright, and the words on the page are still clear and are just as exciting to me as they were to my great-great-grandpa more than 100 years ago.



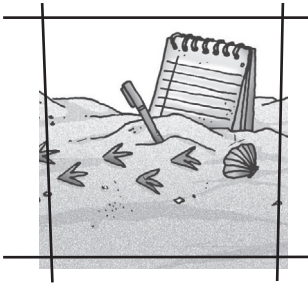
- Use **Think-Pair-Share** to have students tell what the author of this paragraph is describing. Randomly select a few students to share. *The author is describing a copy of Alice's Adventures in Wonderland and Through the Looking-Glass. It is an old book that belonged to her great-great-grandfather.*



- Use **Team Huddle** and **Random Reporter** to have students identify descriptive details that help them make a mind movie about the book and understand why it is important to the author.

**The author of the paragraph describes the book for us. What special thing is located in the front of the book?** *A note to the author's great-great-grandfather from Lewis Carroll is in the front of the book.* **Good. We can imagine what that might look like, and we know things that are signed are special. How does the author describe the condition of the book?** *It is battered because many people have read it over the years. The pages are yellow and delicate. Some of them are ripped. They have spots and fingerprints on them from dirty hands. The binding is faded and falling apart.* **Good. Can you make a mind movie about the book from these details? How else does the author describe the condition of the ink and words in the book?** *The note from Lewis Carroll is still bright and looks new. The print is still bright and clear.* **Great. The author has given us a lot of details that describe the book. I think these details also show us how special the book is and why the family has kept the book for so long.**

- Tell students that they will discuss certain details about their favorite movies as they write descriptive paragraphs today.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will write a descriptive paragraph about one of your favorite movies.**



- 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-36

## Writing Prompt

Think of your favorite movie. Now think about what you have learned about the history of movie making. You learned a lot, from how moving pictures were invented to adding special effects to the stories. Write a paragraph that describes at least three details about your favorite film from the following list of questions:

1. Is the movie a silent movie or a talkie? Is the dialogue funny or serious? How does the sound in the movie affect you?
2. Was your movie filmed in black and white or in color? How would it be different if it were filmed the other way?
3. What is the movie's setting? How was the setting made?
4. Does your movie have any special effects? What kind of effects are they? Are they believable?
5. Who acted in the film? Are any of the actors famous or popular? Have they won any awards?

Your paragraph should begin with an opening sentence that introduces your favorite film. Then you will answer three of the listed questions, providing good details about your movie. Your paragraph should end with a closing sentence that restates the main idea of the paragraph.

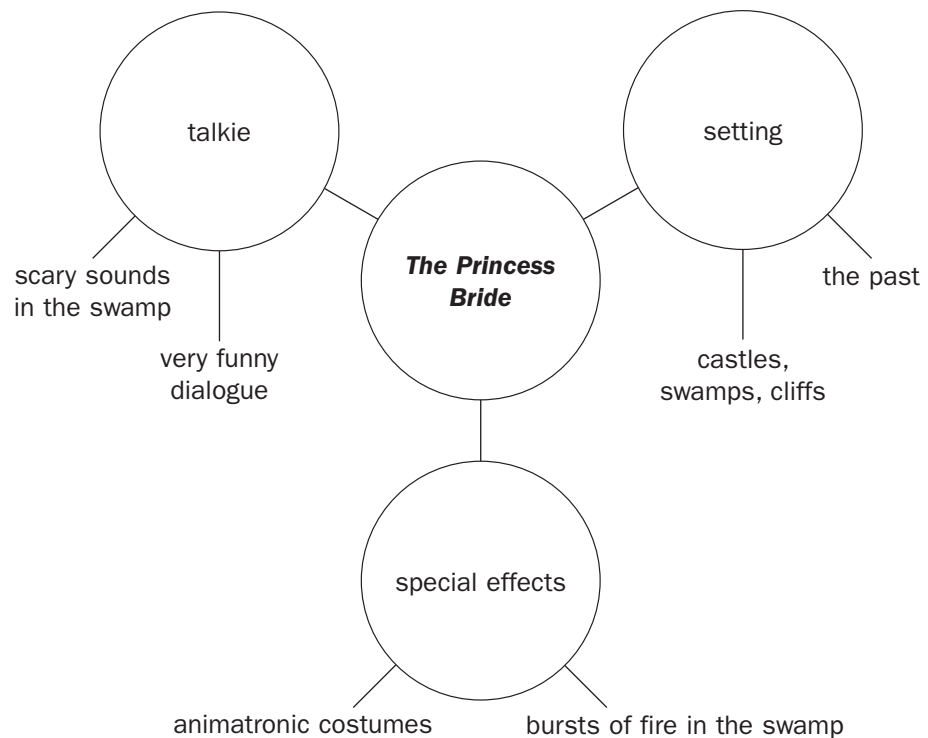


Scoring Guide	
You wrote a descriptive paragraph that describes some of the details of your favorite movie.	<b>20 points</b>
Your paragraph begins with an opening sentence that introduces your favorite film.	<b>10 points</b>
The body of your paragraph provides detailed answers to three of the listed questions.	<b>20 points each (60 points maximum)</b>
Your paragraph ends with a closing sentence that restates the main idea.	<b>10 points</b>

- 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 descriptive paragraphs.**

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

**Sample Graphic Organizer****Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

**Sharing, Responding, and Revising**

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

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

### **Editing**

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Remind students of how to format movie titles.

**Since you are discussing your favorite films, your paragraphs should all mention the titles of movies. A movie title needs to be formatted correctly, just like a book or a poem title. The initial letter in each word of a movie title should be capitalized, unless it is a short word such as *the* or *and*. However, the first word in a movie title should always be capitalized, even if it is the word *the*. When typing the name of a movie in a computer, the name should appear italicized. When writing it on paper, it should be underlined.**

- Display the following paragraph for students.

**Blackline master provided.**

One of my favorite movies is *The Princess Bride*, and I enjoy it because it is a talkie, has a good setting, and has good special effects. The princess bride is a talkie picture, which means it has sound effects and dialogue. The sound effects help make the scene in the swamp scary and strange. If the movie were silent, the swamp might not have been as scary. There are a lot of funny lines and quotes in this movie as well. The setting for the movie is wonderful. It takes place in the past, like a fairy tale. They used a castle as a part of the setting, but also dangerous cliffs and a swampy forest. The directors created sets full of obstacles for the characters to overcome. Finally, the special effects in *the Princess Bride* help make the movie exciting, especially in the swamp scenes. There are animatronic costumes to make the Rodents of Unusual Size. I can tell there is a person in the costume, but animatronics were used to move the creature's mouth. Also there are bursts of fire that come up out of the ground. All these details help make the princess bride one of my favorite movies.



- Use **Random Reporter** to have students identify mistakes made to the title of the author's favorite movie.

**Let's look through this paragraph to see if we can find any mistakes the author made while writing the title. What movie did the author write about? *The author wrote about The Princess Bride. Good. You can tell because it introduces it in the opening sentence and it is formatted correctly. Is it formatted correctly the next time it is mentioned? No. The title is not italicized in the next sentence, and the initial letters in the words princess and bride are not capitalized. Right. Is the title formatted correctly the next time? No. The title is italicized, but the word the is not capitalized, and it should be. It is a small word, but it is the first word in the title. Yes! Is the title formatted correctly the last time it is mentioned? No. None of the words are capitalized, and the title is underlined. Since it is typed, the title should be italicized. Good work!***

- Tell students to check their drafts and identify where they may have formatted their movie titles incorrectly.
- 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"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

## **Dr. Scientist**

Scientists study things. They look for information.

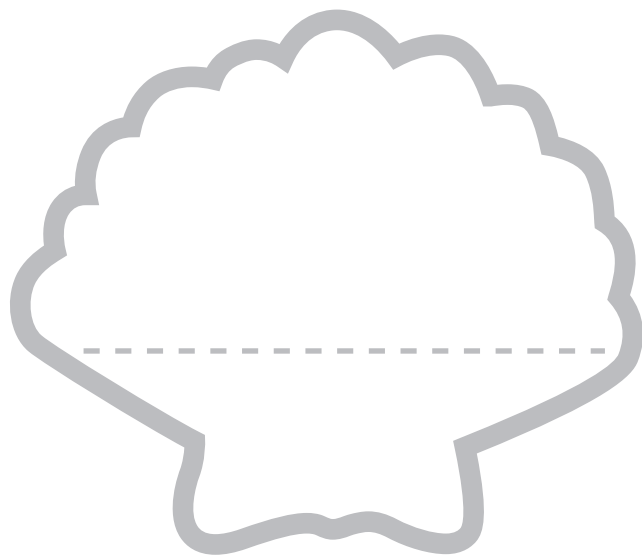
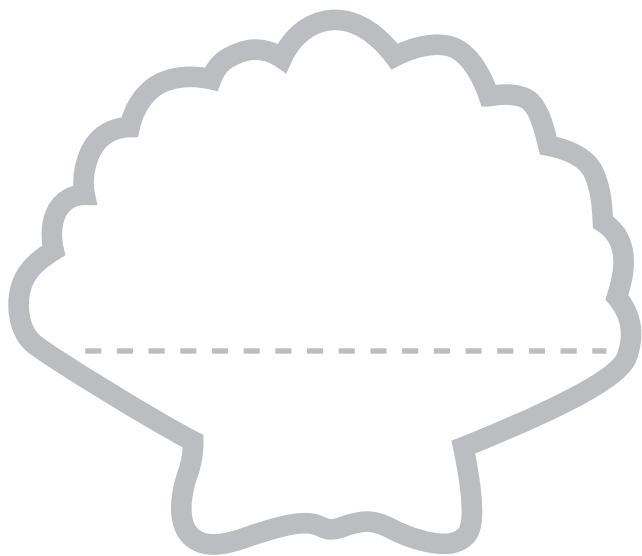
They also invent things. Some discover new things.

Doctors are scientists. They study their patients.

They look for information about their patients.

Doctors make discoveries about their patients.

Some invent medical tools. These tools help doctors learn about their patients' health. In 1861, Dr. Laennec invented the stethoscope. It is a tool that helps doctors hear heartbeats. Today, almost all doctors use stethoscopes. In 400 BCE, there lived a doctor named Hippocrates. He discovered that the bark of the willow tree made people better. It was a kind of medicine. Today, doctors give that medicine to their patients. Today, though, they call it aspirin.



I own a very special copy of *Alice's Adventures in Wonderland and Through the Looking-Glass*. It was my great-great-grandfather's book when he was a young boy. It was given to him as a present by the author, Lewis Carroll, when he was sick in bed. Mr. Carroll gave him the book to help him feel better and cheer up while he got better. He wrote a note to my great-great-grandfather in the front of the book and signed it. Now the book is more than 100 years old and is very valuable to my family. It is a little battered through use. My great-great-grandpa read it many times and then passed it to his son, who also read it many times. My mom received it next and read it a lot as a child, and she has read it to me. The pages are yellow and delicate, and some are a little torn. There are spots on the pages where a lot of messy fingers have held the book. The cover is faded and loose from the binding as well. But Mr. Carroll's note to my great-great-grandpa is still bright, and the words on the page are still clear and are just as exciting to me as they were to my great-great-grandpa more than 100 years ago.

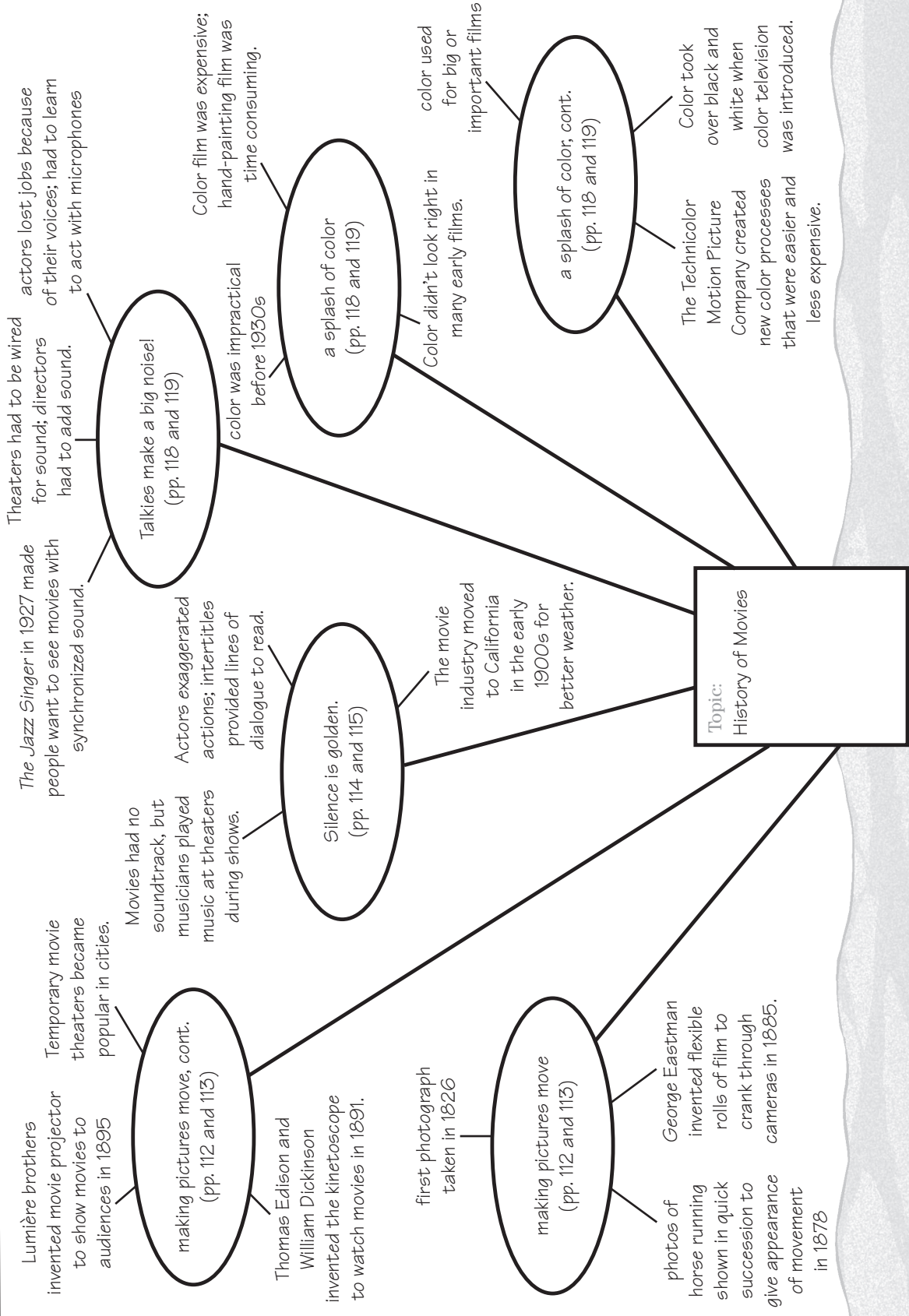
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**Title:** Touring Hollywood History

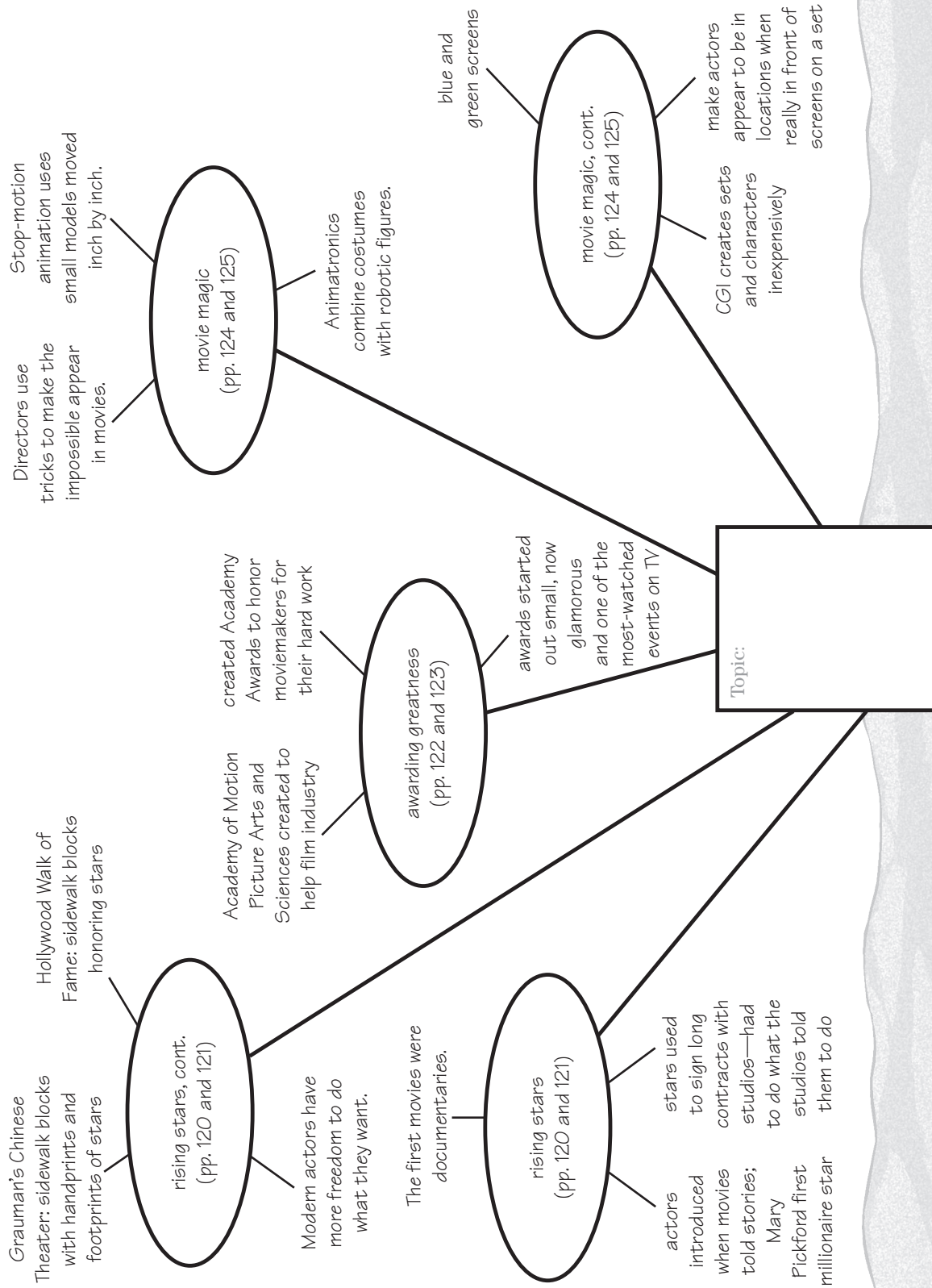
# Idea Tree





**Title:** Touring Hollywood History, 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.

<b>LEVEL 5 / <i>Touring Hollywood History</i></b>
<p><b>English Language Arts Standards: <i>Reading: Informational</i></b></p> <p><b>Key Ideas and Details</b></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p><b>English Language Arts Standards: <i>Language</i></b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>







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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: Why does the princess want to hire a jester?  
A: The princess wants to hire a jester to make the king happy.
2. Turn the following statement into two questions: Jacob is nervous about pleasing the king.
3. Think of a question to ask about *The Jester Jacob*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)



## The Skating, Reading Plumber's Kid

Word	Identification Strategy	Definition	Sentence
<b>stormed</b>	base word + ending	walked angrily	Julio had had enough of his brother's loud noises, so Julio <i>stormed</i> down the hall to tell him to stop.
<b>scold</b>	blend	punish verbally	Mrs. Wilson doesn't like to <i>scold</i> students, so she finds other ways to make them behave.
<b>absently</b>	base word + ending	without thinking	I <i>absently</i> dropped my keys somewhere, and now I can't find them.
<b>supreme</b>	chunk	the best, the highest	The presidency is the <i>supreme</i> office in the nation.
<b>ability</b>	chunk	how well one can do something	My <i>ability</i> to do well in school depends on how much sleep I get.
<b>bolted</b>	base word + ending	went fast	The horses <i>bolted</i> down the race track.
<b>degree</b>	chunk	level	I think you need a certain <i>degree</i> of kindness to be a good teacher.
<b>humbly</b>	base word + ending	shyly, with modesty	I <i>humbly</i> accepted the award and made sure that I thanked the other contestants.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 34 (paragraphs 1–6)	Page 34 (paragraphs 1–6) or 37 (paragraphs 1–3)	Page 34 (paragraphs 1–6), 37 (paragraphs 1–3), or 40 (paragraph 3)

**DAY 1**

Team Talk

1. What does Marlena want to have done **before** her father comes home?
  - a. a TV show
  - b. her book
  - c. the dishes
  - d. the laundry
2. Do you think Ernie likes doing everything Marlena tells him to do? Why or why not?
3. Do you think Marlena is a responsible young girl? Why or why not?
4. Write three 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. Is Marlena surprised that her father has read *Jane Eyre*, the book she is reading? How can you tell?
2. How do Marlena's and Ernie's opinions of going to the shop differ?
3. At the end of this section, Marlena is—
  - a. upset.
  - b. happy.
  - c. excited.
  - d. bored.How can you tell?
4. Write three 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

- Read the following sentence.  
The turkey was delicious but tasted even better when a spicy sauce was poured over it.  
Which of the following sentences uses *sauce* the same way?
  - “Let me sauce this roast one last time before we put it on the table,” Grandma said.
  - “I’m tired of your sauce and rude answers whenever I ask you to do something,” Cait’s dad said.
  - The only way Trey would eat broccoli was if his mom drizzled a cheese sauce over the vegetables.
  - Mrs. Marks could not believe the sauce of the driver who pulled into the spot she was waiting for.
- Read the following sentence.  
Raul was looking forward to seeing his favorite comic perform jokes on stage on Saturday night.  
Which of the following sentences uses *comic* the same way?
  - It was a comic event when a display of watermelons fell down and the fruit rolled through the store.
  - The famous comic hosted a charity show with other comedians to raise money for cancer research.
  - My favorite comic in the paper is about a boy, his stuffed tiger, and their adventures.
  - I really enjoyed the comic film because it made me laugh so hard that I cried.

Building Meaning

stormed	scold	absently	supreme
ability	bolted	degree	humbly

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- Choose the word that best fits in the blank.  
Molly \_\_\_\_\_ apologized for breaking her mother’s favorite dish.

**DAY 3**

Team Talk

- Why does Marlena go to the skatepark with Chazz instead of staying home to read?
- Which of the following lets you know that Chazz is a very good friend to Marlena?
  - He enjoys skateboarding at the park.
  - He calls her by a nickname.
  - He waits for her to write a note to her dad.
  - He wears his helmet and pads.
- Both Chazz and Marlena have helmets and knee and elbow pads for skateboarding. What conclusion can you draw about them?
- Write three 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.

“Brace yourselves; this is going to be a rough, fast ride down the rapids!” Counselor Rick said as our raft rushed down the river.

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

- “Sit down and brace yourselves for the wildest roller coaster ride you have ever experienced!” the carnival worker exclaimed.
- After I broke my leg, I had to wear a brace on it to keep me from hurting it even more.
- Rory was embarrassed about the braces on his teeth, but he knew they would make his smile straight in no time.
- We made a brace for the wall of our tree house by propping a wooden beam behind it.

2. Read the following sentence.

I woke up listening to a woodpecker drum his beak against the tree outside my window.

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

- The little boy broke his drum when he pounded on the head too hard with the stick.
- I couldn’t remember the tune, so my friend had to drum it out on the table with her hands.
- My family has a big drum sitting under our downspout that collects rain water for the garden.
- Let’s drum up a few of our friends to play a game of flag football at the park this afternoon.

Building Meaning

stormed	scold	absently	supreme
ability	bolted	degree	humbly

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

4. The supreme ruler of the country controls everything the citizens do. *Supreme* means—

- lowest.
- least important.
- highest.
- most ignored.

**DAY 4**

Team Talk

- Which of the following best describes how Marlana's problem affects her skateboarding?
  - She can't concentrate and falls down a lot.
  - She does her axle stall poorly, and Chazz laughs at her.
  - She is upset but still enjoys skating with Chazz.
  - She is angry and pushes other skaters out of her way.
- In two or three sentences, describe Marlana's skateboard trick.
- Does Marlana like to brag about her skateboarding skills? Support your answer.
- Write three 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

- Read the following sentence.  
 My dog has a medium-sized body, so he's not too big for our apartment, but not too small to wrestle either," Jamal explained.  
 Which of the following sentences uses *medium* the same way?
  - "When I paint, my favorite medium to use is watercolor on canvas," Mrs. Finklestein said.
  - The Internet is quickly becoming the best medium to read and see news from around the world.
  - The medium looked into her crystal ball to see if she could predict my future.
  - "My brother is about medium height, so he isn't as tall as other basketball players," Brandi said.
- Read the following sentence.  
 My doctor took my pulse to make sure that my heart was beating normally.  
 Which of the following sentences uses *pulse* the same way?
  - Mr. Timmons is a great principal who always seems to know the pulse of the student body and what it needs.
  - A solar flare is like a pulse of energy that often causes the aurora borealis on Earth.
  - I like to check my pulse after I exercise to make sure my heart is beating healthily.
  - Scientists weren't sure what they were looking at when they discovered stars that seemed to pulse.

Building Meaning

stormed	scold	absently	supreme
ability	bolted	degree	humbly

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
- Choose the word that best fits in the blank.  
 I \_\_\_\_\_ drew doodles on my homework paper as I daydreamed at my desk.

**DAY 6**

Writing Prompt	<p>Marlena is really upset when her father says she cannot come with him to the shop, but an afternoon of skating with Chazz and meeting Manny make her forget her problems. Skating is obviously something that makes Marlena happy. What activity do you do when you're feeling down? Write a paragraph that describes what you do to feel better. Begin your paragraph with an opening sentence that tells what activity you enjoy. In your paragraph, provide at least two details, each describing why you enjoy this activity, how you feel while you take part in it, and why you think it helps you feel better. Remember that your details should be descriptive and help readers make a mind movie. Your paragraph should end with a closing sentence that restates the main idea.</p>		
	Scoring Guide	<p>You wrote a descriptive paragraph about an activity you enjoy that makes you feel better.</p>	<b>20 points</b>
		<p>Your paragraph begins with an opening sentence that introduces the main idea.</p>	<b>10 points</b>
		<p>You provide at least two details about why you enjoy the activity.</p>	<b>10 points each (20 points maximum)</b>
		<p>You provide at least two details that describe how you feel while you do this activity.</p>	<b>10 points each (20 points maximum)</b>
		<p>You provide at least two details explaining why you think it helps you feel better.</p>	<b>10 points each (20 points maximum)</b>
<p>Your paragraph ends with a closing sentence that restates the main idea.</p>		<b>10 points</b>	

## The Skating, Reading Plumber's Kid

Word	Identification Strategy	Definition	Sentence
<b>surveyed</b>	base word + ending	looked over, studied	The foreman <i>surveyed</i> the whole site, looking at the work his construction workers had done.
<b>assistance</b>	base word + ending	help, aid, support	People in trouble often get <i>assistance</i> from all kinds of nice people.
<b>exposed</b>	base word + ending	made bare, showed	John shaved off the new coat of paint and <i>exposed</i> the old color beneath.
<b>precisely</b>	base word + ending	exactly	I knew <i>precisely</i> what I wanted, so I didn't waste any time in the candy store.
<b>slamming</b>	base word + ending	hitting hard	The rocks were <i>slamming</i> into the ground during the landslide.
<b>gestured</b>	g=/j/ base word + ending	made a motion with one's hands	My friend Brian <i>gestured</i> to me from across the room, so I walked over to him.
<b>offended</b>	base word + ending	hurt, insulted	Iggy was <i>offended</i> when his brother called him a name.
<b>abundance</b>	chunk	high level, plenty	We have an <i>abundance</i> of fruit because of the huge orchard in the back yard.

Fluency in Five	DAY 2	DAY 3
	Page 49 (paragraphs 1–6)	Page 49 (paragraphs 1–6) or 52 (paragraphs 1–4)

**DAY 1**

Team Talk

1. Why do you think Marlana's dad laughs when she asks if he can fix the sink? Support your answer.
2. How does Marlana feel when her dad asks her to help fix the sink?
  - a. upset
  - b. angry
  - c. surprised
  - d. encouraged
3. How is the way Marlana's dad teaches her about plumbing similar to how she teaches Chazz about skateboarding?
4. Write three 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. Does Chazz understand how Marlana feels about not being able to go with her dad to the shop today? What is his response?
2. How can you tell Manny is a good skater?
3. Marlana's and Chazz's skateboarding skills are different because—
  - a. she learns to do big air tricks, while he hits the ground a lot.
  - b. he teaches Manny to do new tricks, while she watches them.
  - c. he learns to do big air tricks, while she hits the ground a lot.
  - d. she decides to stick with the axle stall, while he catches air.
4. Write three 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

**Write the words in your journal. Then write the base word and ending of each word. Write a definition for each word.**

1. resigning
2. betrayed



Building Meaning	surveyed	assistance	exposed	precisely
	slamming	gestured	offended	abundance
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. “Over here, you can see our skeleton of a <i>Tyrannosaurus rex</i>,” the museum guide said as he <u>gestured</u> to the exhibit. <i>Gestured</i> means—</p> <ol style="list-style-type: none"> <li>motioned with one’s hands.</li> <li>nodded.</li> <li>shouted.</li> <li>pulled away from one’s hands.</li> </ol>			

**DAY 3**

Team Talk	<p>1. When Marlena first starts talking with her dad, she feels—</p> <ol style="list-style-type: none"> <li>confident.</li> <li>annoyed.</li> <li>brave.</li> <li>uncomfortable.</li> </ol> <p>2. Why didn’t Marlena’s dad ask her to go to the shop the first time? Do you think he’ll ever do that again? Why or why not?</p> <p>3. Does talking with her dad help Marlena solve some of her problems?</p> <p>4. Write three 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	<p><b>Write the words in your journal. Then write the base word and ending of each word. Write a definition for each word.</b></p> <p>1. critically                      2. slugged</p>
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Building Meaning	surveyed	assistance	exposed	precisely
	slamming	gestured	offended	abundance
	<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>The cashier asked the elderly woman if she needed _____ bringing her groceries to her car.</p>			

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>How does Chazz organize his week similarly to Marlana?</li> <li>According to her schedule for Monday, what should Marlana be doing <b>after</b> dinner?             <ol style="list-style-type: none"> <li>skateboarding</li> <li>reading</li> <li>plumbing</li> <li>laundry</li> </ol> </li> <li>Does Marlana's schedule work? How can you tell?</li> <li>Write three questions about today's reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)</li> </ol>
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Skill Practice	<p><b>Write the words in your journal. Then write the base word and ending for each word. Write a definition for each word.</b></p> <ol style="list-style-type: none"> <li>monstrously</li> <li>refuted</li> </ol>
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Building Meaning	surveyed	assistance	exposed	precisely
	slamming	gestured	offended	abundance
	<ol style="list-style-type: none"> <li>Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</li> <li>Choose the word that best fits in the blank. The hailstones were _____ into the roof of the house, making a loud rattling noise.</li> </ol>			

**DAY 6**

Writing Prompt	<p>The three characters we know the most about are Marlana, her father, and Chazz. Choose two of these characters, and write limericks about them. Your limericks should describe the character or his or her actions in some way. Remember that a limerick is five lines long. A limerick has a rhyme pattern of AABBA (lines 1, 2, and 5 rhyme; lines 3 and 4 rhyme). Lines 1, 2, and 5 have three stressed syllables, while lines 3 and 4 have two stressed syllables. Remember to give your limericks titles.</p>
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Scoring Guide	You wrote two limericks about Marlana, her father, or Chazz.	<b>35 points</b>
	Your limericks describe the characters or his or her actions.	<b>25 points</b>
	Each limerick is in the proper format (five lines, AABBA rhyme pattern, three stressed syllables in lines 1, 2, and 5, and two stressed syllables in lines 3 and 4).	<b>30 points</b>
	Your limericks have titles.	<b>10 points</b>

# 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: What do cheetahs eat?  
A: Cheetahs eat small prey.
2. Turn the following statement into two questions: Cheetahs are endangered.
3. Think of a question to ask about "Cheetahs." What is it? Is your question a Right There or Think question? Tell why. (Write-On)

## Become a Junior Historian! Studying Ancient Greece and Rome

Word	Identification Strategy	Definition	Sentence
<b>determine</b>	chunk	conclude, figure out	Good detectives can <i>determine</i> the height of a criminal just from the size of his shoe prints.
<b>elaborate</b>	chunk	decorated, complicated	The <i>elaborate</i> wedding cake was covered with beautiful sugar flowers and swirls of frosting.
<b>demonstrate</b>	chunk	show	“Are you ready to <i>demonstrate</i> how a volcano erupts?” the science fair judge asked Jody.
<b>terrain</b>	chunk	land	You can walk over a lot of rough <i>terrain</i> in a forest if you stray from the well-worn path.
<b>dominant</b>	chunk	main, major	Iowa farmers grow a lot of plants, but corn is the <i>dominant</i> crop in that state.
<b>misinterpreted</b>	prefix + base word + ending	misread, understood incorrectly	I <i>misinterpreted</i> the lyrics to the song, so I sang the wrong words in front of the whole school at the assembly.
<b>prominent</b>	chunk	noticeable, sticking out	The most <i>prominent</i> feature on the proboscis monkey is its long, fat nose.
<b>prosper</b>	chunk	succeed, flourish	“Our lemonade stand might <i>prosper</i> if we set it up on the corner of Elm and Cherry streets, where a lot of cars drive by,” Will said.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 100	Page 100 or 91	Page 100, 91, or 104 (paragraph 1)

**DAY 1**

Team Talk

1. What effect did constructing arches have on Roman buildings?
2. The timeline on page 91 shows you—
  - a. how the Greek and Roman empires overlapped in history.
  - b. how the sizes of the Greek and Roman empires were different.
  - c. how the Greek civilization was more successful than Rome.
  - d. how the Romans conquered Europe, North Africa, and the Middle East.
3. Why do you think temples are some of the only buildings still standing from ancient Greece and Rome?
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. Which of the following is the main idea of pages 101 and 102?
  - a. Aqueducts are the most beautiful examples of Roman construction.
  - b. Hot baths are a good way to relax after a long day.
  - c. The Romans engineered ways to provide cities with running water.
  - d. Running water keeps cities clean and people healthy.
2. What conclusions can you draw about Heinrich Schliemann from his work to discover Troy and Mycenae?
3. What is the author trying to persuade you to do on page 108? How can you tell?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

**The Latin root *terr* means earth or land. Use this information to answer the following questions.**

1. What does *territory* mean?
  - a. the whole Earth
  - b. a piece of land owned by a person or government
  - c. a way of measuring land with measuring tape
  - d. land on another planet
2. A terrier is often called an earth dog. Which of the following does a terrier most likely do?
  - a. herd sheep or cows in the pastures
  - b. retrieve animals out of lakes and ponds
  - c. scare birds out of bushes and trees
  - d. chase animals out of holes or tunnels

Building Meaning	determine	elaborate	demonstrate	terrain
	dominant	misinterpreted	prominent	prosper
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. Choose the word that best fits in the blank.</p> <p>My _____ fairy costume for the play took more than ten hours to make because of all the sequins on it.</p>			

**DAY 3**

Team Talk	<p>1. How can historians use the type of column on a building to date its construction?</p> <p>2. How are the maps on pages 88 and 89 similar? How are they different?</p> <p>3. The purpose of page 92 is to—</p> <ol style="list-style-type: none"> <li>explain each event on the Greek and Roman timeline.</li> <li>persuade you to add events to a timeline.</li> <li>compare your life with Talia’s life on the timeline.</li> <li>show you how to make your own timeline.</li> </ol> <p>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)</p>
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Skill Practice	<p>1. The Latin root <i>domin</i> means control. Using this information, a <u>dominion</u> is—</p> <ol style="list-style-type: none"> <li>a place you control, such as your home.</li> <li>a type of onion you put in stews.</li> <li>a place you give up to bullies.</li> <li>a location that is controlled by no one.</li> </ol> <p>2. The Latin root <i>pro</i> means come before. Using this information, a <u>program</u> is—</p> <ol style="list-style-type: none"> <li>a positive telegram sent in advance.</li> <li>a schedule written to plan the day.</li> <li>a review written after a play performance.</li> <li>a summary of a well-known book.</li> </ol>
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Building Meaning	determine	elaborate	demonstrate	terrain
	dominant	misinterpreted	prominent	prosper
	<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. “Let me <u>demonstrate</u> how to tie your shoes, and then you can copy what I did,” Ilsa explained. <i>Demonstrate</i> means—</p> <ol style="list-style-type: none"> <li>tell.</li> <li>undo.</li> <li>hide.</li> <li>show.</li> </ol>			

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>How did the expansion of the Roman Empire affect the design of the Odeon of Herodes Atticus in Athens, Greece?</li> <li>Is the following statement a fact or an opinion: Roman authors borrowed many story ideas from the Greeks. Explain your reasoning.</li> <li>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)</li> <li>Use your idea tree to summarize information from <i>Become a Junior Historian! Studying Ancient Greece and Rome</i>.</li> </ol>
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Skill Practice	<ol style="list-style-type: none"> <li>The Latin root <i>extra</i> means beyond, and the Latin root <i>terr</i> means earth. Using this information, an <u>extraterrestrial</u> is most likely—             <ol style="list-style-type: none"> <li>a neighbor’s property.</li> <li>a creature living beyond Earth.</li> <li>more land than you can take care of.</li> <li>a bonus plot of land.</li> </ol> </li> <li>The Latin root <i>pro</i> means come before. Using this information, <u>provisions</u> are—             <ol style="list-style-type: none"> <li>mind readers who see the future.</li> <li>professional eye doctors.</li> <li>supplies you get before leaving.</li> <li>objects that help you see better.</li> </ol> </li> </ol>
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Building Meaning	determine	elaborate	demonstrate	terrain
	dominant	misinterpreted	prominent	prosper
	<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>“This pop quiz will help me _____ if you all understand the ideas we have been discussing the past several days,” Mr. Lawrence explained.</p>			

**DAY 6**

Writing Prompt

The ancient Greek and Roman empires overlapped. They shared many things in common but also had several differences. You read *Become a Junior Historian! Studying Ancient Greece and Rome*, which discusses many ways ancient Greece and Rome influenced each other and our modern society. You read about temples, stadiums, and culture. Choose one of these topics, and write a short, two-paragraph compare-and-contrast essay. Begin your essay with an introductory sentence that states the topic you will compare and contrast. The first paragraph of your essay should compare the Greek and Roman sides of your topic. Identify at least two ways the Greeks and Romans were similar. The second paragraph should contrast the Greek and Roman sides of your topic. Identify at least two ways they are different. Your essay should have a closing sentence that restates the main idea.

Scoring Guide	You wrote a short compare-and-contrast essay about ancient Greece and Rome.	<b>25 points</b>
	Your essay begins with an opening sentence that introduces the topic you will compare and contrast.	<b>10 points</b>
	You provide at least two details to compare the Greek and Roman sides of your topic in the first paragraph.	<b>15 points each (30 points maximum)</b>
	You provide at least two details to contrast the Greek and Roman sides of your topic in the second paragraph.	<b>15 points each (30 points maximum)</b>
	Your essay ends with a closing sentence that restates the main idea.	<b>5 points</b>





## Touring Hollywood History

Word	Identification Strategy	Definition	Sentence
<b>passionate</b>	base word + ending	excited, enthusiastic	Val was <i>passionate</i> about caring for animals, so she knew she wanted to be a veterinarian.
<b>temporary</b>	chunk	not permanent, lasting only a short while	My mom is okay with me wearing <i>temporary</i> tattoos because they wash off with water.
<b>synchronized</b>	chunk	matched, kept together in time	The <i>synchronized</i> swimmers performed their routine perfectly, and no one missed a beat.
<b>eliminating</b>	base word + ending	removing	Our school is <i>eliminating</i> junk food from the snack machines and putting healthy items in them instead.
<b>embedded</b>	chunk	pressed into	I <i>embedded</i> some shiny colored tiles in cement to create a mosaic.
<b>broadcast</b>	compound word	spread widely	When the small child went missing, the police <i>broadcast</i> the news on the radio and TV so people could look for him.
<b>transcended</b>	base word + ending	rose above, went beyond	The young girl's voice <i>transcended</i> the murmur of the crowd as she sang the national anthem.
<b>interact</b>	prefix + base word	communicate, contact	It is important for young puppies to <i>interact</i> with people so the puppies learn to behave and respect humans.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 121	Page 121 or 117	Page 121, 117, or 122 (paragraphs 2 and 3)

**DAY 1**

Team Talk	<ol style="list-style-type: none"> <li>1. What was the problem with the kinetoscope? How did the Lumière brothers solve this problem?</li> <li>2. Why did early film actors have to exaggerate their emotions and actions?             <ol style="list-style-type: none"> <li>a. They weren't as good at acting as modern actors.</li> <li>b. They weren't able to speak, so they used sign language.</li> <li>c. That was the kind of acting that was popular in the early 1900s.</li> <li>d. There was no sound to help audiences understand them.</li> </ol> </li> <li>3. How did people's opinions about noise in theaters change when talkies became popular?</li> <li>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)</li> </ol>
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**DAY 2**

Team Talk	<ol style="list-style-type: none"> <li>1. What happened <b>after</b> color televisions became available to the public?             <ol style="list-style-type: none"> <li>a. Movie costumes became more colorful.</li> <li>b. No one watched black-and-white films anymore.</li> <li>c. Directors began filming more movies in color.</li> <li>d. People stopped going to the movies.</li> </ol> </li> <li>2. How was the first Academy Awards ceremony different from modern ones?</li> <li>3. What is the main idea of the section titled "Movie Magic"? What details support this main idea?</li> <li>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)</li> </ol>
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Skill Practice	<p><b>Write a synonym for each of the following words.</b></p> <p>1. loyal                      2. deliver                      3. swift                      4. erupt</p>
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Building Meaning	passionate	temporary	synchronized	eliminating
	embedded	broadcast	transcended	interact
	<ol style="list-style-type: none"> <li>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</li> <li>6. Which of the following is something you would describe as <u>temporary</u>?             <ol style="list-style-type: none"> <li>a. a mountain</li> <li>b. the oceans</li> <li>c. the weather</li> <li>d. a planet</li> </ol> </li> </ol>			

**DAY 3**

Team Talk	<ol style="list-style-type: none"> <li>Why does the author include the text feature at the top of page 113?             <ol style="list-style-type: none"> <li>to teach the reader how to make moving pictures</li> <li>to entertain the reader with an animated movie</li> <li>to persuade the reader to become an animator</li> <li>to have the reader compare animations with movies</li> </ol> </li> <li>Why did movie makers move to California?</li> <li>Why do you think actors had trouble acting with microphones at first?</li> <li>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)</li> </ol>
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Skill Practice	<p><b>Write a synonym for each of the following words.</b></p> <p>1. tackle                      2. frequent                      3. bundle                      4. plead</p>
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Building Meaning	passionate	temporary	synchronized	eliminating
	embedded	broadcast	transcended	interact
	<ol style="list-style-type: none"> <li>Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</li> <li>Which of the following is something you would not describe as <u>temporary</u>?             <ol style="list-style-type: none"> <li>the snow</li> <li>a tattoo</li> <li>the day</li> <li>a rainbow</li> </ol> </li> </ol>			

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>Do actors have more or less freedom today than they did in the past? How can you tell?</li> <li>At the end of the text, the author wants to—             <ol style="list-style-type: none"> <li>convince the reader to become a movie director.</li> <li>compare silent films with modern talkies.</li> <li>entertain the reader with her favorite movies.</li> <li>persuade the reader to watch a variety of movies.</li> </ol> </li> <li>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)</li> <li>Use your graphic organizer to write a summary about <i>Touring Hollywood History</i>.</li> </ol>
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Skill Practice	<p><b>Write a synonym for each of the following words.</b></p> <p>1. meadow                      2. scrap                      3. bench                      4. cure</p>
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Building Meaning	passionate	temporary	synchronized	eliminating
	embedded	broadcast	transcended	interact
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>Summer camps are often places where children can _____ with kids from other places and backgrounds.</p>			

**DAY 6**

Writing Prompt	<p>Think of your favorite movie. Now think about what you have learned about the history of movie making. You learned a lot, from how moving pictures were invented to adding special effects to the stories. Write a paragraph that describes at least three details about your favorite film from the following list of questions:</p> <ol style="list-style-type: none"> <li>1. Is the movie a silent movie or a talkie? Is the dialogue funny or serious? How does the sound in the movie affect you?</li> <li>2. Was your movie filmed in black and white or in color? How would it be different if it were filmed the other way?</li> <li>3. What is the movie’s setting? How was the setting made?</li> <li>4. Does your movie have any special effects? What kind of effects are they? Are they believable?</li> <li>5. Who acted in the film? Are any of the actors famous or popular? Have they won any awards?</li> </ol> <p>Your paragraph should begin with an opening sentence that introduces your favorite film. Then you will answer three of the listed questions, providing good details about your movie. Your paragraph should end with a closing sentence that restates the main idea of the paragraph.</p>
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Scoring Guide	You wrote a descriptive paragraph that describes some of the details of your favorite movie.	<b>20 points</b>
	Your paragraph begins with an opening sentence that introduces your favorite film.	<b>10 points</b>
	The body of your paragraph provides detailed answers to three of the listed questions.	<b>20 points each (60 points maximum)</b>
	Your paragraph ends with a closing sentence that restates the main idea.	<b>10 points</b>





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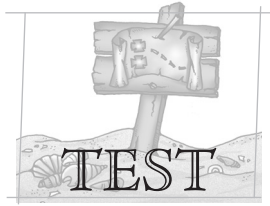
## The Savvy Reader—Questioning Level 5

### Student Test

The Explorer’s Treasure: Sir Robert’s Treasure ..... T-1  
The Skating, Reading Plumber’s Kid ..... T-3  
Questioning: A Winning Strategy! ..... T-9  
Become a Junior Historian! Studying Ancient Greece and Rome ..... T-11  
Touring Hollywood History ..... T-15







## Comprehension Questions

Read *The Jester Tries a New Job*, and answer the following questions.

### The Jester Tries a New Job

Jacob was a court jester, which many people might have thought would be a fun job. His duties included entertaining the king by telling stories, playing instruments, and performing tricks. Jacob's problem was that he was not a very good jester. In fact, he usually only entertained the king by accident. So one day, Jacob decided to try a new job.

"Chase, will you please teach me to cook?" Jacob asked the king's top chef. Chase looked at Jacob as if he'd grown an extra head.

"Why in the world would you want to learn to cook?" Chase asked. "I'm here to cook anything you'd like to eat."

"It's important to me, Chase. I really want to learn," Jacob pleaded with him. Finally, after growing tired of listening to Jacob beg, Chase agreed. So the rest of the day was spent with Jacob picking up hot pots, spilling sauces, and sticking his fingers in the soup. By the end of the day, Chase had had enough.

"Leave my kitchen!" Chase yelled at the top of his lungs. "You cannot learn to cook! You cannot even learn to boil water!" Luckily Jacob's feelings were not hurt. In fact, he agreed with Chase that cooking was not Jacob's ideal job.

The next day he approached the maids, who promptly laughed at Jacob.

"Why are you bothering us? We have a lot of work to do, and we don't have time for your games," said Anastasia, the head maid.

"Please, Anastasia. I really want to learn how to do your job," begged Jacob.

"Fine. Start with this," Anastasia replied, as she pushed a loaded basket into his hands. "These curtains need to be hemmed."

Jacob didn't want to bother Anastasia further, so he didn't mention that he did not know how to sew. Instead he gave it a shot on his own. He felt it was going rather well until after some time he tried to pick up the fabric. Somehow Jacob had managed to sew himself into the curtains. He felt like a caterpillar stuck in a cocoon.

"Anastasia!" he cried. "Could I bother you for some help?" Anastasia returned to the sewing room and found Jacob curled up in a ball with thread spooling in all directions. After she managed to untangle him, she quickly banished him from the sewing room.

"I don't want to ever see you in this room again!" she yelled as she slammed the door. Once again, Jacob was not offended, but quite agreed that sewing was not a task he should ever try again.

Feeling somewhat disappointed that he'd yet to find a suitable job, Jacob meandered down to the knights' stables. He watched in awe as the knights practiced striking targets and carrying a lance. He yearned to join them as they sped by, like lightning, riding their horses into the distance.

Maybe this is the job for me! thought Jacob. Just as he was about to approach Kevin, the head knight, he heard the men gather in a private meeting.

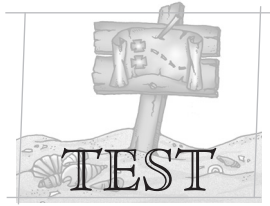
“Under the king’s orders, we will seize the castle of Middleburgh tomorrow. There will be fierce fighters, and the battle will be long and hard,” warned Kevin.

Jacob felt like cotton was growing in his mouth. He swallowed hard and quickly walked back to the castle.

Better to stay here and practice juggling, thought Jacob.

1. Why does Jacob want to try a new job? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Chase agrees to teach Jacob to cook.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in the story *The Jester Tries a New Job*, write a Think question.
5. Which of the following is the best answer to the question “Why does Anastasia ban Jacob from the sewing room?”
  - a. Anastasia bans Jacob from the sewing room because he tangles up all the thread.
  - b. Anastasia bans Jacob from the sewing room because she is angry with him.
  - c. Anastasia bans Jacob from the sewing room because he cannot sew.
  - d. Anastasia bans Jacob from the sewing room because he is silly.
6. Which of the following questions is a Think question?
  - a. Is Jacob a good cook?
  - b. Does Jacob become a knight?
  - c. What do you think Jacob does at the end of the story?
  - d. What is Jacob’s real job?



## Comprehension Questions

Read pages 42 and 43 of *The Skating, Reading Plumber's Kid*, and answer the following questions.

1. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why.
2. Why doesn't Marlena stay home to read when Chazz stops by?
  - a. She wants to talk to someone.
  - b. She doesn't like her book anymore.
  - c. She has finished reading *Jane Eyre*.
  - d. She wants to get back at her dad.
3. Is Marlena a braggart? How can you tell?
4. Would Marlena make a good skateboard coach? Support your answer.
5. By the end of this section, Marlena has—
  - a. learned how to do another trick from Manny.
  - b. forgotten about her problem at home because she is having fun.
  - c. finished reading *Jane Eyre* while cuddling with Professor Higgins.
  - d. told her dad how she feels about his decision.

- |  |
|--|
| <ol style="list-style-type: none"> <li>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.</li> </ol> |
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## Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

### Skill Questions

1. Read the following sentence.

Paying five cents to see a movie in the early 1900s was a trifle compared with the ten dollars it costs now.

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

- The price of renting out the whole castle was a trifle compared with how much the billionaire made every year.
  - When Reggie gets bored in school, he tends to trifle with the objects in his desk.
  - “That stuffed bear might be a trifle to you, but it was the first toy I remember playing with!” Sasha exclaimed.
  - My favorite dessert is trifle, which is a sponge cake soaked with custard, jam, fruit, and whipped cream.
2. Read the following sentence.

It is always important to put a CD or DVD back in its sleeve so the disc doesn't get scratched.

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

- When I climbed the tree, my sleeve got stuck on a branch and tore.
  - The magician said he had nothing hidden up his sleeve, but I saw some playing cards hiding in his jacket.
  - My dad showed me the sleeve for his favorite rock record album, which was signed by the musicians.
  - A sleeve fit over the ends of the two water pipes to connect them together.
3. Read the following sentence.

“Making it to the state championships hinges on your abilities to work together as a team,” Coach Calhoun said before the first practice of the season.

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

- Your knee and elbow joints are examples of hinges in your body.
  - Mussels and oysters have little hinges that allow them to open and close their shells to eat.
  - The hinges are the weakest part of the door, since if they break, the door does as well.
  - “Getting a good grade in my class hinges on your willingness to complete your work,” Mr. Martin explained.
4. Read the following sentence.

The principal made sure that we all understood the gravity of the assembly and that she didn't want to hear laughing or see anyone goofing around.

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

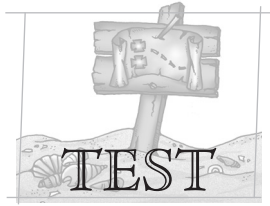
- The popular story is that Newton discovered gravity when he saw an apple fall from a tree.
- The gravity on the moon is a lot less than on Earth, so astronauts can bounce and leap greater distances when exploring the moon.
- “I want you to be aware of the gravity of your dog's sickness, but know that we're doing our best to heal him,” the vet said.
- The sun's gravity is so great that it keeps all the planets, asteroids, and comets revolving around it.

**Building Meaning**

stormed	scold	absently	supreme
ability	bolted	degree	humbly

5. Write a meaningful sentence for the word *scold*.
6. Jose and the other kids \_\_\_\_\_ out of their houses when they heard the ice cream truck come down the street.
7. Gerry humbly turned down the award because he didn't think he deserved it just for calling the police.  
*Humbly* means—
- eagerly.
  - angrily.
  - shyly.
  - excitedly.
8. The mayor doesn't really hold \_\_\_\_\_ power in the city because he has to rely on the council to vote on decisions.
9. Success depends on a high degree of teamwork and compromise. *Degree* means—
- temperature.
  - level.
  - incline.
  - slope.
10. Dawn's mother \_\_\_\_\_ put her keys in the refrigerator when she was putting groceries away while chatting on the phone.
11. Rio stormed down the hallway and slammed his door shut when his mom said he couldn't go out to play.  
*Stormed* means—
- walked angrily.
  - tiptoed.
  - shuffled.
  - sprinted quickly.
12. The strong man at the circus has the \_\_\_\_\_ to lift and throw heavy objects easily.





## Comprehension Questions

Read pages 58 and 59 of *The Skating, Reading Plumber's Kid*, and answer the following questions.

1. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why.
  2. How does Marlena solve her problem with her dad?
  3. Marlena's Monday schedule works because—
    - a. she can squeeze in some plumbing that day too.
    - b. she has time to read before practice.
    - c. she skips doing chores to practice skating.
    - d. she has time to do everything on it.
  4. How does Marlena feel about her schedule? How does she feel about finishing her projects?
  5. Which of the following is a prediction you can make at the end of this story?
    - a. Marlena will continue making schedules to keep her days organized.
    - b. Marlena won't have any more plumbing projects to work on.
    - c. Marlena will give up reading to practice skateboarding more often.
    - d. Marlena and the boys win the skateboarding competition.
6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why.

## Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

### Skill Questions

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

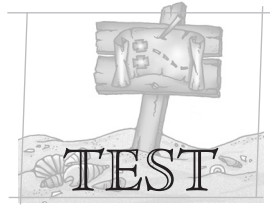
1. miserly
2. itched
3. lurching
4. uniting

## Building Meaning

surveyed	assistance	exposed	precisely
slamming	gestured	offended	abundance

5. Write a meaningful sentence for the word *surveyed*.
6. We had an \_\_\_\_\_ of tomatoes in the garden this year, so we ended up giving a lot of them to neighbors.
7. I studied the map of the school well, so I knew precisely where I needed to go for each of my classes.  
*Precisely* means—
  - a. nothing.
  - b. exactly.
  - c. vaguely.
  - d. trickily.
8. My mom was talking on the phone when I asked where my hat was, so she just \_\_\_\_\_ to the hall closet.
9. When Helena opened her closet door to let her sister borrow a jacket, she accidentally exposed the stash of candy she was hiding from her. *Exposed* means—
  - a. kept secret.
  - b. showed.
  - c. covered.
  - d. told about.
10. The expert captain kept his ship from \_\_\_\_\_ into icebergs as they explored the dangerous Arctic waters.
11. Decorating the gym for the dance was a big job, so Marti asked her friends for assistance.  
*Assistance* means—
  - a. money.
  - b. paper.
  - c. criticism.
  - d. help.
12. “I hope Dana wasn’t \_\_\_\_\_ when I told her that chocolate chip cookies weren’t my favorite,” Yuli said.





## Comprehension Questions

Read “Hippos,” and answer the following questions.

### Hippos

#### What is a hippopotamus?

A hippopotamus, often called a hippo, is the third-largest living land mammal. In fact, it can weigh nearly a ton! The hippo has tough, gray skin with a large, round body and rather short legs. It has four thick webbed toes that help it paddle through water and maintain its balance on land.

#### Where do hippos live?

Hippos live in Africa on the east and west coasts. They live in herds of up to fifteen members. The group has a leader, called a bull, who is usually the oldest and strongest male in the group.

Hippos live very close to bodies of water such as rivers, lakes, and swamps. Water is vital to hippos because they do not have sweat glands. They rely on water to keep them cool in the hot climate. In fact, hippos spend almost the entire day submerged in water. After the sun goes down, they leave the water to graze on land.

#### What do hippos eat?

Hippos are plant eaters. They eat mostly grass and can eat up to 150 pounds of grass in one day! Their inactive lifestyle means that they do not need a lot of other types of food for nutrients. They forage for up to five hours a night, usually within a few miles of water.

It’s surprising that hippos have very large mouths and teeth, since they eat mainly grass. But hippos do have powerful jaws that they use when fighting for territory or precious space in a small pool of water.

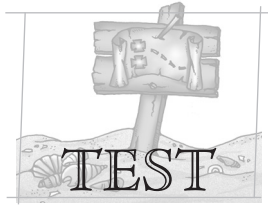
#### Are hippos endangered?

Hippos are not on the endangered-species list; however, they are fewer in number than they were many years ago. This is mostly due to hunters who kill hippos for their meat and to preserve land. Many farmers feel that hippos destroy land because hippos use the same paths when they go out to forage, creating deep ruts in the land.

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

- Turn the following statement into two questions: Water is important to hippos.
- Why do you think it helps you to ask questions while you are reading?
- Using the information in “Hippos,” write a Think question.

5. Which of the following is the best answer to the question: What do hippos look like?
  - a. Hippos have round bodies and weigh a lot.
  - b. Hippos have tough gray skin.
  - c. Hippos weigh nearly a ton and have tough gray skin and round bodies.
  - d. Hippos weigh nearly a ton.
  
6. Which of the following questions is a Think question?
  - a. What is vital to the hippo?
  - b. What do hippos eat?
  - c. Are hippos endangered?
  - d. Why are hippos at risk?



## Test Passage

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

### Hadrian's Wall

The Roman Empire reached its greatest size around 120 CE. Emperor Hadrian thought the boundaries of the empire needed to be marked. He ordered soldiers to build a wall across northern England in 122 CE. The wall stretched about seventy-three miles from coast to coast. Sixteen large forts and about eighty smaller forts were built along the wall. In some places, the fifteen-foot-tall, ten-foot-wide wall was made of turf blocks. In other places, the wall was stone. It took the Romans only six years to build.

At first, historians believed Hadrian built the wall to keep Scottish tribes out of the Roman Empire. They thought the Scottish often attacked the Romans. They have not found a lot of evidence for this. Many think the wall controlled trade and the flow of people in and out of the Roman Empire. The forts were important trading centers, and towns grew around the largest forts. The Romans constructed markets and bathhouses for the convenience and pleasure of their residents.

Sources: [www.hadrians-wall.org/page.aspx//Interactive-Map/Hadrian%27s-Wall-and-the-Roman-Sites](http://www.hadrians-wall.org/page.aspx//Interactive-Map/Hadrian%27s-Wall-and-the-Roman-Sites)  
[ancienthistory.about.com/cs/rome/a/aa060600a.htm](http://ancienthistory.about.com/cs/rome/a/aa060600a.htm)  
[www.bbc.co.uk/history/ancient/romans/hadrian\\_gallery.shtml](http://www.bbc.co.uk/history/ancient/romans/hadrian_gallery.shtml)

## 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 author's intent?
  - a. to inform the reader about an important Roman engineering project
  - b. to persuade the reader to build his or her own turf wall for protection
  - c. to entertain the reader with stories about Roman battles at the wall
  - d. to have the reader compare the walls of Troy with Hadrian's Wall

How do you know?

- |  |
|--|
| <ol style="list-style-type: none"> <li>3. Write a question about the passage. Then answer the question, and tell whether it is a Right There or Think question and why.</li> </ol> |
|--|

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 your understanding of Latin roots to answer the following questions.

1. The Latin root *terr* means earth or land. Using this information, where does a terrestrial animal most likely live?
  - a. on the human body
  - b. in an ocean
  - c. in the sky
  - d. under the ground
2. The Latin root *pro* means forward. Using this information, what does *progress* mean?
  - a. take a step back
  - b. move away from a goal
  - c. move toward a goal
  - d. get distracted
3. The Latin root *terr* means earth or land. Using this information, what is a terrarium?
  - a. a building where you study the stars and planets
  - b. a tank where you keep land animals or plants
  - c. a tank where you keep fish or other aquatic creatures
  - d. a building where you study whales and dolphins
4. The Latin root *pro* means outward. Using this information, what do you do when you protest something?
  - a. shout out against something
  - b. look away
  - c. keep your ideas to yourself
  - d. tell secrets

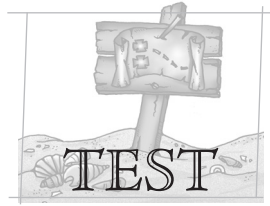
### Building Meaning

determine	elaborate	demonstrate	terrain
dominant	misinterpreted	prominent	prosper

5. Write a meaningful sentence for the word *prosper*.
6. The Willis Tower in Chicago is the most \_\_\_\_\_ building in the skyline since it stands taller than its neighbors.
7. The runner studied the terrain of the race course so he would know where all the hills were located. *Terrain* means—
  - a. land.
  - b. winds.
  - c. weather.
  - d. ponds.

8. All sports are played at my school, but football is the \_\_\_\_\_ sport, and everyone goes to the games.
9. I misinterpreted my schedule and thought my big test was today, but it is really tomorrow.  
*Misinterpreted* means—
- a. created.
  - b. lost.
  - c. misread.
  - d. won.
10. The \_\_\_\_\_ old building was covered in beautiful sculptures of people and frightening gargoyles.
11. “This final game will determine which team is the best in the world,” the announcer said.  
*Determine* means—
- a. conclude.
  - b. mystify.
  - c. confuse.
  - d. introduce.
12. “I will \_\_\_\_\_ the drill first so you can all understand how it’s done,” Coach Harding said.





## Test Passage

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

### The Early History of Photography

The idea of photography has existed for a long time. An early scientist named Alhazan was one of the first to describe the *camera obscura*, or dark room. He told how light shined through a pinhole into a dark room made an image on the wall opposite the hole. The image was of the scenery outside the room.

Leonardo da Vinci described how the camera obscura could be used by artists. Artists could trace the image shown on the wall. This created a base image for their paintings. From this, they could paint a detailed copy of the scene.

At first, a camera obscura would have been a room. Inventors created smaller ones that could be carried from place to place. They were wooden boxes with a lens on one side. French inventor Nicéphore Niépce experimented with one. He slid special paper in the box. The paper reacted to light shining through the lens. Niépce had created the first photograph. Students still make pinhole cameras to learn about photography.

Sources: [www.rleggat.com/photohistory/history/cameraob.htm](http://www.rleggat.com/photohistory/history/cameraob.htm)  
[brightbytes.com/cosite/what.html](http://brightbytes.com/cosite/what.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 author's intent?
  - a. to have the reader compare modern cameras with a camera obscura
  - b. to tell the reader how the camera obscura became the modern camera
  - c. to persuade the reader to take photography classes in school
  - d. to inform the reader about how to make his or her own pinhole camera

How do you know?

3. Write a question about the passage. Then answer the question, and tell whether it is a Right There question or a Think question and why.

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

## Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

### Skill Questions

Write a synonym for each of the following words.

1. contest                      2. theme                      3. truthful                      4. shoplift

### Building Meaning

passionate	temporary	synchronized	eliminating
embedded	broadcast	transcended	interact

5. Write a meaningful sentence for the word *eliminating*.
6. Jamal knew the pain from the shot would be \_\_\_\_\_, but he still screamed when the doctor gave it to him.
7. The name of the winner of the election would be broadcast to the school during the morning announcements the next day. *Broadcast* means—
- kept secret.
  - silenced.
  - congratulated.
  - spread widely.
8. Athletes who \_\_\_\_\_ politely with the referees, even when a call is against them, display good sportsmanship on the field.
9. Wilma Rudolph is a famous athlete who transcended her childhood illness to become a gold medal winner. *Transcended* means—
- forgot.
  - rose above.
  - fell below.
  - lost.
10. Our \_\_\_\_\_ watches ensured that we would meet up at the exact same time after school.
11. From the moment he first learned how to scramble eggs, Emelio was passionate about cooking. *Passionate* means—
- excited.
  - afraid.
  - hesitant.
  - bored.
12. Carlos \_\_\_\_\_ several rocks in the wet sidewalk cement to make a smiley face.