



Questioning

Level 6

Teacher Edition, Student Edition, and Student Test

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

The **Savvy
Reader**

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

The Savvy Reader—Questioning

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LITERATURE (9 DAY)

The Explorer's Treasure: Sir Robert's Treasure

Written by Elisabeth Bennet

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

Success for All Foundation, 2011

Summary

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

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

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

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

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

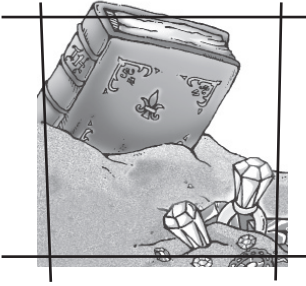
Instructional Objectives

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

Teacher's Note: The Explorer's Treasure: Sir Robert's Treasure is a nine-day lesson cycle that focuses on the questioning strategy. It does not follow the standard structure of Targeted Treasure Hunts.

Preparation

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

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

Timing Goal: 55 minutes

Success Review and Keeping Score **TP**

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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

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

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



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



Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

Student Edition, page S-1

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

Team Talk *continued*

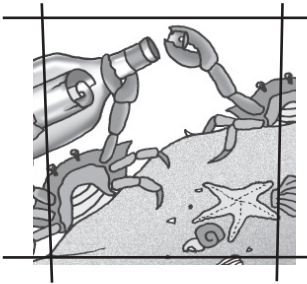
4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?
5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

- Randomly assign team leaders.
- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

Team Talk *continued*

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

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

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

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

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

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

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

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

100 points = I can think of six words that questions often begin with. They are who, what, when, where, why, and how. **90 points** = I can think of six words: who, what, when, where, why, and how. **80 points** = Six. Who, what, when, where, why, and how.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Introduce Jackson's Challenge. Use this activity to reinforce the concepts of a question and simple-to-answer and harder-to-answer questions.

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

- Read Jackson's Challenge aloud.

Student Edition, page S-1

Dear Students,

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

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

Best wishes,
Jackson

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

Student Edition, page S-1

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

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



- Monitor the discussion for understanding.
- Use **Random Reporter** to have students tell whether their questions are simple or harder to answer and then to answer the questions.
- Award team celebration points.

Class Discussion **TP**

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

- Introduce the strategy-use discussion by telling students they will talk about Jackson's Challenge.

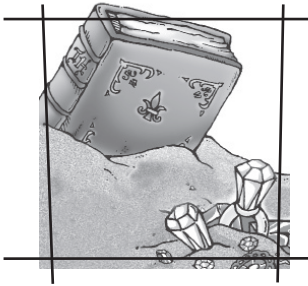
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think the Explorers' idea to have a sort of quiz show about <i>Sir Robert's Treasure</i> is a good way to have fun while giving a presentation? Why or why not?</p> <p>How do you think Sir Robert feels about Jackson based on what he tells Jackson and how he treats him in this part of the story? Support your response.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think the Explorers' idea to have a sort of quiz show about <i>Sir Robert's Treasure</i> is a good way to have fun while giving a presentation? Why or why not?</p> <p>How do you think Sir Robert feels about Jackson based on what he tells Jackson and how he treats him in this part of the story? Support your response.</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	

- Summarize the lesson for students.

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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)

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

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

Preview Team Talk

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

Student Edition, page S-2

Team Talk

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

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

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



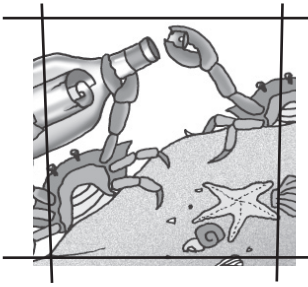
- Play "Part 2: Questions and Answers About Chapter 1" (12 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask students to:

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

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

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

Team Talk *continued*

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

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

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

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

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

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

- Read Jackson's Challenge aloud.

Student Edition, page S-2

Dear Students,

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

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

Good luck!

Jackson

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

Student Edition, page S-2

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

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

Class Discussion TP

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



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

Write-On Discussion

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

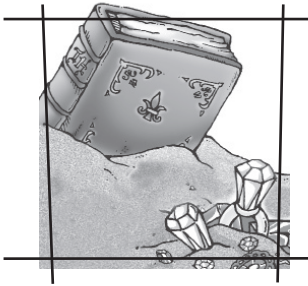
- Summarize the lesson for students.

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

Team Celebration Points

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)



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

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

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

Preview Team Talk

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

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

Student Edition, page S-3

Team Talk

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

- Introduce the video.

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



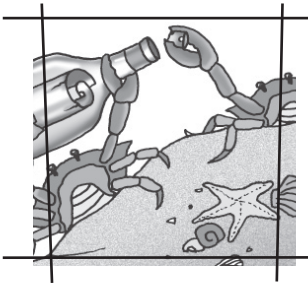
- **Play** "Part 3: Questions and Answers About Chapter 2" (7 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask partners to:

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

100 points = Yes. My partner and I use the same question words a lot.

We could remind each other to use different question words by using the Questioning Strategy Card to learn more question words or starters.

We could also look back at the questions written in our journals so we'll know whether we're missing different words. **90 points** = Yes. My partner

and I use the same question words a lot. We could remind each other to use different question words by using the Questioning Strategy Card to learn more question words or starters. **80 points** = Yes. We could use our

Questioning Strategy Card.

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

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

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

Team Talk *continued*

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

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

A: They see three people.

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

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

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

- Read Jackson's Challenge aloud.

Student Edition, page S-3

Dear Students,

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

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

Best wishes,
Jackson

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

Student Edition, page S-3

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

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

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

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

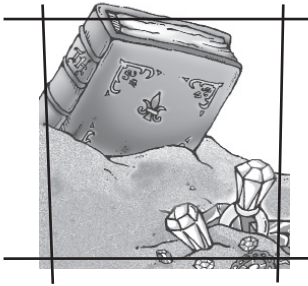
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Model identifying the difference between easier Right There questions and harder-to-answer Think questions. Use literature that students have not read.

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

Preview Team Talk

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

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

Student Edition, page S-4

Team Talk

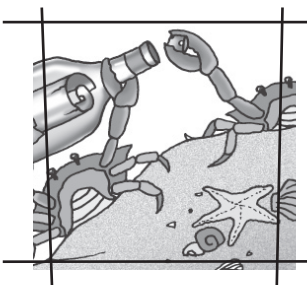
1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 12 of the story a Right There or Think question? Why do you think that? (Write-On)
Q: Why is Sir Robert in the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

- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

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

Team Talk

1. What does Jackson call easy-to-answer questions? Why?

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

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

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

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

Q: Why is Sir Robert in the Doomed Forest?

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

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


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

Team Talk *continued*

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


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

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



Questioning

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



Questioning

Right There questions:

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

Think questions:

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

- Review the Questioning Strategy Card as necessary.
- Introduce Jackson's Challenge. Use this activity to support asking different types of questions, including both Right There and Think questions.

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

- Read Jackson's Challenge aloud.

Student Edition, page S-4

Dear Students,

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

With your partners:

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

You may find that your strategy card will help you.

Best wishes,
Jackson

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

Student Edition, page S-5

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

(continued on next page)

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



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

Class Discussion TP

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

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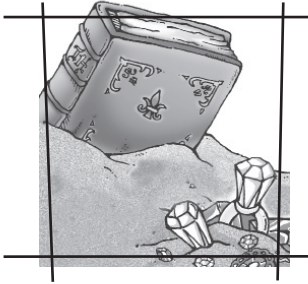
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

Examples:

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

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

Students are not allowed to run in the school hallways.

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



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

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

Preview Team Talk

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

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

Student Edition, page S-5

Team Talk

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

- Introduce the video.

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



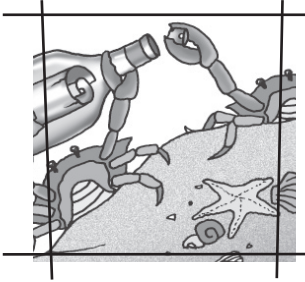
- **Play** "Part 5: Questions and Answers About Chapter 3" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask the partners to:

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

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

Team Talk *continued*

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


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

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

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


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

Questioning



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

Questioning



Right There questions:

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

Think questions:

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

- Review the Questioning Strategy Card as necessary.
- Introduce Jackson's Challenge. Use this activity to support giving good answers to Think questions.

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

- Read Jackson's Challenge aloud.

Student Edition, page S-6

Dear Students,

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

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

Good luck!

Jackson

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

Student Edition, page S-6

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

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



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

Class Discussion TP

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

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think Jackson feels differently about Charlotte now than he did earlier in the story? Why or why not?</p> <p>Is the fight between Jackson, Sir Robert, and the thieves a fair fight? Explain your reasoning.</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Do you think Jackson feels differently about Charlotte now than he did earlier in the story? Why or why not?</p> <p>Is the fight between Jackson, Sir Robert, and the thieves a fair fight? Explain your reasoning.</p>	

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

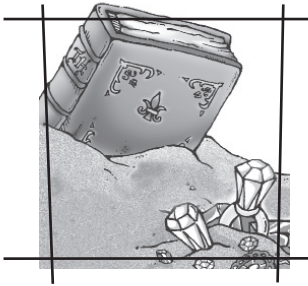
The Explorers are asking more Think questions and including complete information and explanations in their answers. I hope that impresses Mrs. Colon and earns them the reward at Readers Club. But if it doesn't, just learning the questioning strategy is pretty rewarding. Let's see if asking and answering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

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

Team Celebration Points

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

Student Edition, page S-6

Team Talk

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

Team Talk *continued*

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

- Introduce the video.

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



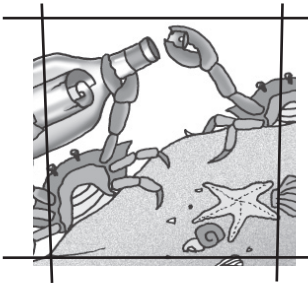
- **Play** "Part 6: Questions and Answers About Chapter 4" (8 minutes).
- Stop the video as indicated, and have students follow Jenny's directions.

Jenny will ask partners to:

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

Team Talk *continued*

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


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

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

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

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

Questioning



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


Questioning

Right There questions:

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

Think questions:

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



- Review the Questioning Strategy Card as necessary.
- Introduce Jackson's Challenge. Use this activity to reinforce prompting and supporting partners and teammates as they ask and answer questions.

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

- Read Jackson's Challenge aloud.

Student Edition, page S-7

Dear Students,

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

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

Best wishes,
Jackson

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

Student Edition, page S-7

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



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

Class Discussion **TP**

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

Strategy-Use Discussion

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

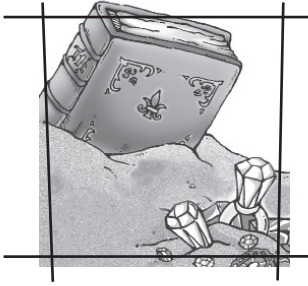
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

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

Student Edition, page S-7

Team Talk

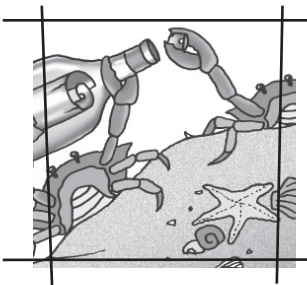
1. What do Carlos and Kate say is the reason the Explorers earned the reward?
2. What is the special reward?
3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)

- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

2. What is the special reward?


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

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

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

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

Questioning



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


Questioning

Right There questions:

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

Think questions:

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



- Review the Questioning Strategy Card as necessary.
- Introduce Jackson's Challenge. Use this activity to review and reinforce questioning as a strategy.

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

- Read Jackson's Challenge aloud.

Student Edition, page S-8

Dear Students,

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

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

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

Farewell for now,
Jackson



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

Class Discussion TP

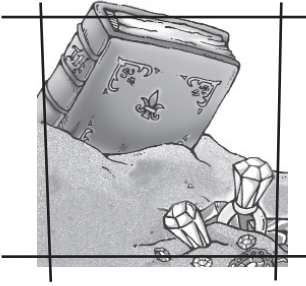
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Jackson's Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Summarize the lesson for students.

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

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

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

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

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

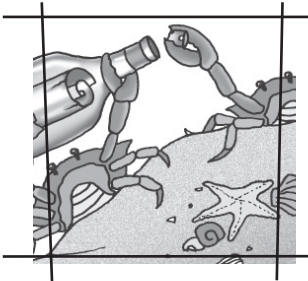
Preview Team Talk

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

Student Edition, page S-8

Team Talk

1. What information would make the answer to this question more complete?
Q: How does Fiona practice to become a knight?
A: Fiona practices by herself in secret to become a knight.
2. Turn the following statement into two questions: Fiona needs help to become a knight.
3. Think of a question to ask about *Lady Fiona, the Knight*. 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 *Lady Fiona, the Knight* to explain the Partner Reading routines using questioning. Have a student read the paragraph.

Lady Fiona, the Knight

Lady Fiona was a beautiful young woman from the kingdom of Frankfort. She was from a very wealthy family who was greatly respected throughout the land. However, Lady Fiona did not always enjoy her title. She was what some peasants and townspeople called a tomboy.

- 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 Lady Fiona. Let me think of a question that I can ask from this information. To think of question words, I'll look at my Questioning Strategy Card. One of the question words is *who*. I can think of a question that starts with *who*: Who is Lady Fiona? That's a good question that can be answered with the information from the paragraph. Do you know the answer? *Lady Fiona is a young woman from the kingdom of Frankfort.* 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 the kinds of things Lady Fiona likes to 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? *Lady Fiona likes to do things that boys like to do since some people call her a tomboy.*

- 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:

***Lady Fiona, the Knight* 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: How does Fiona practice to become a knight?

A: Fiona practices by herself in secret to become a knight.

100 points = *Information that would make the answer to the question more complete is that Fiona practices carrying a lance, wearing heavy armor, and sparring by herself. 90 points* = *Information that would make the answer to the question more complete is that Fiona practices carrying a lance by herself. 80 points* = *She practices carrying a lance by herself.*

Team Talk *continued*

2. Turn the following statement into two questions: Fiona needs help to become a knight.

100 points = *One question I could make from the statement is "Why does Fiona need help to become a knight?" Another question I could ask is "Whom does Fiona ask to help her become a knight?"* **90 points** = *Two questions I could ask are "Why does Fiona need help to become a knight?" and "Whom does Fiona ask to help her become a knight?"* **80 points** = *Why does Fiona need help to become a knight? Whom does Fiona ask to help her become a knight?*

3. Think of a question to ask about *Lady Fiona, the Knight*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)

100 points = *A question I could ask about Lady Fiona, the Knight is "How does Fiona feel after completing the first competition?" This is a Think question. You have to think about how Fiona thinks and feels after completing the first round. You have to reread and use clues to determine how she feels.* **90 points** = *A question I could ask is "How does Fiona feel after completing the first competition?" This is a Think question. You have to reread and use clues to determine how she feels.* **80 points** = *How does Fiona feel after completing the first competition? It's a Think question because you have to reread and use clues in the story.*

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

Class Discussion TP

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

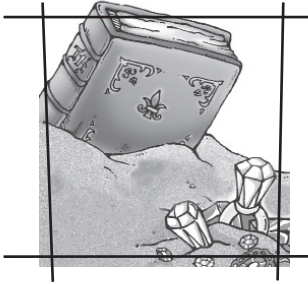


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: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

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

**DAY 9****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

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

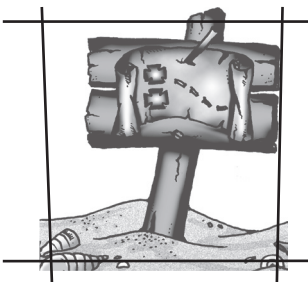
Set the Stage

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

Today we will read *Lady Fiona Rides Again*. We will stop to ask and answer questions while we're reading.

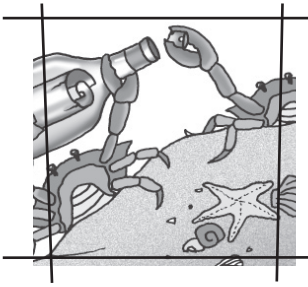
Prepare Students for the Test

- 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.



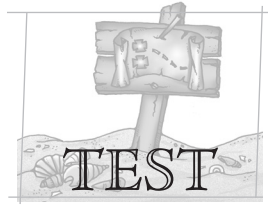
Class Discussion **TP**

- 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 *Lady Fiona Rides Again*, and answer the following questions. The total score for comprehension questions equals 100 points.

Lady Fiona Rides Again

Lady Fiona of Frankfort was well accustomed to the harsh training endured by young men seeking knighthood. She had once trained in secret and disguised herself as a young man in an attempt to become a knight. Although she passed the tests, she was not dubbed a knight because, alas, her identity was revealed. However, she proved that she could stand up to the rigors of knighthood. Few people disputed this fact, but women were not allowed to be knights, so Lady Fiona settled for training young men how to become knights.

Although this was unconventional, Lady Fiona was respected for her talents. It was, in fact, considered quite an honor to be accepted into Lady Fiona's classes. She was very strict, indeed, but she often produced the best-trained knights the kingdom had to offer. This idea was put to the test one fateful fall when the King of Frankfort's castle was under siege.

"Lady Fiona! Lady Fiona! The king's castle is under attack! We need every available page, squire, and knight at once!" cried Patrick, a loyal friend and page to the king. By the time he reached Fiona, he was panting like a dog on a hot summer's day.

"Slow down, Patrick. Catch your breath. Now slowly explain what's happening," soothed Fiona.

"It's just terrible, Lady Fiona! Knights from the kingdom of Sardon are approaching from all sides. The king is preparing for battle! He sent me here to ask you to send any available men," sobbed Patrick.

"Not to worry, Patrick. Report back to the king, and tell him I have quite a few exceptional men that I can send. They'll report at once." Fiona gave Patrick a reassuring pat on the back.

As soon as Patrick was out of sight, Fiona made an announcement. "Suit up and report to the king's castle at once!" she commanded. At the sound of Fiona's urgent voice, the young men scrambled for their armor. Fiona slipped out of sight.

Once the area was relatively clear, Fiona slipped into her own suit of armor. She grabbed her shield and sword and mounted Dusty, her bravest steed. With a gentle prod, the horse set off toward the king's castle.

As Fiona neared the castle, she lowered her helmet and fell in among the knights who had already arrived.

“Men, we have a tough battle ahead of us,” the king’s voice boomed like thunder. “As you may have heard, we are about to face an attack from the kingdom of Sardon. Prepare yourselves for what lies ahead. First thing tomorrow morning, we begin battle.” The men surrounded the king and gave shouts of support. Fiona’s heart raced as fast as the birds flew overhead. At last, she would fight as a knight to defend her kingdom. Fiona slipped away while the others gathered to feast and plan their defense.

The next morning, she was dressed and ready to join the group. The anticipation was as thick as pea soup. Even the horses seemed on edge. Finally, the sound of a distant horn signaled the beginning of battle. The horses, with knights firmly seated, charged ahead.

The battle lasted well into the night. At times, Fiona led the knights, and she fought as well as any man. Finally, exhausted and outnumbered, the knights of Sardon began to retreat. Fiona and the men cried out with excitement. The kingdom of Frankfort was safe for now.

As the men gathered back at the castle to celebrate, the king rode alongside Fiona. When the two were alone, the king softly said, “It was an honor to serve with you, Lady Fiona. You are as much of a knight as any man who fought today.”

Fiona struggled to take her helmet off and tried to ask the king how he knew her identity. But the king rode off toward the castle as Fiona smiled in bewilderment.

20 points

1. How does Fiona become a trainer of knights? Is this a Right There or Think question? Explain your answer.

20 points = *Fiona becomes a trainer of knights after she is discovered to be a lady during the knight competition. She can't be dubbed a knight, so she begins training young men to be knights. This is a Right There question. The answer to this question is in the first paragraph.*

15 points = *Fiona becomes a trainer of knights because she can't be dubbed a knight. She begins training young men to be knights. This is a Right There question since the answer to it is in one place.*

10 points = *She can't be dubbed a knight, so she begins training them. It's a Right There question. It's in one place.*

20 points

2. Turn the following statement into two questions: Lady Fiona is respected for her talents.

20 points = *One question I could ask from the statement is “Why is Lady Fiona respected?” Another question I could ask is “What are Lady Fiona’s talents?”* **15 points** = *Two questions I could ask are “Why is Lady Fiona respected?” and “What are Lady Fiona’s talents?”* **10 points** = *Why is Lady Fiona respected? What are Lady Fiona’s talents?*

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 to ask questions because it helps me know if I understand what I am reading. Asking hard-to-answer questions helps me get more out of my reading. When I ask myself questions, I remember more of the information.* **15 points** = *I think it helps to ask questions because it helps me know if I understand what I am reading.*

10 points = *It helps me make sure I understand what I am reading.*

20 points

4. Using the information in the story, *Lady Fiona Rides Again*, write a Think question.
(Answers will vary.) **20 points** = A Think question I could ask about the story *Lady Fiona Rides Again* is "How do you think Lady Fiona feels after the battle?"
15 points = A Think question is "How do you think Lady Fiona feels after the battle?"
10 points = How do you think Lady Fiona feels after the battle?

10 points

5. Which of the following is the best answer to the question "Why does Patrick ask Fiona for help?"
- Patrick asks Fiona for help because he doesn't know who else to ask.
 - Patrick asks Fiona for help because the king tells him to ask her.
 - Patrick asks Fiona for help because he knows she trains the best knights.
 - Patrick asks Fiona for help because he knows she will agree.

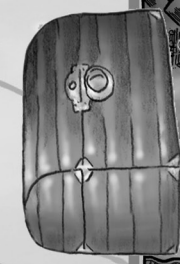
10 points

6. Which of the following questions is a Think question?
- Do you think Fiona becomes a real knight?
 - Is the king happy with Fiona?
 - Who is Patrick?
 - Whom does Fiona train?

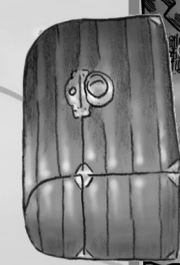
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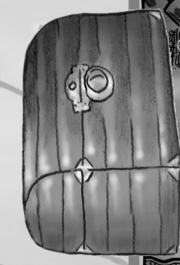
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Common Core State Standards

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

LEVEL 6 / *The Explorer's Treasure: Sir Robert's Treasure*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LITERATURE (6 DAY)

The Legend of Penelope Spencer: The Voyage of the Antelope

Written by Sam R. McColl

Illustrated by Gina Capaldi

The Savvy Reader—Questioning, A Collection of Readings, pages 27–64

Success for All Foundation, 2011

Summary

This is the legend of Penelope Spencer, known the world over as the wisest woman who ever lived. Long before Penelope became such a wise woman, she was a young potter's daughter in the small village of Spyridonia. When the king invites students from all over the land to join the great Academy of Learning, Penelope is in for the voyage of her life.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Questioning (QU)	Synonyms	Write a legend.
	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 use synonyms to improve their understanding of words.	Students will begin to write legends about an extraordinary character or event.

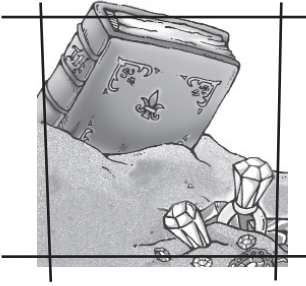
(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Questioning (QU)	Base word and ending	Write a legend, cont.
	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>-s</i> , <i>-ing</i> , <i>-ic</i> , and <i>-est</i> to increase their understanding of words. Students will recognize that words can have more than one ending and that some words need to be changed to add the ending.	Students will continue writing their legends, adding details to their plans and stories to help readers create mind movies and to add excitement to the plot of their stories.

CYCLE 1

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Questioning (QU)	Synonyms	Write a legend.
	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 use synonyms to improve their understanding of words.	Students will begin to write legends about an extraordinary character or event.

**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 Legend of Penelope Spencer: The Voyage of the Antelope* by Sam R. McColl. As we read, we'll practice asking questions about the story. Thinking of questions helps check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Explain to students that the main character in this story enters a contest. Use **Think-Pair-Share** to discuss any contests or competitions you have ever taken part in. What was the contest? What was the prize for winning? How did you do? Randomly select a few students to share.
 - Tell students that the main character in this story has to answer riddles to win her contest. Use **Team Huddle** to have students discuss why riddles might be a good way to determine the winner in a contest. What would answering a riddle correctly tell you about a person? Use **Random Reporter** to select students to share.
 - Tell students that early on in the story, the main character has to make a difficult decision. Use **Team Huddle** to have students discuss what strategies they use when they are faced with difficult decisions. 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
presence page 31	chunk: pre-sence	state of being somewhere	When Mr. Johnson saw me in class, he marked my <i>presence</i> on the sheet.
circumstances page 32	chunk: cir-cum-stan-ces	events, happenings	You can read about the <i>circumstances</i> surrounding the train accident in tomorrow’s newspaper.

Word and Page Number	Identification Strategy	Definition	Sentence
gilded page 35	base word + ending: gild + ed	covered in gold	The <i>gilded</i> cage shone in the daylight.
protruding page 35	base word + ending: protrud(e) + ing	sticking out	A small knob was <i>protruding</i> from the front of the television, and Vickie turned it.
enroll page 36	chunk: en-roll	join	After high school, some students <i>enroll</i> in colleges or universities.
categorically page 39	chunk: cat-e-gor-i-cal-ly	entirely	The tornado wrecked the town so <i>categorically</i> that not a single building remained standing.
expectant page 40	chunk: ex-pect-ant	hopeful	Julie stared at the lovely, wrapped gift with <i>expectant</i> eyes, eager to see what was inside.
adjourn page 43	chunk: ad-journ	go into, take a break	After dinner, Julie's father likes to <i>adjourn</i> to the den and read the evening paper.

Using the Targeted Skill (Introduction and Definition)

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

I'm going to say two sentences that are very similar, and I want you to tell me how they are different. Here's the first: "Ernie thinks lacrosse is an exciting sport." Now here's the second: "Why does Ernie like lacrosse?" Wait for students' responses. **Right. The second sentence is a question. I would expect someone to answer me after I asked that question. What word helps you know that it's a question? Wait for students' responses. Right. The word *why* helps you know it's a question because *why* is a question word.**

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

Who is your math teacher?
Pollyanna, **what** time is it?
When is the last day of school?
Chris, **where** do you live?
Julio, **why** did you bring your lunch from home today?
Bonita, **how** do you get to the cafeteria from here?

- Point out that we use questions like these to ask and answer questions all the time. Explain that teachers frequently ask questions as they teach to check students' understanding.
- Also explain that readers ask themselves questions as they read. Point out that readers think about and try to answer their questions to check their understanding.
- Display the following passage, and read it aloud.

Blackline master provided.

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

“Just once,” Theresa thought, “I wish something exciting would happen.” The tour guide talked on and on about the world’s largest ocean liner. Theresa stopped listening and looked around. Something caught her eye; a small paper triangle was sticking out under the exhibit for the World’s Smallest Boat. Theresa wondered about that triangle.

The class left the oldest boat and began walking toward “The World’s Fastest Speedboat.” Theresa stayed behind and pulled on the paper triangle. She pulled out a folded piece of paper. She 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 Iceberg King, Destroyer of Ships.” Theresa 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 largest ship?
Why did Theresa stay behind after the class moved on?
When did Theresa pull on the paper triangle?
How do Theresa’s feelings change after she reads the map?
What is Theresa 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 Legend of Penelope Spencer: The Voyage of the Antelope*, 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 page 29 aloud, stopping 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 the prologue, which is page 29 of the story. After I read, I will ask questions to check my understanding. I'll use question words to help me think of different kinds of questions to ask.

A Collection of Readings,
page 29

Prologue

Long ago and far away, dear reader, lived a wise, old teacher. Some say she was the wisest woman in the whole world and the wisest the world will ever know. Her name was Penelope Spencer, and she taught many of the world leaders. Her school for young people was famous the world over. Penelope knew all there was to know about everything. Difficult mathematics? She knew how to solve the hardest problems. Astronomy and physics? Mere child's play for her. People would travel the world over just to spend a semester with her at the Academy of Learning. Penelope devoted her life to teaching young people the ways of the world. Some say that when she finally passed away, the relative IQ of the population of the world dropped a few points. Penelope was indeed special.

Now, you may not know it, but when Penelope was a young girl, it was highly unusual for girls to receive the education that boys received. The world is not always fair, dear reader, and this was yet another example of its unfairness. Imagine not being able to study reading, or science, or social studies, just because you were a girl! It wasn't right. However, Penelope changed all that. How, you ask? Well, dear reader, that is where our story begins. So, find your favorite chair, and sit down and learn the beginnings of the legend of Penelope Spencer and her voyage on the *Antelope*.

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:

Who is the main character? (R)

Who is telling the story? (T)

What is Penelope Spencer famous for? (R)

How was education for girls different back then from how it is now? (T)



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

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn't. Let's look at the answers to the questions I asked. One question is "Who is the main character?" The main character is a young girl named Penelope Spencer. Another question is "What is Penelope Spencer famous for?" Penelope Spencer is famous for being the wisest woman in the world and possibly the wisest woman the world will ever know. She has a school for young people that is famous, and she has taught many world leaders. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Who is telling the story?" The story is being told by a narrator who doesn't seem to be a character in the story. I can tell because the narrator doesn't seem to have known Penelope Spencer and is just telling her story. Another question is "How was education for girls back then different from how it is now?" Education was different for girls in the past because it was unusual for girls to receive an education. The text says girls were not often taught to read or study science and social studies. I know that today, girls have the same opportunities as boys do in school in most of the world. Girls can learn the same things and go to the same schools as boys. These last two questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. I have to use my own knowledge to compare and contrast education for girls back then and now. 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. On page 31, the author refers to Penelope as the "potter's daughter." What is a potter, and how did you figure that out? |CL|
2. Why does Penelope think the town meetings are unfair? |CE|

Team Talk *continued*

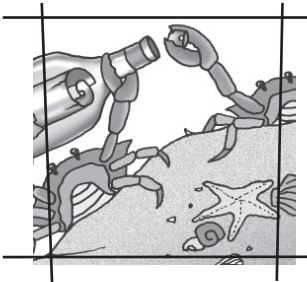
3. At the end of chapter 1, Penelope is— |CHI|

- a. confused.
- b. nervous.
- c. excited.
- d. annoyed.

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|

- 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 aloud with partners.
page 32 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. On page 31, the author refers to Penelope as the “potter’s daughter.” What is a potter, and how did you figure that out? |CL|

100 points = *A potter is someone who makes pottery out of clay. I figured that out by reading ahead. The author describes how Penelope’s father is shaping clay into a vase. Penelope is painting a bowl. Bowls and vases are types of pottery.* **90 points** = *A potter is someone who makes pottery out of clay. I figured that out by reading ahead. The author describes how Penelope’s father is shaping clay into a vase.* **80 points** = *They make pottery out of clay. I read ahead.*

2. Why does Penelope think the town meetings are unfair? |CE|

100 points = *Penelope thinks the town meetings are unfair because children are not usually required to attend or invited to them. She thinks children are citizens as well and should be able to go to the meetings.* **90 points** = *Penelope thinks the town meetings are unfair because children are not usually required to attend or invited to them. She thinks they should be able to go.* **80 points** = *Children aren’t usually invited to the meetings. She thinks they should be invited.*

3. At the end of chapter 1, Penelope is— |CH|

- a. confused.
- b. nervous.
- c. excited.
- d. annoyed.

How can you tell?

100 points = *I can tell she is excited because she does a jig across the room when her father tells her she can go to the meeting. A jig is a kind of dance. People often dance around when they are excited and happy.* **90 points** = *I can tell she is excited because she does a jig across the room when her father tells her she can go to the meeting.* **80 points** = *She does a jig.*

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.*

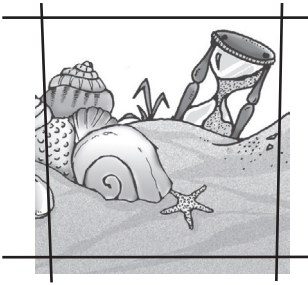
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think Penelope and her father get along? How can you tell?</p> <p>What can you tell about Penelope’s character so far? How would you describe her?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think Penelope and her father get along? How can you tell?</p> <p>What can you tell about Penelope’s character so far? How would you describe her?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



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.

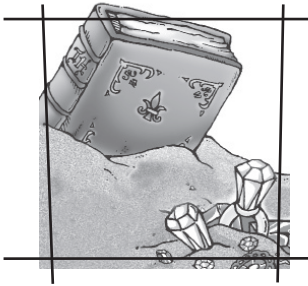
Page 31

- 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

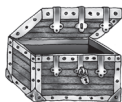
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

Why is Penelope excited?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 33 and 34 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 33 and 34

Chapter 2

Penelope and her father walked out into the gray morning air. As was typical of summer mornings in Spyridonia, a light fog hung in the air, covering things in a slight haze. Drops of the morning dew clung to the wood panels on the dais in the center of the town square.

Penelope looked around. She recognized most of the townspeople who were coming out of their homes and shops. There were Mrs. Mallory and her daughter Molly, who sold baked goods in town. There were Old Buck Mulligan and his son Stephen, who ran the cooper's shop. And there were Leopold and Luis Bloom, the boys who had run the shipwright's shop since their parents had passed.

"Avast, there, Captain!" called Leopold to Penelope as he and his brother spotted her.

"And a fine greeting to you two gentlemen," Penelope smiled back, giving both boys her finest curtsy.

Penelope's father turned to face the approaching boys. "Well, good morning Mr. Bloom and Mr. Bloom."

"Indeed, sir, it is a good morning," said Leopold.

"Indeed, indeed," said Luis.

The four of them had to dispense with the pleasantries abruptly, however, for a commotion from the far side of the village square caught everyone's attention. The growing crowd on the far side began to part, as if to get out of the way of something. And, sure enough, through the crowd and into the center of the square rolled the most beautiful horse and carriage Penelope had ever seen.

The four horses were the darkest, deepest black, and each had a shining white star across its forehead. The carriage itself was a sight to behold, as well. It was white, but adorned with shiny gold trim. The wheels sparkled, as if there were a bed of emeralds inside each hub. Penelope's breath was taken away.

The carriage rolled to a stop in the center of the square. Across the crowd, people were murmuring and mumbling. Penelope grabbed her father's hand and asked, "Whose carriage is that?"

"That, my dear," said her father, "is a part of the Royal Carriage Fleet, in which the king and members of the royal establishment ride. Dukes, earls, barons, and ministers all use the RCF as they travel and conduct their royal business, usually on behalf of the king."

"Well, who's in it now?" Penelope asked. But she didn't need the answer. Slowly, the door to the carriage opened.

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 do Mrs. Mallory and her daughter do? (R)

Why do Leopold and Luis do their work alone? (R)

Whom does Leopold call “Captain”? How does this relate to the work he does? (T)

Has Penelope ever seen a carriage like the one that comes into the village? How can you tell? (T)

Who owns the carriage? (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 do Mrs. Mallory and her daughter do?” Mrs. Mallory and her daughter are bakers and make baked goods for the village. Another question is “Why do Leopold and Luis do their work alone?” Leopold and Luis do their work alone because their parents have passed away. They took over the family business. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, “Whom does Leopold call ‘Captain’? How does this relate to the work he does?” Leopold calls Penelope “Captain.” This relates to the work he does because the text says he works in the shipwright's shop. I am not sure what a shipwright is, but it has the word *ship* in it. I know that the person in charge of a ship is a captain. Leopold must like to joke around with words used on ships because he works with ships. Another question is “Has Penelope ever seen a carriage like the one that comes into the village? How can you tell?” I don't think Penelope has ever seen a carriage like this before. The text says her breath is taken away by the sight of it. I know people are often surprised by things they have never seen. If Penelope saw carriages like this one all the time, she might not be so surprised by its beauty. Another question is “Who owns the carriage?” I think the king must own the carriage. Penelope's father says it is a part of the Royal Carriage Fleet. Even though they are used by dukes, earls, barons, and ministers, I think the king probably owns them. I know the word *royal* usually refers to kings. These last three questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. Sometimes I have to use my own background knowledge to answer them. It's important to ask a variety of Right There and Think questions about the text.

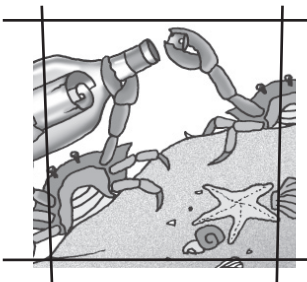
Preview Team Talk

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

Student Edition, page S-10

Team Talk

1. Which of the following is a conclusion you can draw from Penelope's father's statement about the minister's feather? |DC|
 - a. Scholars prefer blue feathers over other colors.
 - b. The king's ministers all shop at the same stores for their clothes.
 - c. Blue feathers are the most popular to wear.
 - d. The king's ministers wear uniforms to show what job they have.
2. In just two or three sentences, summarize the purpose of the Minister of Education's visit. |SU|
3. What do you think will happen next in the story? Give evidence from the story to support your prediction. |PR|
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 35 aloud with partners.
page 36 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 is a conclusion you can draw from Penelope’s father’s statement about the minister’s feather? |DC|
 - a. Scholars prefer blue feathers over other colors.
 - b. The king’s ministers all shop at the same stores for their clothes.
 - c. *Blue feathers are the most popular to wear.*
 - d. The king’s ministers wear uniforms to show what job they have.

2. In just two or three sentences, summarize the purpose of the Minister of Education’s visit. |SU|

100 points = *The purpose of the Minister of Education’s visit is to announce a new Academy of Learning. The academy will educate the best and brightest young people from all over the kingdom. The king has invited one student from each town to go to the academy.* **90 points** = *The purpose of the visit is to announce a new Academy of Learning. The academy will educate young people from all over the kingdom. The king has invited one student from each town to go.* **80 points** = *The minister announces a new Academy of Learning. One student from each town may go.*

3. What do you think will happen next in the story? Give evidence from the story to support your prediction. |PR|

100 points = *I think the town will figure out a way to show who’s the brightest student, and that student will be Penelope. I think this is what will happen because the Minister of Education says each village is allowed to decide which student to send to the academy. I also know from the prologue that Penelope grows up to be the wisest woman in the world.* **90 points** = *I think the town will figure out a way to show who’s the brightest student, and that student will be Penelope. The Minister of Education says each village is allowed to decide which student to send to the academy. I also know that Penelope grows up to be the wisest woman in the world.* **80 points** = *The town will figure out a way to show that Penelope is the brightest student. That is what they are supposed to do. Penelope grows up to be wise.*

Team Talk *continued*

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

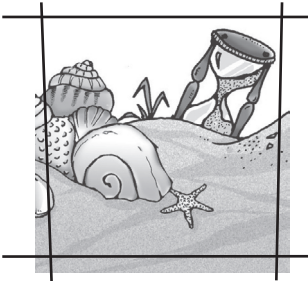
The king has invited one student from each village to attend his new academy. Do you think you would want to go away to his academy? Why or why not?

How do you think the village might test the young people to determine who gets to go to the academy?

- 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**

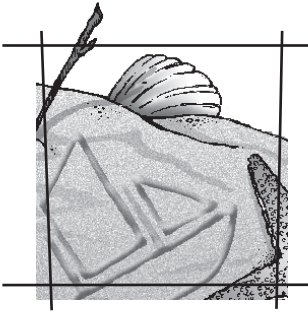
Timing Goal: 5 minutes

- 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-9

Page 35

- 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.



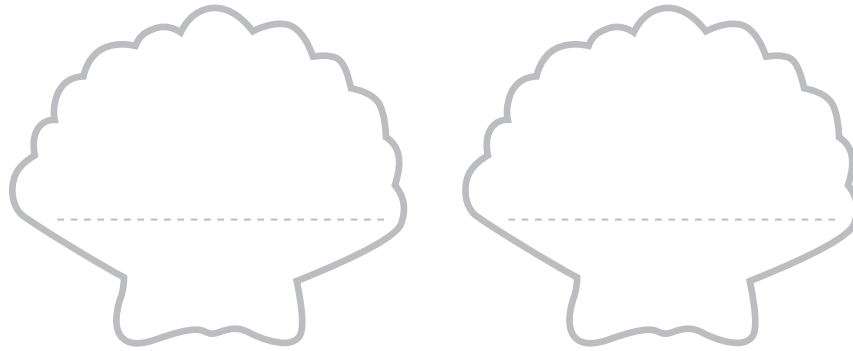
WORD POWER **TP**

Timing Goal: 10 minutes



- Display the Word Treasure clue, 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 style="margin: 0;">Word Treasure</h2>	<p>Synonyms are words that mean the same or almost the same.</p> <p>If you're having trouble understanding a word meaning, look for a synonym with a similar meaning, and make connections between the words.</p>
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- Write the word “debris” on the board. Use **Team Huddle** to have students give a synonym for *debris*. Use **Random Reporter** to select students to share responses. *Synonyms are* litter, waste, trash.
- Point out that knowing synonyms helps you improve your understanding of words.
- Tell students to be on the lookout for words from their vocabulary list that have synonyms.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition, page S-10

Skill Practice

Write a synonym for each of the following words.

1. squirt *spray*
2. fumble *drop*
3. brim *edge*
4. sofa *couch*

Building Meaning

presence	circumstances	gilded	protruding
enroll	categorically	expectant	adjourn

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

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

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

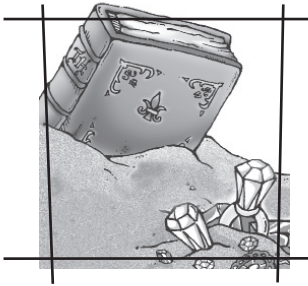
I really wanted to learn to paint, so my mom took me to the school to enroll in a class.

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

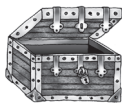
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

**Vocabulary TP**

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

**Strategic Review**

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



Why does the Minister of Education visit the village?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 37 and 38 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 37 and 38

Chapter 4

The crowd was abuzz with the exciting news. “A new academy!” exclaimed Mrs. Mallory.

“I’ve always said that education is the key to the future for our young people,” said old Buck Mulligan.

Then Mr. Mgumbo, the mayor of Spyridonia, stepped up on the dais. The crowd turned its attention to him. He cleared his throat and began to speak. “Fellow citizens of Spyridonia,” he said, “this is a time of great celebration for us. While we are proud of our small and humble schoolhouse, and most proud of Ms. Travers, our dedicated schoolteacher, this is also a wonderful opportunity for our young people. It is the opportunity to send one of our bright, young people off to see the world and to learn from some of the king’s wisest scholars. Thus, I suggest that all the families with young people go home tonight and discuss this opportunity together. I hereby proclaim that we shall meet upon this spot tomorrow, at noon, to decide which of our students shall compete for this opportunity, and how I shall discuss with Ms. Travers some appropriate ways of deciding which of our students is the brightest. Since many difficult discussions are to be had today, I declare all the businesses in Spyridonia closed for the day. Good luck, citizens.”

With that, the crowd began to disperse. Leopold and Luis said farewell to Penelope and her father. Penelope turned to her father. In just a few short moments, Penelope had realized that she wanted this opportunity more than she’d ever wanted anything else. Thoughts of traveling the seas, having adventures, and learning the ways of the world from some of the king’s brightest scholars filled Penelope’s brain. She opened her mouth to say something to her father. But he spoke first.

“Silence, for now, Dear One,” he said. “I know you too well, and I know what you were about to say. But, I insist that we adjourn to our home, where we can discuss this in depth, and more important, in private. These are important issues, issues that may very well have long-lasting effects on my life as well as yours. So, it is best we deal with them seriously. Do you understand that, Penelope?”

Penelope nodded, a bit sheepishly. “Yes, Father,” she said. “I understand.”

“Very well, then,” he said. “I believe there is the remainder of a mutton pie in the ice box. Let’s have lunch and talk about this inside.” Penelope’s father smiled and took her hand.

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:

How do the people of Spyridonia react to the news? (R)

Why do you think the mayor suggests that families take the decision seriously? (T)

Why does Penelope’s father want to discuss the king’s message in private? (R)

How do you think Penelope’s father feels about the possibility of Penelope attending the academy? (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 “How do the people of Spyridonia react to the news?” The people of Spyridonia are excited about the news. They all start discussing it after the minister leaves. Another question is “Why does Penelope’s father want to discuss the king’s message in private?” Penelope’s father wants to discuss the king’s message in private because it is a serious issue. He says it could have long-lasting effects on both him and Penelope, so they need to discuss it seriously. 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 the mayor suggests that families take the decision seriously?” I think the mayor suggests that families take the decision seriously because it is a very important decision. He doesn’t want families to rush into making a decision that might not be good for them. I know that it might be hard for some people to send their children away from home to go to school. Some people might not be able to send their children away because they need them at home. I think the mayor wants families to think about these things. Another question is “How do you think Penelope’s father feels about the possibility of Penelope attending the academy?” I think he’s worried about the possibility of Penelope attending the academy. He takes the message very seriously and tells Penelope they need to talk before she says anything. I think he wants to make sure that this is the right thing for both of them because he says it may have long-lasting effects on them. These last questions are more challenging. They are Think questions. I can’t find the answers in just one place on the page. I have to use my own background knowledge to answer them. It’s important to ask a variety of Right There and Think questions about the text.

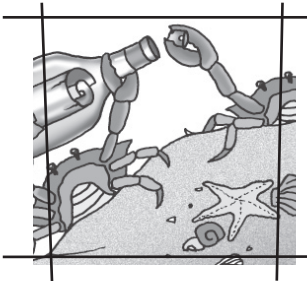
Preview Team Talk

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

Student Edition, page S-11

Team Talk

1. Why does Penelope's father want her to think about both the pros and cons of competing for the academy? |CE|
2. Which of the following best describes how Penelope feels while her father is taking his walk? |CH|
 - a. nervous and impatient
 - b. angry
 - c. confident and excited
 - d. calm
3. Do you think Penelope's father is going to let her compete for the academy? Support your answer. |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 39 aloud with partners.
page 40 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 Penelope's father want her to think about both the pros and cons of competing for the academy? |CE|

100 points = Penelope's father wants her to think about the pros and cons so she can see both sides of the issue. That will help her make a better decision about whether to go to the academy. **90 points** = Penelope's father wants her to think about the pros and cons so she can see both sides of the issue. **80 points** = He wants her to see both sides of the issue.

2. Which of the following best describes how Penelope feels while her father is taking his walk? |CH|

- a. nervous and impatient
- b. angry
- c. confident and excited
- d. calm

3. Do you think Penelope's father is going to let her compete for the academy? Support your answer. |DC|

100 points = Yes. I think Penelope's father is going to let her compete for the academy. With his help, she has thought about both sides of the issue, so he believes she has made a good choice. Also, when he comes back from his walk, he has a smile on his face. **90 points** = Yes. I think Penelope's father is going to let her compete for the academy. She has thought about both sides of the issue. He has a smile on his face after his walk. **80 points** = Yes. She has thought about both sides of the issue. He smiles after his walk.

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.

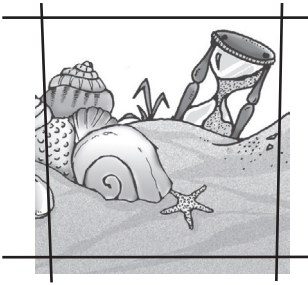
- If some teams finish ahead of others, have them work on their story maps.

- 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"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

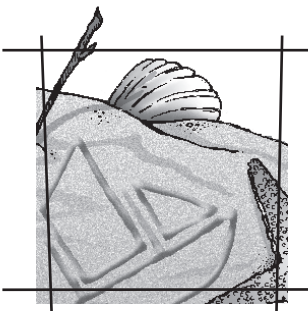
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 35 or 39

- 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, 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 *enroll* and *adjourn*. Use **Think-Pair-Share** to have students suggest synonyms for these words. Randomly select a few students to share responses. Enroll = *join, sign up, enter*; adjourn = *stop, dismiss, end*.

tps

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

Student Edition, page S-11

Skill Practice

Write a synonym for each of the following words.

1. fuel *gas*
2. entertain *amuse*
3. pouch *pocket*
4. branch *limb*

Building Meaning

presence	circumstances	gilded	protruding
enroll	categorically	expectant	adjourn

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. “What are the circumstances that led to you being late for school today?” Principal Jones asked. *Circumstances* means—

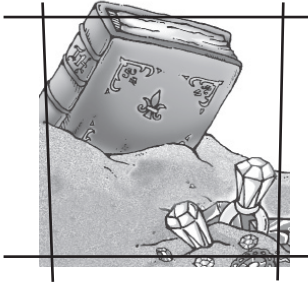
- a. events.
- b. excuses.
- c. barriers.
- d. delays.



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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

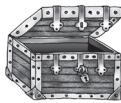
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



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

Strategic Review

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

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

How does Penelope feel while her father thinks of his decision?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 41 and 42 aloud. When you finish, use a **Think Aloud** to model asking and listing questions about that page. Also model referring to the question words and starters on the Questioning Strategy Card to ask a variety of questions.

A Collection of Readings,
pages 41 and 42

Chapter 6

The next day, sharply at noon, the people of Spyridonia gathered in the town square. Penelope was quaking with anxiety and excitement. The day before, she had thanked her father for allowing her to compete; she'd thanked him with a wonderful hug and a kiss on his whiskery cheek. The rest of that day, Penelope had tried hard to concentrate on her pottery, but it had been difficult. Now, here she was. Who would her competition be? Would Leopold and Luis compete? What about Molly? Penelope wasn't sure. She stood at her father's side, near the corner of the dais in the square.

Mayor Mgumbo and Ms. Travers stood on the dais. Mayor Mgumbo addressed the crowd. "Citizens of Spyridonia," he began, "who has decided to allow their young ones to compete in this most hallowed of competitions?"

Penelope's father stepped forward, "I have, sir," he said, holding Penelope's hand in the air.

"Ah, Mr. Spencer," the mayor addressed Penelope's father. "I am not surprised. Your wisdom is known throughout the land, and I assume that wisdom runs in the family. Young Penelope," he continued, addressing Penelope, "please come and join Ms. Travers and me on the dais." The crowd clapped as Penelope walked with trembling legs up onto the dais.

Mayor Mgumbo turned to the crowd. "Is there anyone else?"

From the left side of the crowd Mr. Piper, the local shepherd, stepped forward, holding his son Thomas's hand in the air. "If it pleases you, sir," said Mr. Piper, "my son Thomas should like to participate."

Mayor Mgumbo nodded. "Yet another obvious candidate, wise Mr. Piper. Young Thomas, please join us here." Thomas walked with what seemed like the utmost confidence up onto the dais. He smiled at Penelope, and Penelope weakly smiled back.

Once more, Mayor Mgumbo addressed the crowd. "Is there anyone else?" The crowd was silent. Mayor Mgumbo turned to Leopold and Luis Bloom. "Surely one of you young lads would care to compete?" he asked them.

(continued on next page)

“No sir,” said Leopold. “My brother and I are happy in the shipwright’s shop, carrying on our father’s work.”

“Very well, young sirs,” the mayor said. Then he turned to Mrs. Mallory and her daughter Molly. “Not you, young Molly?” he asked.

Molly curtsied, and said, “No thank you, sir. I’m quite content here with my mother. But I think Thomas and Penelope would both be most excellent candidates.”

“I agree,” said Ms. Travers, “though I shall regret losing either one of them from my classroom.” The audience chuckled.

“Very well, then,” said the mayor. “Let us begin.”

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:

How do you think Penelope feels right before the competition? How can you tell? (T)

Who is the first person who volunteers to compete? (R)

Why do the Bloom brothers choose not to compete? (R)

What do you think Ms. Travers means when she says that she’ll regret losing either candidate from her classroom? (T)

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

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn’t. Let’s look at the answers to the questions I asked. One question is “Who is the first person who volunteers to compete?” Penelope is the first person who volunteers to compete. Her father speaks for her. Another question is “Why do the Bloom brothers choose not to compete?” The Bloom brothers choose not to compete because they are happy carrying on their father’s work in the shipwright’s shop. These are both Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, “How do you think Penelope feels right before the competition? How can you tell?” I think Penelope feels nervous and excited right before the competition. The text says she is quaking. I know that when people are nervous or really excited about something, they might shake or shiver, which is what *quaking* means. She might be fidgety and can’t sit still. I also know that the day before, after she learned her father’s decision, she had trouble concentrating on doing work. She kept asking herself questions. Another question is “What do you think Ms. Travers means when she says that she’ll regret losing either candidate from her classroom?” I think she means that she enjoys having Penelope and Thomas as students. They are both described as coming from wise families, so they must be good

students. Ms. Travers probably enjoys teaching them because they enjoy learning. 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.

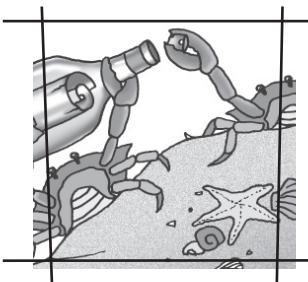
Preview Team Talk

- 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-12

Team Talk

1. What does Penelope have to do to win the competition? |CE|
2. What can you tell about the riddle? |DC|
 - a. It's well known because everyone knows the answer right away.
 - b. It's a new riddle they just created.
 - c. It's hard because Oedipus was the first person to answer it.
 - d. It's unfair because there is no answer.
3. How does Penelope feel when she hears the riddle? How can you tell? |CH|
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 43 aloud with partners.
page 44 silently.

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

Team Discussion **TP**

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

Team Talk

1. What does Penelope have to do to win the competition? |CE|

100 points = *To win the competition, Penelope has to solve an ancient riddle. 90 points* = *To win, she has to solve a riddle. 80 points* = *She has to solve a riddle.*

2. What can you tell about the riddle? |DC|

- a. It's well known because everyone knows the answer right away.
- b. It's a new riddle they just created.
- c. *It's hard because Oedipus was the first person to answer it.*
- d. It's unfair because there is no answer.

3. How does Penelope feel when she hears the riddle? How can you tell? |CH|

100 points = *Penelope feels nervous and a little scared when she hears the riddle. I can tell by what she thinks and how she acts. The riddle sends her head spinning, which means she is trying to think quickly about what it means. She asks herself questions. She thinks so hard about it that she doesn't notice her father walking with her. She sighs when she sits down. If Penelope were confident about the answer, she wouldn't act this way. I think she's afraid she won't find the answer. 90 points* = *Penelope feels nervous and a little scared when she hears the riddle. I can tell by what she thinks and how she acts. The riddle sends her head spinning, which means she is trying to think quickly about what it means. I think she's afraid she won't find the answer. 80 points* = *She feels nervous and a little scared. Her head is spinning.*

Team Talk *continued*

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

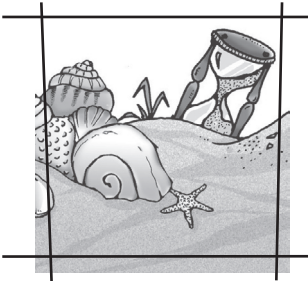
Reread the riddle on page 43. Try solving the riddle yourself or with your teammates. If you can come up with an answer, explain why you think it is correct.

What do you think would happen if both Thomas and Penelope answered the riddle correctly? 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**

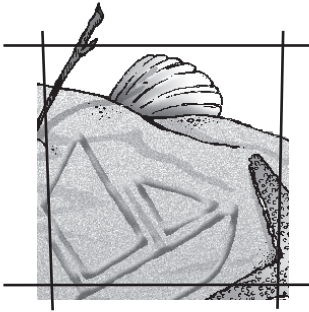
Timing Goal: 5 minutes

- 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 35, 39, or 43

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look the same).
- Direct students' attention to the Word Power Challenge. Use **Team Huddle** to have students suggest synonyms for these words.

Word Power Challenge

bloom

disguise



- Use **Random Reporter** to select students to share. Bloom = *grow, blossom, open*; disguise = *costume, camouflage, mask*.
- Remind students that many words have multiple synonyms to give shades of meaning.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-12

Skill Practice

Write a synonym for each of the following words.

1. mighty *strong*
2. drowsy *sleepy*
3. academy *school*
4. delay *stop*

Building Meaning			
presence	circumstances	gilded	protruding
enroll	categorically	expectant	adjourn

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

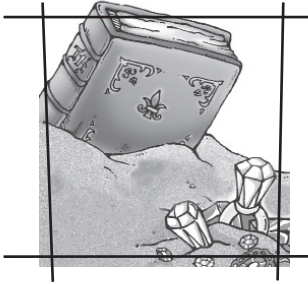
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

The judge had to adjourn the trial for the day because the defendant became sick.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



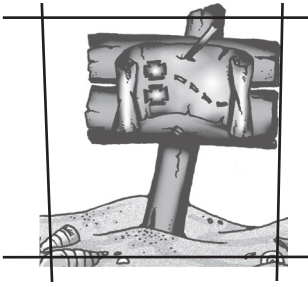
In yesterday's reading, Penelope and Thomas received their riddle, and the competition for the academy began. Today we will find out whether Penelope can solve the riddle correctly.

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

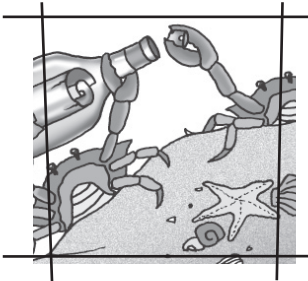
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about questioning.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that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

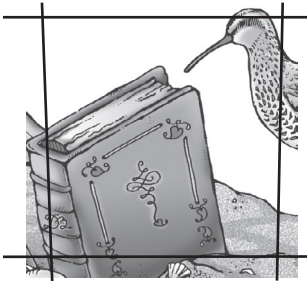
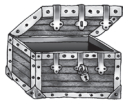
Team Discussion **TP**

- 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**

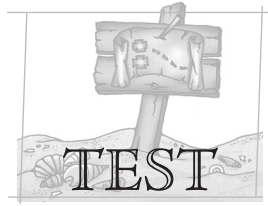
Timing Goal: 20 minutes

- 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.

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



Comprehension Questions

Read pages 45 and 46 of *The Legend of Penelope Spencer: The Voyage of the Antelope*, 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. Penelope's father wants her to think of the pros and cons of going to the academy so— |CE|

- she makes the best decision.
- she rushes into a bad decision.
- she decides to stay home.
- she chooses to study pottery.

20 points

3. Why do you think Ms. Travers and Mayor Mgumbo choose the Oedipus riddle? |DC|

20 points = I think Ms. Travers and Mayor Mgumbo choose the Oedipus riddle because it is a very difficult riddle to answer. Oedipus was the first person to answer it correctly. A person who answers it correctly must be as wise as Oedipus, so that person should get to go to the academy. **15 points** = I think Ms. Travers and Mayor Mgumbo choose the Oedipus riddle because it is a very difficult riddle to answer. A person who answers it correctly must be as wise as Oedipus. **10 points** = It is a very difficult riddle, and the person who answers it correctly must be very wise.

10 points

4. You can tell Thomas is disappointed because— |CH • CE|

- his heart breaks.
- he cries loudly.
- he hangs his head down.
- he runs away.

20 points

5. How does Penelope solve the riddle? |PS|

20 points = Penelope solves the riddle by thinking very hard about it. She tries to think of different things with legs and how they might walk. She also looks at her father and sees him holding his walking stick. **15 points** = Penelope solves the riddle by thinking very hard about it. She also sees her father holding his walking stick. **10 points** = She thinks hard and sees her father's walking stick.

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 a synonym for each of the following words.

5 points1. pal *friend***5 points**2. haul *carry***5 points**3. ripple *wave***5 points**4. nimble *quick*

Building Meaning

presence	circumstances	gilded	protruding
enroll	categorically	expectant	adjourn

10 points

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

10 points = *The children looked out the bus window with expectant eyes, hoping to catch a glimpse of their father's car already at home after his long business trip.* **5 points** = *The children looked out the bus window with expectant eyes, hoping to catch a glimpse of their father's car.* **1 point** = *The children looked out the bus window with expectant eyes.*

10 points

6. The teacher went through the directions *categorically* so no student could say he or she did not understand them.

10 points

7. The splinter was protruding from Ronnie's finger just enough for his mother to pull it out with some tweezers. *Protruding* means—
- pushed in.
 - causing pain.
 - just inside.
 - sticking out.*

10 points

8. The thieves wanted to steal the book with the *gilded* cover, but they set off the security system when they tried to touch it.

10 points

9. Pedro wanted to improve his baseball skills over the summer, so he decided to enroll in a summer league. *Enroll* means—
- quit.
 - join.*
 - begin.
 - leave.

10 points

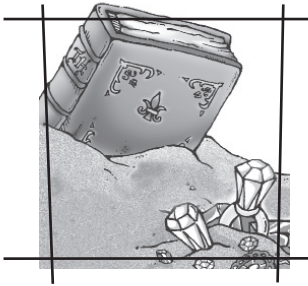
10. "Daniel Martinez, your *presence* is required in the front office at this time," the school secretary announced over the loudspeaker.

10 points

11. "Let's adjourn and go to my house to study so we can talk more and have a snack," Lydia said. *Adjourn* means—
- stop.*
 - continue.
 - skip.
 - proceed.

10 points

12. "Due to the *circumstances* during yesterday's storm, the school will be closed until its power can be restored," the superintendent explained.

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

Set the Stage

- Introduce the writing goal.

Today you will begin writing your own legend about an extraordinary character or event. Legends are a particular genre of literature that you may or may not be familiar with. You will use the characteristics of a legend to write your own story. You will finish writing your story next cycle after finishing *The Legend of Penelope Spencer: The Voyage of the Antelope*.

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 legend, by discussing legends as a literary genre.

Have you ever used the term *legend*? You may have referred to a famous athlete, such as Babe Ruth, as a legend. Maybe you have heard of urban legends, stories that are often scary and told around campfires. A legend is also a genre in literature. Legends are often old stories that may have started out as oral tales, or stories that were shared by mouth, long before they were written down.

- Ask students if they can think of any urban legends they have heard or read. Have volunteers share their urban legends with the class.
- Display the following characteristics of legends.

Blackline master provided.

Legend Characteristics

A story that is believable, but not necessarily believed

Tells about an extraordinary character or event

May be based on historical fact, but the characters or events have long been romanticized or inflated to seem fictitious

May have grown out of a rumor, a popular story without confirmation of facts



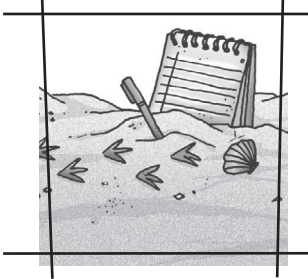
- Discuss the legend characteristics with students. Use **Team Huddle** and **Random Reporter** to ask students about the characteristics as they pertain to the legend of Robin Hood.

Have you ever heard of Robin Hood, the medieval outlaw of Sherwood Forest in England? He is a legendary character, and stories and songs about him have existed since the Middle Ages. His story has even been told in several movies. Robin Hood is famous for robbing from the rich and giving to the poor during the oppressive rule of Prince John. According to the stories, he was a nobleman whose title and property were taken away. Historians have tried to find a real Robin Hood, but there are no records of him. There are, however, records of real outlaws living in the forests of England on whom Robin Hood may be based. Let's see how Robin Hood's story has the characteristics of a legend. Do you think his story is believable? Yes. There were outlaws in the forests who robbed people. They probably robbed the rich because they would have gold or jewels. Why might the story not be believed, though? People may not believe someone would steal gold only to give it to other people. Most robbers keep what they steal. Good! Is Robin Hood extraordinary? Yes. He is brave, noble, and caring. Could Robin Hood be based on historical fact? Yes. There were outlaws, so there could have been people like him in existence. Do you think this story could have grown from a rumor? Yes. Someone may have told a story about an outlaw that became popular. Right. You have probably heard rumors. Rumors are often based in fact, but as they are passed from person to person, the story might become something much different from the original event. By the time the story is popular, no one cares if all the details are factual.

- Point out to students that the word *romanticize* does not necessarily have anything to do with a love story.

You might hear the word *romanticize* and think it means the way a story becomes a love story, but that is not the case. When something is romanticized, it means it becomes highly imaginative and focuses on bold heroes who are unique or eccentric in their society. Robin Hood fits this description. He is an outlaw with a kind heart. That shows him to be a unique individual among other outlaws.

- Remind students that their stories should still use the elements of story structure in addition to the characteristics of a legend. Point out that the climax shows how the character or event became legendary.
- Tell students that today they will plan their stories and write the beginning part that introduces their legendary character or event.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will begin writing a legend about an extraordinary character or event.



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

Student Edition, page S-12

Writing Prompt

You will begin writing your own legend about an extraordinary character or event. You will tell the story of how that character or event became a legend. Your legend will begin with an introduction to the character or event that describes why the event is legendary. The middle of your story will tell about at least four events that happen to the character or that lead up to the legendary event. Your story's conclusion will describe the climax and show how the character or event became legendary. Remember to consider the characteristics of a legend and the story elements as you write your legend. Remember to give your legend a title.

Scoring Guide

You wrote a legend about an extraordinary character or event.	15 points
Your legend begins with an introduction to the character or event that describes why the character or event is legendary.	20 points
The middle of your legend tells about at least four events that happened to the character or that led up to the legendary event.	10 points each (40 points maximum)
Your legend's conclusion describes the climax and shows how the character or event became legendary.	20 points
Your legend has a title.	5 points

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

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

- 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

Title: *The Legend of the Morristown Middle Dough Ball*

Legendary character(s) or event: *the Morristown Middle Dough Ball, Kelly Anderson, Marcus King, Anita Carrere, and Omar Aziz.*

The legend: *A ball of dough filled the home economics classroom until it exploded.*

Plot events:

1. *Kelly, Marcus, Anita, and Omar are assigned to make bread in home economics class.*
2. *Each accidentally contributes ingredients to the recipe.*
3. *A sudden power outage turns off the air conditioning and makes the school unbearably hot.*
4. *Students are brought outside to enjoy the fresh air.*

Climax and creation of the legend: *The high temperatures in the home economics class in addition to the extra ingredients cause the ball of dough to rise to an extraordinary size and explode. It coats the whole classroom and has since made the school smell of bread dough.*

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.
- Have students turn to page 29 in their collection of readings. Tell students that they will write an introduction similar to the prologue in *The Legend of Penelope Spencer: The Voyage of the Antelope*.

Remember the prologue to *The Legend of Penelope Spencer: The Voyage of the Antelope*? It introduces Penelope, the legendary character of the story. The prologue tells why Penelope is considered legendary. Why is she so extraordinary? Some say she is the wisest woman in the world. She knows everything and solves problems easily. She was given opportunities that most young girls did not have. Right. The prologue sets up the story. We learn about Penelope and why she is considered a legend, but we have to read the story to find out how she became a legend. The beginning of your story will be similar. It will introduce the legendary figure or event and why it is considered a legend.

- 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.
- Display the following sample of the introduction to a story.

Blackline master provided.

The Legend of the Morristown Middle Dough Ball

Long ago in a town named Morristown, an extraordinary event occurred. You see, the students at Morristown Middle School had to prove their skills in cooking. They had to show they could follow directions and work efficiently in the kitchen. Nothing special, right? That's what everyone thought until one day when some students followed the instructions too well. Kelly Anderson, Marcus King, Anita Carrere, and Omar Aziz were partners in a series of unfortunate events that led to the creation of the largest ball of sticky, sweet dough you have ever seen, and its eventual destruction. Official reports say the ball was the size of a small car; however witnesses say the ball could have filled a school bus. Either way, the day of the giant dough ball would go down in Morristown Middle history. Some students have devoted countless hours of time to trying to recreate the event, but so far it has been a once-in-a-lifetime occurrence.

Sharing, Responding, and Revising

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

Editing

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

Rewriting

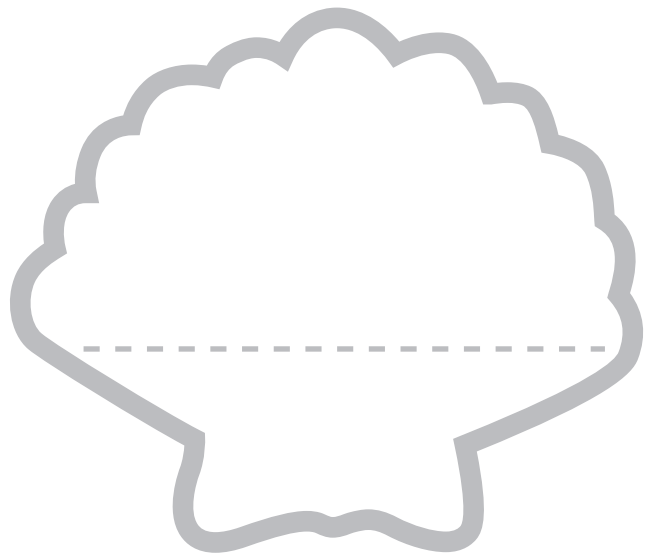
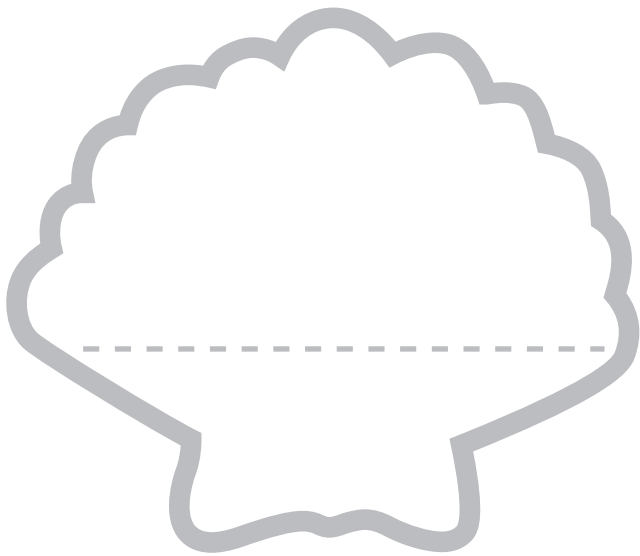
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one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

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

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

“Just once,” Theresa thought, “I wish something exciting would happen.” The tour guide talked on and on about the world’s largest ocean liner. Theresa stopped listening and looked around. Something caught her eye; a small paper triangle was sticking out under the exhibit for the World’s Smallest Boat. Theresa wondered about that triangle.

The class left the oldest boat and began walking toward “The World’s Fastest Speedboat.” Theresa stayed behind and pulled on the paper triangle. She pulled out a folded piece of paper. She 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 Iceberg King, Destroyer of Ships.” Theresa smiled. She knew something exciting was about to happen.



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Story Map



Title: *The Legend of Penelope Spencer: The Voyage of the Antelope, cycle 1*

Characters:

Penelope Spencer
Mr. Spencer (Father)
Leopold Bloom
Luis Bloom
Sir George Futura, Minister of Education
Mayor Mgumbo
Ms. Travers
Thomas Piper

Setting:

Where: Spyridonia

When: long ago, summer

Problem:

Penelope wants to study at the Academy of Learning.

The Minister of Education arrives in Spyridonia and tells the village that one young person will be able to
Event: study at the new Academy of Learning.

Penelope and Mr. Spencer talk about the pros and cons of studying at the academy and decide together
Event: that Penelope should try to attend.

Mayor Mgumbo and Ms. Travers choose a riddle to test students. Thomas Piper answers the riddle
Event: incorrectly, and Penelope answers correctly. Penelope is chosen to go to the academy.

Event:

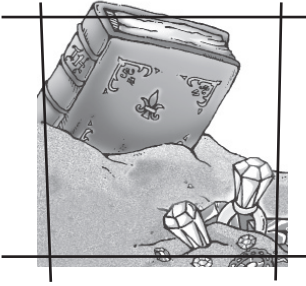
Event:

Solution:

CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Questioning (QU)	Base word and ending	Write a legend, cont.
	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>-s</i> , <i>-ing</i> , <i>-ic</i> , and <i>-est</i> to increase their understanding of words. Students will recognize that words can have more than one ending and that some words need to be changed to add the ending.	Students will continue writing their legends, adding details to their plans and stories to help readers create mind movies and to add excitement to the plot of their stories.

**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 Legend of Penelope Spencer: The Voyage of the Antelope* by Sam R. McColl. As we read, we'll continue asking questions about the story. Thinking of questions helps to check our understanding of the story. Good readers use questions to check their own understanding and that of their teammates.

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
qualms page 49	base word + ending: qualm + s	doubts, uncertainties	Jim’s parents had <i>qualms</i> about leaving Jim alone for the night, and they were unsure he would be okay.
fallible page 53	chunk: fall-i-ble	not perfect, prone to making mistakes	Everyone is <i>fallible</i> , so we shouldn’t blame people for making a few mistakes.
prepping page 53	base word + ending: prep + p + ing	preparing, making ready	The cook was busy cleaning her knives, washing the counter, and <i>prepping</i> to make dinner.
securing page 54	base word + ending: secur(e) + ing	making tight or safe	Putting a lock on the closet is one way of <i>securing</i> it.
vertical page 54	chunk: ver-ti-cal	completely upright, not at all sloped	Two mountain climbers looked up at the <i>vertical</i> rock face and knew it would be a difficult climb.
embrace page 57	chunk: em-brace	hug	The baby panda felt safe in his mother’s <i>embrace</i> .

Word and Page Number	Identification Strategy	Definition	Sentence
majestic page 61	chunk: ma-jes-tic	grand, vast, very large	The <i>majestic</i> mountain stood high above the smaller hills.
broadest page 62	base word + ending: broad + est	widest	At its <i>broadest</i> point, the lake is nearly a mile across.

Using the Targeted Skill (Introduction and Definition)



- Use **Team Huddle** to have students answer different questions that are simple to answer. Then ask a question or two that requires more thought and explanation. Example questions are provided below. Use **Random Reporter** to select students to share.

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?

- Use **Team Huddle** to have students explain 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. 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, 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.

Theresa looked at the map. She was ready to find the Iceberg King, Destroyer of Ships. 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 Iceberg King is great, no lies. Go to the fountain for a great surprise!”

Theresa was very excited. She ran to the 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 Theresa heard a familiar laugh. She remembered that her stepbrother Harry had a field trip to the museum too. He stepped from behind a statue. “Have a nice bath, Little T.? Did you find the Iceberg King?” Harry asked, laughing.

It was a joke. There was no Iceberg King. Theresa smiled. This wild goose chase was still better than just wandering around and looking at different boats. She and her stepbrother walked out into the museum together.

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

Blackline master provided.

What was Theresa trying to find? (R)

Where did the map instruct Theresa to look for the Iceberg King? (R)

Why did Theresa jump into the fountain? (R)

When did Theresa remember that Harry had a field trip to the museum? (R)

Is Harry older or younger than Theresa? How do you know? (T)

Why didn't Theresa find the Iceberg King? (R)

Do you think Harry is a mean brother? Why or why not? (T)

Was Theresa upset by the joke? Why do you think that? (T)

Were you surprised at how the story ended? Why or why not? (T)

- Point out some of the clues that tell you that a certain question is a Think question: the words “how do you know” and “do you think,” and the question words *why* and *why not*.

- Explain that as students read *The Legend of Penelope Spencer: The Voyage of the Antelope*, 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 Penelope has experienced so far. Randomly select a few students to share.
- 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 47 and 48 aloud, stopping after each page to model your questions and listing them with the page numbers. Example questions are provided below.

A Collection of Readings,
pages 47 and 48

Interlude

Now, dear reader, you may think that this is the end of the story. But no, the legend of Penelope Spencer has only just begun. Indeed, Penelope Spencer had won the competition. And indeed, if all were to go well, Penelope would soon join other students from across the kingdom at the king's new Academy of Learning. But, dear reader, many things would happen between that afternoon on the dais and when Penelope would take her seat at the Academy.

According to legend, Mayor Mgumbo offered one of Spyridonia's finest sailing vessels, the *Antelope*, for the journey. Also, according to legend, Mayor Mgumbo immediately asked for volunteers from the audience who would offer to join Penelope on her voyage across the sea. Of course, dear reader, her father offered to take the journey. So did the young Bloom boys, Leopold and Luis. And, in a show of sportsmanship and kindness, so did Thomas Piper. The Mayor awarded all four of them Citizens of Honor medals, for their devotion to the citizenry of Spyridonia.

The town of Spyridonia was abuzz with activity for the next few days. Supplies had to be drummed up from all over the place. Fortunately, Mr. Spencer, Penelope's father, had been somewhat of a sailor in his younger days, so he knew how to sail. But there was still much work that needed to be finished before the wonderful celebration and send-off of the *Antelope*.

When the preparations were complete, what a celebration it was! The entire village of Spyridonia held a banquet in honor of the *Antelope*, Penelope Spencer, and the rest of the crew. The mayor made a long and moving speech. So did Penelope, in which she thanked everyone in Spyridonia for their support.

Finally, it was time for the *Antelope* to set sail. And set sail she did. But, alas, dear reader, the voyage would turn out to be one of the most dangerous journeys ever known. And, dear reader, the adventures of Penelope Spencer and the *Antelope* crew will fill the rest of our story. So come along as we set sail with the *Antelope's* crew and sail into history.

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 this section is called the “Interlude”? (T)

Who else goes on the voyage? (R)

How do you think Penelope feels at the feast held in her honor? Why do you think that? (T)

Who makes a long speech when the *Antelope* sets sail? (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 else goes on the voyage?” Penelope's father, Leopold and Luis Bloom, and Thomas Piper. Another question is “Who makes a long speech when the *Antelope* sets sail?” The mayor makes a long speech when the *Antelope* sets sail. 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 this section is called the ‘Interlude’?” I think this section is called the “Interlude” because it's a part of the story that summarizes what happens between two other parts of the story. The narrator is just filling me in on things that happen after Penelope wins the contest and before the story continues to tell about her journey aboard the *Antelope*. Another question is “How do you think Penelope feels at the feast held in her honor? Why do you think that?” I think Penelope probably feels supported and thankful at the feast held in her honor. She gives a long speech at the feast and thanks people. I think she is probably happy to have the support of everyone in her village before she leaves for the academy. These last two questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. I have to think about what happened earlier in the story. It's important to ask a variety of Right There and Think questions about the text.

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

Preview Team Talk

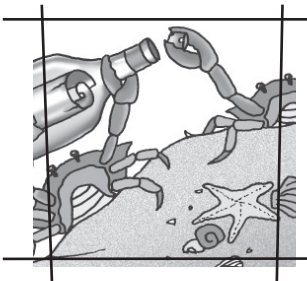
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-14

Team Talk

1. How does Penelope feel at the beginning of the journey? How do you know? |CH|
2. Why doesn't Penelope's father want to think too far ahead about Ithaca? |CE|
 - a. He does not want to think about Penelope leaving him.
 - b. He knows there are many dangers waiting for them at sea.
 - c. He is not looking forward to having to sail to the city.
 - d. He wants to enjoy their cruise and have fun on the boat.
3. What do you think it means that the song Father sings is both "haunting and beautiful"? |CL|
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 49 aloud with partners.
page 50 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. How does Penelope feel at the beginning of the journey? How do you know? |CH|

100 points = Penelope feels a range of emotions at the beginning of the journey. She feels anxious about the uncertainties that lie ahead. She is also excited and eager to get to Ithaca and see what waits for her at the academy. **90 points** = Penelope feels a range of emotions at the beginning of the journey. She feels anxious about what’s ahead. She is also excited and eager. **80 points** = She is anxious, excited, and eager.

2. Why doesn’t Penelope’s father want to think too far ahead about Ithaca? |CE|
 - a. He does not want to think about Penelope leaving him.
 - b. He knows there are many dangers waiting for them at sea.
 - c. He is not looking forward to having to sail to the city.
 - d. He wants to enjoy their cruise and have fun on the boat.

3. What do you think it means that the song Father sings is both “haunting and beautiful”? |CL|

100 points = I think it means that the song has a beautiful tune that is pretty to listen to but that the words are a little scary. The words of Father’s song tell about how dangerous the ocean can be. **90 points** = I think it means that the song has a beautiful tune that is pretty to listen to but that the words are a little scary. **80 points** = The song sounds pretty, but the words are scary.

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.

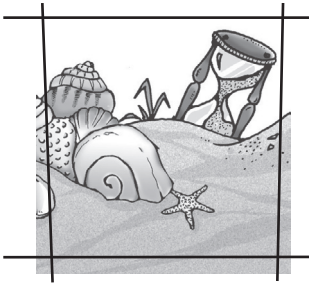
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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.



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Why do you think Penelope’s father warns her that the journey might be dangerous? Do you think he is trying to worry her? Why or why not?</p> <p>Have you ever been on a boat? What was your experience onboard like? Explain.</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain 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.

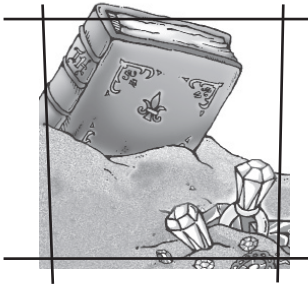
Page 49

- 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

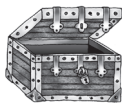
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 Penelope feel at the beginning of her journey?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 51 and 52 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 51 and 52

Chapter 10

The first day of the journey was filled with wonder and joy.

After the small crew had enjoyed a small luncheon of duck sandwiches, Captain Spencer taught the crew how to lash the mast ropes to the helm of the boat, thus letting the boat sail in a single direction without the need of a helmsman. The crew of five sat on the deck of the *Antelope*, sharing stories about what Ithaca might be like.

“Will we at least get to stay in Ithaca awhile, Captain Spencer?” asked Leopold Bloom.

“Indeed, sir,” said the self-styled captain of the *Antelope*. “We’ll stay for a few days at least, I’m sure, before we sail home again, minus one passenger, of course.” He smiled at his daughter, and regaled the rest of the crew with tales of earlier trips he’d taken to the Isle of Ithaca, when he’d been a much younger man. “Ithaca, dear Ithaca,” he mused. “’Twas where I met Penelope’s mother.” He told the crew about watching a play at the Grand Royale Theater, the largest theater in the entire kingdom. At the Grande Royale, he explained, Ithacan actors would stage moving dramas, sprightly comedies, and heart-rending tragedies for the audience and the king, who usually presided over the Grande Royale from his Royal Box in the balcony. Captain Spencer continued, “But on the day that I was there, there was no story so haunting, so lovely, as the young Lady Laertes, who was sitting just a few rows away from me.” A faraway look came over Captain Spencer’s face as he remembered the story.

“And who was the young Lady Laertes?” asked Thomas. Luis nudged him in the shoulder.

“Don’t be so dense, you goose,” Luis scolded. “She was the lady who would one day be Penelope’s mother. Isn’t that right, Captain Spencer?”

Before Captain Spencer could reply, the crew heard Penelope shout from near the starboard side of the *Antelope*, “Oh look! Dolphins!” Everyone except Captain Spencer ran to the side. Indeed, a group of dolphins was swimming alongside, and in front of, the *Antelope*. It was as though they were leading the ship along.

“Aye, crew,” said Captain Spencer. “Dolphins are a good omen for sailors on the open seas. A good omen, 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 the first day of the journey like? (R)

Do you think the crew is enjoying the journey? Why do you think this? (T)

Who was the young Lady Laertes? (R)

Do you think the voyage will continue to be fun and peaceful? 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 "What is the first day of the journey like?" The first day of the journey is filled with wonder and joy. They learn how to operate the boat. They share stories with one another. Another question is "Who was the young Lady Laertes?" The young Lady Laertes was Penelope's mother. Captain Spencer met her in Ithaca while at a play. These are Right There questions. Their answers are easy to find in the story.

Now for some more challenging questions. I asked, "Do you think the crew is enjoying the journey? Why do you think this?" Yes. I think the crew is enjoying their journey so far. They're sharing stories and talking about Ithaca, their destination. They are relaxed and having a good time. They have even lashed the sails so the boat doesn't need someone to steer it. These are all details that show me they are enjoying themselves. Another question is "Do you think the voyage will continue to be fun and peaceful? Why or why not?" I think the voyage will continue to be fun and peaceful. At the end of the chapter, they see dolphins swimming along with the ship. Captain Spencer says dolphins are a good omen. I know an omen is a sign or symbol. If there are dolphins, it must mean that good things are ahead for the sailors. These last two questions are more challenging. They are Think questions. I can't find the answers in just one place on the page. Sometimes I have to use my own background knowledge to answer them. It's important to ask a variety of Right There and Think questions about the text.

Preview Team Talk

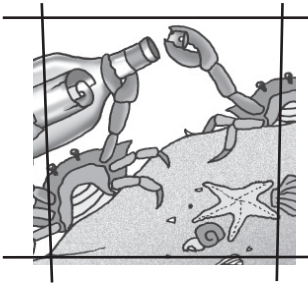
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page S-14

Team Talk

1. Is the crew prepared for the squall? How can you tell? |DC|
2. What is the mood of the story during the storm? |MD|
 - a. calm and relaxed
 - b. joyous and happy
 - c. exciting and adventurous
 - d. tense and frighetning
3. How well does the *Antelope* weather the storm? Use details from the text to support your answer. |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 53 aloud with partners.
page 54 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 the crew prepared for the squall? How can you tell? |DC|

100 points = *No. I don't think the crew is prepared for the squall. It strikes them while they are tidying up the ship for the night. Penelope seems surprised by the strong winds that knock her down, and she has to ask what is happening. The crew believed Captain Spencer when he said that the dolphins predicted good things for their journey.* **90 points** = *No. I don't think the crew is prepared for the squall. It strikes them while they are tidying up the ship for the night. Penelope seems surprised by the strong winds.* **80 points** = *No. They aren't prepared when it hits them.*

2. What is the mood of the story during the storm? |MD|

- a. calm and relaxed
- b. joyous and happy
- c. exciting and adventurous
- d. tense and frightening

3. How well does the *Antelope* weather the storm? Use details from the text to support your answer. |DC|

100 points = *The Antelope weathers the storm well despite the winds and the large wave that almost capsizes it. The ship stabilizes and sits evenly on the water again.* **90 points** = *The Antelope weathers the storm well despite the large wave that almost capsizes it.* **80 points** = *It weathers it well and doesn't capsize.*

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**

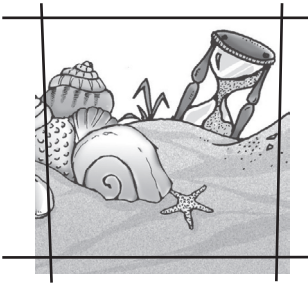


Strategy-Use Discussion

- 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"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td> Do you think the crew of the <i>Antelope</i> handles the squall and emergency well? Why or why not? Why do you think it is important to stay calm during emergencies? </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	Do you think the crew of the <i>Antelope</i> handles the squall and emergency well? Why or why not? Why do you think it is important to stay calm during emergencies?	
<ul style="list-style-type: none"> - Award team celebration points. 		

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

Timing Goal: 5 minutes

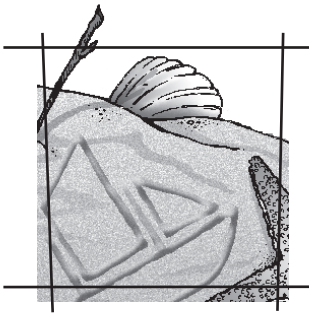
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-13

Page 53

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

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



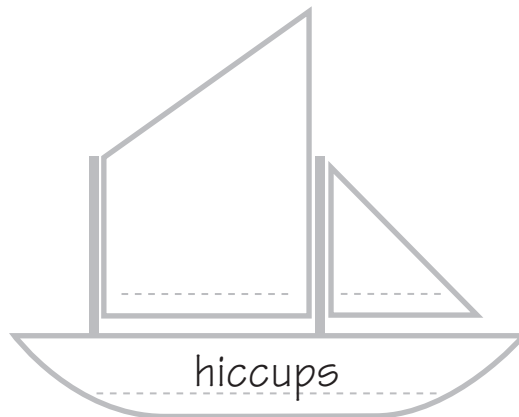
WORD POWER **TP**

Timing Goal: 10 minutes

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

- Show students the bottle, and pretend to take a message from the bottle. Use the message to introduce the Word Treasure clue for reading base words and endings. Display the clue—a sailboat with one big sail and a small sail. Write “hiccups” on the bottom of the boat, “hiccup” on the big sail, and “s” on the little sail.

Blackline master provided.



- 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.

- Remind students that many words have endings that add meaning to the base word. Point out that the word *hiccups* can mean more than one hiccup or that one is currently hiccupping.
- Review the endings *-s*, *-ing*, *-ic*, and *-est*, and point out what the endings mean: *-s* means more than one or an action currently taking place, *-ing* means action; an activity or a result of an activity, *-ic* means having the form or characteristic of, and *-est* means most or the highest form of something.
- Remind students that sometimes the base word must be changed before an ending can be added. The tools Captain Read More uses are the scrubber to remove letters and the needle and thread to add letters.
- Review the changes made to base words.
 - Base words ending in *y*: The *y* is scrubbed off, and an *i* is added before the endings *-s*, *-ic*, and *-est*. Use *scariest* as an example: *scariest* = *scary* + *i* + *est*. Sometimes an *e* is added to the *-s* ending when a base word ends in *y*. Use *carries* as an example: *carries* = *carry* + *i* + *es*.
 - Base words ending in *e*: The *e* is scrubbed off before the ending *-ing*.
 - Base words of one syllable having a vowel followed by a consonant: double the final consonant, and then add the endings *-ing* and *-est*. Use *stopping* as an example: *stopping* = *stop* + *p* + *ing*.
- Point out to students that the endings *-ic* and *-est* are unusual and are less common than the endings *-s* and *-ing*.
- Tell students that there are base words and endings in their vocabulary list and that they should be on the lookout 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-14

Skill Practice

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

1. pansies *pansy* + *i* + *es*; *more than one pansy or flower*
2. throbbing *throb* + *b* + *ing*; *the action of pounding*

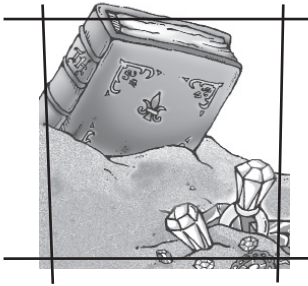
Building Meaning			
qualms	fallible	prepping	securing
vertical	embrace	majestic	broadest

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. Izzy and Jamal wanted their play to appeal to the broadest audience possible, so they wrote a romantic comedy with action scenes in it. *Broadest* means—
- skinniest.
 - smallest.
 - widest*.
 - quietest.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

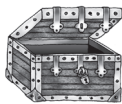
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

How does the squall affect the crew of the *Antelope*?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 55 and 56 aloud. When you finish, use a **Think Aloud** to model asking and listing questions about that page. Also model referring to the question words and starters on the Questioning Strategy Card to ask a variety of questions.

A Collection of Readings,
pages 55 and 56

Chapter 12

Before anyone could even think about what had happened, Captain Spencer started shouting, “Are all hands present and accounted for?” He called for Penelope. As the storm had died down, the lightning had stopped and the night was as black as night could be.

“I’m here, Father!” she shouted, weakly.

Then Captain Spencer called for Thomas Piper. Thomas had come to the main deck during the squall. “I’m here, sir!” he shouted.

“Leopold!” Captain Spencer shouted.

“Present, sir!” he shouted.

“Luis!” the Captain shouted in the darkness. Silence answered them. “Luis!” he shouted again, “Luis Bloom! Answer!” A feeling of dread crept over Penelope.

Everyone started shouting Luis’s name. But he answered no one. Thomas Piper leapt into action, running to the galley and fetching four oil lanterns. He lit them, ran up to the main deck, and passed them out. Captain Spencer, Penelope, Leopold and Thomas fanned out to the four corners of the ship, calling into the darkness.

“Brother! Answer! Answer me, Brother!” Leopold shouted into the darkness. Penelope could hear the fear in Leopold’s voice. They all continued calling for Luis, shouting his name into the darkness. But there was only silence.

Penelope’s father hauled the giant anchor over to the aft end of the *Antelope* and threw it overboard.

“We’ll stay right here, for now,” he said. Penelope carried her lantern over to Leopold. He was sitting on the starboard side of the boat, his head in his hands.

“My brother, my brother,” he kept repeating, over and over again. Penelope’s heart went out to him. She was trying to think of something to say when a small voice called out in the darkness.

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:

Who disappears during the squall? (R)

Penelope answers her father “weakly.” What do you think this means? (T)

Who tries to comfort Leopold? (R)

Whose is the small voice crying out in the darkness? Why do you think that? (T)

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

Remember that when we answer questions, we should provide complete answers that give all the information or details in the text. Sometimes this information is easy to find, and sometimes it isn’t. Let’s look at the answers to the questions I asked. One question is “Who disappears during the squall?” Luis disappears during the squall. He doesn’t answer when Captain Spencer takes roll on the ship. Another question is “Who tries to comfort Leopold?” Penelope tries to comfort Leopold. She carries a lantern over to him and tries to think of what she can say to him. These are Right There questions. Their answers are easy to find in the story.

Now for a more challenging question. I asked, “Penelope answers her father ‘weakly.’ What do you think this means?” I think it means that Penelope has not fully recovered from the excitement of the squall. I think she is still scared about what just happened and about the danger. She feels weak and can’t speak up loudly yet. Another question is “Whose is the small voice crying out in the darkness? Why do you think that?” I think the small voice crying out in the darkness is Luis. I know the ship hasn’t moved since the squall stopped because Captain Spencer throws the anchor overboard to keep them in one place. I don’t think there are other ships near them as they sail for Ithaca. I think it must be Luis, finding his way back to the ship. 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.

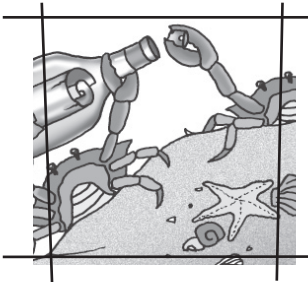
Preview Team Talk

- 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-15

Team Talk

1. How well does Luis handle being thrown overboard? How can you tell? What does this say about him? |CH|
2. How does the mood on the *Antelope* change after they rescue Luis? How can you tell? |CC • MD|
3. What is Captain Spencer referring to when he says “Nature’s swimming pool”? |CL|
 - a. the ship’s bathtub
 - b. the ocean or sea
 - c. the public pool
 - d. the nearby river
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 57 aloud with partners.
page 58 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 well does Luis handle being thrown overboard? How can you tell? What does this say about him? |CH|

100 points = *Luis handles being thrown overboard very well. I can tell because he seems calm. He laughs about what happened to him and says he has learned to grab onto something more solid than a loose piece of rope. I think that it shows Luis is brave and quick thinking. He stays calm and swims until he can find the ship again.* **90 points** = *Luis handles being thrown overboard very well. I can tell because he laughs about what happened to him. It shows that Luis is brave and quick thinking.* **80 points** = *He handles it well and laughs about it. He is brave.*

2. How does the mood on the *Antelope* change after they rescue Luis? How can you tell? |CC • MD|

100 points = *The mood on the Antelope changes to being calm and relieved after they rescue Luis. I can tell because they laugh with Luis about what happened. They all decide to drink some hot cocoa and listen to Luis's story about being thrown into the water. When Luis was missing, they were all worried and sad.* **90 points** = *The mood on the Antelope changes to being calm and relieved after they rescue Luis. I can tell because they decide to drink some hot cocoa and listen to Luis's story. They were worried before.* **80 points** = *The mood becomes calm and relieved. They drink hot cocoa and listen to Luis's story.*

3. What is Captain Spencer referring to when he says “Nature’s swimming pool”? |CL|
- the ship’s bathtub
 - the ocean or sea
 - the public pool
 - the nearby river
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

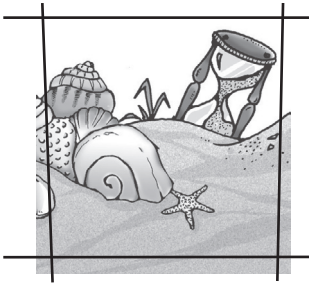
Do you think you could stay as calm as Luis in the same situation? Why or why not?

Have you ever faced an emergency? Describe the emergency and how you handled it.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

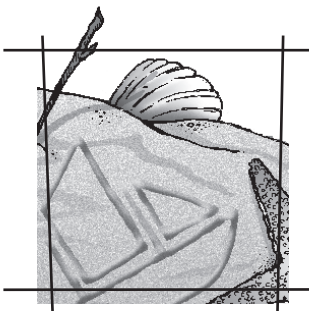
Timing Goal: 5 minutes

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

Student Edition, page S-13

Page 53 or 57

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses (big sail and little sail). Have students identify the endings they are working with in this cycle (-s, -ing, -ic, and -est).
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings. Randomly select a few students to share responses. *The words are qualms, prepping, securing, majestic, and broadest.*

tps

- Use **Think-Pair-Share** to have students divide the ending from the base word, reminding them to use the scrubber and needle and thread as necessary. Randomly select a few students to share responses. Qualms = *qualm* + *s*; prepping = *prep* + *p* + *ing*; securing = *secur* + *ing*; majestic = *majesty* + *ic*; broadest = *broad* + *est*.
- Have students review the definitions of these words and read the sample sentences in their vocabulary list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-15

Skill Practice

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

1. metallic *metal + l + ic; having the characteristic of being metal*
2. vainest *vain + est; the most proud*

Building Meaning

qualms	fallible	prepping	securing
vertical	embrace	majestic	broadest

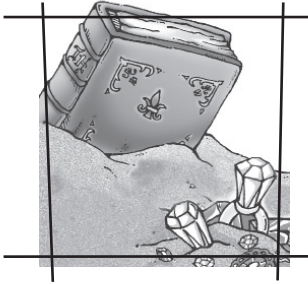
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Choose the word that best fits in the blank.
 If you spend a little time prepping your ingredients, it won't take you as long to put together a meal.



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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

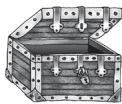
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

How does rescuing Luis affect the story's mood?

Listening Comprehension



- Tell students that today after you read aloud, you will once again ask and list questions. Read pages 59 and 60 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 59 and 60

Chapter 14

For the next several days, the *Antelope* and her crew sailed without problems across the sea. One morning, Penelope and her father were sharing a cup of cocoa on the main deck. Penelope sipped her cocoa and said, "Since that first storm, when we almost lost poor Luis, we've had an easy go of it, haven't we, Captain?" Penelope had taken, over the last few days, to calling her father "Captain." It made her feel more like a member of the crew, instead of just her father's daughter.

In response to her calling him Captain, her father had started addressing her just as he did the other crew members. "Aye, Miss Spencer, we have," he said. "Shall it be like this for the duration of our voyage, do you think?" Penelope asked.

"Well, that was something I wanted to discuss with you and the rest of the crew. In fact, could you assemble everyone, Miss Spencer?" he asked.

"Aye, aye, Captain," Penelope saluted and ran off to fetch Luis, Leopold, and Thomas. The crew all met on the main deck, near the bow of the boat. "What do you have to tell us, Captain?" Penelope asked.

The Captain began talking. "Mates, we have nearly reached the end of our journey. The Royal Isle of Ithaca is almost at hand. But, the Royal Harbor of Ithaca is an unusual place. One of the main reasons the Kingdom of Ithaca has been so untouched by war for so many years is because of the harbor's location. The harbor is guarded by the Mighty Oracle, a wise man who only lets a ship past if someone onboard can answer a riddle.

"Another riddle?" cried Penelope, "I don't know if I could stand it!"

"Well, Miss Spencer," said the Captain, "you must. The *Antelope* has carried us this far. We cannot turn back now."

(continued on next page)

“I’ll do my best, Captain,” said Penelope, bravely. Penelope hoped she wouldn’t let her shipmates, her father, her village, and her king down. But it was a difficult burden to bear. Penelope’s thoughts were heavy all that day.

Later that afternoon, the Captain called from the bow of the main deck. “All hands on deck! All hands on deck! Mr. Piper, drop anchor! We’ve arrived at the Mighty Oracle!”

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

Has the crew of the *Antelope* faced any more emergencies since the storm? (R)

Why might Penelope want to feel more like a member of the crew instead of just the captain’s daughter? (T)

Who guards the harbor of the Royal Isle of Ithaca? (R)

How do you think Penelope feels about having to answer the Oracle’s riddle? (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 “Has the crew of the *Antelope* faced any more emergencies since the storm?” No. The crew of the *Antelope* hasn’t faced any more emergencies. They have had no problems and smooth sailing since the squall. Another question is “Who guards the harbor of the Royal Isle of Ithaca?” The Mighty Oracle guards the harbor of the Royal Isle of Ithaca. He doesn’t allow ships to pass unless they answer his riddle correctly.

Now for some more challenging questions. I asked, “Why might Penelope want to feel more like a member of the crew instead of just the captain’s daughter?” I think Penelope wants to feel like she can help out on the ship as much as any of the men. I don’t think she wants to feel like she is helpless or that she is just a passenger on the ship. She wants to feel useful and help her friends and father sail to Ithaca. Another question is “How do you think Penelope feels about having to answer the Oracle’s riddle?” I think Penelope is nervous about having to answer the Oracle’s riddle. She has already answered a tough riddle to be chosen to go to Ithaca. Now she has to answer another one just to get in the harbor. She is afraid of letting her father, friends, and village down if she fails. She says she doesn’t know if she can stand it. I think she means she can’t stand the pressure. These last two questions are more challenging. They are Think questions. I couldn’t find the answers in just one place on the page.

Sometimes I have to use my own background knowledge to answer them. It's important to ask a variety of Right There and Think questions about the text.

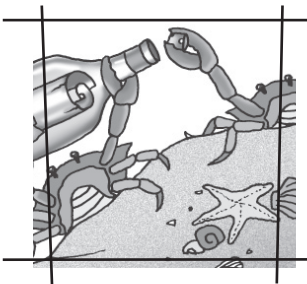
Preview Team Talk

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

Student Edition, page S-15

Team Talk

1. What will happen if Penelope doesn't answer the riddle correctly? |CE|
 - a. They will have to turn around.
 - b. Penelope will be banished from the kingdom.
 - c. The *Antelope* will meet certain doom.
 - d. The crew will have to attack the Oracle.
2. Why does Penelope wish she was back in Spyridonia? |CE|
3. How does Penelope arrive at the answer to the riddle? |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 61 aloud with partners.
page 62 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. What will happen if Penelope doesn't answer the riddle correctly? |CE|
 - a. They will have to turn around.
 - b. Penelope will be banished from the kingdom.
 - c. *The Antelope will meet certain doom.*
 - d. The crew will have to attack the Oracle.

2. Why does Penelope wish she was back in Spyridonia? |CE|

100 points = *I think Penelope wishes she was back in Spyridonia because she is afraid she can't answer the riddle. She feels she has let the crew down and that she should never have taken the journey. I think she had less to worry about in Spyridonia.* **90 points** = *I think Penelope wishes she was back in Spyridonia because she is afraid she can't answer the riddle. She feels she has let the crew down.* **80 points** = *She is afraid she can't answer the riddle.*

3. How does Penelope arrive at the answer to the riddle? |PS|

100 points = *Penelope arrives at the answer to the riddle by thinking of Spyridonia. She thinks about how she would much rather be running over the dew-covered hills with her friends. This helps her figure out what is the broadest water and the safest to cross. Dew covers the ground for miles and is safe to walk on.* **90 points** = *Penelope arrives at the answer to the riddle by thinking of Spyridonia. She thinks about how she would much rather be running over the dew-covered hills with her friends. Dew is the answer.* **80 points** = *She thinks about how she would much rather be running over the dew-covered hills with her friends. Dew is the answer.*

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|

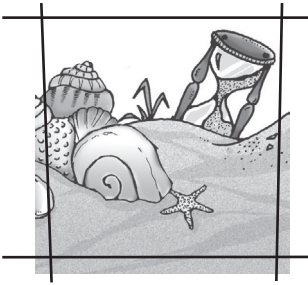
100 points = *The student asks three questions and provides correct and complete answers that restate the questions and include all appropriate details from the text.* **90 points** = *The student asks three questions and provides correct answers that restate the questions and include one detail from 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"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

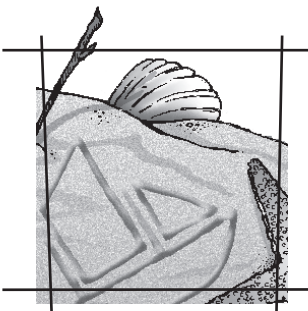
Timing Goal: 5 minutes

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

Student Edition, page S-13

Page 53, 57, or 61

- 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 endings).
- Use **Think-Pair-Share** to have students tell why it is useful to learn different endings for base words and give an example. *Different endings change word meanings slightly. For example, adding -s to an action word means the action takes place in the present.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the words and give a meaning for each word.

Word Power Challenge	horrific
	daintiest

- Randomly select a few students to share responses.
Horrific = *horrify* + *ic*: having characteristics of being scary or horrifying;
daintiest = *dainty* + *i* + *est*: the most delicate or smallest.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-16

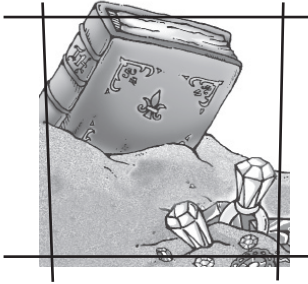
Skill Practice			
Write each word in your journal. Then write the base word and ending. Write a definition for the word.			
1. achieves <i>achieve</i> + <i>s</i> ; bringing to a successful end in the present			
2. purest <i>pure</i> + <i>est</i> ; the most free or clean			
Building Meaning			
qualms	fallible	prepping	securing
vertical	embrace	majestic	broadest
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. "Everyone is <u>fallible</u> and can't do everything right all the time," Diego's mother said to comfort him. <i>Fallible</i> means—			
a. not clumsy.			
b. not graceful.			
c. not likable.			
d. not perfect.			



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

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



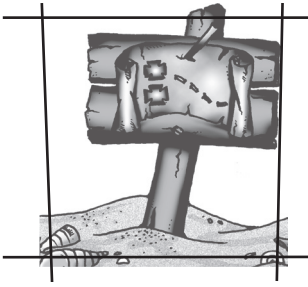
In yesterday's reading, Penelope answered the riddle correctly and was set to begin learning at the academy. Today we will find out about Penelope's years at the academy.

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

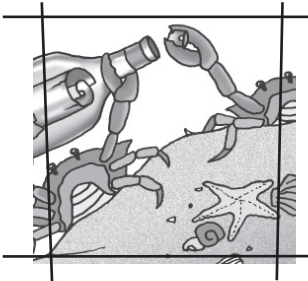
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about questioning.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that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

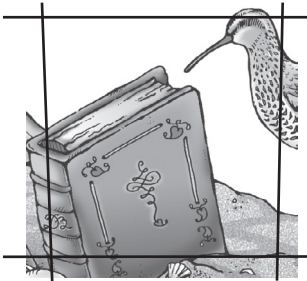
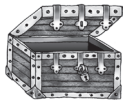
Team Discussion **TP**

- 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**

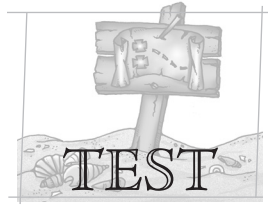
Timing Goal: 20 minutes

- 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.

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



Comprehension Questions

Read pages 63 and 64 of *The Legend of Penelope Spencer: The Voyage of the Antelope*, 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. Penelope's father doesn't want to think about Ithaca at the start of the journey because— |CE|

- a. *he knows the journey could be dangerous.*
- b. *he doesn't want Penelope to leave.*
- c. *he misses Spyridonia already.*
- d. *he dislikes visiting Ithaca and isn't looking forward to it.*

20 points

3. How can you tell the crew isn't prepared for the white squall? |DC|

20 points = *I can tell the crew isn't prepared for the white squall because it takes everyone by surprise. They are all doing other tasks when the squall hits. They have to hurry to secure the ship from the high winds and waves. 15 points* = *I can tell the crew isn't prepared for the white squall because it takes everyone by surprise. They have to hurry to secure the ship. 10 points* = *They are taken by surprise and have to hurry to secure the ship.*

20 points

4. How does Penelope advance at the academy? |SQ|

20 points = *Penelope advances at the academy by first excelling at her own classes. Then, she begins tutoring her fellow students and helping them. Finally, she teaches her own classes at the academy. 15 points* = *Penelope advances at the academy by first excelling at her own classes. Then, she tutors her classmates. Finally, she teaches classes. 10 points* = *She does well in her classes, tutors, and then teaches.*

10 points

5. Why does Penelope get to see her father once a year? |CE|

- a. *She is allowed to go home to Spyridonia to visit him once a year.*
- b. *He brings his pottery to sell in Ithaca's market once a year.*
- c. *She travels to Spyridonia to give a test to the students once a year.*
- d. *He brings a new student to Ithaca to learn at the academy each year.*

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

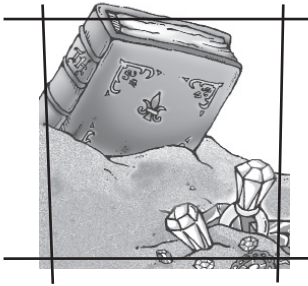
- 5 points** 1. thawing *thaw + ing; the action of becoming unfrozen, melting*
- 5 points** 2. pickles *pickle + s; more than one pickle*
- 5 points** 3. acidic *acid + ic; having the characteristic of acid, being bitter*
- 5 points** 4. grimmest *grim + m + est; most unhappy or serious*

Building Meaning

qualms	fallible	prepping	securing
vertical	embrace	majestic	broadest

- 10 points** 5. Write a meaningful sentence for the word *securing*.
- 10 points** = I kept my bike safe from thieves by securing it to a tree with a strong chain and padlock. **5 points** = I kept my bike safe from thieves by securing it to a tree. **1 point** = I kept my bike safe from thieves by securing it.
- 10 points** 6. I didn't like the look of the nearly vertical drop on the roller coaster, so I sat down while my friends rode it.
- 10 points** 7. I always felt happy and comfortable in my grandmother's embrace because she smelled of peppermint and vanilla. *Embrace* means—
- hug.*
 - car.*
 - chair.*
 - kitchen.*

- 10 points** 8. Parents are *fallible* and sometimes make mistakes when they are trying to understand their children’s problems.
- 10 points** 9. “I spent the whole weekend prepping for my presentation, so I think it will go well,” Shayna explained. *Prepping* means—
- a. experimenting.
 - b. cutting.
 - c. applauding.
 - d. *preparing*.
- 10 points** 10. The boys found the *broadest* tree trunk they could to make a safe and stable bridge across the creek.
- 10 points** 11. “Basketball season is long, so if you have any qualms about whether you have time to practice and play, you should think about your schedule,” Coach Ronald said. *Qualms* means—
- a. opinions.
 - b. *doubts*.
 - c. arguments.
 - d. comforts.
- 10 points** 12. The *majestic* battleship dwarfed the tug boats that were hauling it to the dock for cleaning and repairs.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will finish writing the legend you started last cycle. You have learned how Penelope became a legend in her town and nation. In your story, you will describe how your character or event became legendary.

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.

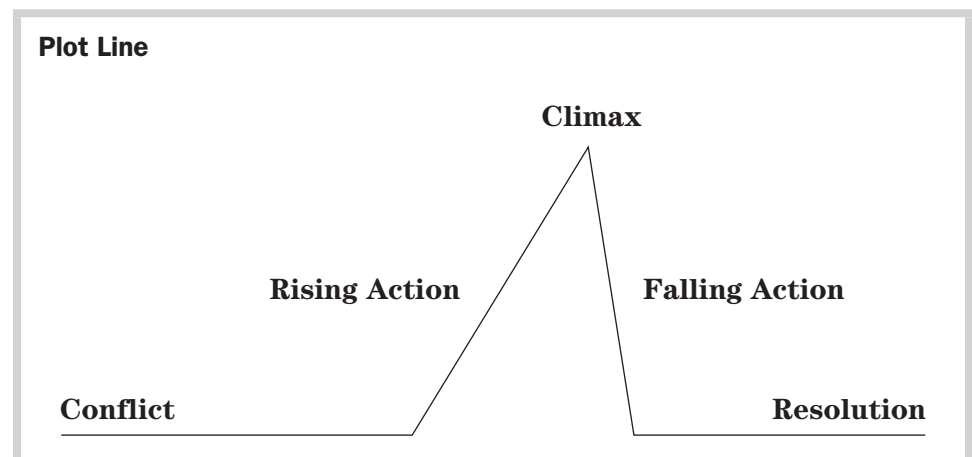
Build Background

- Introduce the activity, writing a legend, by telling students that it is important to build up the action in their legends to the story's climax.

As you read stories, the events and actions of the characters build up to the climax, or most exciting part of the story. These events are called the rising action and should be descriptive and build tension. This helps make your stories more interesting and entertaining.

- Display the following plot line for students.

Blackline master provided.

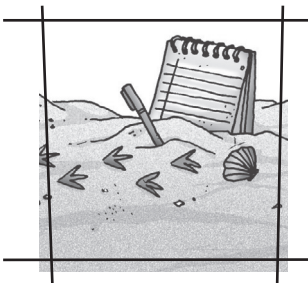




- Use **Team Huddle** and **Random Reporter** to have students answer questions about how *The Legend of Penelope Spencer: The Voyage of the Antelope* fits on this plot line.

Let's use *The Legend of Penelope Spencer: The Voyage of the Antelope* to discuss the plot and rising action. First you see the exposition. This is the beginning of the story that tells about the characters and problem or conflict. You read this in the prologue and wrote this part of your own legend last week. Let's look at the rising action. Notice how it is a sloping line. The events build up to higher tension. What events happen that build tension to the climax? *The smartest child from each village is invited to attend the king's academy. Penelope has to solve a riddle to be accepted. She is accepted and has to journey to Ithaca on the Antelope. The Antelope encounters a squall, and they almost lose Luis overboard. Right. With each important event, the tension rises. First Penelope has to answer a tough riddle. Then she faces a dangerous squall that could have sunk her ship. What do you think the climax of the story is? Answering the Mighty Oracle's riddle. Yes! This is the tensest part of the story. If Penelope does not answer correctly, she cannot go to the academy, and something terrible might happen to the Antelope. Answering the Oracle's question correctly starts Penelope on her path to becoming a legend. The falling action and resolution are the events that tie up the loose ends in the story. They are the conclusion. How does this story end? It ends with an epilogue that tells how Penelope goes on to learn at the academy and how other students come there. Good work.*

- Tell students that they will think about the plot line as they write the middle and ending of their legends, providing readers with details and events that lead to an exciting climax.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Remind students that they planned their stories last cycle. Point out to students that they may wish to make changes to their plans for the middle and endings of their stories to create more tension or excitement in the rising action and climax.
- 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

Title: *The Legend of the Morristown Middle Dough Ball*

Legendary character(s) or event: *the Morristown Middle Dough Ball, Kelly Anderson, Marcus King, Anita Carrere, and Omar Aziz.*

The legend: *A ball of dough filled the home economics classroom until it exploded.*

Plot events:

1. *Kelly, Marcus, Anita, and Omar are assigned to make bread in home economics class.*
2. *Each accidentally contributes ingredients to the recipe.*
3. *A sudden power outage turns off the air conditioning and makes the school unbearably hot.*
4. *Students are brought outside to enjoy the fresh air.*

Climax and creation of the legend: *The high temperatures in the home economics class in addition to the extra ingredients cause the ball of dough to rise to an extraordinary size and explode. It coats the whole classroom and has since made the school smell of bread dough.*

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.

- As students write their stories, point out that they should work on showing, not telling, the details in their stories.

Have you ever heard the phrase “show, don’t tell”? In a story, that means that you should show details without saying things directly. For example, you may have a character who is angry. It is very easy to write “Jonah was angry about his bad luck,” but it is also not very interesting. That is telling. An example of showing would be “Jonah clenched his teeth and made his hands into fists as he thought about his string of bad luck.” How is the author showing Jonah’s anger? *The author describes how he clenches his teeth and balls up his hands into fists. People do this when they are angry. Right! The author provides details that help you make mind movies of Jonah’s anger. This is much more interesting than telling.*

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students that they can help their partners identify parts of their stories where they need to show rather than tell.

We have discussed a little about showing rather than telling. You should help your partners identify parts of their stories where they could use more descriptive details to make their stories more interesting.

- Display the following passage from the sample story. Have a volunteer read the passage aloud to the class.

Blackline master provided.

“Attention class, I’ve been informed that there has been a power failure in the school,” Mrs. Applebaum explained. “Until they know what happened, we are to sit tight in our classrooms.”

“That’s okay for us,” Kelly said. “Our bread needs time to rise anyway.”

The students sat in the dark classroom, enjoying the break from cooking. They chatted with friends or played simple games, waiting for the power to come back on. After awhile, the room got warm and stuffy. It was ninety degrees outside, so the building was heating up without the air conditioning able to keep the temperature comfortable.

“Boy it’s hot in here!” Omar exclaimed.



- Point out to students that you think this story could use more descriptive details. Use **Team Huddle** and **Random Reporter** to have students provide more interesting details that show rather than tell.

I think this passage needs more descriptive details, especially where it talks about the classroom and school getting warm. How do you think the author could show that the classroom was warming up rather than writing, “After awhile, the room got warm and stuffy”? (Answers may vary.) The author could describe the actions of the students as the room warmed up. The author could write, “After awhile, the students started making fans out of pieces of scrap paper and rolled up their sleeves. Many noticed they were starting to sweat.” Right. Instead of just saying it was getting warm and stuffy, describe it. Your suggestions will help readers make good mind movies about what it was like to be in the classroom.

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

Editing

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

Rewriting

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

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

Theresa looked at the map. She was ready to find the Iceberg King, Destroyer of Ships. 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 Iceberg King is great, no lies. Go to the fountain for a great surprise!”

Theresa was very excited. She ran to the 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 Theresa heard a familiar laugh. She remembered that her stepbrother Harry had a field trip to the museum too. He stepped from behind a statue. “Have a nice bath, Little T.? Did you find the Iceberg King?” Harry asked, laughing.

It was a joke. There was no Iceberg King. Theresa smiled. This wild goose chase was still better than just wandering around and looking at different boats. She and her stepbrother walked out into the museum together.

What was Theresa trying to find? (R)

Where did the map instruct Theresa to look for the Iceberg King? (R)

Why did Theresa jump into the fountain? (R)

When did Theresa remember that Harry had a field trip to the museum? (R)

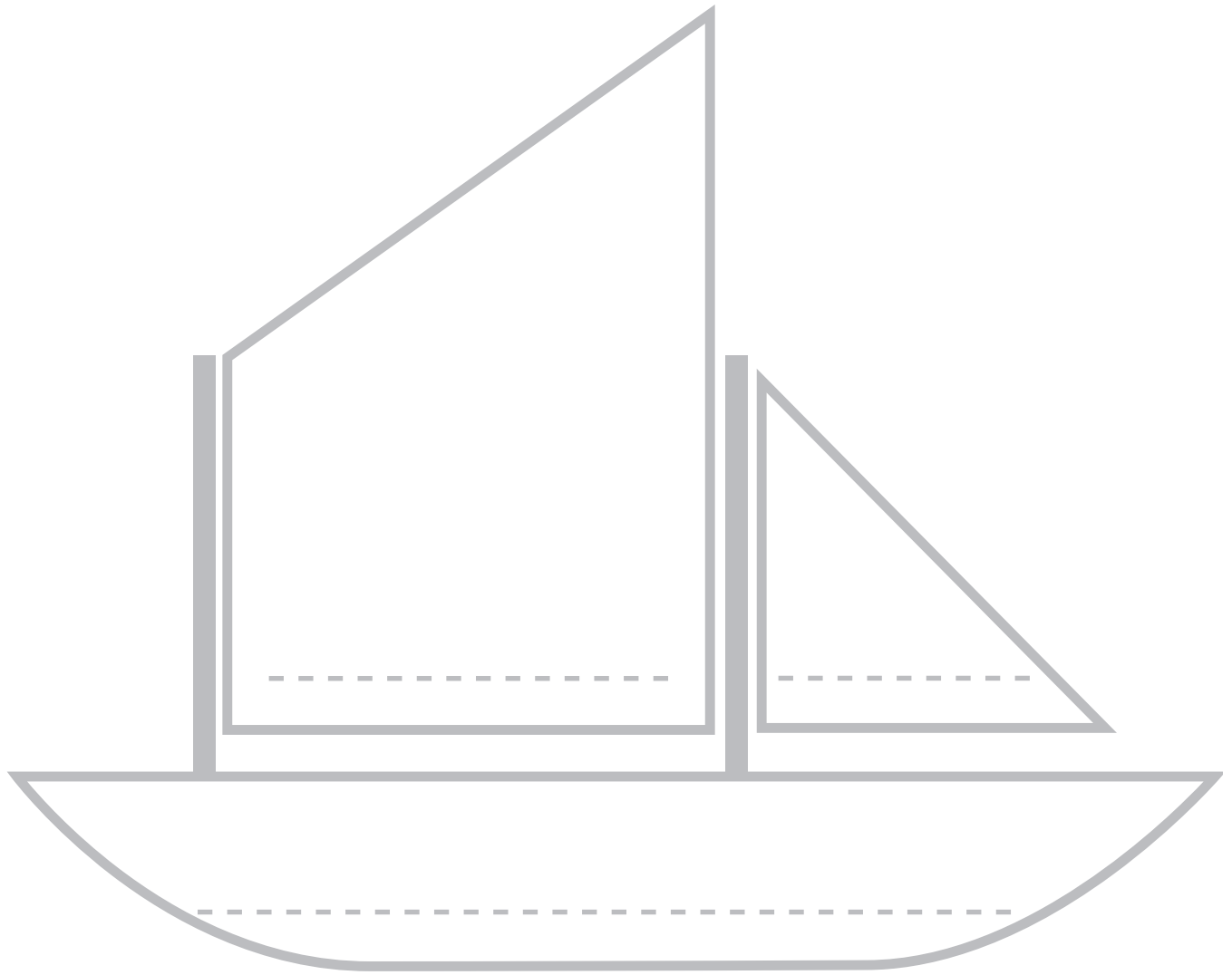
Is Harry older or younger than Theresa? How do you know? (T)

Why didn't Theresa find the Iceberg King? (R)

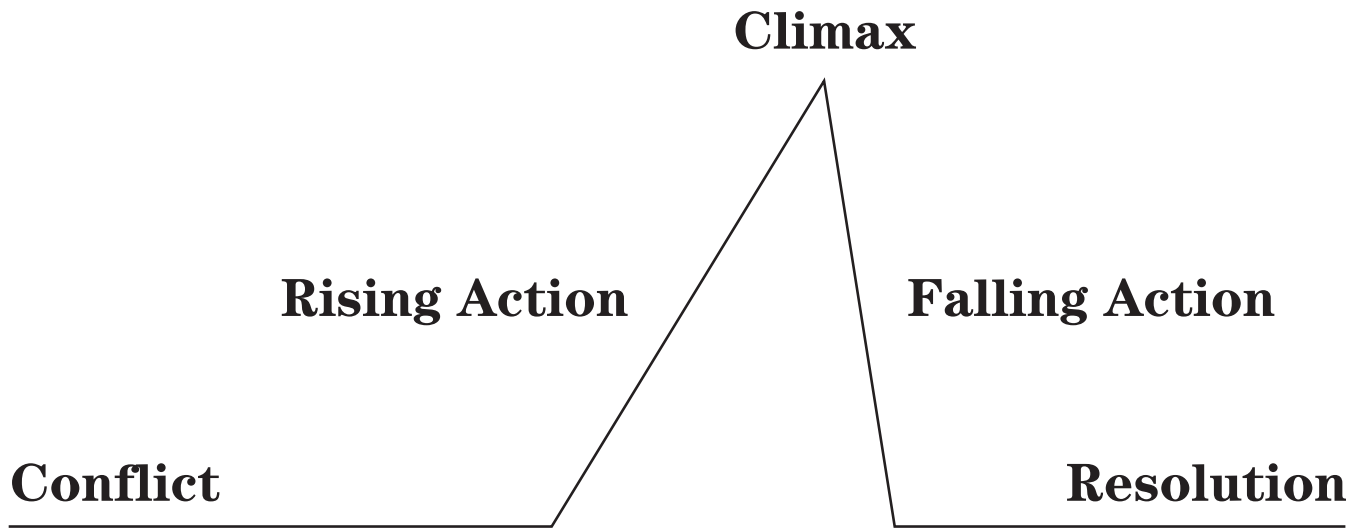
Do you think Harry is a mean brother? Why or why not? (T)

Was Theresa upset by the joke? Why do you think that? (T)

Were you surprised at how the story ended? Why or why not? (T)



Plot Line



“Attention class, I’ve been informed that there has been a power failure in the school,” Mrs. Applebaum explained. “Until they know what happened, we are to sit tight in our classrooms.”

“That’s okay for us,” Kelly said. “Our bread needs time to rise anyway.”

The students sat in the dark classroom, enjoying the break from cooking. They chatted with friends or played simple games, waiting for the power to come back on. After awhile, the room got warm and stuffy. It was ninety degrees outside, so the building was heating up without the air conditioning able to keep the temperature comfortable.

“Boy it’s hot in here!” Omar exclaimed.

Story Map



Title: *The Legend of Penelope Spencer: The Voyage of the Antelope, cycle 2*

Characters:

Penelope Spencer
 Mr. Spencer (Father)
 Leopold Bloom
 Luis Bloom
 Sir George Futura, Minister of Education
 Mayor Mgumbo
 Ms. Travers
 Thomas Piper
 the Mighty Oracle

Setting:

Where: Spyridonia, the sea, Ithaca

When: long ago, summer

Problem:

Penelope wants to study at the Academy of Learning.

The Minister of Education arrives in Spyridonia and tells the village that one young person will be able to
Event: study at the new Academy of Learning.

Penelope and Mr. Spencer talk about the pros and cons of studying at the academy and decide together
Event: that Penelope should try to attend.

Mayor Mgumbo and Ms. Travers choose a riddle to test students. Thomas Piper answers the riddle
Event: incorrectly, and Penelope answers correctly. Penelope is chosen to go to the academy.

The ship sets out for the Royal Harbor of Ithaca, but a white squall strikes on the first night, and Luis
Event: is thrown overboard. He is rescued, and the *Antelope* continues on toward Ithaca.

Penelope has to answer the Mighty Oracle's riddle so the *Antelope* can enter the Royal Harbor of Ithaca,
Event: or the ship will meet certain doom.

Solution:

Penelope answers two riddles to get into the Academy of Learning. She answers the Mighty Oracle's riddle correctly, and the *Antelope* is met by the Royal Carriage and hundreds of the king's men. She later becomes a teacher at the academy.

Common Core State Standards

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

LEVEL 6 / <i>The Legend of Penelope Spencer: The Voyage of the Antelope</i>
English Language Arts Standards: <i>Reading: Literature</i>
Key Ideas and Details RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
English Language Arts Standards: <i>Language</i>
Vocabulary Acquisition and Use L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Questioning: A Winning Strategy!

The Savvy Reader—Questioning, A Collection of Readings, pages 65–85
Success for All Foundation, 2011

Summary

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

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

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

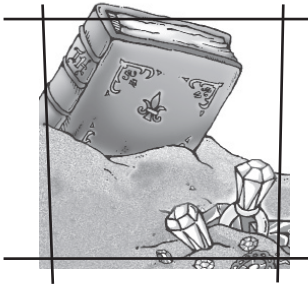
Instructional Objectives

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

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

Preparation

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

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

Timing Goal: 55 minutes

Success Review and Keeping Score **TP**

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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

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

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



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



Using the Targeted Skill (Introduction and Definition)

- Review the idea of questioning with students.

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

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

It might rain tomorrow.

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

I have two brothers and a sister.

You all know how to ask questions.

Preview Team Talk

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

Student Edition, page S-17

Team Talk

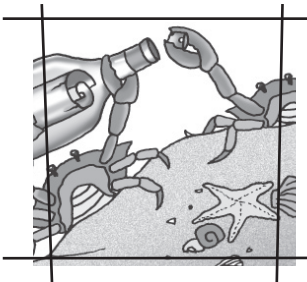
1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?
2. Why do you think it would be important for zoo guides to know a lot about animals?
3. How does the *Animal Questions* quiz show work? What do the players have to do? (Write-On)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

- Randomly assign team leaders.
- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

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

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

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

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

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

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

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

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-17

Dear Students,

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

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

Thanks for your help.

Your friend,

Dr. Nick

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

Student Edition, page S-17

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

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



Class Discussion **TP**

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

Strategy-Use Discussion

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

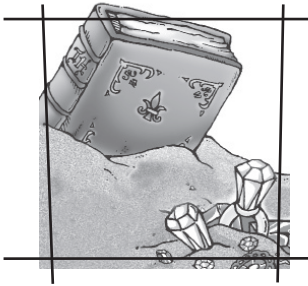
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)

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

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

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

Preview Team Talk

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

Student Edition, page S-17

Team Talk

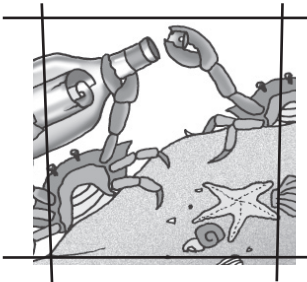
1. The Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?
2. What did Sarah say makes one question harder than another?
3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do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

- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

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

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

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

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

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

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-18

Dear Students,

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

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

Your friend,
Dr. Nick

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

Student Edition, page S-18

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

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

Class Discussion TP

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



Strategy-Use Discussion

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

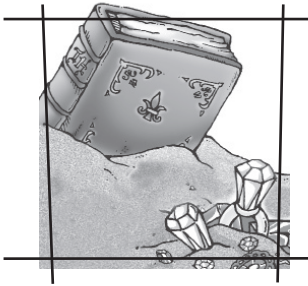
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

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

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

Student Edition, page S-18

Team Talk

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

- Introduce the video.

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



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

Sarah will ask partners to:

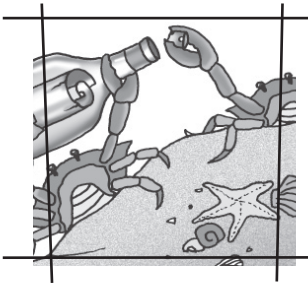
- take turns reading and asking and answering questions about sections 4 and 5 of the “Rhinoceros!” article found on pages 63 and 64 in their copy of A Collection of Readings.
- choose a question from each partner for their journals.

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

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



- Use **Random Reporter** to have students share.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

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

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

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-18

Dear Students,

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

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

Your friend,
Dr. Nick

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

Student Edition, page S-19

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

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



Class Discussion **TP**

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

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Daniel used a strategy to read the word <i>herbivores</i>. What strategy did he use?</p> <p>What do you think about Adam’s idea that every statement is the answer to a question? How do you think this will help the Samburu Leopards win <i>Animal Questions</i>?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Daniel used a strategy to read the word <i>herbivores</i>. What strategy did he use?</p> <p>What do you think about Adam’s idea that every statement is the answer to a question? How do you think this will help the Samburu Leopards win <i>Animal Questions</i>?</p>	

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

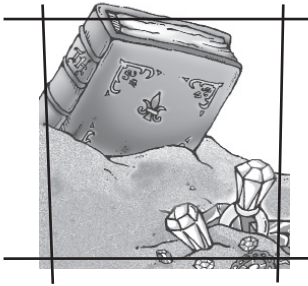
Today the Samburu Leopards learned a lot about another animal: the rhinoceros. You did too, didn’t you? Questioning is really helping them get ready for the *Animal Questions* show and to be great zoo guides if they win. They’re even figuring out how to ask more and more questions as they read. They’re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

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

Team Celebration Points

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

Sample questions and answers:

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

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

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

Preview Team Talk

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

Student Edition, page S-19

Team Talk

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

- Introduce the video.

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



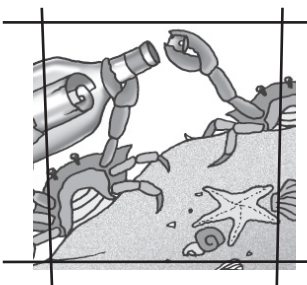
- **Play** "Part 4: Partners read and ask questions about giraffes!" (3 minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

Student Edition, page S-19

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



- Use **Random Reporter** to have students share their question words.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

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

Team Talk

1. Daniel asked Amy how giraffes can find the best leaves to eat. Was Amy's answer correct? Was it complete? Explain your thinking.

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

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

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

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

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

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

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

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

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-19

Dear Students,

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

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

Your friend,

Dr. Nick

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

Student Edition, page S-20

Cape buffaloes are vegetarians. That means that they do not eat meat. Cape buffaloes eat grass and parts of small plants, such as buds and leaves. Cape buffaloes are dangerous animals though. They will kill people and even attack them without much reason. They are especially dangerous if people or other animals come between them and their young. They have been known to attack and kill strong animals such as lions.

Questions:

1. Why don't Cape buffaloes eat meat?
2. What do Cape buffaloes eat?
3. What makes Cape buffaloes dangerous animals?
4. Are Cape buffaloes dangerous only to people? Explain your thoughts.



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

Class Discussion TP

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

**Strategy-Use
Discussion**

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

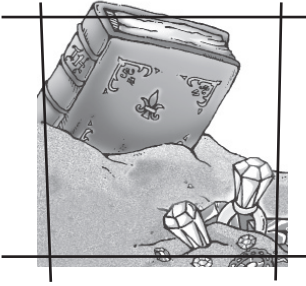
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Do you think the zoo is looking for children who can answer questions completely and correctly to be junior zoo guides? Why or why not?</p> <p>Do you think you can only use questioning strategies with school work? When else might you use this strategy?</p>
	<ul style="list-style-type: none"> - Award team celebration points. 	

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

This lesson was different; Sarah asked you to read and ask questions about giraffes before you watched the Leopards do the same thing. Was it hard to do? You have been asking great questions, but those great questions alone won't help you learn as you read. The Samburu Leopards know that giving great answers is just as important. They're giving amazing answers! Who can tell me what makes a good answer to a question? Who can give me a great answer to this question: Why are the Samburu Leopards reading and asking questions about animals?

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students answer questions that vary in difficulty. Have students answer each question, tell whether it was difficult or easy, and explain why. Randomly select a few students to share.

Sample questions and answers:

Is it raining today? *Yes or no, the answer will depend upon the weather.* **What is 3 plus 5?** *8.* **What are the rules for playing basketball** (or any other game with which students may be familiar)? *Answers will vary depending upon knowledge of the game.*

Preview Team Talk

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

Student Edition, page S-20

Team Talk

1. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here's a hint: Sarah explained the reason.

Team Talk *continued*

2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?
3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?
4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)

- Introduce the video.

The *Animal Questions* quiz show is about to begin. First, though, you'll see the Samburu Leopards get ready by asking each other their best questions and picking two questions for the quiz show. The Warthogs team is stiff competition. You'll meet the Warthogs today. I can't wait to see what happens!



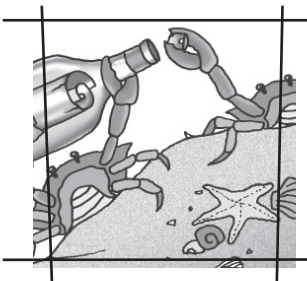
- **Play** "Part 5: Team Questions and Answers and Animal Questions, Round 1" (8½ minutes).
- Stop the video as indicated, and have teams follow Sarah's directions as shown below.

Sarah will ask teams to:

- answer two questions from each partnership.
- decide whether any of the questions were harder to answer and explain why.
- pick one question from each partnership to ask the class.
- be ready with the answers.



- Use **Random Reporter** to have students share and challenge the class.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

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

Team Talk

1. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here's a hint: Sarah explained the reason.
100 points = *The question about herbivores was so hard because Amy had to think about what she read in all three articles. She had to remember what zebras, rhinos, and giraffes ate.* **90 points** = *The question about herbivores was so hard because Amy had to think about what she read in all three articles.* **80 points** = *She had to think about what she read in all the articles.*
2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?
100 points = *The Warthogs' strategies were visiting the zoo, reading about animals, and watching animal videos. I think questioning is better for remembering what you learn because you have to think more about the information to ask questions. Also, in asking questions, you talk about the information, which helps you remember it.* **90 points** = *The Warthogs' strategies were visiting the zoo, reading, and watching videos. I think questioning is better for remembering what you learn because you have to think more about the information to ask questions.* **80 points** = *They visited the zoo, read, and watched videos. Questioning makes you think more about the information.*
3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?
100 points = *The evidence in Mike's answer was that zebras live in family groups. The family groups often come together in herds. They also share their territory with other animals.* **90 points** = *The evidence in his answer was that zebras live in family groups, herds, and with other animals.* **80 points** = *Zebras live in family groups, herds, and with other animals.*

Team Talk *continued*

4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)

100 points = *It was such a hard question because the Samburu Leopards had to remember information about zebras and horses, and they had to compare and contrast it.* **90 points** = *It was such a hard question because they had to remember information about both animals and then compare and contrast it.* **80 points** = *They had to remember information about both animals.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Introduce Dr. Nick's Challenge. Use this activity to review the differences between hard and easy questions.

Dr. Nick's challenge today has to do with elephants and asking hard questions.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-20

Dear Students,

Some questions are harder than others. See if you can tell the difference.

- Read about elephants below, and answer the questions with your partners. Which question is harder to answer? Do you know why?

Your friend,
Dr. Nick

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

Student Edition, page S-21

Everyone knows that elephants are huge animals. Did you also know that they are vegetarians and eat only grass, shoots, leaves, and other plant life? They especially like to eat fruit, which is one of the reasons they may cross paths with people. One of the best places to see elephants in Africa is Amboseli National Park.

Questions:

1. Where can you often see elephants in Africa?
2. How could elephants cause problems for African farmers who grow bananas?

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



Class Discussion TP

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

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

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

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

– Award team celebration points.

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

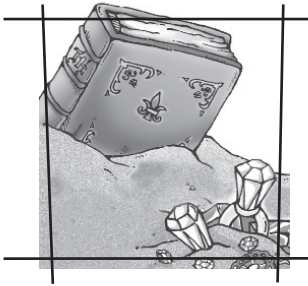
The Samburu Leopards have done a great job, and so have you. You both practiced asking questions in your teams and then had your own quiz shows. Round 1 between the Samburu Leopards and the Warthogs was close! The Samburu Leopards seemed to know just as much about the animals as those brainy Warthogs.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

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

Team Celebration Points

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

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



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use this activity to demonstrate the difference between Right There and Think questions. Use an informational book that your students have not read.

We know that questions can be easy or hard to answer. Some questions are easy because you can read the answer in one place. I'll demonstrate. Hold up a book so all students can read the title. **What is the title of this book?** *Accept responses. That's right, the answer is easy; you can read it right here on the cover. Here's another question: What is this book probably about?* *Accept all responses. Where did you find the answer to that question?* **Did you read it?** *No, the answer was from thinking, predicting, or using background knowledge. When you cannot read the answer to a question or point to it in one place, the question may seem difficult. Once you realize that the answer comes from thinking about what you've read, though, it may not be so hard.*

Preview Team Talk

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

Student Edition, page S-21

Team Talk

1. Where can you find answers to Right There questions?
2. Why is a Think question more difficult to answer than a Right There question? (Write-On)
3. Ask a Think question about “Warthogs.” Ask a Right There question about this article.
4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?

- Introduce the video.

Remember at the end of Round 1 of *Animal Questions*, the Warthogs were in the lead? Well today we’ll watch the Samburu Leopards get ready for Round 2. To beat the Warthogs, they will have to work even harder—or work in a smarter way—as they read and ask each other more challenging Think questions. Sarah will help them again. The Samburu Leopards also get a surprise visit in this part of the DVD. Let’s see who it is!



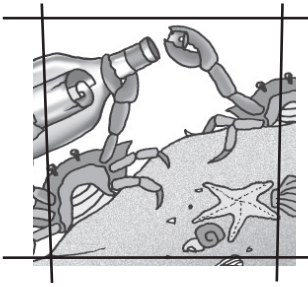
- **Play** “Part 6: Right There and Think Questions” (9 minutes).
- Ask students to read along as Adam reads part of the warthog article in *A Collection of Readings*. Have students join the Samburu Leopards in writing responses (R or T) as Sarah asks the team to identify her questions as Right There or Think.
- Refer students to the Questioning Strategy Cards in their team folders, and have them use these as they follow Sarah’s directions.
- Stop the video as indicated, and have students follow Sarah’s directions as shown below.

Sarah will ask partners to:

- take turns reading and asking and answering questions about sections 5 and 6 of the warthog article, found on page 68 in their copy of *A Collection of Readings*.
- use their strategy cards for question words and starters.
- choose two questions for their journals.



- Use **Random Reporter** to have students share.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

1. Where can you find answers to Right There questions?

100 points = You can find answers to Right There questions in one place on a page. **90 points** = You can find answers to them in one place.

80 points = They're in one place on a page.

2. Why is a Think question more difficult to answer than a Right There question? (Write-On)

100 points = A Think question is more difficult to answer than a Right There question because the answer is not in one place on a page. You must put together information from different places and use your own thinking and words to answer the question. Sometimes you have to make an inference to answer it. **90 points** = A Think question is more difficult to answer than a Right There question because the answer is not in one place on a page. **80 points** = The answer isn't in one place on the page.

3. Ask a Think question about "Warthogs." Ask a Right There question about this article.


Teacher's Note: Discuss whether students ask correct questions and why. (Answers will vary.) **100 points** = A Think question about the "Warthogs" article is "Why do you think warthogs prefer to live in burrows dug by aardvarks?" A Right There question about the "Warthogs" article is "Why aren't warthogs endangered?" **90 points** = A Think question is "Why do you think warthogs prefer to live in burrows dug by aardvarks?" A Right There question is "Why aren't warthogs endangered?" **80 points** = Think: "Why do you think warthogs prefer to live in burrows dug by aardvarks?" Right There: "Why aren't warthogs endangered?"

Team Talk *continued*

- 4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?


100 points = *The best thing about asking questions about the animal articles was learning so much about the animals. The Samburu Leopards also learned to ask questions as they read so they can learn and remember more information.* **90 points** = *The best thing about asking questions about the animal articles was learning so much about the animals.*
80 points = *Learning so much about the animals.*

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



Questioning

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



Questioning

Right There questions:

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

Think questions:

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

- Review the Questioning Strategy Card as necessary.

- Introduce Dr. Nick’s Challenge. Use this activity to reinforce the concepts of Right There and Think questions.

Wasn’t it great that Dr. Nick showed up to wish the Samburu Leopards team good luck? Dr. Nick has sent another challenge for you and your team. The challenge has to do with baboons and asking Right There and Think questions.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-21

Dear Students,

Let’s practice telling the difference between Right There (R) and Think (T) questions by reading some information about baboons, which are very common animals in Kenya.

- Read the paragraph below, and answer the questions with your partners.
- Decide whether each is an R question or a T question.

Your friend,
Dr. Nick

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

Student Edition, page S-21

There are two kinds of baboons living in Kenya: the yellow baboon and the olive baboon. The yellow baboon lives only in the eastern part of the country, and the olive baboon lives in all other parts of the country. The yellow baboon is thinner than the olive baboon and does not have a mane, like the olive baboon does. All baboons live in groups and eat meat and plants. They can be dangerous and even attack people if disturbed.

1. How many kinds of baboons live in Kenya?
2. Where does the yellow baboon live?
3. Compare and contrast the yellow baboon and the olive baboon.
4. What do baboons eat?

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



Class Discussion TP

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

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
<p>How is the endangered status of warthogs different from the other animals you and the Samburu Leopards have read about? Why?</p> <p>Do you agree with Dr. Nick that beating the Warthogs isn’t the most important thing about being on <i>Animal Questions</i>? Why or why not?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 	

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

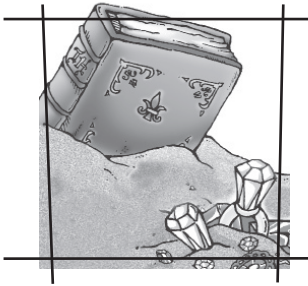
The Samburu Leopards hoped to win Round 2 of *Animal Questions* by asking and answering more challenging Think questions. Sarah helped them learn more about these kinds of questions and gave them Questioning Strategy Cards with question words and Think question starters. You got these cards too and practiced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

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

Team Celebration Points

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

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



DAY 7

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

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

Student Edition, page S-22

Team Talk

1. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?
2. Amy also gave a good answer to the question “What is the greatest danger to chimps in the wild?” She had good reasons for her answer. What were they? (Write-On)
3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?

- Introduce the video.

In this part of the DVD, the Samburu Leopards continue practicing for Round 2 of *Animal Questions*. They are going to read about chimpanzees. Remember, they are getting ready for this round by asking and answering more challenging Think questions. Sarah wants you to read and ask questions about chimpanzees too. She suggests that you read and ask questions with your partners and then listen to the Samburu Leopards’ questions. Remember, your strategy cards will remind you to ask challenging Think questions. Use the backs of your cards for question starters.



- **Play** “Part 7: Partners read and ask questions about the chimpanzees!” (3½ minutes).
- Stop the video as indicated, and have students follow Sarah’s directions as shown below.

Sarah will ask partners to:

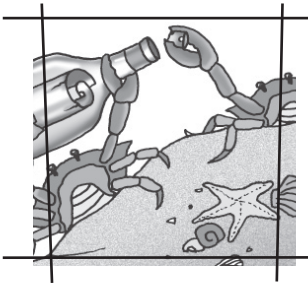
- take turns reading and asking and answering questions about the chimpanzee article, found on page 69 in their copy of *A Collection of Readings*.
- challenge themselves to ask more Think questions.
- use their strategy cards for question starters.
- choose two questions for their journals.

At the end of part 7, Sarah will ask partners to:

- discuss which of their questions were Right There questions, which were Think questions, and why.
- discuss whether they used their strategy card for some question starters.
- discuss which question words they used.



- Use **Random Reporter** to have students share.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

1. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?

100 points = Amy knew four examples about how chimps are like humans. She knew that chimps use tools, they can walk upright for a little way, they play, and they have facial expressions that show feelings. **90 points** = Amy knew four examples. They use tools, can walk upright for a little way, play, and have facial expressions that show feelings. **80 points** = She knew four examples.

2. Amy also gave a good answer to the question "What is the greatest danger to chimps in the wild?" She had good reasons for her answer. What were they? (Write-On)

100 points = Amy's reasons for her answer were that humans move into land where chimps live. Chimps also get sick from humans. Humans hunt chimps to sell or eat. **90 points** = Amy's reasons were that humans move into land where chimps live, they hunt or sell them, and they get chimps sick. **80 points** = Humans move into land where chimps live, they hunt or sell them, and they get chimps sick.


Team Talk *continued*

3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?

100 points = *Another way kids could help chimps is by donating money to organizations that help chimps. There are many organizations that help to protect wild animals. Kids can give these organizations money to help them keep protecting chimps.* **90 points** = *Another way kids could help chimps is by donating money to organizations that help chimps.* **80 points** = *They could donate money to organizations.*

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

Questioning



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


Questioning

Right There questions:

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

Think questions:

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



- Review the Questioning Strategy Card as necessary.
- Introduce Dr. Nick's Challenge. Use this activity to reinforce giving correct and complete answers to Think questions.

Dr. Nick's challenge this time has to do with crocodiles and giving good answers for Think questions.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-22

Dear Students,

The Samburu Leopards need to give good answers to Think questions if they want to win *Animal Questions*. Can you do that?

- Read about crocodiles, discuss the answer to the Think question with your partners, and then write the answer in your journal.
- Share your answers with your teammates to see if the answers are correct and complete!

Your friend,
Dr. Nick

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

Student Edition, page S-22

Crocodiles live in the lakes and rivers of Kenya. When there is little rainfall, and these lakes and rivers begin to dry up, the crocodiles bury themselves in the mud to stay moist. Sometimes you can see them lying in the sun during the day with their mouths open. The water in their mouths evaporates, and that helps them stay cool. It is like sweating.

How do crocodiles survive in the hot, dry areas of Africa?



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

Class Discussion **TP**

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

Strategy-Use Discussion

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

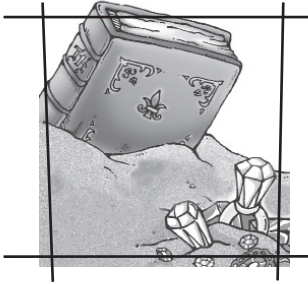
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Did Daniel and Amy think of tougher questions than before? What were these questions? How will this help them gain points over the Warthogs?</p> <p>Daniel and Amy talk about a lot of the ways in which chimps and humans are alike. How are chimps and humans different?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

The Samburu Leopards are getting really good at asking Think questions. But that might not be enough. Remember, they lost points in Round 1 of *Animal Questions* because they gave an answer that wasn't complete. If they want to be junior zoo guides, their answers will have to prove that they know as much or more about the zoo animals than the Warthogs. Show me that you're learning as much as the Samburu Leopards are by answering Amy's questions with your partners. Would you find chimpanzees living in the United States? Why or why not?

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Point out that students can use other reading skills, or strategies, with questioning. Use **Think-Pair-Share** to have students give examples, and model these, if necessary, using the chimpanzee article. Randomly select a few students to share.

You know that asking questions can help you learn and remember what you read. You also know that finding main ideas and clarifying difficult words can help you understand and learn what you read. Look back at the chimpanzee article. Can you think of a way to ask a question about main ideas? Can you think of a question about the meaning of a word? Accept responses. Model, if necessary, questions about main ideas and clarifying: What is the main idea in this part? How would you clarify this word?

Preview Team Talk

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

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

Student Edition, page S-22

Team Talk

1. Tory asked Adam a question that can be answered with yes or no: “In the wild, would you find polar bears living in California?” How did Tory make this a better Think question? (Write-On)
2. Daniel asked Amy a question about the main idea of the section called “A Polar Bear’s Day.” Is this a Right There or Think question? Why do you think so?
3. Do you think a question about the main idea is hard to answer? Why or why not?

- Introduce the video.

This is the last article that the Samburu Leopards will read and ask questions about before Round 2 of *Animal Questions*. I wonder if they’re learning enough to beat the Warthogs. They’ve certainly learned to ask and answer challenging Think questions. I wonder what kinds of Think questions they’ll come up with about polar bears! You’ll have a chance to ask your own Think questions too!



- **Play** “Part 8: Partners read and ask questions about the polar bears!” (3½ minutes).
- Stop the video as indicated, and have students follow Sarah’s directions as shown below.

Sarah will ask partners to:

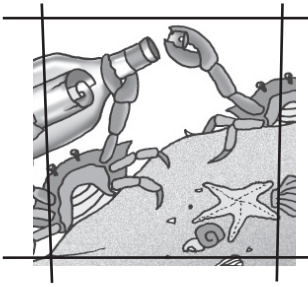
- take turns reading and asking and answering questions about the polar bear article, found on pages 71 and 72 in their copy of A Collection of Readings.
- challenge themselves to ask more Think questions.
- choose two questions for their journals.

At the end of part 8, Sarah will ask partners to:

- discuss which of their questions were Right There questions, which were Think questions, and why.
- discuss what they should include in the answer to a Think question.
- choose one question from each partner to ask their teams.



- Use **Random Reporter** to have students share.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk


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

100 points = Tory made this a better Think question by doing what her strategy card reminded her to do. She asked Adam to explain his answer.
90 points = Tory made this a better Think question by asking Adam to explain. **80 points** = She asked Adam to explain.
2. Daniel asked Amy a question about the main idea of the section called "A Polar Bear's Day." Is this a Right There or Think question? Why do you think so?

100 points = This is a Right There question. I think it is a Right There question because you can find the answer in one place on the page. The answer is in the section. **90 points** = This is a Right There question. I think it is a Right There question because you can find the answer in one place.
80 points = Right There. The answer is in one place.
3. Do you think a question about the main idea is hard to answer? Why or why not? (Answers will vary.) **100 points** = I think a question about the main idea can be hard to answer. You have to think about all the information you read about the topic and to think of the most important information. This information might not be in one place on a page. **90 points** = I think a question about the main idea can be hard to answer. You have to think about all the information you read about the topic and to think of the most important information. **80 points** = It can be hard. You have to think about all the information you read.

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

Questioning



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


Questioning

Right There questions:

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

Think questions:

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



- Review the Questioning Strategy Card as necessary.
- Introduce Dr. Nick's Challenge. Use this activity to support asking questions about main ideas.

Dr. Nick's Challenge has to do with lizards. It's also about using questions to learn and remember main ideas.

- Read Dr. Nick’s Challenge aloud.

Student Edition, page S-23

Dear Students,

The Samburu Leopards are learning to ask questions about the important ideas as they read about animals. Now that’s smart! Can you do that too?

- Read the information about lizards below, and identify the important ideas with your partners.
- How many questions can you think of to ask about these ideas? Make a list with your partners.
- Compare your answers with those of your teammates to see if you identified the same ideas and how many different kinds of questions you asked.

Your friend,
Dr. Nick

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

Student Edition, page S-23

Monitor lizards help the fishermen in Africa. These lizards live near rivers and other waters. Sometimes you can see them lying on rocks, keeping warm in the sun. Monitor lizards like to eat birds, eggs, and other small animals. They have to be careful, though, because sometimes a large bird, like a kingfisher, will chase a lizard. Since they like eggs, monitor lizards hunt and eat the crocodile eggs that are near the water. The fishermen like this because the crocodiles eat the fish that they hope to catch.



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

Class Discussion TP

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

Strategy-Use Discussion

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

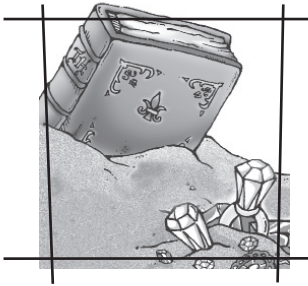
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td> <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> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>If you are answering a question about the main idea of a section of text, what do you think you need to provide a lot of? Why?</p> <p>Tory changed her yes-or-no question to make it more difficult for Adam. How else could she have made her question more difficult for Adam?</p>	
<ul style="list-style-type: none"> - Award team celebration points. 		

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

The Samburu Leopards read and asked questions about polar bears in the DVD today. Daniel asked a new kind of Think question: a question about the most important ideas in a whole section. That seemed hard, but it was a good Think question. After all, it's important to learn and remember the most important ideas as you read. Important ideas are the kinds of ideas that zoo guides should be ready to tell visitors at the zoo. What are some other important ideas about polar bears that you have learned? What would you think is important to tell zoo visitors about polar bears?

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



DAY 9

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use **Team Huddle** to have students identify how questioning helped the Samburu Leopards prepare to be good zoo guides. Use **Random Reporter** to select students to share.

We're all curious to find out who wins *Animal Questions* and gets to be the junior zoo guides. Talk with your teammates about how questioning has helped the Samburu Leopards get ready to be junior zoo guides.

Think, for example, about what the guides will have to do. I'll use Random Reporter to call on someone to explain your team's thoughts.

Responses will vary.

Preview Team Talk

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

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

Student Edition, page S-23

Team Talk

1. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.
2. Amy had a good answer to Adam's question, "How do polar bears survive in the Arctic winter when it's really cold?" What made her answer good? (Write-On)
3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick's opinion?
4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?

- Introduce the video.

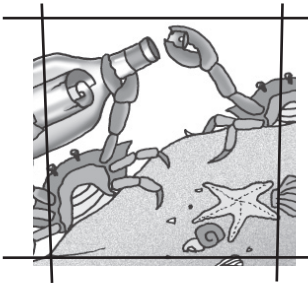
Finally! We'll find out today who gets to be junior zoo guides. Will it be the Samburu Leopards or the Warthogs? Which team has learned the most, will give the most complete, correct answers, and will ask the most challenging questions? The Samburu Leopards will have one more round of practicing, this time as a team, before the show begins. Do you think they will be ready? Do you think they will win? Why or why not? Accept individual responses.



- **Play** "Part 9: Team Questions and Answers and *Animal Questions, Round 2!*" (9 minutes).
- Stop the video as indicated, and have students follow Sarah's directions as shown below.

Sarah will ask teams to:

 - ask and answer two questions from each partnership.
 - pick one question from each partnership to ask the class.
 - watch the conclusion of the DVD, *Animal Questions, Round 2*. Then have the teams challenge each other with the questions they picked. You might want to have your own version of *Animal Questions*.
- Use **Random Reporter** to have students share.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

1. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.

100 points = *This is a Think question. Adam has to think about information from three different articles to answer it. He has to remember what he read about warthogs, chimps, and polar bears. 90 points* = *This is a Think question. Adam has to think about information from three different articles to answer it. 80 points* = *Think question. He has to think of information from different articles.*

2. Amy had a good answer to Adam's question, "How do polar bears survive in the Arctic winter when it's really cold?" What made her answer good? (Write-On)

100 points = *Amy's answer was good because it was correct, she used information from the article, and her answer was complete. She used a lot of information to support her answer. 90 points* = *Amy's answer was good because it was correct, used information from the article, and was complete. 80 points* = *It was correct, complete, and used information.*

3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick's opinion?

100 points = *In Dr. Nick's opinion, learning about the animals is more important than winning the quiz show and being junior zoo guides.*

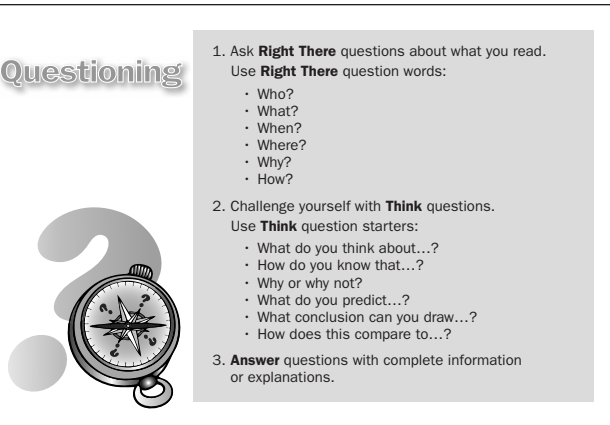
90 points = *In Dr. Nick's opinion, learning about the animals is most important. 80 points* = *Learning about the animals is most important.*

Team Talk *continued*

4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?

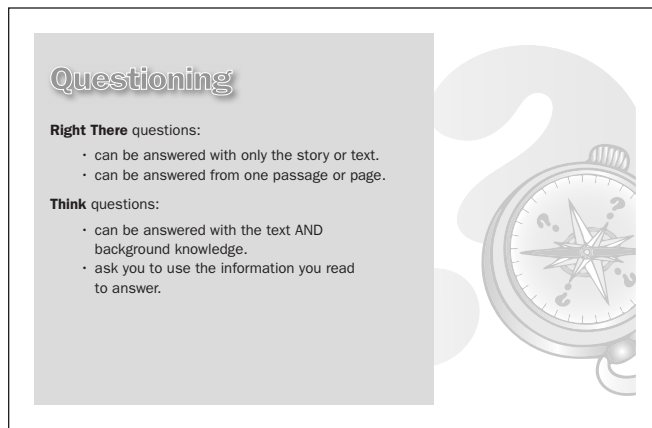
100 points = *Both teams were winners in the game. They tied and ended with the same score. I think the ending is fair because the zoo director decided to allow both teams to become zoo guides because they both learned so much.* **90 points** = *Both teams were winners in the game. I think the ending is fair because the zoo director decided to allow both teams to become zoo guides.* **80 points** = *They both won. It was fair because they both got to become guides.*

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



Questioning

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



Questioning

Right There questions:

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

Think questions:

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

- Review the Questioning Strategy Card as necessary.
- Introduce Dr. Nick’s Challenge. Use this activity to support how questioning has helped students learn about animals.

This is Dr. Nick’s last challenge for us. He’s really pleased with the Samburu Leopards and how well they prepared to become junior zoo guides. He knows that you are just as prepared as they are because you’ve read along with them and asked and answered questions too. He wants

to give you a chance to show how much you've learned. Turn to Dr. Nick's Challenge on page S-24 of your student edition, and read it with me.

- Read Dr. Nick's Challenge aloud.

Student Edition, page S-24

Dear Students,

The Samburu Leopards know so much about the animals after all the reading and questioning that they did. They are more than ready to be junior zoo guides. So are you! Let's prove it!

- On your own, write two challenging questions about the animals we've read about. Pretend that you're a visitor to the zoo and you want to see how much the guides know! You may look back at the articles and my challenges for ideas.
- Write down your questions and answers. Your answers should be correct and complete.
- Share your questions with your partners. Pick one question from each partnership, and share them with your team. Select two questions from your team to ask the class.
- Have one more challenging round in your class. Remember, though, you've all learned so much. You are all winners!

Your friend,
Dr. Nick



Blackline master provided.

- Monitor the discussion for understanding.
- Use **Random Reporter** to review team discussions.
- Hand out a junior zoo guide badge to each student.
- Award team celebration points.

Class Discussion **TP**

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

Strategy-Use Discussion

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

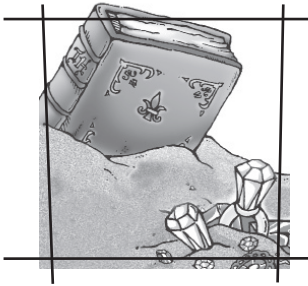
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
	<p>Do you think being on <i>Animal Questions</i> has prepared both teams to be good guides at the zoo? Why or why not?</p> <p>Did you think of a harder Think question that could have tricked the Warthogs and given the Samburu Leopards a clear win? What was the question and answer?</p>
	<ul style="list-style-type: none"> - Award team celebration points.

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

Well, this was a surprise ending, wasn't it? Did anyone predict that the teams would tie? And both teams will get to be junior zoo guides! I know that they are all very happy about that. Our friends, the Samburu Leopards, did a great job getting ready for the show, don't you think? Sarah's help was amazing too. She taught them how to use questioning to learn about the animals. She also helped them think of question words, and later she gave them Questioning Strategy Cards so they could practice asking harder Think questions. We watched as the Samburu Leopards got better and better at the strategy and smarter and smarter about the animals. You worked right along with them too. Now that you're so good at this strategy, can you imagine other times you might use questioning? Think about this for a minute, and then share your thoughts with your partners. Follow their sharing with further class discussion about other uses of questioning.

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

**DAY 10****ACTIVE INSTRUCTION**

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Remind students that this cycle they have been asking and answering questions.

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

- Refer students to the Questioning Strategy Card, and review how asking questions helps students learn. Tell them to think aloud, refer to the strategy card, and talk to their partners about the questioning strategies that they use.

Preview Team Talk

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

Student Edition, page S-24

Team Talk

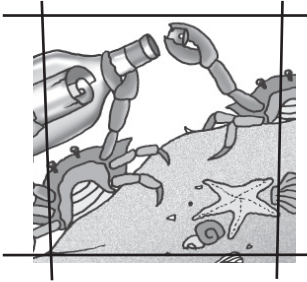
1. What information would make the answer to this question more complete?

Q: Where do hyenas live?

A: Hyenas live in Africa.

Team Talk *continued*

2. Turn the following statement into two questions: Hyenas live in clans.
3. Think of a question to ask about “Hyenas.” 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 77

Partner Reading **TP**

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

Hyenas

Is that a hyena?

A hyena looks like a mix between a wild dog and a wolf. It usually has a spotted coat and short ears and a small snout. That’s how a hyena resembles a dog, but its actions are more typical of a wolf. Hyenas live in packs and hunt in much the same way wolves hunt.

- 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 hyenas. 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 does a hyena look like? That’s a good question that can be answered with the information from the paragraph. Do you know the answer? *Hyenas look like a mix between a wild dog and a wolf.* That is a Right There question. Let’s see if I can think of a Think question. My Questioning Strategy Card gives “How do you know that” as a Think question starter. Here’s a question that uses that starter: *How do you know that hyenas are wild? That’s a good question because we have to use more information from the text and background knowledge to answer it. Do you know the answer? I know that hyenas are wild because they look like a wild dog and a wolf. They live in packs and hunt. Wild animals hunt for food.*

- 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:
 - “Hyenas” aloud with partners.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

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

Q: Where do hyenas live?

A: Hyenas live in Africa.

100 points = More details would make the answer to the question more complete. Hyenas live in grasslands, woodlands, desert areas, and mountains in Africa. **90 points** = More details would make the answer to the question more complete. Hyenas live in grasslands. **80 points** = Hyenas live in grasslands.

Team Talk *continued*

2. Turn the following statement into two questions: Hyenas live in clans.

(Answers will vary.) **100 points** = I can turn the statement into two questions by asking “What are clans?” and “How many hyenas live in a clan?” **90 points** = I can ask “What are clans?” and “How many hyenas live in a clan?” **80 points** = What are clans? How many hyenas live in a clan?

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

(Answers will vary.) **100 points** = My question is “Are hyenas endangered?” My question is a Right There question because this information is stated in the last paragraph of the passage. You can find the answer in one place. **90 points** = My question is “Are hyenas endangered?” My question is a Right There question because you can find the answer in one place. **80 points** = Are hyenas endangered? It’s a Right There question because you can find the answer 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.



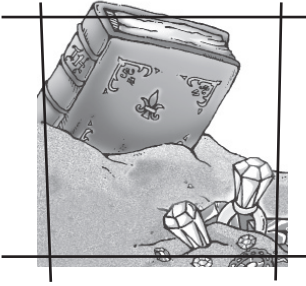
Strategy-Use Discussion

- 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"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Why is it important to ask questions when reading?</p> <p>At what other times should we ask questions? Why?</p>
	<ul style="list-style-type: none"> - Award team celebration points. 	

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

**DAY 11****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

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

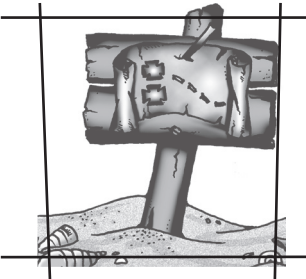
Set the Stage

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

Today we will read "Leopards." We will stop to ask and answer questions while we're reading.

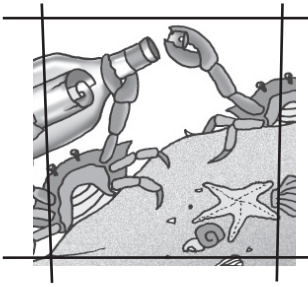
Prepare Students for the Test

- 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.



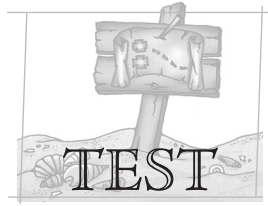
Class Discussion **TP**

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

Leopards

What is a leopard?

A leopard is a very large cat, similar to the lion and cheetah. It is considered the strongest of the big cats and can easily kill prey larger than itself. This is surprising, especially since the leopard is the smallest of the big cats.

Leopards are usually a tan or orange color with black spots. The spots are either circular or square. These unique spots are called rosettes. They help conceal the leopard when it’s hiding in trees or brush.

Leopards can run very fast for short periods of time. They are also very good climbers and swimmers. They can jump ten feet high and twenty feet vertically. All these traits make the leopard a very good hunter.

Where do leopards live?

Leopards live in Africa, particularly in the eastern and southern regions. Leopards are also found in parts of Asia. They like to live in rocky areas with thick brush, which helps them hide. Luckily, leopards can live in both warm and cool climates. This has helped them adapt to new areas as their natural habitats disappear. They can even live in deserts and mountain regions, and they are one of the only big cat species that can survive even in a rainforest.

Unlike some other big cats, leopards are not pack animals. They prefer to live and hunt alone. Cubs stay with their mothers for a fairly short amount of time, generally only 18–24 months.

What do leopards eat?

Like other big cats, leopards eat big-game animals such as gazelles, deer, and wildebeests. However, leopards also eat smaller prey such as rabbits, rodents, reptiles, and birds. Although it’s rare, leopards have even been known to eat baboons. One challenge for leopards is that other animals, such as hyenas, often steal their prey. For this reason, leopards often hide their food in trees where they can return later to eat it.

Are leopards endangered?

There are different species of leopards. Some specific species of leopards are endangered. As with many endangered species, the biggest threat to leopards is humans. Leopards are hunted for their fur. Also, the leopard’s natural habitats are disappearing because of human development.

20 points

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

20 points = *Leopards live in Africa, particularly in the eastern and southern regions. They also live in Asia. This is a Right There question. The answer is in the second section of the text. A heading tells me where I will find the answer.* **15 points** = *Leopards live in Africa and Asia. It's a Right There question. The answer is in one place.* **10 points** = *They live in Africa and Asia. Right There. The answer is in one place.*

20 points

2. Turn the following statement into two questions: Leopards can easily hunt prey.

20 points = *One question I could ask is, "How do leopards hunt prey?" Another question I could ask is "What kinds of prey do leopards hunt?"*

15 points = *I could ask, "How do leopards hunt prey?" and "What kinds of prey do leopards hunt?"* **10 points** = *How do leopards hunt prey? What kinds of prey do leopards hunt?*

20 points

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

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 "Leopards," write a Think question.

20 points = *A Think question about "Leopards" is "Why do you think leopards prefer to hunt and live alone?"* **15 points** = *A Think question is "Why do you think leopards prefer to hunt and live alone?"* **10 points** = *Why do you think leopards prefer to hunt and live alone?*

10 points

5. Which of the following is the best answer to the question: What do leopards look like? |MI • QU|

- Leopards are large cats.
- Leopards are large orange cats with black spots called rosettes.*
- Leopards have special spots called rosettes.
- Leopards are orange and black cats.

10 points

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

- Why do you think only some species of leopards are endangered?*
- What do leopards hunt?
- Where are leopards usually found?
- What makes leopards good hunters?



Common Core State Standards

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

LEVEL 6 / *Questioning: A Winning Strategy!*

English Language Arts Standards: *Reading: Informational*

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INFORMATIONAL (6 DAY)

Alaska: The Last Frontier

Written by Adrian Mathenia

The Savvy Reader—Questioning, A Collection of Readings, pages 87–105

Success for All Foundation, 2011

Summary

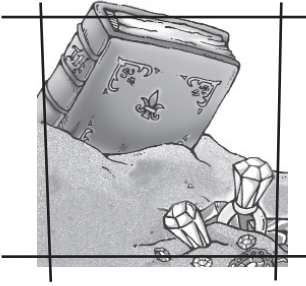
The forty-ninth state to enter the Union, Alaska was initially called a folly. People didn't think the frozen wasteland far to the north was a worthwhile purchase for the country. But Alaska has proven its worth in natural resources and beauty that people all over the world travel to see. Alaska offers a mix of rugged outdoors, bustling cities, and remote destinations for travelers willing to visit the last frontier.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Questioning (QU)	Dictionary skills	Write an advertisement.
	Students will learn to ask questions about the text as they read to check their understanding, including asking Right There and Think questions.	Students will use dictionary entries to increase their understanding of words.	Students will write advertisements for their company's tours of Alaska.
CYCLE 2	Questioning (QU)	Homographs	Write a glossary.
	Students will ask questions about the text as they read to check their understanding, including asking Right There and Think questions.	Students will recognize homographs and identify their meanings based on context.	Students will write a glossary of difficult or important words from the text.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Questioning (QU)	Dictionary skills	Write an advertisement.
CYCLE 1	Students will learn to ask questions about the text as they read to check their understanding, including asking Right There and Think questions.	Students will use dictionary entries to increase their understanding of words.	Students will write advertisements for their company's tours of Alaska.

**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 *Alaska: The Last Frontier* by Adrian Mathenia. As we read, we'll practice asking questions about information in the text. Thinking of questions helps you check your understanding. Good readers use questions to check their own understanding and that of their classmates.

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

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



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First I can read the title. *Alaska: The Final Frontier*. It sounds like the text will be about the state of Alaska. I know that a frontier is a place that isn't formally settled or explored. I know Alaska is also far away from the rest of the United States, and wasn't settled by Americans until the 1800s, so that might be why it's called the last frontier. I can also look at the front cover and flip through the pages of the text and see if I find any more clues about the topic. Page through the text. I see a lot of photographs of snow-covered landscapes, glaciers, mountains, and arctic animals. I see maps that show how big Alaska is in relation to the rest of the country. I think the topic of the text is Alaska.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to ask students what they might know about Alaska. Use **Random Reporter** to select students to share. Point out Alaska on a map of the United States and its location compared to yours.
 - Explain to students that the last frontier is just one of Alaska's nicknames. Alaska is also called the land of the midnight sun because the sun doesn't set during parts of the summer.
 - Share a few interesting or important facts about Alaska. For example, Alaska has a variety of terrains and climates, from deciduous rainforests in the south, to the arctic tundra in the north, to volcanoes that are a part of the Pacific Ring of Fire. Alaska is rich in natural resources such as gold, silver, natural gas, petroleum, and furs.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text, or what he wants us to learn from reading the text. When I look through the pages of *Alaska: The Last Frontier*, I saw a lot of pictures of Alaskan landscapes, activities such as snowmobiling, mountain climbing, and mushing. I think the author's intent is to tell me about Alaska and

the different things you can do there. When we read, we should look for information that tells us about these ideas.

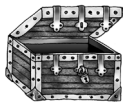
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

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-25
 Student Edition chart does
 not contain page numbers or
 identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
wasteland page 90	compound word: waste + land	land that is empty or undeveloped	The area hit hardest by the hurricane looked like a <i>wasteland</i> now that all the trees and homes were gone.
impractical page 90	prefix + base word: im + practical	not useful	The safety scissors were <i>impractical</i> for cutting the thick cardboard for a science project.
chow page 91	blend	eat, usually with the word <i>down</i>	"I hope you are all hungry and ready to <i>chow</i> down on my newest creation!" Will's mom exclaimed.
daunting page 92	base word + ending: daunt + ing	frightening	Many kids find the first day of school to be <i>daunting</i> , but others are ready to see their friends and get to work.
hinder page 94	chunk: hin-der	stop, delay	Randi was looking forward to the field trip so much he did not allow his stubbed toe to <i>hinder</i> him from having a good time.
prime page 95	blend	best	Vince was excited because he won tickets for <i>prime</i> seats to see his favorite band perform.
energized page 95	chunk: en-er-gized	activated, excited	Selina felt <i>energized</i> by the short nap she took in the afternoon.
reintroduce page 96	prefix + base word: re + introduce	make known again	It had been so long since I played basketball that I had to take some practice shots to <i>reintroduce</i> myself to the game.

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 down 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 */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: "Neil Armstrong was the first person to walk on the moon." Now here's the second: "Who was the first person to walk on the moon?" 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*. Randomly select a few students to share. Examples are provided below. List the question words.

Who rides a bus home from school?
 Rory, what is your favorite animal?
 Jamal, when is the first day of spring?
 Where could we go on a field trip?
 Sharonda, why is Jessi your best friend?
 Tanya, how did you learn to tie your shoes?

- Point out that people use question words to ask and answer questions all the time. 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.

Canada

Canada is America's neighbor to the north. Like the United States, Canada belonged to Great Britain in the eighteenth century. Unlike the United States, Canada still does. It's not an independent country. Canada has ten provinces and three territories. Ontario and Quebec are two of the provinces. The capital city of Canada is Ottawa, which is located in the province of Ontario. Quebec is Canada's largest province, but one territory, Nunavut, is bigger. In Quebec, most citizens can speak French; in fact, some people who live in Quebec only speak French. Canada is also a land of great beauty. Many people travel to Canada to see her lakes, glaciers, and the Canadian Rocky Mountains.

- 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.

How is Canada similar to the United States? How is it different? *Canada is similar to the United States because it belonged to Great Britain in the eighteenth century. It is different because Canada is not independent like the United States. It still belongs to Great Britain.*

What is the capital city of Canada? Where is it located? *The capital city of Canada is Ottawa. It is in Ontario.*

Would you have trouble communicating in Quebec? Why or why not? *Yes. I would have some trouble communicating in Quebec. I do not know French.*

Do you think skiing is a popular sport in Canada? What makes you think that? *Yes. I think skiing is a popular sport in Canada. I think this because the passage says people enjoy visiting the Canadian Rocky Mountains. I know that Canada probably gets a lot of snow, especially in the mountains. People enjoy skiing in mountains. I know the Rocky Mountains in the United States are a popular skiing destination, so Canadians probably like it too.*

- 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 Canada 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 "Would you have trouble communicating in Quebec? Why or why not?" I originally just said that I would because I don't know French, but there is another detail**

that I should include. I should have included information about how most people who live in Quebec can speak French and that some people who live there only speak French. French must be an important language in Quebec. These details help show why I would have trouble communicating in Quebec because I don't know French. 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 *Alaska: The Last Frontier* 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 89 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 89

Introduction

Of America's fifty states, none are as vast or as wild as Alaska. The last frontier, so called because it was the last great American expansion into mostly unsettled land, is bursting with natural beauty, from snowcapped mountain ranges to sprawling forests and emerald lakes. Those who call it home must face challenging winters, but they are rewarded with breathtaking views. There is a wide range of lifestyles, from rugged villages that are only accessible by helicopter to larger cities, such as Anchorage and Fairbanks, that offer all the modern comforts amid the beautiful backdrop of Alaska's landscape. But this incredible state hasn't always been part of the United States.

When Abraham Lincoln became president, the U.S. government referred to Alaska as "Russia's America" because Russia had explored and settled the territory and now owned it. President Lincoln's secretary of state, William Henry Seward, organized the purchase of the territory from Russia; he believed in the great potential of the land and convinced his colleagues in Washington, D.C., to agree by inviting them to his home for dinner and telling them stories about Alaska's beauty. After six years of negotiations, the two countries agreed on a sale. The Senate approved the agreement, and the official land transfer occurred in Sitka, Alaska, on October 18, 1867.

What a bargain!

The Alaska territory sold for only .02 cents per acre. The total cost of the purchase was \$7.2 million!

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 Alaska, so this page will introduce the state to me. Let me think about the questions I can ask about the text. I can ask:

Why is Alaska called the last frontier? (R)

Why do you think some cities are only reachable by helicopter? (T)

Why was Alaska called “Russia’s America”? (R)

Do you think people initially believed the United States should purchase Alaska? 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, and sometimes it isn’t. Let’s look at the answers to the questions I asked. One question is “Why is Alaska called the last frontier?” Alaska is called the last frontier because it was the last great American expansion into mostly unsettled land. Another question is “Why was Alaska called ‘Russia’s America’?” Alaska was called “Russia’s America” because Russia initially explored and owned the territory. Alaska was Russia’s piece of the American continent. These are Right There questions. I can find the answers in one place in the text.

I also asked, “Why do you think some cities are only reachable by helicopter?” This seems like a Think question. It’s a little more challenging. The text describes Alaska as being pretty big and rugged. It might be hard for cars, trucks, or buses to travel across a lot of the state. It might take too long. Helicopters can fly over rough places and make a trip to a city take a lot less time. Another Think question is “Do you think people initially believed the United States should purchase Alaska? Why or why not?” That’s a tough question. I don’t think people initially wanted to buy Alaska from the Russians. The text says William Henry Seward had to do a lot of convincing to get others to agree with him. He invited his colleagues to dinner to tell them about Alaska’s beauty. It sounds like he had to persuade them that it was a good idea.

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

Preview Team Talk

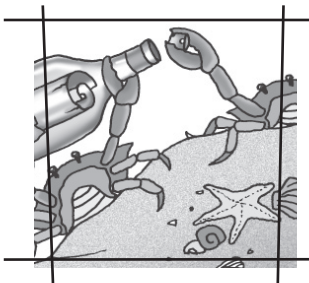
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-26

Team Talk

1. What changed people's opinions about the value of Alaska? |CE|
 - a. the size of the territory
 - b. the discovery of gold
 - c. the location of the territory
 - d. the Aleutian Islands
2. Describe Alaska's size.
3. How do families in Alaska overcome the problem of snow keeping children from walking or driving to school? |PS|
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 90–92 (paragraphs 1 and 2) 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 changed people's opinions about the value of Alaska? |CE|

- a. the size of the territory
- b. *the discovery of gold*
- c. the location of the territory
- d. the Aleutian Islands

2. Describe Alaska's size.

100 points = *Alaska is the largest state in the country. It spans 663,867 square miles. It is more than twice the size of Texas. If Alaska were placed in the middle of the United States, its land would stretch from the East Coast to the West Coast.* **90 points** = *Alaska is the largest state in the country. It spans 663,867 square miles.* **80 points** = *Alaska is the largest state in the country.*

3. How do families in Alaska overcome the problem of snow keeping children from walking or driving to school? |PS|

100 points = *Families in Alaska overcome the problem of snow keeping children from walking or driving to school by using snowmobiles. Children may ride their own snowmobiles to school. Parents may pull a large sled behind their snowmobile to carry children to school.* **90 points** = *Families in Alaska overcome the problem of snow keeping children from walking or driving to school by using snowmobiles.* **80 points** = *Parents or children use snowmobiles to get to school.*

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

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

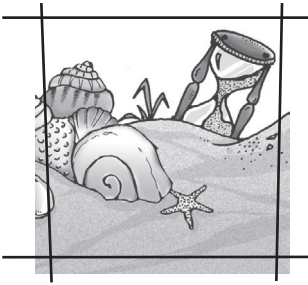
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

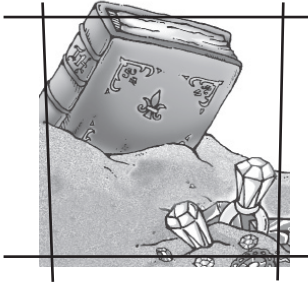
Page 90

- 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

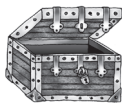
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 do families often use to get kids to school in Alaska?

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 Alaska. We learned that people were originally doubtful about buying Alaska. We learned about Alaska's great size. We also learned that Alaska's extreme winters, long nights, and long days may seem daunting to visitors and challenge residents.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 92 (paragraph 3) and 93 aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,
pages 92 and 93

Alaska has cities and small towns, but its biggest city is relatively small compared to the largest cities in other states. Anchorage has the largest population in Alaska with 279,243 people. Like most cities, there are malls, bustling streets, and a busy airport, but there are no giant skyscrapers in the city skyline or major sports stadiums. Other cities in Alaska are Fairbanks, near the center of the state, and Juneau, the capital, located on the southeastern side. Cities like these are the exception in Alaska because most towns are fairly small. A lot of towns, like Kobuk, Alaska, have populations of only about one hundred people. Kobuk is so isolated from other major cities that it can't be reached by car. To get to Kobuk and many similar towns, visitors must travel by boat down the Kobuk River or take a small plane from larger cities.

Like other states with Native American populations, Alaska is home to the indigenous Eskimo people. Eskimos were the first human inhabitants of Alaska when they arrived 15,000 years ago. There are a lot of misconceptions about Eskimos, the most popular being that they all live in igloos. This simply is not true. Eskimos are divided among different tribes across the state and have different ways of living depending on their location. The Inuit tribe of northern Alaska did use igloos, but only in the winter months. During the spring and summer, they lived in tents because the weather was too warm to support the ice-and-snow structure of the igloo. Their villages were located along the coast, and they were skilled whale hunters. The Aleut tribe lives in the Aleutian Islands that stretch out from the southwest corner of Alaska. Because their people were spread among several islands, they built their villages mainly on bays to make it

(continued on next page)

easier to travel from village to village by boat. Today the Eskimos of Alaska are thriving in their native lands, and they work to teach new generations about their culture and history as the original pioneers of rugged Alaska. Even though most have access to modern conveniences such as supermarkets and modern tools, they still celebrate traditional techniques that are thousands of years old.

Did you know?

Cars in Alaska are equipped with engine heaters that must be plugged in overnight to keep the car from freezing.

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. Let me think about the questions I can ask about the text. I can ask:

How is Anchorage different from other big cities in the United States? (R)

Why do you think the populations of some Alaskan towns stay small? (T)

Did all Eskimos live in igloos? (R)

Why do you think Eskimos still celebrate traditions when they have access to modern conveniences? (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 “How is Anchorage different from other big cities in the United States?” Anchorage is different from other big cities in the United States because it has a smaller population than many of them. Another question is “Did all Eskimos live in igloos?” No. All Eskimos did not live in igloos. There are several different tribes of Eskimos that lived in different parts of Alaska. They lived in homes that were appropriate for their location. These are Right There questions. I can find the answers in one place in the text.

I also asked, “Why do you think the populations of some Alaskan towns stay small?” This seems like a Think question. It’s a little more challenging. I think some Alaskan towns stay small because they are so remote and hard to get to. People can’t move there easily. Another Think question is “Why do you think Eskimos still celebrate traditions when they have access to modern conveniences?” I think Eskimos must want to keep their traditions alive, and that is why they celebrate their traditions despite having modern conveniences. I know that people like to celebrate their cultures. The text says they still teach their culture to new generations. They can’t teach new generations about traditions if they don’t celebrate them.

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

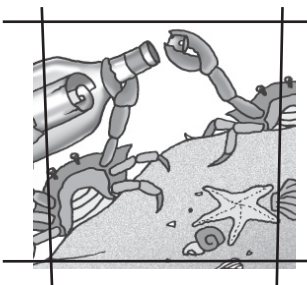
Preview Team Talk

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

Student Edition, page S-26

Team Talk

1. What is page 94 mainly about? |MI|
 - a. how icicles form
 - b. the temperature of Alaskan waters
 - c. walking on snow-covered beaches
 - d. surfing in Alaska
2. Can anyone take a whitewater rafting trip in Alaska? How can you tell? |DC|
3. Why do you think dogsleds were popular forms of transportation in Alaska in the early 1900s? |DC|
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 94–96 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 is page 94 mainly about? **IMI**

- a. how icicles form
- b. the temperature of Alaskan waters
- c. walking on snow-covered beaches
- d. *surfing in Alaska*

2. Can anyone take a whitewater rafting trip in Alaska? How can you tell? **DCI**

100 points = *Yes. Anyone can take a whitewater rafting trip in Alaska. I can tell because the text says that most tours are designed for certain groups of people. Children or beginners can take whitewater tours on calmer parts of rivers. Experienced rafters can go on rougher parts of rivers.* **90 points** = *Yes. Anyone can take a whitewater rafting trip in Alaska. I can tell because the text says that most tours are designed for certain groups of people. There are tours for beginners and experienced rafters.* **80 points** = *Yes. There are tours for different groups of people.*

3. Why do you think dogsleds were popular forms of transportation in Alaska in the early 1900s? **DCI**

100 points = *I think dogsleds were popular forms of transportation in Alaska in the early 1900s because there were no cars or airplanes back then. People wanted to travel quickly between cities or into remote locations. It would be difficult to walk and carry supplies for the trip by yourself. I think dogsleds made travel easier in Alaska. People wanted an easier way to travel between cities or into remote locations.* **90 points** = *I think dogsleds were popular forms of transportation in Alaska in the early 1900s because there were no cars or airplanes back then. People wanted an easier way to travel between cities or into remote locations.* **80 points** = *There were no cars or airplanes back then. People wanted an easier way to travel between cities or into remote locations.*

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**



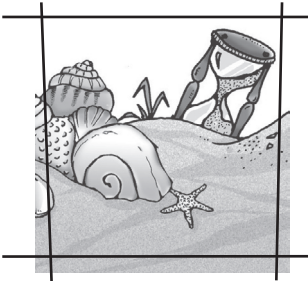
Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Some people enjoy surfing Alaska’s waters, even in winter. Do you think this is a hobby you would enjoy? Why or why not?</p> <p>Think about what the text said about whitewater rafting tours on Alaska’s rivers. Does this sound like a way you would like to see Alaska’s scenery? Which kind of tour do you think you would take and why?</p>
	<ul style="list-style-type: none"> – Award team celebration points.

Write-On Discussion

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

**FLUENCY IN FIVE TP**

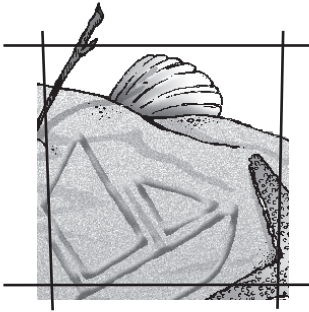
Timing Goal: 5 minutes

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

Student Edition, page S-25

Page 94

- 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.

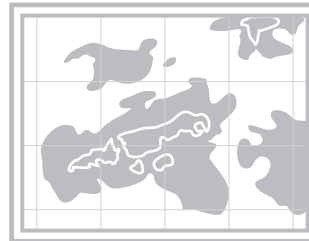


WORD POWER **TP**

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 the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words, just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

Word Treasure

The dictionary provides information about words.

If you're having trouble reading and understanding words, check the dictionary

- Have students consider the following sentences.

Blackline master provided.

- "Don't wrench things out of other people's hands!" Shasta's mom exclaimed.
- "Can you hand me the wrench so I can tighten this nut?" the plumber said.

- Tell students that you can clarify the meanings by using the dictionary.
- Show the dictionary entry for *wrench*.

Blackline master provided.

wrench

n. **1** a tool for twisting bolts, nuts, or pipes, usually consisting of a metal bar with adjustable jaws. **2** a sudden, violent twist. —*v.* **3** to twist suddenly, pull, jerk. **4** to over strain or stretch a joint by twisting. **5** to twist, as if from the correct use or meaning.

- Point out that definition #3 applies to the first sentence, and definition #1 applies to the second sentence.
- Summarize by reminding students to use the dictionary when they are confused about words because many words have different meanings, and some meanings are unrelated to other meanings.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages **S-26** and **S-27**

Skill Practice

Use the dictionary entry to answer the following question.

em-ploy
v. **1** to hire or use the services of a person or people. **2** to keep busy.
3 to make use of an instrument or object. **4** to occupy or devote time to something. —*n.* **5** service. (*He is in my employ.*)

Which dictionary entry gives the best definition for *employ* as it is used in the following sentences?

1. I will employ this ladder to reach the roof so I can repair it.
Entry #3.
2. “My elderly neighbor is going to employ me to walk her dog every day after school,” Carlos explained.
Entry #1.

Building Meaning

wasteland	impractical	chow	daunting
hinder	prime	energized	reintroduce

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.
 Since we were friends of the mayor, we had a prime spot to sit and watch the Fourth of July parade.



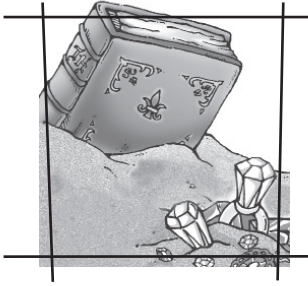
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

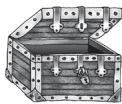
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

How did people travel around Alaska before cars, planes, or snowmobiles existed?

Listening Comprehension

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

We read about more important ideas yesterday. We read about the kinds of things people enjoy doing in Alaska. We learned about surfing, whitewater rafting, and mushing.

- 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 89 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,
page 89

Introduction

Of America's fifty states, none are as vast or as wild as Alaska. The last frontier, so called because it was the last great American expansion into mostly unsettled land, is bursting with natural beauty, from snowcapped mountain ranges to sprawling forests and emerald lakes. Those who call it home must face challenging winters, but they are rewarded with breathtaking views. There is a wide range of lifestyles, from rugged villages that are only accessible by helicopter to larger cities, such as Anchorage and Fairbanks, that offer all the modern comforts amid the beautiful backdrop of Alaska's landscape. But this incredible state hasn't always been part of the United States.

When Abraham Lincoln became president, the U.S. government referred to Alaska as "Russia's America" because Russia had explored and settled the territory and now owned it. President Lincoln's secretary of state, William Henry Seward, organized the purchase of the territory from Russia; he believed in the great potential of the land and convinced his colleagues in Washington, D.C., to agree by inviting them to his home for dinner and telling them stories about Alaska's beauty. After six years of negotiations, the two countries agreed on a sale. The Senate approved the agreement, and the official land transfer occurred in Sitka, Alaska, on October 18, 1867.

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 few questions. One question was "Do you think people initially believed the United States should purchase Alaska?" I said I didn't think people believed we should buy Alaska because it seemed like William Henry Seward had to do a lot of persuading to get people to agree with him. I found some more details to answer this question. I read that it took six years of negotiations for the U.S. to buy Alaska. That must mean that Russia wasn't even sure if it should sell the land to the U.S. It probably took a lot of discussion for the two countries to agree on a price for the land. These details help me understand how difficult it was to convince everyone that Alaska should belong to the U.S. Rereading helped me find more details to answer my question.

- Summarize the supporting details for the main ideas, and write these on your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Alaska: The Last Frontier*.

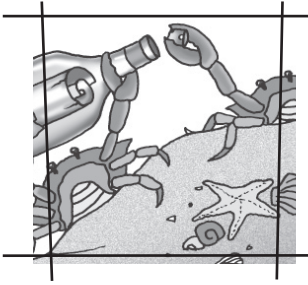
Preview Team Talk

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

Student Edition, page S-27

Team Talk

1. Alaska has long hours of night in winter and daylight in summer because of— |CE|
 - a. the tilt of Earth's axis.
 - b. harsh blizzard-like conditions.
 - c. Daylight Savings Time.
 - d. its location far in the south.
2. Compare and contrast Anchorage and Barrow using the text box on page 91. |CC • TF|
3. Why do you think long hours of darkness often affect people's moods? Explain your reasoning. |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 90–92 (paragraphs 1 and 2) 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. Alaska has long hours of night in winter and daylight in summer because of— |CE|
 - a. *the tilt of Earth's axis.*
 - b. harsh blizzard-like conditions.
 - c. Daylight Savings Time.
 - d. its location far in the south.

Team Talk *continued*

2. Compare and contrast Anchorage and Barrow using the text box on page 91. |CC • TF|

100 points = *Anchorage and Barrow are similar because both cities are in Alaska. They are different because they experience very different weather conditions. Anchorage is in the south. The average winter temperature is 25° F. The average summer temperature there is 63° F. Barrow is further north. Its average winter temperature is -15° F. Barrow's average summer temperature is 37° F. It is colder in Barrow than it is in Anchorage all year.*

90 points = *Anchorage and Barrow are similar because both cities are in Alaska. They experience very different weather conditions. Anchorage is in the south and has warmer temperatures in both summer and winter. It is colder in Barrow than it is in Anchorage all year.* **80 points** = *They are both in Alaska. Barrow is colder than Anchorage all year.*

3. Why do you think long hours of darkness often affect people's moods? Explain your reasoning. |DC|

100 points = *I think long hours of darkness often affect people's moods because it makes people tired. People are used to sleeping at night. You also can't do as many things when it is dark out because you need to bring lights to see anything. It makes people stay inside too much, so they don't get as much fresh air or have as much fun.* **90 points** = *I think long hours of darkness often affect people's moods because it makes people tired. People are used to sleeping at night.* **80 points** = *I think it makes people tired because they usually sleep at night.*

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.*

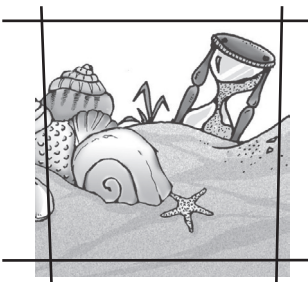
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	<p>– 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.</p> <p>– Allow students time to discuss your questions.</p> <p>– Use Random Reporter to select students to respond to your questions.</p>
		<p>Do you think you could handle winters that reach -15° F? Why or why not? How does this compare with the winters you experience in your area?</p> <p>How do you think you would spend a summer’s day where it was daylight for twenty-four hours? Describe your day.</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>
		<p>– Award team celebration points.</p>

Write-On Discussion	<p>– 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.</p> <p>– Award team celebration points.</p> <p>– 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.</p>
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FLUENCY IN FIVE **TP**

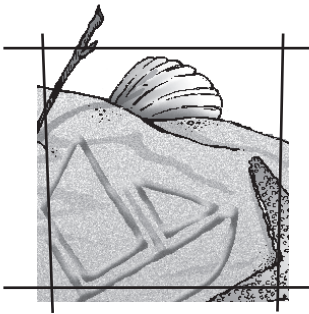
Timing Goal: 5 minutes

- 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-25

Page 94 or 92 (paragraphs 1 and 2)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (dictionary skills) and, if necessary, the Word Treasure clue that Captain Read More uses (a map).
- Refer students to the definitions in their vocabulary list. Point out that there is more information about these words in a dictionary.
- Show the dictionary entry for *prime*.

Blackline master provided.

prime

adj. **1** of the first importance. **2** first-rate or best. **3** of the greatest commercial value (*a prime spot for a new home*). **4** first in order of time or sequence. —*n.* **5** the time of early man- or womanhood. **6** the state of perfection in human life. **7** (mathematics) a number that is divisible without remainder only by one and itself.

tps

- Refer students to the dictionary definition of *prime*. Point out that the dictionary entry contains seven definitions that have shades of meaning.
- Use **Think-Pair-Share** to have students identify which definition entry matches the definition of prime in their vocabulary list. Randomly select a few students to share responses. *Entry #2.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Use the dictionary entry to answer the following question.

ral-ly
v. **1** to bring into order again. **2** to call people together for a common action or effort. **3** to revive one’s spirits or strength. **4** to recover from an illness. —*n.* **5** a gathering of people for a common purpose, often spontaneous. **6** a long distance automobile race.

Which dictionary entry gives the best definition for *rally* as it is used in the following sentences?

1. Bobby’s life seemed to be in danger, but he rallied back and was taken off life support.
Entry #4.
2. “Rally the troops so we can attack again!” the general cried.
Entry #1 or entry #2.

Building Meaning

wasteland	impractical	chow	daunting
hinder	prime	energized	reintroduce

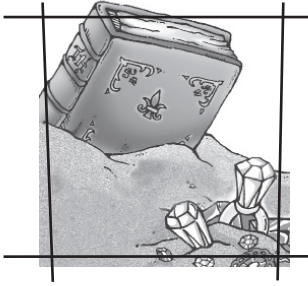
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. List two examples of something that might hinder you from getting to school on time.
(Answers will vary.) Woke up late, couldn’t find clothes to wear; bus broke down.



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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

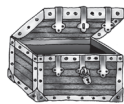
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

How do you think long hours of dark affect people in Alaska?

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. People thought the purchase of Alaska was foolish until gold was discovered there. Then many people flocked to the state to try and make a fortune. Alaska is the largest state in the U.S. and spans 663,867 square miles. It is more than twice the size of Texas and is long enough to stretch from coast to coast. Living in Alaska is challenging. Winters are dark because the sun does not rise for very long, but summers are light because the sun doesn't set for very long. People have to overcome harsh weather conditions and snow in winter. They also have to be creative to stay active and happy during long winter days. Summer days are often filled with activity late into the evening because it is still light.

- 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 92 (paragraph 3) and 93 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 92 and 93

Alaska has cities and small towns, but its biggest city is relatively small compared to the largest cities in other states. Anchorage has the largest population in Alaska with 279,243 people. Like most cities, there are malls, bustling streets, and a busy airport, but there are no giant skyscrapers in the city skyline or major sports stadiums. Other cities in Alaska are Fairbanks, near the center of the state, and Juneau, the capital, located on the southeastern side. Cities like these are the exception in Alaska because most towns are fairly small. A lot of towns, like Kobuk, Alaska, have populations of only about one hundred people. Kobuk is so isolated from other major cities that it can't be reached by car. To get to Kobuk and many similar towns, visitors must travel by boat down the Kobuk River or take a small plane from larger cities.

(continued on next page)

Like other states with Native American populations, Alaska is home to the indigenous Eskimo people. Eskimos were the first human inhabitants of Alaska when they arrived 15,000 years ago. There are a lot of misconceptions about Eskimos, the most popular being that they all live in igloos. This simply is not true. Eskimos are divided among different tribes across the state and have different ways of living depending on their location. The Inuit tribe of northern Alaska did use igloos, but only in the winter months. During the spring and summer, they lived in tents because the weather was too warm to support the ice-and-snow structure of the igloo. Their villages were located along the coast, and they were skilled whale hunters. The Aleut tribe lives in the Aleutian Islands that stretch out from the southwest corner of Alaska. Because their people were spread among several islands, they built their villages mainly on bays to make it easier to travel from village to village by boat. Today the Eskimos of Alaska are thriving in their native lands, and they work to teach new generations about their culture and history as the original pioneers of rugged Alaska. Even though most have access to modern conveniences such as supermarkets and modern tools, they still celebrate traditional techniques that are thousands of years old.

Did you know?

Cars in Alaska are equipped with engine heaters that must be plugged in overnight to keep the car from freezing.

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 is Anchorage different from other big cities in the United States?" I said that it is smaller than most other big cities in the U.S. I see that there are more details that help me make a mind movie about how else Anchorage might look different. The text says that Anchorage doesn't really have any skyscrapers or big stadiums in the city. I know a lot of big cities in the U.S. have these things. New York City is famous for its skyline and skyscrapers. These details help me see how Anchorage is different. These all give me more details to answer the question. Even though this is a **Right There** question, I missed some details in the text when I first read it. Rereading helped me see what I missed.

Another question I asked was "Why do you think the populations of some Alaskan towns stay small?" I said that the small towns are remote and hard to get to, so that is why their populations stay small. I also read that you can't get to some cities by car, so you have to fly or take boats down rivers. That's a lot of work. I think a lot of people wouldn't want to live in a city that was so hard to get to. I think some people want to live in bigger cities where they have more access to things. These details help me understand why the populations of small towns in Alaska stay small. Rereading the text helped me answer my questions more completely.

- Summarize the supporting details for the main ideas, and write these on your idea tree.

- Remind students that they will ask questions about the text to check their understanding as they read *Alaska: The Last Frontier*.

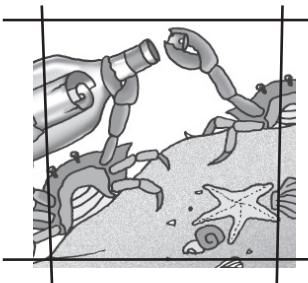
Preview Team Talk

- 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-28

Team Talk

1. How does the checklist on page 94 support the main idea of surfing in Alaska? |CE • DC|
2. Why are huskies an ideal dog for mushing? |CE|
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 *Alaska: The Last Frontier*. |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 94–96 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. How does the checklist on page 94 support the main idea of surfing in Alaska? |CE • DC|

100 points = *The checklist on page 94 supports the main idea of surfing in Alaska because it tells you the kinds of equipment you need to surf in Alaska's cold waters. The checklist tells you what kind of wetsuit, gloves, and booties you need to surf in cold water. It also tells you to bring a jug of warm water to help warm you up after surfing.* **90 points** = *The checklist on page 94 supports the main idea of surfing in Alaska because it tells you the kinds of equipment you need to surf in Alaska's cold waters.* **80 points** = *It tells you what you need to surf in Alaska's cold waters.*

2. Why are huskies an ideal dog for mushing? |CE|

100 points = *Huskies are an ideal dog for mushing because they are bred specifically for the activity. Huskies are lightweight, strong, and eager to run and pull a sled. They can pull about twenty times their own body weight. They are small so blood and oxygen flow through their bodies to keep them warm and energized.* **90 points** = *Huskies are an ideal dog for mushing because they are bred specifically for the activity. Huskies are lightweight, strong, and eager to run and pull a sled.* **80 points** = *They are bred to be lightweight, strong, and eager to run and pull a sled.*

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

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

Team Talk *continued*

4. Use your idea tree to summarize information from *Alaska: The Last Frontier*. [SU]

100 points = *Alaska is the last frontier because it is vast and mostly unsettled. It is the largest state in the country and can stretch from coast to coast if placed in the center of the United States. People thought buying Alaska was a mistake, but they changed their minds when gold was discovered there. Living in Alaska is challenging because of its harsh weather and extremes. People have to deal with snowy dark winters and long hours of daylight in summer. Alaska has several cities, but even the largest city is smaller than most cities in the United States. It is also home to Eskimos. People enjoy outdoor activities in Alaska, such as surfing, whitewater rafting, and mushing on dogsleds.*

90 points = *Alaska is the last frontier because it is vast and mostly unsettled. It is the largest state in the country. People thought buying Alaska was a mistake, but they changed their minds when gold was discovered there. Living in Alaska is challenging because of its harsh weather and extremes. The winters are long and dark, and summers are bright. Alaska has several cities, but even the largest city is smaller than most cities in the United States. People enjoy outdoor activities in Alaska.*

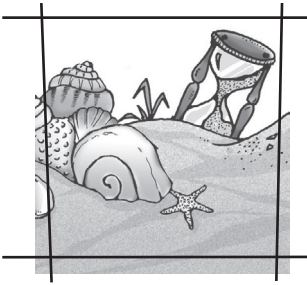
80 points = *Alaska is the last frontier because it is vast and mostly unsettled. It is the largest state in the country. People thought buying Alaska was a mistake at first. Living in Alaska is challenging because of its harsh weather and extremes. Alaska has several cities, but even the largest city is smaller than most cities in the United States. People enjoy outdoor activities in Alaska.*

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

Class Discussion **TP****Strategy-Use Discussion**

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td data-bbox="803 443 943 835">Team Talk Extenders</td> <td data-bbox="943 443 1468 835"> <p>Think about the equipment you need to surf in Alaska. How do you think this is different from the equipment you need to surf in California or Hawaii?</p> <p>Huskies are bred specifically for mushing. Do you think another kind of dog would do as well as a husky? 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> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Think about the equipment you need to surf in Alaska. How do you think this is different from the equipment you need to surf in California or Hawaii?</p> <p>Huskies are bred specifically for mushing. Do you think another kind of dog would do as well as a husky? 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>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. <hr/> <ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

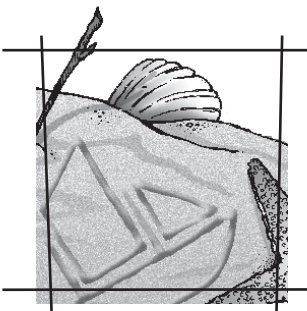
Timing Goal: 5 minutes

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

Student Edition, page S-25

Page 94, 92 (paragraphs 1 and 2), or 95

- 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 (dictionary skills).
- Use **Think-Pair-Share** to have students tell how a dictionary can help you read. Randomly select a few students to share responses. (*Answers may vary.*) The dictionary lists all the definitions for words. Many words can be used in different ways, and the dictionary helps you find the best meaning.

Preparation: Display the Word Power Challenge.
Blackline master provided.

Word Power Challenge

"Don't quote me on this, but I hear that a famous actor will be visiting our school soon," Devon said.

quote

v. **1** to repeat a passage or phrase from a book, speech, etc. **2** to repeat words said or written by another. **3** to cite or offer as a means of evidence. **4** to state a price. **5** to enclose between quotation marks. —*n.* **6** a quotation.

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the dictionary entry and choose which entry is the definition of the underlined word in the sentence. Randomly select a few students to share. *Entry # 2 or entry #3.*
- 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

Use the dictionary entry to answer the following question.

mold

n. **1** a hollow form that molten material, such as metal or plastic, is poured into to give it shape. **2** a frame on which something is formed or made. **3** a shape or form. **4** a prototype. **5** a growth of fungi growing on vegetable or animal matter, usually appearing fuzzy. —*v.* **6** to shape or form something. **7** to age and become covered in fungi.

Which dictionary entry gives the best definition for *mold* as it is used in the following sentences?

1. The leftovers sat in the fridge too long and developed mold on them.
Entry #5.
2. Ophelia molded the clay into the shape of a galloping horse for her diorama.
Entry #6.

Building Meaning			
wasteland	impractical	chow	daunting
hinder	prime	energized	reintroduce

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

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

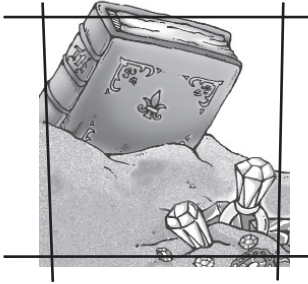
4. List two examples of something that would not hinder you from getting to school on time.

(Answers will vary.) Alarm clock buzzing on time, waking up early, having everything ready before leaving the house.



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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

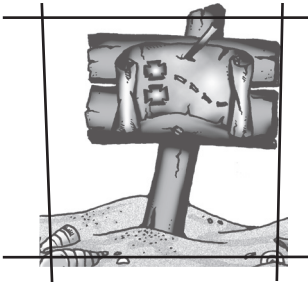
Today you will read about the 1925 serum run along the Iditarod Trail. You read about how huskies are ideal sled dogs. You will learn more about their life-saving race today.

Vocabulary TP

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

Prepare Students for the Test

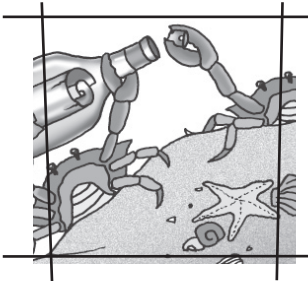
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

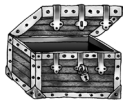
Team Discussion **TP**

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

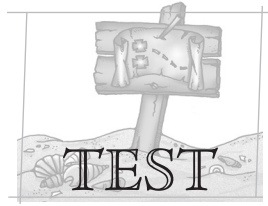


Class Discussion TP

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



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



Test Passage

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

The 1925 Serum Run

Nome, Alaska, is remote even in modern times, but in the first half of the twentieth century, it was very difficult to travel there. When children started coming down with diphtheria in the winter of 1925, the city was in trouble. Diphtheria can spread and kill victims quickly. Nome's doctor didn't have enough medicine for all the sick people. The city was more than 600 miles from the nearest train station, and weather conditions were too severe for flying.

Government officials had a hospital in Anchorage send medicine to Nenana, the closest train station to Nome. From there, teams of mushers and sled dogs carried and handed off the medicine until it reached Nome. The teams faced freezing temperatures, ice, and snow. The race took five and a half days and saved the lives of hundreds of people.

One of the most famous stories from the race is that of Balto. He was the lead dog on the team that reached Nome with the medicine. This was the first time Balto led a team. He kept the team on a safe trail through the dark and a blizzard. His musher, Gunnar Kaasen, praised Balto for keeping him and the other dogs alive on the trail.

Sources: www.baltostruerey.com/

www.gi.alaska.edu/ScienceForum/ASF15/1531.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 1925 serum run to Nome, Alaska.*

I know this is the topic because the heading tells me it is about the serum run.

I learned why Nome needed medicine and how the medicine arrived in Nome.

*I also learned about a hero from the event. **15 points =** *The topic of this text is**

the 1925 serum run. I know this is the topic because the heading tells me it is

*about the serum run. I learned why Nome needed medicine. **10 points =** *It is**

about the 1925 serum run. The heading tells me.

30 points

2. What is the intent of the author? |AP|
- to explain to the reader how he or she can enter the Iditarod race
 - to entertain the reader with heroic stories about Balto
 - to persuade the reader to take up mushing as a delivery service
 - to inform the reader about an important event in Alaska's history*

How do you know?

20 points = *I know this is the intent of the author because I learned about how the serum race saved the lives of hundreds of people living in remote Nome, Alaska. Teams of sled dogs were the only way to get medicine to the city. The city could have been in big trouble if the medicine had not arrived to stop the diphtheria from spreading.* **15 points** = *I know this is the intent of the author because I learned about how the serum race saved the lives of hundreds of people living in remote Nome, Alaska. Teams of sled dogs were the only way to get medicine to the city.* **10 points** = *I learned about how the race saved hundreds of people in Alaska.*

20 points

3. Write a question about the passage. Then answer the question, and tell whether this 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 = *Nome is difficult to travel to. This caused a problem when there was an outbreak of diphtheria in the winter of 1925. The only way to get medicine to Nome was by dogsled. Teams of mushers and dogs relayed medicine more than 600 miles to save the lives of hundreds of people in Nome. Balto was the lead dog on the team that brought the medicine to Nome.* **15 points** = *Nome is difficult to travel to. This caused a problem when there was an outbreak of diphtheria. Teams of mushers and dogs relayed medicine more than 600 miles to save the lives of hundreds of people. Balto was the lead dog on the team that reached Nome.* **10 points** = *Teams of mushers and dogs relayed diphtheria medicine more than 600 miles to save the lives of hundreds of people in Nome.*

Word Power

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

Skill Questions

Use the dictionary entry below to answer the following questions.

wa-ver

v. **1** to sway, flutter. **2** to flicker or quiver, as in candlelight. **3** to become unsteady. **4** to shake or tremble. **5** to show doubt. **6** to fluctuate or vary, as in prices. —*n.* **7** the act of fluttering, tottering, or being unstable.

Which dictionary entry gives the best definition for *waver* as it is used in the following sentences?

5 points

1. I knew it was time to get a new light bulb because the light kept wavering and making it difficult to read.

Entry #2.

5 points

2. Gloria wavered on her decision to buy the blue dress after she thought about the red one a little more.

Entry #5 or entry #3.

5 points

3. “I could hear my voice wavering as I sang, but it became stronger as I felt more comfortable in front of the crowd,” Elisa said.

Entry #4.

5 points

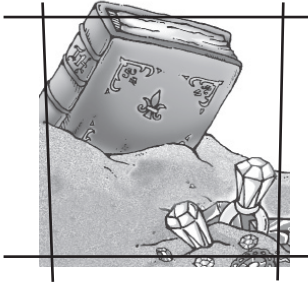
4. The price of some foods, such as seafood, wavers on a day-to-day basis depending on how much is caught.

Entry #6.

Building Meaning

wasteland	impractical	chow	daunting
hinder	prime	energized	reintroduce

- 10 points** 5. Write a meaningful sentence for the word *energized*.
10 points = *The football team was feeling sluggish at the end of the first half, but a pep talk from the coach energized them before they returned to the field.* **5 points** = *The football team was feeling sluggish, but a pep talk from the coach energized them.* **1 point** = *A pep talk from the coach energized the football team.*
- 10 points** 6. High-heeled shoes might look great, but they are *impractical* if you have to walk long distances on uneven ground.
- 10 points** 7. Nuncio thought the obstacle course looked daunting but prepared himself to beat it anyway. *Daunting* means—
a. easy.
b. *frightening*.
c. uncomplicated.
d. relaxing.
- 10 points** 8. “Are you boys ready to chow down on my homemade chili and cornbread?” Tex’s dad asked.
- 10 points** 9. “I don’t want my broken leg to hinder anyone at the amusement park, so maybe I should stay home,” Xander said. *Hinder* means—
a. *stop*.
b. excite.
c. assist.
d. cheat.
- 10 points** 10. Gordon felt like he had to *reintroduce* himself to his classmates after missing so much school from his sickness.
- 10 points** 11. “Now is the prime time to ask my parents for a dog since they have seen how cute the neighbor’s puppy is,” Peter explained. *Prime* means—
a. worst.
b. untimely.
c. late.
d. *best*.
- 10 points** 12. The hero knew he would find no food or water in the sweltering *wasteland* he needed to cross to return home.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write an advertisement for your tour company that takes people on tours of Alaska’s beautiful sights. In *Alaska: The Last Frontier*, you learned about some of the activities Alaskans enjoy. People go snowmobiling, mushing, whitewater rafting, and surfing in Alaska.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing an advertisement, by telling students that advertisements are meant to grab our attention.

You have probably seen many advertisements in magazines or on television. Advertisements grab your attention. They try to make you want the things being advertised. Sometimes they try to make you want one product over another product. Most companies are competing with one another, so they want their product to seem like the best one available.



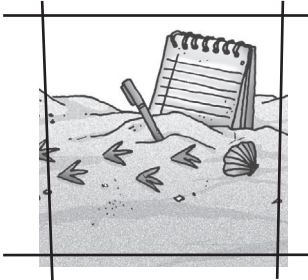
- Use **Think-Pair-Share** to have students share examples of advertisements they have seen on television, in newspapers, or in magazines. Randomly select a few students to share how the advertisements looked or what they said.
- Point out to students that advertisements use persuasive and descriptive language to attract customers. Use **Team Huddle** and **Random Reporter** to ask students what kind of sensory information might be included in an advertisement for a tour.



Advertisements often appeal to your emotions with descriptive or persuasive words and phrases. Companies want you to get excited about the product they are offering. They can’t do that with just plain facts. Appealing to the senses is a popular way to advertise. Think about the kinds of things that would appeal to your senses while taking a tour of a place. What would you want to hear about? Wait for students’ responses. Right. On a tour, you’d be looking at a lot of things. An advertiser would really want to advertise the things you might see in this new place. They

would want you to think that you can't see these sights anywhere else but on their tour.

- Point out to students that using words such as *better*, *best*, *more*, and *most* help make their writing more persuasive.
- Tell students that they will write their own advertisements for an Alaskan tour.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you are writing an advertisement for an Alaskan tour.



- 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

Imagine that you own a company that gives tours of Alaska. Create an advertisement for your company and trips. First give your company a catchy name. What do you want people to think when they hear the name of your company—excitement, adventure, or fun? Next create a slogan, or statement, that will get people interested in an Alaskan tour. Finally, in your advertisement, provide at least four details about the sights people will see on an Alaskan tour with your company. Use descriptive language that appeals to the senses to make your tour more attractive to potential travelers. Remember that your company is competing with other tour companies, so you need to be persuasive when advertising your tours.

Scoring Guide

Your advertisement is about an Alaskan tour with your company.	10 points
You give your tour company a catchy name.	10 points
Your advertisement has a slogan or statement to grab people's interest in an Alaskan tour.	15 points
Your advertisement provides at least four details about the sights people will see on the tour.	15 points each (60 points maximum)
You use descriptive language that appeals to the senses.	5 points

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

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

- 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.
- Model how to write a slogan or statement to create an attention-grabbing advertisement.

As you take your ideas from your organizer and turn them into an advertisement, you need to think about a name for your tour company and a slogan to grab people’s attention. Keep in mind that you are competing with other Alaskan tours, so you want your slogan or statement to be catchy and interesting.

- Use the graphic organizer to model giving your company a name and slogan.

I thought of a really good name for my tour company. I will call it Astonishing Alaska Tours. The word *astonishing* means to fill with overwhelming wonder or amazement. This is how I want people to feel when they see the gorgeous scenery in Alaska. It’s a good, strong word. This tells people that they are really in for a treat if they use my company. Now I need to think of a slogan. Remember, a slogan is an attention-grabbing statement. I want people to know that my tour company will provide adventure. I need a slogan that makes people think they will get to see unusual things and explore with my company. I could write, “Grab your camera and boots and visit wild Alaska!” for my slogan. This tells people that they will have an adventure with my tour.

- Tell students that as they think of their slogans, they should keep in mind the directions in the writing prompt.

Remember that your company’s name and its slogan should help people think of certain things when they see an advertisement for your tour. Do you want them to think of fun, excitement, and adventure? Maybe you want people to think of relaxing or being comfortable as they tour Alaska. Your slogan should help people think of these things. For example, if I wanted people to think of my tour as comfortable and relaxing, I might name it Luxurious Alaska Tours and write, “Prepare to be pampered in the Alaskan wilderness.”

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.

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

Editing

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

Rewriting

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

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

Canada

Canada is America's neighbor to the north. Like the United States, Canada belonged to Great Britain in the eighteenth century. Unlike the United States,

Canada still does. It's not an independent country.

Canada has ten provinces and three territories.

Ontario and Quebec are two of the provinces. The

capital city of Canada is Ottawa, which is located in

the province of Ontario. Quebec is Canada's largest

province, but one territory, Nunavut, is bigger. In

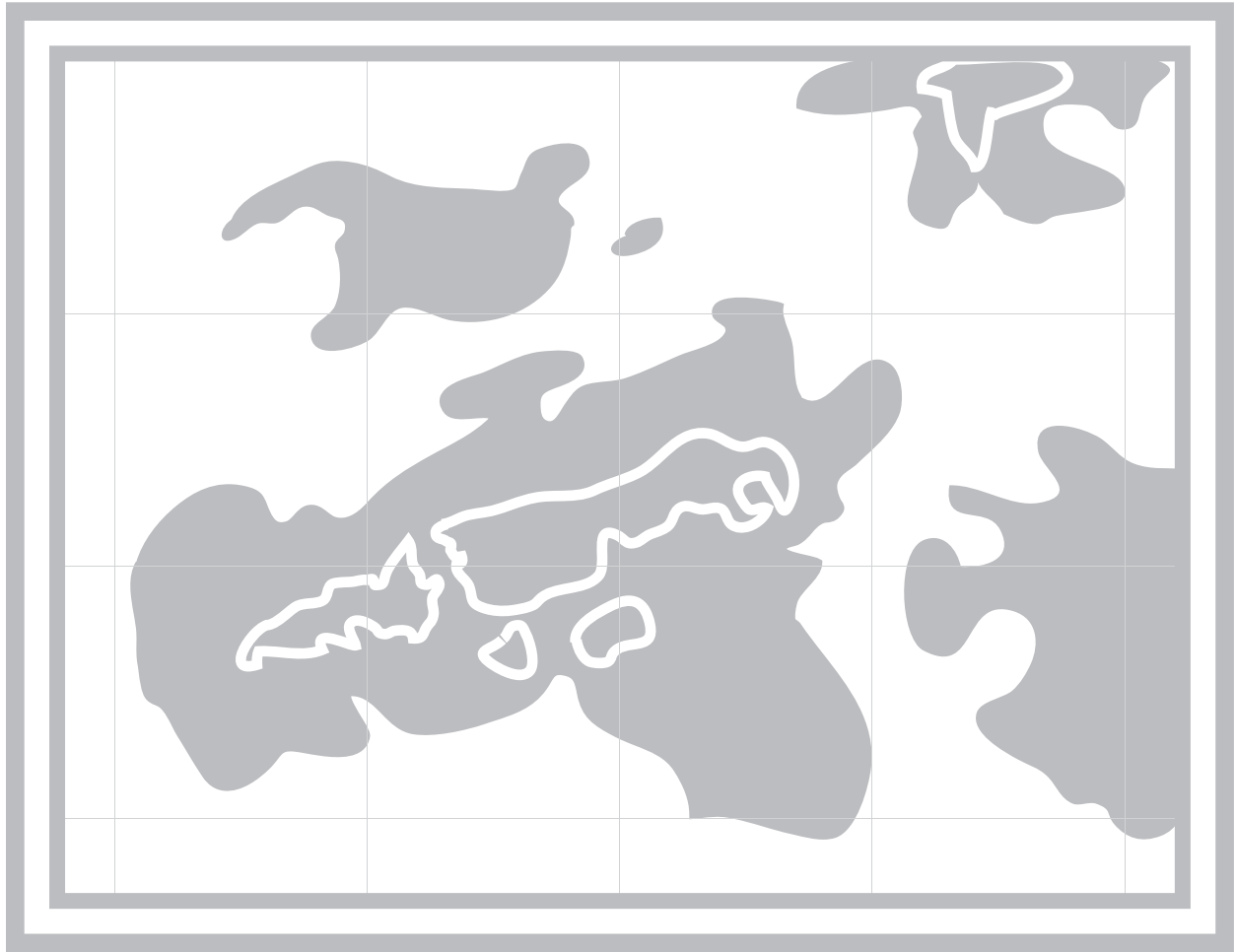
Quebec, most citizens can speak French; in fact,

some people who live in Quebec only speak French.

Canada is also a land of great beauty. Many people

travel to Canada to see her lakes, glaciers, and the

Canadian Rocky Mountains.



1. “Don’t wrench things out of other people’s hands!” Shasta’s mom exclaimed.
2. “Can you hand me the wrench so I can tighten this nut?” the plumber said.

wrench

n. **1** a tool for twisting bolts, nuts, or pipes, usually consisting of a metal bar with adjustable jaws. **2** a sudden, violent twist. —*v.* **3** to twist suddenly, pull, jerk. **4** to over strain or stretch a joint by twisting. **5** to twist, as if from the correct use or meaning.

prime

adj. **1** of the first importance. **2** first-rate or best. **3** of the greatest commercial value (*a prime spot for a new home*). **4** first in order of time or sequence. —*n.* **5** the time of early man- or womanhood. **6** the state of perfection in human life. **7** (mathematics) a number that is divisible without remainder only by one and itself.

**Word Power
Challenge**

“Don’t quote me on this, but I hear that a famous actor will be visiting our school soon,” Devon said.

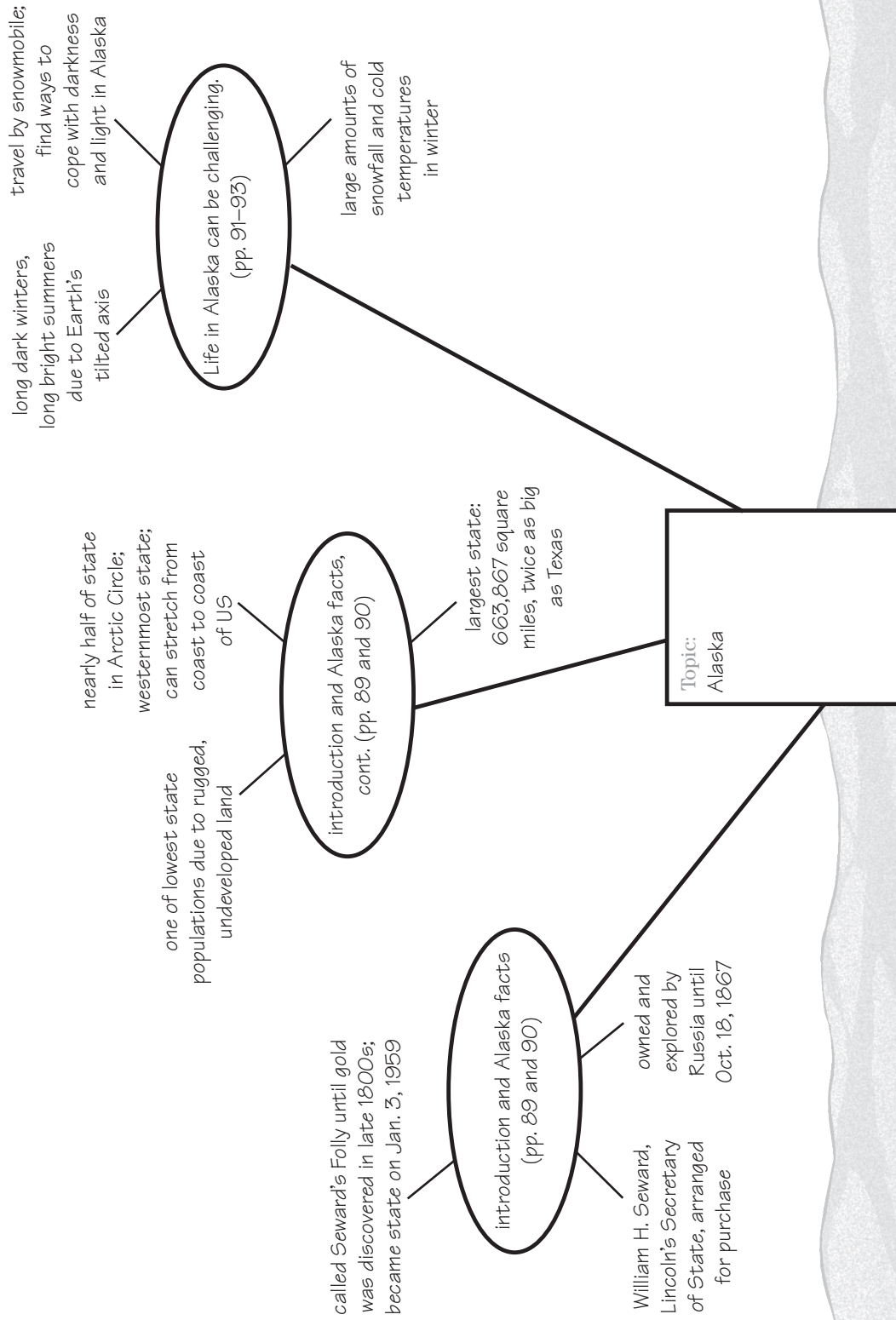
quote

v. **1** to repeat a passage or phrase from a book, speech, etc. **2** to repeat words said or written by another. **3** to cite or offer as a means of evidence. **4** to state a price. **5** to enclose between quotation marks. —*n.* **6** a quotation.



Title: Alaska: The Last Frontier; cycle 1

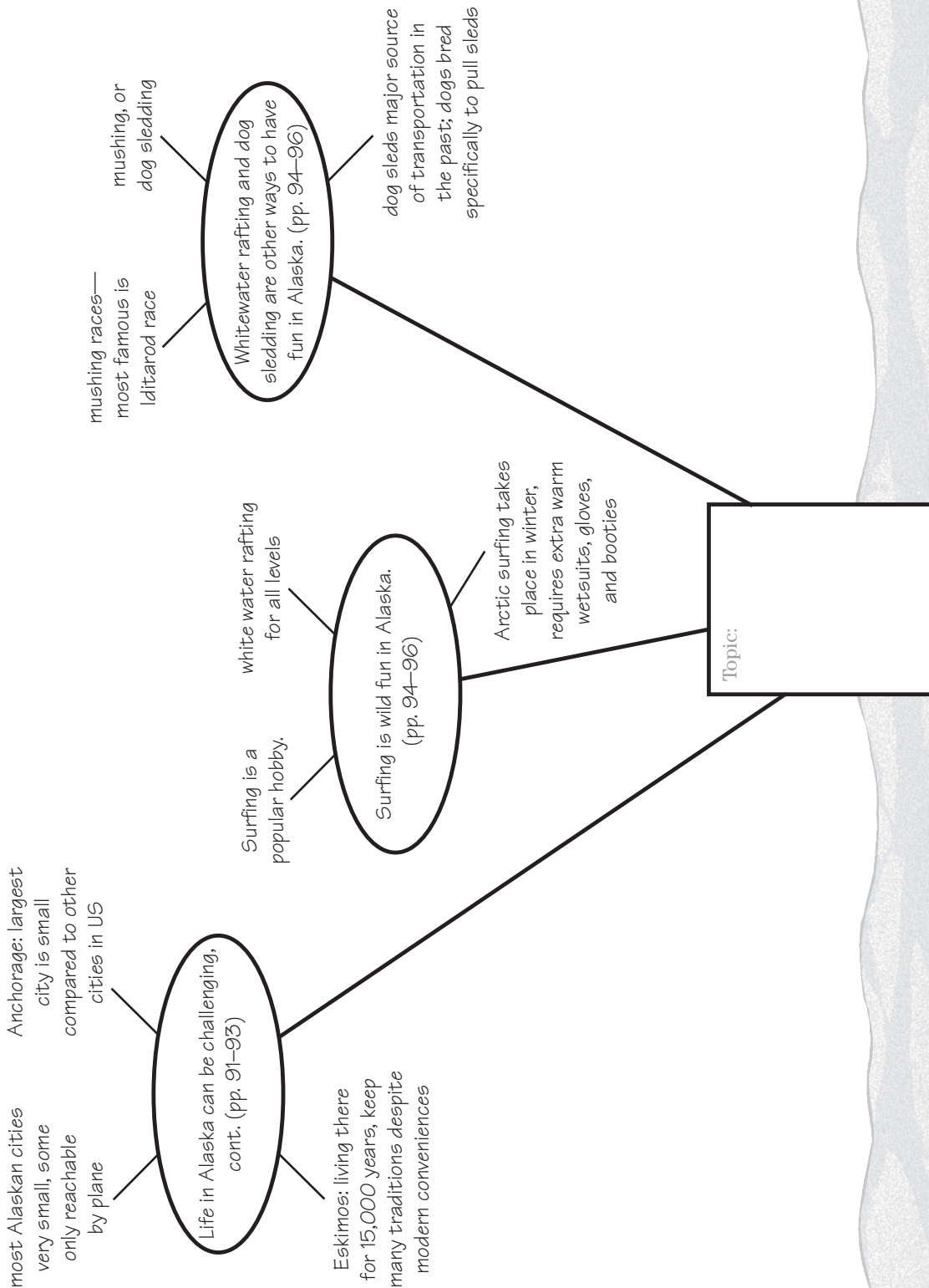
Idea Tree





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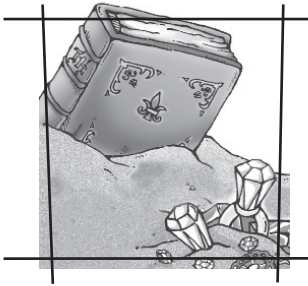
Idea Tree



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Questioning (QU)	Homographs	Write a glossary.
CYCLE 2	Students will ask questions about the text as they read to check their understanding, including asking Right There and Think questions.	Students will recognize homographs and identify their meanings based on context.	Students will write a glossary of difficult or important words from the text.

**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 continue reading *Alaska: The Last Frontier* by Adrian Mathenia. As we read, we'll practice asking questions about information in the text. Thinking of questions helps you check your understanding. Good readers use questions to check their own understanding and that of their classmates.

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

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



The first step of TIGRRS is identifying the topic of the text. Remember that when we began reading *Alaska: The Last Frontier* last time, we said it was about Alaska. In the last cycle, we learned a little about Alaska’s history, size, and popular activities. If I flip through the pages of the text, I see more pictures, headings, and text features about Alaska. I think our topic is still this state.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

The next step of TIGRRS is to identify the intent of the author. Earlier we said the author wanted to inform us about Alaska. I think this is still true. I see a lot of new information about Alaska in the text.

- 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.

Next we should identify the graphic organizer. We used an idea tree before because the text mostly talked about main ideas and supporting details. I think the second half of the text will use the same graphic organizer. I don’t see any clue words that show that this text would use a T-chart, Venn diagram, or sequence chain.

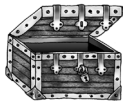
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

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**



Student Edition, page S-31
Student Edition chart does not contain page numbers or identification examples.

- 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**.

Word and Page Number	Identification Strategy	Definition	Sentence
prohibiting page 97	base word + ending: prohibit + ing	forbidding, not allowing	The school has a rule <i>prohibiting</i> food and drinks in the gym because they want to keep the floor clean.
colliding page 98	base word + ending: collid(e) + ing	crashing	My brother kept <i>colliding</i> with me on the bumper cars instead of hitting other riders.
monitor page 98	chunk: mon-i-tor	watch, pay attention to	“I was told to <i>monitor</i> the classroom until your teacher comes back from the front office,” Mr. Jesky explained.
caravans page 99	base word + ending: caravan + s	travels, especially in a large group	Our family <i>caravans</i> through the museum, each holding onto one another’s hands so no one gets left behind.
interior page 99	chunk: in-te-ri-or	inside	If there is a tornado warning, you should go to an <i>interior</i> room of the house that has no windows.
seclusion page 100	base word + ending: seclu(de) + sion	state of being separated, alone	In the past, a child who behaved badly in class was often put in <i>seclusion</i> until the teacher allowed him or her back into the classroom.
insulates page 101	base word + ending: insulate + s	protects	The rubber coating on electrical cords <i>insulates</i> the wires inside and keeps you from getting shocked.

Word and Page Number	Identification Strategy	Definition	Sentence
bristly page 102	base word + ending: bristl(e) + y	resembling short, rough hairs	A cat's tongue looks smooth, but when one licks you, it feels rough and <i>bristly</i> .

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 teams answer different questions that are simple to answer. Then ask a question or two that require more thought and explanation. Example questions are provided below. 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 ask teams 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 was 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 *Alaska: The Last Frontier* 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 97 (paragraphs 1 and 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,
page 97

All-Natural Alaska

Glaciers and Icebergs

The captain of the cruise ship announces to the passengers that they have reached the face of the glacier. Travelers abandon the dining rooms and swimming pools and make their way to the deck. The ocean waves seem tiny as they crash into the towering cliffs of solid ice, the jagged edges shimmering in the sun. The sound of the cracking ice roars like thunder. The gathering crowd on the ship's deck gasps and cheers as an iceberg one hundred feet high and forty feet wide breaks free from the face of the glacier and plummets into the sea with a great splash. Water bursts into the air and settles back into the ocean, mimicking the sound of rain as it falls.

(continued on next page)

Alaska's beautiful landscapes attract tourists from around the world. One of the major attractions is Alaska's wealth of glaciers. Glaciers are massive ice formations that move along a path very slowly. Glacier Bay National Park and Preserve in Alaska is home to sixteen tidewater glaciers, all of them remnants of a small ice age that began 4,000 years ago. Tidewater glaciers are glaciers that extend from the mainland all the way into the ocean. When explorer George Vancouver traveled through Icy Strait in 1794, Glacier Bay didn't exist because the ice extended much farther into the ocean. Since that time, the ice has gone through a process called glacial retreat and moved more than sixty-five miles back into the mainland, uncovering a beautiful bay. This is the farthest any glacier has retreated in the world. It's all part of the process that makes glaciers and their movements so interesting to researchers.

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 "All-Natural Alaska" and a subheading that says "Glaciers and Icebergs." It sounds like I'll be reading about nature in Alaska. I know the main idea of the text is Alaska. Let me think about the questions I can ask about the text. I can ask:

Why do travelers on the cruise ship rush to the deck? (R)

What is a tidewater glacier? (R)

What has happened to form Glacier Bay? Why do you think this happens? (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 "Why do travelers on the cruise ship rush to the deck?" Travelers on the cruise ship rush to the deck because they are near a glacier. The captain tells them they have reached the glacier. They want to see it. Another question is "What is a tidewater glacier?" A tidewater glacier is a glacier that extends from the mainland all the way to the ocean. These are Right There questions. I can find the answers in one place in the text.

I also asked, "What has happened to form Glacier Bay? Why do you think this happens?" This seems like a Think question. It's a little more challenging. I read that Glacier Bay didn't exist in 1794 when George Vancouver explored the area. The glacier has retreated a bit to create the bay. I'm not sure I can think of why glaciers retreat at the moment.

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

Preview Team Talk

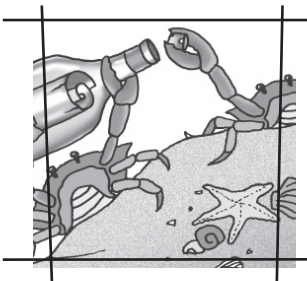
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-32

Team Talk

1. Why can't ships get too close to the glaciers? |CE • DC|
2. What happens two days **after** the sun becomes extremely active? |SQ|
 - a. Earth warms up a few degrees.
 - b. A very vibrant aurora appears in the sky.
 - c. There are more wildfires in the forests.
 - d. Glaciers calve more chunks of ice.
3. Why does the author include the fact box on page 99? |TF • 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|

- 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 97 (paragraph 3)–99 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

1. Why can't ships get too close to the glaciers? |CE • DC|

100 points = Ships can't get too close to the glaciers because the glaciers often calve icebergs. Huge chunks of ice fall off or break away from the glaciers into the water. I think a ship could be damaged if it were hit by a chunk of ice. Being too close isn't safe. **90 points** = Ships can't get too close to the glaciers because the glaciers often calve icebergs. Huge chunks of ice fall off or break away from the glaciers into the water. It's not safe.

80 points = The glaciers calve icebergs. It's not safe.

2. What happens two days **after** the sun becomes extremely active? |SQ|

- a. Earth warms up a few degrees.
- b. A very vibrant aurora appears in the sky.
- c. There are more wildfires in the forests.
- d. Glaciers calve more chunks of ice.

3. Why does the author include the fact box on page 99? |TF • AP|

100 points = The author includes the fact box on page 99 to tell readers about Mount McKinley's other name. Native Americans call the mountain Denali, which means great one. Native Americans probably named the mountain Denali long before it was named Mount McKinley.

90 points = The author includes the fact box to tell readers that Native Americans call the mountain Denali, which means great one.

80 points = He includes it to tell readers that the mountain is also named Denali.

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.

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

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

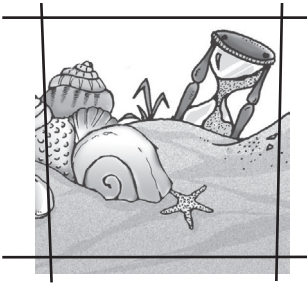
Icebergs are floating mountains of ice. Can you think of any famous incidents between ships and icebergs? What happened?

Mount McKinley is the highest peak in the United States, but not in the world. How do you think you would need to prepare to climb this mountain?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

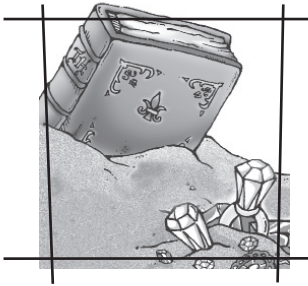
Pages 97 (paragraph 3) and 98

- 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

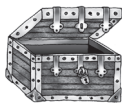
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 happens after the sun is more active than usual?

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 continued reading about Alaska. We learned about some nature in Alaska. There are glaciers there. You can often see the aurora borealis there. Alaska is home to Mount McKinley, the highest peak in the United States.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 100 (paragraphs 1 and 2) aloud. Use a **Think Aloud** to model using the Questioning Strategy Card to ask Right There and Think questions.



A Collection of Readings,
page 100

Alaskan Wildlife

The quick blue waters of a shallow river tumble over moss-covered rocks. A group of salmon battle against the current, smashing into rocks and logs as they try to make their way upstream. A nearby Kodiak bear knows this is the season for the salmon to make this trip, and he can smell his food nearby. Walking carefully through the rapid waters, he perches on a large rock that juts out from the middle of the stream. Watching carefully for a moment, he slaps into the water with his giant paw. With one quick swoop, he retrieves a delicious red salmon. The fish flaps and wiggles, but the jaws of the Kodiak hold fast to its dinner all the way back to the shore.

With a small population and few major cities, the vast majority of Alaska remains a sprawling habitat for many kinds of wildlife. While many states struggle with shrinking habitats and declining animal populations, the majority of Alaskan wildlife lives comfortably in its natural landscape. One exciting animal that stands out is the Kodiak bear, the largest bear in the world. Kodiaks can weigh more than 1,000 pounds and grow more than ten feet long. They have a thick, fluffy coat of brown fur and gigantic paws with long sharp claws. Their claws are perfect for catching fast-moving salmon and bending blueberry trees so the bears can shovel the fruit into their mouths. While they do like meat, such as salmon and other fish, these bears mostly eat fruits and other wild vegetation. This varied diet makes Kodiak bears omnivores rather than carnivores, which only eat meat, or herbivores, which only eat plants.

(continued on next page)

Man-eaters?

Not likely. Only one person has died from an attack by a Kodiak bear in the last seventy-five years.

Hungry Bears

Kodiaks can eat up to ninety pounds of food per day.

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. Let me think about the questions I can ask about the text. I can ask:

How do Kodiak bears catch salmon? (R)

Why do you think wildlife in Alaska doesn't have to deal with shrinking habitats like animals in other parts of the United States? (T)

What do Kodiak bears eat? (R)

Teacher's Note: One or two questions should be answered incompletely on purpose. You will return to these questions when you reread the section on day 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 "How do Kodiak bears catch salmon?" Kodiak bears catch salmon by scooping them out of rivers with their paws. Another question is "What do Kodiak bears eat?" Kodiak bears eat a variety of foods, such as salmon and berries. These are Right There questions. I can find the answers in one place in the text.

I also asked, "Why do you think wildlife in Alaska doesn't have to deal with shrinking habitats like animals in other parts of the United States?" This is a tough question. It's a Think question. I think wildlife in Alaska doesn't have to deal with shrinking habitats like animals in other parts of the United States because Alaska has such a small population. I know that the big cities in Alaska are small compared with big cities in other parts of the U.S. I also know that people don't necessarily move away from cities and spread out across Alaska as much as they do in other parts of the country. Alaska is a hard place to live, and most people probably don't want to live too far from established cities, so they don't move out into the wilderness. They aren't taking away much habitat.

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

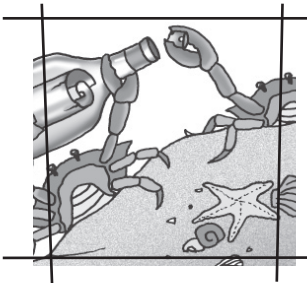
Preview Team Talk

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

Student Edition, page S-32

Team Talk

1. Compare the arctic fox's winter coat with its summer coat. |CC|
2. The fact box on the bottom of page 101 explains— |TF|
 - a. the long lifespan of the bowhead whale.
 - b. why bowheads have bony crowns on their heads.
 - c. why bowheads have oddly shaped mouths.
 - d. how Eskimos use kayaks to hunt bowhead whales.
3. Why are Eskimos still allowed to hunt bowhead whales? |CE|
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 100 (paragraph 3)–103 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. Compare the arctic fox's winter coat with its summer coat. |CC|

100 points = *The arctic fox's winter coat is snow-white and works as camouflage when the fox's home is covered in snow and ice. Its coat turns brownish during the summer so the fox is still camouflaged in surroundings that are not covered in snow.*

90 points = *The arctic fox's winter coat is snow-white to hide it in snow and ice. Its coat turns brownish during the summer so it can still hide without snow.*

80 points = *Its coat is snow-white in winter and brownish in summer.*

2. The fact box on the bottom of page 101 explains— |TF|

a. *the long lifespan of the bowhead whale.*

b. *why bowheads have bony crowns on their heads.*

c. *why bowheads have oddly shaped mouths.*

d. *how Eskimos use kayaks to hunt bowhead whales.*

3. Why are Eskimos still allowed to hunt bowhead whales? |CE|

100 points = *Eskimos are still allowed to hunt bowhead whales because bowheads have been an important part of their lifestyle for thousands of years. Eskimos only catch as many whales as they need to survive and do not hunt them for profit. They usually only catch about forty whales, which does not hurt the population.*

90 points = *Eskimos are still allowed to hunt bowhead whales because bowheads have been an important part of their lifestyle for thousands of years. Eskimos only catch as many whales as they need to survive.*

80 points = *Bowheads are an important part of their culture, and they only hunt as many as they need.*

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

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

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

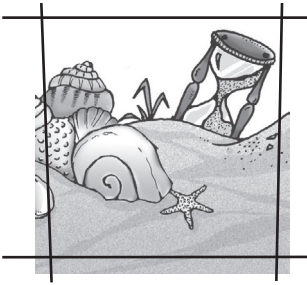
80 points = *The student asks a question and provides a correct answer.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 		
	<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>Arctic foxes are well camouflaged for their environment. What other animals have good camouflage? Describe them.</p> <p>Eskimos are still allowed to hunt whales, even though this is illegal for others. Do you think this is fair? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders	<p>Arctic foxes are well camouflaged for their environment. What other animals have good camouflage? Describe them.</p> <p>Eskimos are still allowed to hunt whales, even though this is illegal for others. Do you think this is fair? Why or why not?</p>
Team Talk Extenders	<p>Arctic foxes are well camouflaged for their environment. What other animals have good camouflage? Describe them.</p> <p>Eskimos are still allowed to hunt whales, even though this is illegal for others. Do you think this is fair? Why or why not?</p>		
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

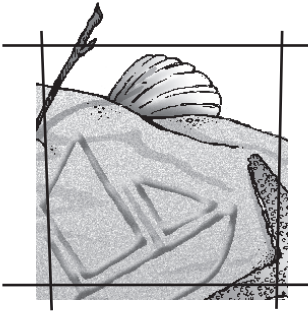
Timing Goal: 5 minutes

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

Student Edition, page S-31

Page 102 (paragraphs 1 and 2)

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

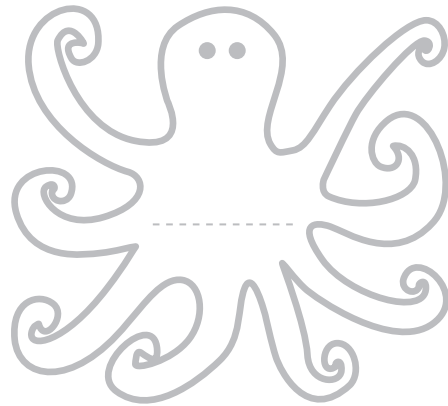


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students 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 the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some words may look the same, but they have more than one meaning.

If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

Preparation: Display the following word: *cavity*.

- 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 the definition for *cavity*. List the definitions on the board or chart paper. *A hole made in teeth by bacteria or germs, a hollow place.*
- Display the Word Treasure Clue for homographs (an octopus). Point out that the octopus has many legs and that we can write our multiple meanings on them.
- Write the word “cavity” in the octopus, and write each definition on a leg of the octopus.
- Review why Captain Read More thinks it is important to know homographs by explaining that they help us stop and consider the word and its context. Point out that this helps us make sure that we understand the word’s correct meaning.

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

Student Edition,
pages S-32 and S-33

Skill Practice

1. Read the following sentence.

Completing a marathon is a major accomplishment, even if you ran slowly and took several hours.

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

- The major commanded his troops to be ready to move out at dawn.
- Clarissa already knew she wanted to major in history at college.
- “*Learning to sing for the play is a major goal for me,*” Amos said.
- Getting a job coaching baseball in the major leagues is a dream for some.

2. Read the following sentence.

Ricky’s hazel eyes were light brown with bright flecks of green in them.

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

- The hazel tree in the backyard always produces a lot of nuts to eat.
- Evelyn painted the walls a light hazel color that warmed up the room.*
- The rocking chair was carved out of hazel wood by my grandfather.
- “Can you get some milk at the store?” Hazel’s mom asked before she left.

Building Meaning

prohibiting	colliding	monitor	caravans
interior	seclusion	insulates	bristly

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

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

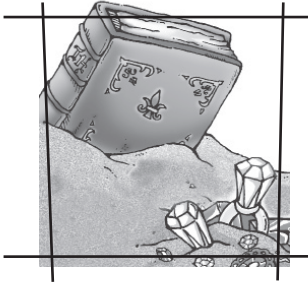
4. Which of the following is something you would describe as bristly?
- a porcupine
 - marble rock
 - baby’s skin
 - a bowl



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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

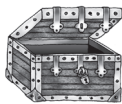
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

How does the arctic fox's coat change from winter to summer?

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 Alaska. Alaska has a lot of wildlife. It has Kodiak bears, arctic foxes, and bowhead whales.

- 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 97 (paragraphs 1 and 2) aloud. Remind students that when you read the passage before, you asked some Right There questions and a Think question. Use a **Think Aloud** to model finding additional information to answer the questions completely.



A Collection of Readings,
page 97

All-Natural Alaska

Glaciers and Icebergs

The captain of the cruise ship announces to the passengers that they have reached the face of the glacier. Travelers abandon the dining rooms and swimming pools and make their way to the deck. The ocean waves seem tiny as they crash into the towering cliffs of solid ice, the jagged edges shimmering in the sun. The sound of the cracking ice roars like thunder. The gathering crowd on the ship's deck gasps and cheers as an iceberg one hundred feet high and forty feet wide breaks free from the face of the glacier and plummets into the sea with a great splash. Water bursts into the air and settles back into the ocean, mimicking the sound of rain as it falls.

Alaska's beautiful landscapes attract tourists from around the world. One of the major attractions is Alaska's wealth of glaciers. Glaciers are massive ice formations that move along a path very slowly. Glacier Bay National Park and Preserve in Alaska is home to sixteen tidewater glaciers, all of them remnants of a small ice age that began 4,000 years ago. Tidewater glaciers are glaciers that extend from the mainland all the way into the ocean. When explorer George Vancouver traveled through Icy Strait in 1794, Glacier Bay didn't exist because the ice extended much farther into the ocean. Since that time, the ice has gone through a process called glacial retreat and moved more than sixty-five miles back into the mainland, uncovering a beautiful bay. This is the farthest any glacier has retreated in the world. It's all part of the process that makes glaciers and their movements so interesting to researchers.

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 "What has happened to form Glacier Bay? Why do you think this happens?" I said that Glacier Bay didn't exist when the area was explored, but I wasn't sure why the glaciers would retreat. Now that I've reread, I see I missed some details that help me understand why. I read that glaciers are made from ice. I know that when it gets a little too warm, ice melts. I think glaciers probably retreat because the weather has gotten warmer. I think I remember reading that during the Ice Age, there were a lot of glaciers covering large amounts of the planet. The Ice Age ended when the weather got warmer. Rereading helped me find more details to answer my question.

- Summarize the supporting details for the main ideas, and write these on your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Alaska: The Last Frontier*.

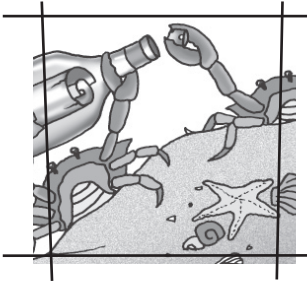
Preview Team Talk

- 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-33

Team Talk

1. The word *calving* is also used to describe a cow giving birth to a calf. How do you think this is related to icebergs and glaciers? |DC • CL|
2. Which of the following statements is an example of figurative language? |FL|
 - a. "The aurora is caused by solar particles colliding with gases in the Earth's atmosphere."
 - b. "Alaska is one of the best places in the world to view the aurora."
 - c. "When the winds come, they create a natural spectacle that bewilders and amazes those lucky enough to view it."
 - d. "Dazzling bands and curtains of color twist and dance through the sky."
3. Why do only half the climbers make it to the top of Mount McKinley? |CE|
4. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On) |QU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 97 (paragraph 3)–99 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. The word *calving* is also used to describe a cow giving birth to a calf. How do you think this is related to icebergs and glaciers? |DC • CL|

100 points = *I think the word calving relates to icebergs and glaciers because it is like the glacier is giving birth to the icebergs. Icebergs come from glaciers much like calves come from cows.* **90 points** = *I think the word calving relates to icebergs and glaciers because it is like the glacier is giving birth to the icebergs.* **80 points** = *The glacier gives birth to icebergs.*

2. Which of the following statements is an example of figurative language? |FL|
 - a. "The aurora is caused by solar particles colliding with gases in the Earth's atmosphere."
 - b. "Alaska is one of the best places in the world to view the aurora."
 - c. "When the winds come, they create a natural spectacle that bewilders and amazes those lucky enough to view it."
 - d. "Dazzling bands and curtains of color twist and dance through the sky."

Team Talk *continued*

3. Why do only half the climbers make it to the top of Mount McKinley? |CE|

100 points = *Only half the climbers make it to the top of Mount McKinley because the weather can make it difficult to climb. Sometimes people get stuck in tents because of the weather conditions. The weather conditions force some people to climb back down.* **90 points** = *Only half the climbers make it to the top of Mount McKinley because the weather can make it difficult to climb.* **80 points** = *The weather can make it difficult to climb.*

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.

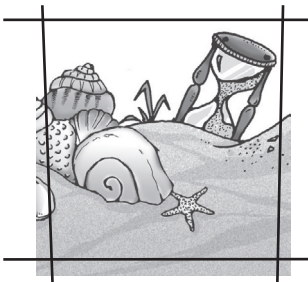
Class Discussion TP

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	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Extenders	<p>Many people travel to Alaska by cruise ship to see the glaciers. Do you think you would like to take a cruise to Alaska? Why or why not?</p> <p>Do you think you could see the aurora borealis from your home? Why or why not?</p> <p>Revisit the question you wrote on day 1. Can you add any more details to your answer to make it more complete now that you have reread the selection?</p>
		<ul style="list-style-type: none"> – Award team celebration points.

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

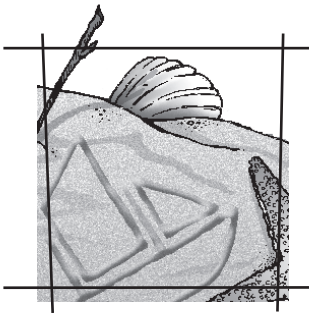
Timing Goal: 5 minutes

- 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-31

Page 102 (paragraphs 1 and 2) or 99

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Tell students that the vocabulary word *monitor* is a homograph and that it has several meanings.
- Have students read its definition and sample sentence in the vocabulary list.
- Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share. If desired, list each definition on a different leg of the octopus. *Watch or listen to, observe, a person who supervises students to control behavior, the screen of a computer or television set.*
- As necessary, provide additional meanings of *monitor*:
 - a device for observing or detecting, such as a baby monitor or a device that detects dangerous gases, and
 - watch closely for purposes of control, such as watching one's weight or the effects of medicine.
- 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-33 and S-34

Skill Practice

1. Read the following sentence.

The teacher had to stoop over the student's desk so she could see what he was asking about.

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

- The grandfather stooped down so his granddaughter could tell him a secret.*
- "Don't stoop to that team's level by being sore losers over the game," Coach Ray said.
- The hawk stooped suddenly to catch the bird it saw flying below him.
- It's nice to sit on the front stoop on a warm evening and chat with friends.

2. Read the following sentence.

"Don't brood over the test all weekend; just relax until you get your score back," Jermaine said.

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

- The woman with five children looked like a hen herding her brood around the mall.
- A chicken broods over her nest for about twenty-one days until her eggs hatch.
- The brand new brood of Chihuahuas next door yipped and barked loudly for days.
- "I've been brooding over the question all week, and I've finally got the answer," Linda said.*

Building Meaning

prohibiting	colliding	monitor	caravans
interior	seclusion	insulates	bristly

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

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

4. Which of the following is something you would not describe as bristly?

- whiskers
- a hairbrush
- a marble*
- hedgehogs

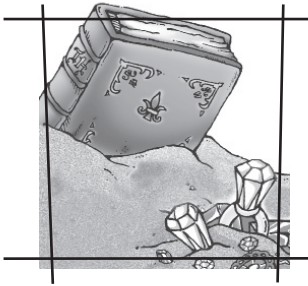
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- 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

- 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.

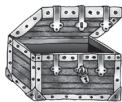
Set the Stage



- 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 Alaska. The glaciers in Alaska are the remnants of an ice age that began 4,000 years ago. There are sixteen tidewater glaciers that make up Glacier Bay National Park and Preserve. When George Vancouver explored the area, the glaciers filled in the area now known as Glacier Bay. The glaciers have retreated a lot since 1794. The glaciers may rise as much as 200 feet from the ocean. Large icebergs break off in a process called calving. The aurora borealis occurs when solar particles collide with Earth's atmosphere to form ribbons of yellow, orange, red, blue, and green lights in the sky. They are especially visible two days after the sun is very active. Alaska is a good place to see them because it is so far north and has long, dark winters. Mount McKinley is the tallest peak in North America. It stands 20,320 feet high. Many people try to climb Mount McKinley, and it is a technically easy climb, but the weather is often harsh and forces people to give up. Mount McKinley is also called Denali, which means great one.

- 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 100 (paragraphs 1 and 2) aloud. Remind students that when you read the passage before, you asked some Right There questions and a Think question. Use a **Think Aloud** to model finding additional information to answer questions completely.



Alaskan Wildlife

The quick blue waters of a shallow river tumble over moss-covered rocks. A group of salmon battle against the current, smashing into rocks and logs as they try to make their way upstream. A nearby Kodiak bear knows this is the season for the salmon to make this trip, and he can smell his food nearby. Walking carefully through the rapid waters, he perches on a large rock that juts out from the middle of the stream. Watching carefully for a moment, he slaps into the water with his giant paw. With one quick swoop, he retrieves a delicious red salmon. The fish flaps and wiggles, but the jaws of the Kodiak hold fast to its dinner all the way back to the shore.

With a small population and few major cities, the vast majority of Alaska remains a sprawling habitat for many kinds of wildlife. While many states struggle with shrinking habitats and declining animal populations, the majority of Alaskan wildlife lives comfortably in its natural landscape. One exciting animal that stands out is the Kodiak bear, the largest bear in the world. Kodiaks can weigh more than 1,000 pounds and grow more than ten feet long. They have a thick, fluffy coat of brown fur and gigantic paws with long sharp claws. Their claws are perfect for catching fast-moving salmon and bending blueberry trees so the bears can shovel the fruit into their mouths. While they do like meat, such as salmon and other fish, these bears mostly eat fruits and other wild vegetation. This varied diet makes Kodiak bears omnivores rather than carnivores, which only eat meat, or herbivores, which only eat plants.

Man-eaters?

Not likely. Only one person has died from an attack by a Kodiak bear in the last seventy-five years.

Hungry Bears

Kodiaks can eat up to ninety pounds of food per day.

Remember that when I read this section before, I asked some Right There questions and a Think question. 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 "What do Kodiak bears eat?" I said they eat a variety of foods, such as salmon and berries, but after rereading, I see that I missed some details. I see that salmon are not the only kinds of fish or meat Kodiak bears eat, and they eat other kinds of vegetation. I also read that Kodiak bears are called omnivores, since they eat both meat and vegetation. This helps me better understand what Kodiak bears eat. Rereading the text helped me answer my question more completely.

- Summarize the supporting details for the main ideas, and write these on your idea tree.
- Remind students that they will ask questions about the text to check their understanding as they read *Alaska: The Last Frontier*.

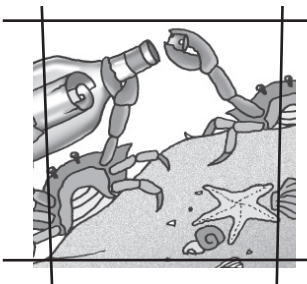
Preview Team Talk

- 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-34

Team Talk

1. Which of the following best describes baleen? |CL|
 - a. large molars used to grind food
 - b. bristly plates that filter food from water
 - c. sharp and can tear meat off large animals
 - d. gummy and help make food soft
2. What do you think it means to hunt whales “for profit”? How did you figure that out? |CL|
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 write a summary about this cycle of *Alaska: The Last Frontier*. |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 100 (paragraph 3)–103 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 best describes baleen? |CL|
 - a. large molars used to grind food
 - b. *bristly plates that filter food from water*
 - c. sharp and can tear meat off large animals
 - d. gummy and help make food soft
2. What do you think it means to hunt whales “for profit”? How did you figure that out? |CL|

100 points = *I think that when you hunt whales “for profit,” it means that you hunt and kill whales to sell them to other people. I figured this out by rereading. The Eskimos don’t do this. They only hunt the whales they need.*

I know that when you make a profit on something, you make money. The Eskimos must not be hunting whales to sell for money. **90 points** = *I think that when you hunt whales “for profit,” it means that you hunt whales to sell them to other people. I figured this out by rereading. The Eskimos don’t do this. The Eskimos must not be hunting whales to sell for money.*

80 points = *It means you hunt whales to sell them. I reread the text.*

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

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

Team Talk *continued*

4. Use your idea tree to write a summary about this cycle of *Alaska: The Last Frontier*. |SU|

100 points = *Alaska has many natural beauties that travelers can see.*

Many people take cruises to see glaciers and watch icebergs break free from them. Alaska is a good place to view the aurora borealis on dark nights.

Many people travel to Alaska to climb Mount McKinley, the highest peak in the U.S. Alaska also has interesting wildlife, such as Kodiak bears, arctic foxes, and bowhead whales. Bowheads are important to Eskimos, who are still legally allowed to hunt them.

90 points = *Alaska has many natural beauties that travelers can see. Many people take cruises to see glaciers and icebergs. Alaska is a good place to view the aurora borealis. Many people travel to Alaska to climb Mount McKinley. Alaska also has interesting*

wildlife, such as Kodiak bears, arctic foxes, and bowhead whales. Bowheads

are important to Eskimos. **80 points** = *Alaska has many natural beauties that travelers can see. Many people travel there to see glaciers, the aurora borealis, and Mount McKinley. Alaska also has Kodiak bears, arctic foxes, and bowhead whales.*

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

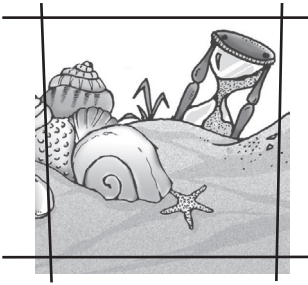
Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Arctic foxes have thick coats of fur that protect them from freezing temperatures in the winter. How do people protect themselves from the cold?</p> <p>Kodiak bears have a healthy population. Do you think we could learn something about helping other animals by studying how Kodiak bears are so successful? Explain.</p> <p>Revisit the question you wrote on day 2. Can you add any more details to your answer to make it more complete now that you have reread the selection?</p>
	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	

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

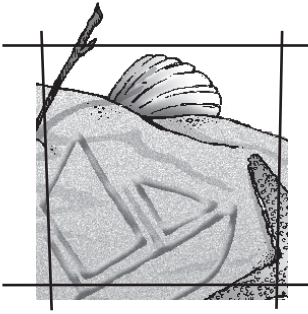
Timing Goal: 5 minutes

- 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-31

Page 102 (paragraphs 1 and 2), 99, or pages 100 (paragraph 3) and 101

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

Word Power Challenge

People thought it was sheer _____ to purchase Alaska, which was known as "Seward's _____" and they would rather the government had spent money on a _____ to show how great the United States was.



- Use **Random Reporter** to have students identify the homograph that fits in the sentence. *The homograph is folly.*
- Point out that there are several meanings for the word *folly*. Additional meanings include:
 - a state of being foolish or a lack of understanding;
 - a foolish action, practice, or idea;
 - a costly or foolish undertaking, unwise investment;
 - a whimsical or expensive structure built to serve as a conversation piece, such as a castle or temple, especially common in the British Isles in the eighteenth century;
 - (usually pluralized) costumed dance shows or plays.
- 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-34 and S-35

Skill Practice

1. Read the following sentence.

I had to drill a small hole in the wall so I could run the cable through it.

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

- “You all know the drill; run two laps and then stretch out,” Coach Dodds said.
- You should be careful to keep your fingers away from drills or you could get hurt.
- Syrup makers drill holes in special maple trees to collect the sap in buckets.*
- To keep everyone safe, the school performed two fire drills per year.

2. Read the following sentence.

Moving pictures on the big screen used to stun audiences, who thought it was magic.

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

- A sharp knock to the head could stun you, so you should wear a helmet.
- The circus acrobats stunned the crowd with their daring aerial performance.*
- The police have special electric guns that stun criminals so they can't move.
- The world was stunned to hear the news that Olympic athletes were being held hostage.

Building Meaning

prohibiting	colliding	monitor	caravans
interior	seclusion	insulates	bristly

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.*

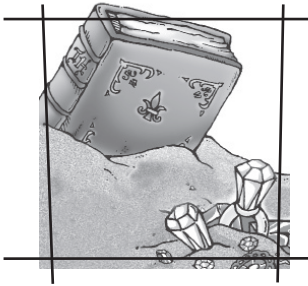
4. Choose the word that best fits in the blank.

Sometimes it's nice to sit in seclusion so I can relax and think quietly about the events of the day.

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

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text 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.

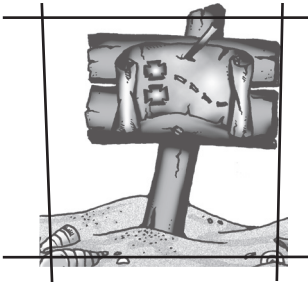
Today you will read about the Aleutian Islands. This is an island chain that stretches from the Alaskan peninsula to Russia.

Vocabulary **TP**

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

Prepare Students for the Test

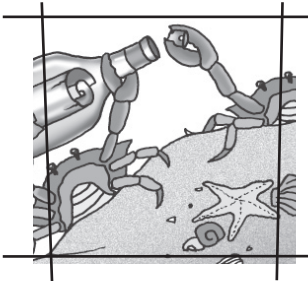
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about questioning.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

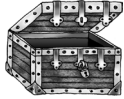
Team Discussion **TP**

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

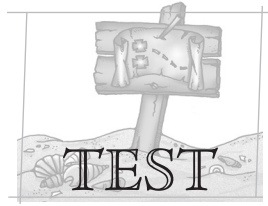


Class Discussion TP

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



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



Test Passage

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

The Aleutian Islands are an island chain that stretches across the northern Pacific Ocean. Volcanic activity formed the islands, which are part of the Pacific Ring of Fire. Some of the volcanoes are still active. The ocean influences weather on the islands. Temperatures are moderate, and they receive heavy rainfall and thick fog all year.

The Aleutian Islands may have been part of a land bridge that humans used to travel from Asia to North America. Eskimos settled on several of the islands and became known as Aleuts. The Aleuts hunted seal and sea otters for fur. They also fished, carved ivory, and wove grass baskets.

Russians explored Alaska and claimed the land, including the island chain, in the 1700s. They began hunting and trading furs. This often created problems with the native population. Fighting and disease harmed the native population.

The islands were the site of a battle during World War II. Japan captured several of the islands. They wanted to distract the U.S. Navy from battles farther south in the Pacific. Many Aleuts were taken to Japan as prisoners of war. A year later, U.S. forces took back the islands. Tourists can visit a memorial for the battles.

Sources: www.hlswilliwaw.com/aleutians/index.html

www.infoplease.com/ce6/us/A0803213.html

www.fws.gov/refuges/news/aleutianRefugeWW11Monument.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 Aleutian Islands in Alaska. I know this is the topic because I learned a lot of information about the Aleutian Islands. I learned where they are and how they were formed. I learned about who lives there. I learned how the Aleutians Islands were involved in World War II.*

15 points = *The topic of this text is the Aleutian Islands in Alaska. I know this is the topic because I learned a lot of information about the Aleutian Islands.*

10 points = *It is about the Aleutian Islands. I learned a lot of information about them.*

30 points

2. What is the intent of the author? |AP|
- to inform the reader about an island chain that is a part of Alaska
 - to explain to the reader how volcanic activity formed the islands
 - to entertain the reader with stories about the battles during World War II
 - to persuade the reader to visit the Aleutian Islands and the war memorial

How do you know?

20 points = I know this is the intent of the author because the author tells me a lot of information about the islands. They stretch across the Pacific Ocean. They were part of a land bridge that humans used to travel from Asia to North America. I know that the Russians used to own Alaska and the islands.

15 points = I know this is the intent of the author because the author tells me a lot of information about the islands. They stretch across the Pacific Ocean. They were a part of a land bridge that humans used to travel from Asia to North America. **10 points** = I learned about the islands and how they stretch across the Pacific Ocean.

20 points

3. Write a question about the passage. Then answer the question, and tell whether this 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 Aleutian Islands stretch across the Pacific Ocean from Alaska to Russia. They were formed by volcanoes and were part of a land bridge between Asia and North America. Eskimos, called Aleuts, settled there. Then Russians explored Alaska and also settled on the islands. The islands were the site of a World War II battle. Some islands were captured by the Japanese, but the U.S. recaptured the islands. **15 points** = The Aleutian Islands stretch across the Pacific Ocean. They were formed by volcanoes and were part of a land bridge. Eskimos, called Aleuts, first settled there, followed by Russians. The islands were the site of a World War II battle. Some islands were captured by the Japanese. **10 points** = The Aleutian Islands stretch across the Pacific Ocean. They were formed by volcanoes. Eskimos, called Aleuts, first settled there. The islands were the site of a World War II battle.

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.

Harrison needed a tack so he could hang a poster on his wall.

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

- Sailboats had to tack in a zigzag line when they traveled into the wind.
- Mrs. Martin decided to tack one more question to the math test for bonus points.
- You had better change your tack if you think begging is going to get you a phone.
- I used a tack to stick my advertisement to the bulletin board at school.*

5 points

2. Read the following sentence.

Marlena was afraid her play would be a total flop, but the audience loved it and gave it a standing ovation.

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

- The puppy's long ears flopped all over the place as he ran.
- In Hollywood, a movie is a flop if more money is spent making it than it brings in at the box office.*
- There was a loud smack as Jayden did a belly flop into the pool.
- Cristobal was so tired after the soccer tournament that he flopped down on his bed and fell asleep.

5 points

3. Read the following sentence.

I accidentally cooked the beans too long, and they turned into a soft mush.

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

- My mom only ever wants to watch mushy movies with a lot of kissing.
- Nicolette mashed all the clay together until she had a large ball.
- The heavy rains turned the ground to mush, so our soccer game was muddy.*
- The miner mused across the snow and ice with his team of dogs.

5 points

4. Read the following sentence.

We watched the kindergartners troop out to the playground during their break.

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

- The newly promoted captain was proud to be given command of some troops.
- Still playing army, the boys trooped upstairs to plan their next mission.*
- The scientists watched the troop of gorillas groom one another and play.
- The acting troop traveled from town to town, performing in the streets.

Building Meaning

prohibiting	colliding	monitor	caravans
interior	seclusion	insulates	bristly

10 points

5. Write a meaningful sentence for the word
- interior*
- .

10 points = *The most interior room of the house is very dark without a light in it because there is no window in the wall.* **5 points** = *The most interior room of the house is very dark because there is no window.* **1 point** = *The most interior room of the house is very dark.*

10 points

6. The line of traders and camels
- caravans
- across the desert as it treks to the next oasis.

10 points

7. The bag of groceries kept
- colliding
- with my leg until there was a bruise there.
- Colliding*
- means—
- cushioning.
 - hitting.*
 - avoiding.
 - tapping.

10 points

8. My cat's
- bristly
- whiskers tickled my ear as she settled down to sleep on my pillow.

10 points

9. Next year the school will be
- prohibiting
- anyone from playing a sport if they don't get permission from a doctor.
- Prohibiting*
- means—
- allowing.
 - promoting.
 - comparing.
 - stopping.*

10 points

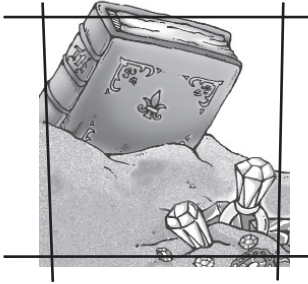
10. The sea otter's thick fur
- insulates
- him and keeps him comfortable, even in the coldest waters.

10 points

11. “I am going to monitor all of you to see how quickly you learn this game,” the researcher said. *Monitor* means—
- a. ignore.
 - b. *watch*.
 - c. hide.
 - d. annoy.

10 points

12. The puppy was too excited, so Minna put him in seclusion in his crate to help him calm down.

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

Set the Stage

- Introduce the writing goal.

Today you will create a glossary for *Alaska: The Last Frontier*. As you have read, you may have come across words that seemed important, difficult, or were just new to you. You will create a glossary to share those words with your classmates.

Team Cooperation Goal

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

Build Background

- Introduce the activity, creating a glossary.

Sometimes texts, particularly informational texts, have a list of words with definitions in the back of the book. Have you ever seen one of these? This is called a glossary. A glossary is similar to a dictionary, except that it is usually specific to the text it appears in. A dictionary lists general words of a language, while a glossary lists important or specific words about a particular topic.

- Display the following excerpts from a glossary.

Blackline master provided.

lava: Molten rock that has reached the earth's surface, usually from volcanic vents.

Lava exploded out of the volcano and poured down the mountainside.

magma: Molten rock found beneath the earth's surface.

The *magma* filled a chamber beneath the volcano, waiting to explode.

obsidian: A black rock, usually called volcanic glass, that forms when lava cools rapidly.

A layer of *obsidian* in the ground told the scientists that a volcano had erupted in the area thousands of years ago.

pumice: A lightweight, spongy-looking rock that comes from volcanic explosions.

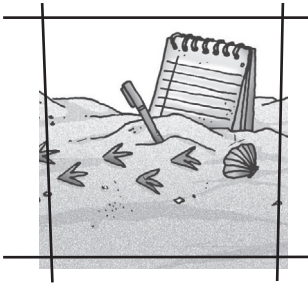
After the volcano erupted, the ocean around it was covered in floating *pumice*.



- Use **Team Huddle** and **Random Reporter** to have students identify the main idea of the text this glossary would appear in. *The text would be about volcanoes. The words all have to do with volcanoes.*
- Explain to students that these are all words that might be important to a book about volcanoes. Point out that glossary words often appear in bold text in books.
- Discuss with students the proper format for a glossary.

A glossary should be written in the proper format. The words should be in alphabetical order. The words should be lowercase unless they are capitalized in the text. For example, a glossary word might contain a proper name, and that should be capitalized. The glossary word should be followed by a colon. The definition should begin with the initial word capitalized and end with a period. Under the definition, you should provide a meaningful sentence, where the glossary word is italicized.

- Tell students that they will find important or unusual words from the text to put in their glossaries.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will create a glossary of important or unusual words from *Alaska: The Last Frontier*.



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

Student Edition, page S-35

Writing Prompt

During your reading of *Alaska: The Last Frontier*, you might have come across many terms specific to the government and information in the text. Create a glossary using important or unusual words from the text. Your glossary should have at least six words in it, with two of those words from the first cycle’s reading. Your glossary words should not be vocabulary words from either cycle. Your definitions for the words should be correct and match the meaning of the words in the text. Each entry should include a meaningful sentence. Your glossary should be in the correct format (words in alphabetical order, glossary word lowercase, etc).

Scoring Guide

You create a glossary of at least six words from the text, with two words coming from the first cycle’s reading.	10 points each (60 points maximum)
Your definitions are correct and match the meaning of the words in the text.	15 points
Each entry includes a meaningful sentence.	15 points
The glossary is in the correct format.	10 points

- Display the following formatting instructions for a glossary.

Blackline master provided.

Glossary Format

Words are lowercase unless capitalized in the text.

Words are followed by a colon.

Definitions are written as if they are complete sentences, starting with a capital letter and ending with a period.

The glossary word in the meaningful sentence is italicized if typed or underlined if handwritten.

Entries are in alphabetical order.

Sample

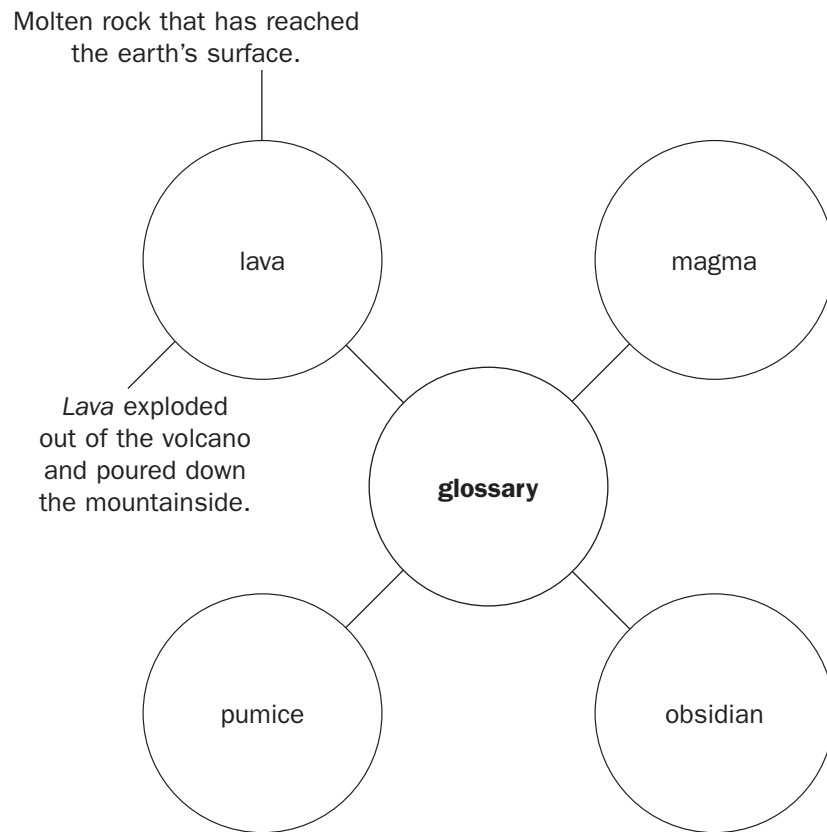
lava: Molten rock that has reached the earth's surface, usually from volcanic vents.

Lava exploded out of the volcano and poured down the mountainside.

- 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 glossaries.

- 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.
- Remind students that the words they choose should be important or unusual and specific to the text.

Remember that a glossary differs from a dictionary because a glossary defines words that are specific to a particular text or subject. A dictionary is full of general words from the language.

- Display the following list of words.

Blackline master provided.

snowcapped
folly
archipelago
igloo
omnivore



- Use **Team Huddle** and **Random Reporter** to have students identify which of the displayed words might be useful in a glossary about Alaska. *The words snowcapped, archipelago, and igloo might be useful.*
- Point out to students why these words are better choices than the others.

You want to choose words that are specific to the main idea of the text. They may be words you have never seen or that would not be often used outside the context of Alaska. The words *snowcapped*, *archipelago*, and *igloo* are good examples. They are words we might hear from time to time, but usually in a specific context. The words *folly* and *omnivore* are not words that refer to anything specific in the text. They are words we use very often for a variety of reasons. A glossary tries to highlight words specific and important to the text.

- 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 to check their glossary entries for correct formatting.

As you edit your glossary, check that your entries are formatted correctly. Are your glossary words in alphabetical order, lowercase, and followed by a colon? Are your definitions written in complete sentences? Is the glossary word in your meaningful sentences italicized or underlined? Mark any mistakes so you can correct them when you rewrite your drafts.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

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

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.

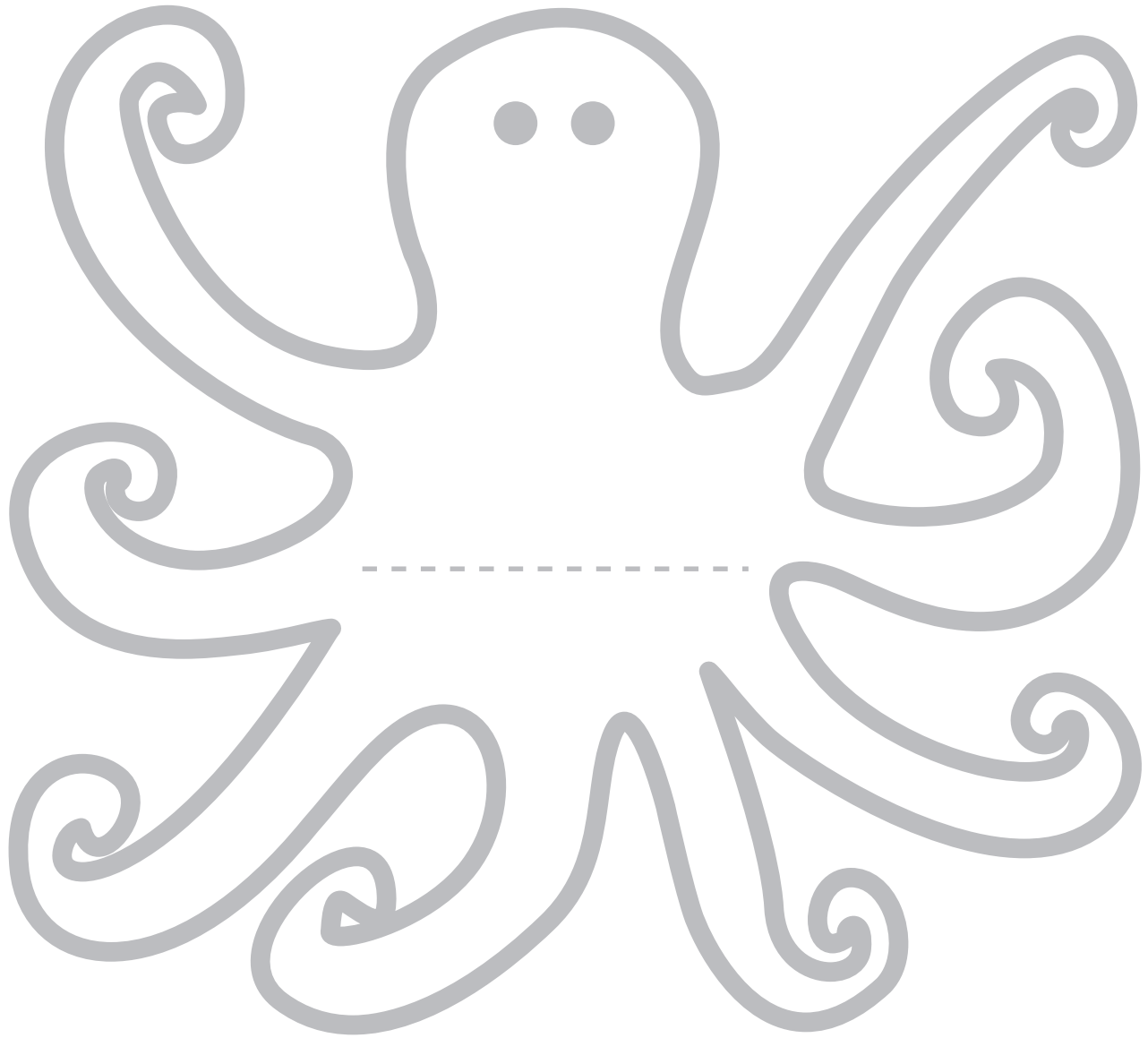
Some invent medical tools. These tools help doctors learn about their patients' health. In 1861, Dr.

Laennec invented the stethoscope. It was 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.



lava: Molten rock that has reached the earth's surface, usually from volcanic vents.

Lava exploded out of the volcano and poured down the mountainside.

magma: Molten rock found beneath the earth's surface.

The *magma* filled a chamber beneath the volcano, waiting to explode.

obsidian: A black rock, usually called volcanic glass, that forms when lava cools rapidly.

A layer of *obsidian* in the ground told the scientists that a volcano had erupted in the area thousands of years ago.

pumice: A lightweight, spongy-looking rock that comes from volcanic explosions.

After the volcano erupted, the ocean around it was covered in floating *pumice*.

Glossary Format

Words are lowercase unless capitalized in the text.

Words are followed by a colon.

Definitions are written as if they are complete sentences, starting with a capital letter and ending with a period.

The glossary word in the meaningful sentence is italicized if typed or underlined if handwritten.

Entries are in alphabetical order.

Sample

lava: Molten rock that has reached the earth's surface, usually from volcanic vents.

Lava exploded out of the volcano and poured down the mountainside.

snowcapped

folly

archipelago

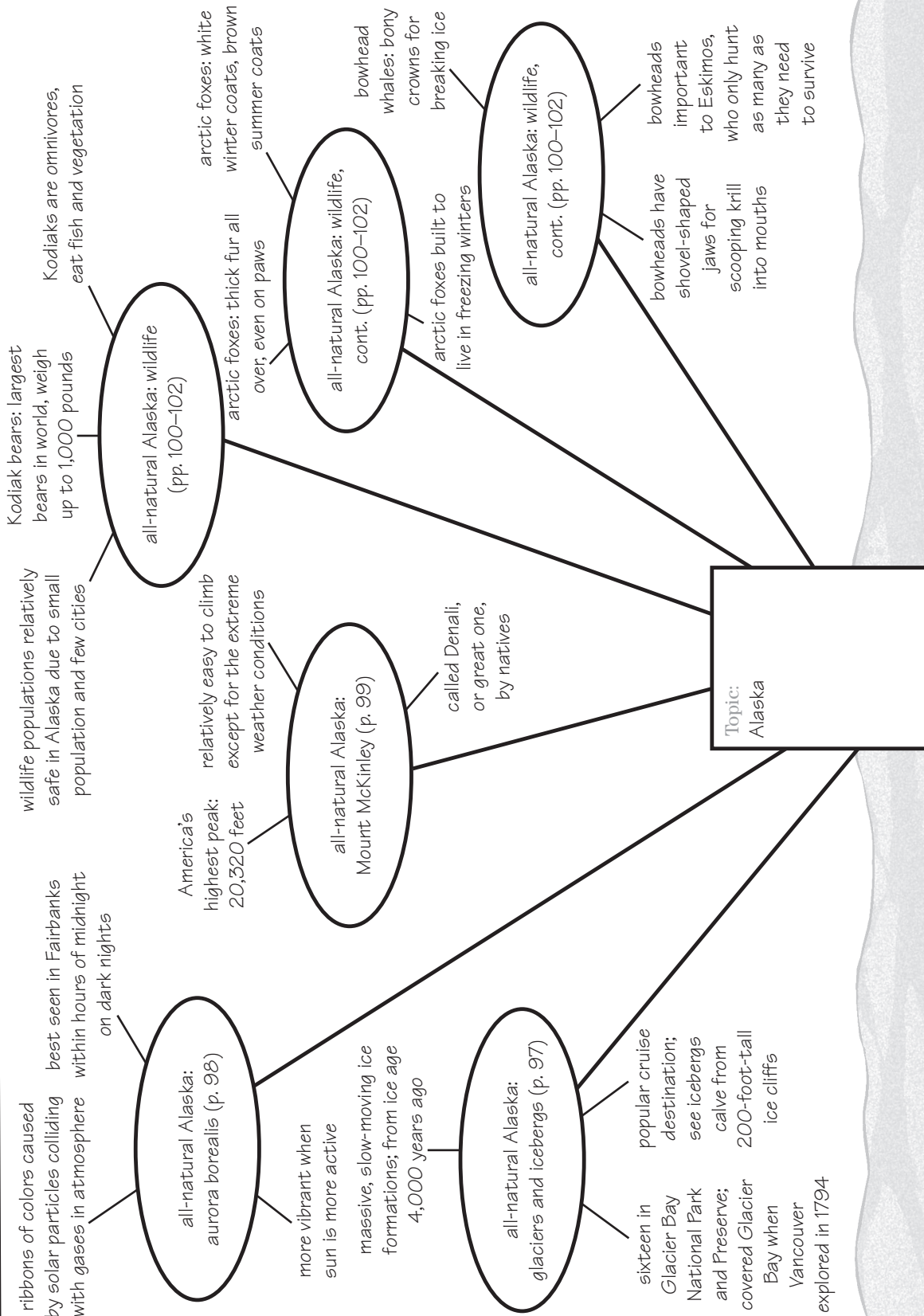
igloo

omnivore



Idea Tree

Title: Alaska: The Last Frontier; cycle 2



Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 6 / Alaska: The Last Frontier
<p>English Language Arts Standards: <i>Reading: Informational</i></p> <p>Key Ideas and Details</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

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Student Edition

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The Explorer's Treasure: Sir Robert's Treasure

DAY 1

Team Talk

1. What do the Explorers decide to do for their Readers Club presentation?
2. Jackson tells Rachel that he asks questions whenever he reads. Why does he ask questions when he reads?
3. Jackson tells Rachel about simple-to-answer and harder-to-answer questions. What makes a question simple to answer? (Write-On)
4. Why does Jackson say that Rachel's question "What is an orphan?" is hard to answer?
5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?

Jackson's Challenge

Dear Students,

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

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

Best wishes,
Jackson

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

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

DAY 2

Team Talk

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

Jackson's Challenge

Dear Students,

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

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

Good luck!

Jackson

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

DAY 3

Team Talk

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

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

A: They see three people.

Jackson's Challenge

Dear Students,

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

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

Best wishes,
Jackson

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

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

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

DAY 4

Team Talk

1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 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: How does Fiona practice to become a knight?
A: Fiona practices by herself in secret to become a knight.
2. Turn the following statement into two questions: Fiona needs help to become a knight.
3. Think of a question to ask about *Lady Fiona, the Knight*. What is it? Is your question a Right There or Think question? Tell why. (Write-On)

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

Word	Identification Strategy	Definition	Sentence
presence	chunk	state of being somewhere	When Mr. Johnson saw me in class, he marked my <i>presence</i> on the sheet.
circumstances	chunk	events, happenings	You can read about the <i>circumstances</i> surrounding the train accident in tomorrow's newspaper.
gilded	base word + ending	covered in gold	The <i>gilded</i> cage shone in the daylight.
protruding	base word + ending	sticking out	A small knob was <i>protruding</i> from the front of the television, and Vickie turned it.
enroll	chunk	join	After high school, some students <i>enroll</i> in colleges or universities.
categorically	chunk	entirely	The tornado wrecked the town so <i>categorically</i> that not a single building remained standing.
expectant	chunk	hopeful	Julie stared at the lovely, wrapped gift with <i>expectant</i> eyes, eager to see what was inside.
adjourn	chunk	go into, take a break	After dinner, Julie's father likes to <i>adjourn</i> to the den and read the evening paper.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 35	Page 35 or 39	Page 35, 39, or 43

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. On page 31, the author refers to Penelope as the “potter’s daughter.” What is a potter, and how did you figure that out? 2. Why does Penelope think the town meetings are unfair? 3. At the end of chapter 1, Penelope is— <ol style="list-style-type: none"> a. confused. b. nervous. c. excited. d. annoyed. <p>How can you tell?</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)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Which of the following is a conclusion you can draw from Penelope’s father’s statement about the minister’s feather? <ol style="list-style-type: none"> a. Scholars prefer blue feathers over other colors. b. The king’s ministers all shop at the same stores for their clothes. c. Blue feathers are the most popular to wear. d. The king’s ministers wear uniforms to show what job they have. 2. In just two or three sentences, summarize the purpose of the Minister of Education’s visit. 3. What do you think will happen next in the story? Give evidence from the story to support your prediction. 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)
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. squirt 2. fumble 3. brim 4. sofa</p>
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Building Meaning	presence	circumstances	gilded	protruding
	enroll	categorically	expectant	adjourn
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Choose the word that best fits in the blank. I really wanted to learn to paint, so my mom took me to the school to _____ in a class. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. Why does Penelope’s father want her to think about both the pros and cons of competing for the academy? 2. Which of the following best describes how Penelope feels while her father is taking his walk? <ol style="list-style-type: none"> a. nervous and impatient b. angry c. confident and excited d. calm 3. Do you think Penelope’s father is going to let her compete for the academy? Support your answer. 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)
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. fuel 2. entertain 3. pouch 4. branch</p>
----------------	--

Building Meaning	presence	circumstances	gilded	protruding
	enroll	categorically	expectant	adjourn
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. “What are the <u>circumstances</u> that led to you being late for school today?” Principal Jones asked. <i>Circumstances</i> means— <ol style="list-style-type: none"> a. events. b. excuses. c. barriers. d. delays. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. What does Penelope have to do to win the competition? 2. What can you tell about the riddle? <ol style="list-style-type: none"> a. It's well known because everyone knows the answer right away. b. It's a new riddle they just created. c. It's hard because Oedipus was the first person to answer it. d. It's unfair because there is no answer. 3. How does Penelope feel when she hears the riddle? 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)
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. mighty 2. drowsy 3. academy 4. delay</p>
----------------	--

Building Meaning	presence	circumstances	gilded	protruding
	enroll	categorically	expectant	adjourn
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. The judge had to _____ the trial for the day because the defendant became sick. 			

DAY 6

Writing Prompt	<p>You will begin writing your own legend about an extraordinary character or event. You will tell the story of how that character or event became a legend. Your legend will begin with an introduction to the character or event that describes why the event is legendary. The middle of your story will tell about at least four events that happen to the character or that lead up to the legendary event. Your story's conclusion will describe the climax and show how the character or event became legendary. Remember to consider the characteristics of a legend and the story elements as you write your legend. Remember to give your legend a title.</p>
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Scoring Guide	You wrote a legend about an extraordinary character or event.	15 points
	Your legend begins with an introduction to the character or event that describes why the character or event is legendary.	20 points
	The middle of your legend tells about at least four events that happened to the character or that led up to the legendary event.	10 points each (40 points maximum)
	Your legend's conclusion describes the climax and shows how the character or event became legendary.	20 points
	Your legend has a title.	5 points

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

Word	Identification Strategy	Definition	Sentence
qualms	base word + ending	doubts, uncertainties	Jim's parents had <i>qualms</i> about leaving Jim alone for the night, and they were unsure he would be okay.
fallible	chunk	not perfect, prone to making mistakes	Everyone is <i>fallible</i> , so we shouldn't blame people for making a few mistakes.
prepping	base word + ending	preparing, making ready	The cook was busy cleaning her knives, washing the counter, and <i>prepping</i> to make dinner.
securing	base word + ending	making tight or safe	Putting a lock on the closet is one way of <i>securing</i> it.
vertical	chunk	completely upright, not at all sloped	Two mountain climbers looked up at the <i>vertical</i> rock face and knew it would be a difficult climb.
embrace	chunk	hug	The baby panda felt safe in his mother's <i>embrace</i> .
majestic	chunk	grand, vast, very large	The <i>majestic</i> mountain stood high above the smaller hills.
broadest	base word + ending	widest	At its <i>broadest</i> point, the lake is nearly a mile across.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 53	Page 53 or 57	Page 53, 57, or 61

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. How does Penelope feel at the beginning of the journey? How do you know? 2. Why doesn't Penelope's father want to think too far ahead about Ithaca? <ol style="list-style-type: none"> a. He does not want to think about Penelope leaving him. b. He knows there are many dangers waiting for them at sea. c. He is not looking forward to having to sail to the city. d. He wants to enjoy their cruise and have fun on the boat. 3. What do you think it means that the song Father sings is both "haunting and beautiful"? 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)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Is the crew prepared for the squall? How can you tell? 2. What is the mood of the story during the storm? <ol style="list-style-type: none"> a. calm and relaxed b. joyous and happy c. exciting and adventurous d. tense and frightening 3. How well does the <i>Antelope</i> weather the storm? Use details from the text to support your answer. 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)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. pansies 2. throbbing
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Building Meaning	qualms	fallible	prepping	securing
	vertical	embrace	majestic	broadest
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. Izzy and Jamal wanted their play to appeal to the <u>broadest</u> audience possible, so they wrote a romantic comedy with action scenes in it. <i>Broadest</i> means— <ol style="list-style-type: none"> a. skinniest. b. smallest. c. widest. d. quietest. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. How well does Luis handle being thrown overboard? How can you tell? What does this say about him? 2. How does the mood on the <i>Antelope</i> change after they rescue Luis? How can you tell? 3. What is Captain Spencer referring to when he says “Nature’s swimming pool”? <ol style="list-style-type: none"> a. the ship’s bathtub b. the ocean or sea c. the public pool d. the nearby river 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)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. metallic 2. vainest
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Building Meaning	qualms	fallible	prepping	securing
	vertical	embrace	majestic	broadest
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 4. Choose the word that best fits in the blank. If you spend a little time _____ your ingredients, it won’t take you as long to put together a meal. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. What will happen if Penelope doesn’t answer the riddle correctly? <ol style="list-style-type: none"> a. They will have to turn around. b. Penelope will be banished from the kingdom. c. The <i>Antelope</i> will meet certain doom. d. The crew will have to attack the Oracle. 2. Why does Penelope wish she was back in Spyridonia? 3. How does Penelope arrive at the answer to the riddle? 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)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for the word.</p> <p>1. achieves 2. purest</p>
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Building Meaning	qualms	fallible	prepping	securing
	vertical	embrace	majestic	broadest
	<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. “Everyone is <u>fallible</u> and can’t do everything right all the time,” Diego’s mother said to comfort him. <i>Fallible</i> means—</p> <ul style="list-style-type: none"> a. not clumsy. b. not graceful. c. not likable. d. not perfect. 			

Questioning: A Winning Strategy!

DAY 1

Team Talk

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

Dr. Nick's Challenge

Dear Students,

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

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

Thanks for your help.

Your friend,

Dr. Nick

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

DAY 2

Team Talk

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

Dr. Nick's Challenge

Dear Students,

Here's a challenge to help you learn more about questioning and more about lions!

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

Your friend,

Dr. Nick

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

DAY 3

Team Talk

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

Dr. Nick's Challenge

Dear Students,

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

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

Your friend,

Dr. Nick

Dr. Nick's Challenge, continued

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

DAY 4

Team Talk

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

Sarah's Directions

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

Dr. Nick's Challenge

Dear Students,

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

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

Your friend,

Dr. Nick

Dr. Nick's Challenge, continued

Cape buffaloes are vegetarians. That means that they do not eat meat. Cape buffaloes eat grass and parts of small plants, such as buds and leaves. Cape buffaloes are dangerous animals though. They will kill people and even attack them without much reason. They are especially dangerous if people or other animals come between them and their young. They have been known to attack and kill strong animals such as lions.

Questions:

1. Why don't Cape buffaloes eat meat?
2. What do Cape buffaloes eat?
3. What makes Cape buffaloes dangerous animals?
4. Are Cape buffaloes dangerous only to people? Explain your thoughts.

DAY 5

Team Talk

1. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here's a hint: Sarah explained the reason.
2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?
3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?
4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)

Dr. Nick's Challenge

Dear Students,

Some questions are harder than others. See if you can tell the difference.

- Read about elephants below, and answer the questions with your partners. Which question is harder to answer? Do you know why?

Your friend,

Dr. Nick

Dr. Nick's Challenge, continued

Everyone knows that elephants are huge animals. Did you also know that they are vegetarians and eat only grass, shoots, leaves, and other plant life? They especially like to eat fruit, which is one of the reasons they may cross paths with people. One of the best places to see elephants in Africa is Amboseli National Park.

Questions:

1. Where can you often see elephants in Africa?
2. How could elephants cause problems for African farmers who grow bananas?

DAY 6

Team Talk

1. Where can you find answers to Right There questions?
2. Why is a Think question more difficult to answer than a Right There question? (Write-On)
3. Ask a Think question about "Warthogs." Ask a Right There question about this article.
4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?

Dr. Nick's Challenge

Dear Students,

Let's practice telling the difference between Right There (R) and Think (T) questions by reading some information about baboons, which are very common animals in Kenya.

- Read the paragraph below, and answer the questions with your partners.
- Decide whether each is an R question or a T question.

Your friend,
Dr. Nick

There are two kinds of baboons living in Kenya: the yellow baboon and the olive baboon. The yellow baboon lives only in the eastern part of the country, and the olive baboon lives in all other parts of the country. The yellow baboon is thinner than the olive baboon and does not have a mane, like the olive baboon does. All baboons live in groups and eat meat and plants. They can be dangerous and even attack people if disturbed.

1. How many kinds of baboons live in Kenya?
2. Where does the yellow baboon live?
3. Compare and contrast the yellow baboon and the olive baboon.
4. What do baboons eat?

DAY 7

Team Talk

1. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?
2. Amy also gave a good answer to the question “What is the greatest danger to chimps in the wild?” She had good reasons for her answer. What were they? (Write-On)
3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?

Dr. Nick’s Challenge

Dear Students,

The Samburu Leopards need to give good answers to Think questions if they want to win *Animal Questions*. Can you do that?

- Read about crocodiles, discuss the answer to the Think question with your partners, and then write the answer in your journal.
- Share your answers with your teammates to see if the answers are correct and complete!

Your friend,
Dr. Nick

Crocodiles live in the lakes and rivers of Kenya. When there is little rainfall, and these lakes and rivers begin to dry up, the crocodiles bury themselves in the mud to stay moist. Sometimes you can see them lying in the sun during the day with their mouths open. The water in their mouths evaporates, and that helps them stay cool. It is like sweating.

How do crocodiles survive in the hot, dry areas of Africa?

DAY 8

Team Talk

1. Tory asked Adam a question that can be answered with yes or no: “In the wild, would you find polar bears living in California?” How did Tory make this a better Think question? (Write-On)
2. Daniel asked Amy a question about the main idea of the section called “A Polar Bear’s Day.” Is this a Right There or Think question? Why do you think so?
3. Do you think a question about the main idea is hard to answer? Why or why not?

Dr. Nick's Challenge

Dear Students,

The Samburu Leopards are learning to ask questions about the important ideas as they read about animals. Now that's smart! Can you do that too?

- Read the information about lizards below, and identify the important ideas with your partners.
- How many questions can you think of to ask about these ideas? Make a list with your partners.
- Compare your answers with those of your teammates to see if you identified the same ideas and how many different kinds of questions you asked.

Your friend,

Dr. Nick

Monitor lizards help the fishermen in Africa. These lizards live near rivers and other waters. Sometimes you can see them lying on rocks, keeping warm in the sun. Monitor lizards like to eat birds, eggs, and other small animals. They have to be careful, though, because sometimes a large bird, like a kingfisher, will chase a lizard. Since they like eggs, monitor lizards hunt and eat the crocodile eggs that are near the water. The fishermen like this because the crocodiles eat the fish that they hope to catch.

DAY 9

Team Talk

1. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.
2. Amy had a good answer to Adam's question, "How do polar bears survive in the Arctic winter when it's really cold?" What made her answer good? (Write-On)
3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick's opinion?
4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?

Dr. Nick's Challenge

Dear Students,

The Samburu Leopards know so much about the animals after all the reading and questioning that they did. They are more than ready to be junior zoo guides. So are you! Let's prove it!

- On your own, write two challenging questions about the animals we've read about. Pretend that you're a visitor to the zoo, and you want to see how much the guides know! You may look back at the articles and my challenges for ideas.
- Write down your questions and answers. Your answers should be correct and complete.
- Share your questions with your partners. Pick one question from each partnership and share them with your team. Select two questions from your team to ask the class.
- Have one more challenging round in your class. Remember, though, you've all learned so much. You are all winners!

Your friend,
Dr. Nick

DAY 10

Team Talk

1. What information would make the answer to this question more complete?
Q: Where do hyenas live?
A: Hyenas live in Africa.
2. Turn the following statement into two questions: Hyenas live in clans.
3. Think of a question to ask about "Hyenas." What is it? Is your question a Right There or Think question? Tell why. (Write-On)

Alaska: The Last Frontier

Word	Identification Strategy	Definition	Sentence
wasteland	compound word	land that is empty or undeveloped	The area hit hardest by the hurricane looked like a <i>wasteland</i> now that all the trees and homes were gone.
impractical	prefix + base word	not useful	The safety scissors were <i>impractical</i> for cutting the thick cardboard for a science project.
chow	blend	eat, usually with the word <i>down</i>	“I hope you are all hungry and ready to <i>chow</i> down on my newest creation!” Will’s mom exclaimed.
daunting	base word + ending	frightening	Many kids find the first day of school to be <i>daunting</i> , but others are ready to see their friends and get to work.
hinder	chunk	stop, delay	Randi was looking forward to the field trip so much he did not allow his stubbed toe to <i>hinder</i> him from having a good time.
prime	blend	best	Vince was excited because he won tickets for <i>prime</i> seats to see his favorite band perform.
energized	chunk	activated, excited	Selina felt <i>energized</i> by the short nap she took in the afternoon.
reintroduce	prefix + base word	make known again	It had been so long since I played basketball that I had to take some practice shots to <i>reintroduce</i> myself to the game.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 94	Page 94 or 92 (paragraphs 1 and 2)	Page 94, 92 (paragraphs 1 and 2), or 95

DAY 1

Team Talk

1. What changed people's opinions about the value of Alaska?
 - a. the size of the territory
 - b. the discovery of gold
 - c. the location of the territory
 - d. the Aleutian Islands
2. Describe Alaska's size.
3. How do families in Alaska overcome the problem of snow keeping children from walking or driving to school?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

DAY 2

Team Talk

1. What is page 94 mainly about?
 - a. how icicles form
 - b. the temperature of Alaskan waters
 - c. walking on snow-covered beaches
 - d. surfing in Alaska
2. Can anyone take a whitewater rafting trip in Alaska? How can you tell?
3. Why do you think dogsleds were popular forms of transportation in Alaska in the early 1900s?
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

Use the dictionary entry to answer the following question.

em-ploy

v. **1** to hire or use the services of a person or people. **2** to keep busy. **3** to make use of an instrument or object. **4** to occupy or devote time to something. —*n.* **5** service. (*He is in my employ.*)

Which dictionary entry gives the best definition for *employ* as it is used in the following sentences?

1. I will employ this ladder to reach the roof so I can repair it.
2. "My elderly neighbor is going to employ me to walk her dog every day after school," Carlos explained.

Building Meaning	wasteland	impractical	chow	daunting
	hinder	prime	energized	reintroduce
<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>Since we were friends of the mayor, we had a _____ spot to sit and watch the Fourth of July parade.</p>				

DAY 3

Team Talk	<p>1. Alaska has long hours of night in winter and daylight in summer because of—</p> <ol style="list-style-type: none"> the tilt of Earth's axis. harsh blizzard-like conditions. Daylight Savings Time. its location far in the south. <p>2. Compare and contrast Anchorage and Barrow using the text box on page 91.</p> <p>3. Why do you think long hours of darkness often affect people's moods? Explain your reasoning.</p> <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>Use the dictionary entry to answer the following question.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ral-ly</p> <p><i>v.</i> 1 to bring into order again. 2 to call people together for a common action or effort. 3 to revive one's spirits or strength. 4 to recover from an illness. —<i>n.</i> 5 a gathering of people for a common purpose, often spontaneous. 6 a long distance automobile race.</p> </div> <p>Which dictionary entry gives the best definition for <i>rally</i> as it is used in the following sentences?</p> <ol style="list-style-type: none"> Bobby's life seemed to be in danger, but he <u>rallied</u> back and was taken off life support. "<u>Rally</u> the troops so we can attack again!" the general cried.
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Building Meaning	wasteland	impractical	chow	daunting
	hinder	prime	energized	reintroduce
<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. List two examples of something that might <u>hinder</u> you from getting to school on time.</p>				

DAY 4

Team Talk

1. How does the checklist on page 94 support the main idea of surfing in Alaska?
2. Why are huskies an ideal dog for mushing?
3. Write a new question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)
4. Use your idea tree to summarize information from *Alaska: The Last Frontier*.

Skill Practice

Use the dictionary entry to answer the following question.

mold
n. **1** a hollow form that molten material, such as metal or plastic, is poured into to give it shape. **2** a frame on which something is formed or made. **3** a shape or form. **4** a prototype. **5** a growth of fungi growing on vegetable or animal matter, usually appearing fuzzy. —*v.* **6** to shape or form something. **7** to age and become covered in fungi.

Which dictionary entry gives the best definition for *mold* as it is used in the following sentences?

1. The leftovers sat in the fridge too long and developed mold on them.
2. Ophelia molded the clay into the shape of a galloping horse for her diorama.

Building Meaning

wasteland	impractical	chow	daunting
hinder	prime	energized	reintroduce

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. List two examples of something that would not hinder you from getting to school on time.

DAY 6

Writing Prompt

Imagine that you own a company that gives tours of Alaska. Create an advertisement for your company and trips. First give your company a catchy name. What do you want people to think when they hear the name of your company—excitement, adventure, or fun? Next create a slogan, or statement, that will get people interested in an Alaskan tour. Finally, in your advertisement, provide at least four details about the sights people will see on an Alaskan tour with your company. Use descriptive language that appeals to the senses to make your tour more attractive to potential travelers. Remember that your company is competing with other tour companies, so you need to be persuasive when advertising your tours.

Scoring Guide

Your advertisement is about an Alaskan tour with your company.	10 points
You give your tour company a catchy name.	10 points
Your advertisement has a slogan or statement to grab people's interest in an Alaskan tour.	15 points
Your advertisement provides at least four details about the sights people will see on the tour.	15 points each (60 points maximum)
You use descriptive language that appeals to the senses.	5 points

Alaska: The Last Frontier

Word	Identification Strategy	Definition	Sentence
prohibiting	base word + ending	forbidding, not allowing	The school has a rule <i>prohibiting</i> food and drinks in the gym because they want to keep the floor clean.
colliding	base word + ending	crashing	My brother kept <i>colliding</i> with me on the bumper cars instead of hitting other riders.
monitor	chunk	watch, pay attention to	“I was told to <i>monitor</i> the classroom until your teacher comes back from the front office,” Mr. Jesky explained.
caravans	base word + ending	travels, especially in a large group	Our family <i>caravans</i> through the museum, each holding onto one another’s hands so no one gets left behind.
interior	chunk	inside	If there is a tornado warning, you should go to an <i>interior</i> room of the house that has no windows.
seclusion	base word + ending	state of being separated, alone	In the past, a child who behaved badly in class was often put in <i>seclusion</i> until the teacher allowed him or her back into the classroom.
insulates	base word + ending	protects	The rubber coating on electrical cords <i>insulates</i> the wires inside and keeps you from getting shocked.
bristly	base word + ending	resembling short, rough hairs	A cat’s tongue looks smooth, but when one licks you, it feels rough and <i>bristly</i> .

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 102 (paragraphs 1 and 2)	Page 102 (paragraphs 1 and 2) or 99	Page 102 (paragraphs 1 and 2), 99, or pages 100 (paragraph 3) and 101

DAY 1

Team Talk

1. Why can't ships get too close to the glaciers?
2. What happens two days **after** the sun becomes extremely active?
 - a. Earth warms up a few degrees.
 - b. A very vibrant aurora appears in the sky.
 - c. There are more wildfires in the forests.
 - d. Glaciers calve more chunks of ice.
3. Why does the author include the fact box on page 99?
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. Compare the arctic fox's winter coat with its summer coat.
2. The fact box on the bottom of page 101 explains—
 - a. the long lifespan of the bowhead whale.
 - b. why bowheads have bony crowns on their heads.
 - c. why bowheads have oddly shaped mouths.
 - d. how Eskimos use kayaks to hunt bowhead whales.
3. Why are Eskimos still allowed to hunt bowhead whales?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

1. Read the following sentence.
 Completing a marathon is a major accomplishment, even if you ran slowly and took several hours.
 Which of the following sentences uses *major* the same way?
 - a. The major commanded his troops to be ready to move out at dawn.
 - b. Clarissa already knew she wanted to major in history at college.
 - c. "Learning to sing for the play is a major goal for me," Amos said.
 - d. Getting a job coaching baseball in the major leagues is a dream for some.
2. Read the following sentence.
 Ricky's hazel eyes were light brown with bright flecks of green in them.
 Which of the following sentences uses *hazel* the same way?
 - a. The hazel tree in the backyard always produces a lot of nuts to eat.
 - b. Evelyn painted the walls a light hazel color that warmed up the room.
 - c. The rocking chair was carved out of hazel wood by my grandfather.
 - d. "Can you get some milk at the store?" Hazel's mom asked before she left.

Building Meaning	prohibiting	colliding	monitor	caravans
	interior	seclusion	insulates	bristly

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

4. Which of the following is something you would describe as bristly?

- a porcupine
- marble rock
- baby's skin
- a bowl

DAY 3

Team Talk	<ol style="list-style-type: none"> The word <i>calving</i> is also used to describe a cow giving birth to a calf. How do you think this is related to icebergs and glaciers? Which of the following statements is an example of figurative language? <ol style="list-style-type: none"> "The aurora is caused by solar particles colliding with gases in the Earth's atmosphere." "Alaska is one of the best places in the world to view the aurora." "When the winds come, they create a natural spectacle that bewilders and amazes those lucky enough to view it." "Dazzling bands and curtains of color twist and dance through the sky." Why do only half the climbers make it to the top of Mount McKinley? Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)
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Skill Practice	<ol style="list-style-type: none"> Read the following sentence. The teacher had to <u>stoop</u> over the student's desk so she could see what he was asking about. Which of the following sentences uses <i>stoop</i> the same way? <ol style="list-style-type: none"> The grandfather stooped down so his granddaughter could tell him a secret. "Don't stoop to that team's level by being sore losers over the game," Coach Ray said. The hawk stooped suddenly to catch the bird it saw flying below him. It's nice to sit on the front stoop on a warm evening and chat with friends. Read the following sentence. "Don't <u>brood</u> over the test all weekend; just relax until you get your score back," Jermaine said. Which of the following sentences uses <i>brood</i> the same way? <ol style="list-style-type: none"> The woman with five children looked like a hen herding her brood around the mall. A chicken broods over her nest for about twenty-one days until her eggs hatch. The brand new brood of Chihuahuas next door yipped and barked loudly for days. "I've been brooding over the question all week, and I've finally got the answer," Linda said.
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Building Meaning	prohibiting	colliding	monitor	caravans
	interior	seclusion	insulates	bristly
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. Which of the following is something you would not describe as <u>bristly</u>?</p> <ol style="list-style-type: none"> whiskers a hairbrush a marble hedgehogs 			

DAY 4

Team Talk	<p>1. Which of the following best describes baleen?</p> <ol style="list-style-type: none"> large molars used to grind food bristly plates that filter food from water sharp and can tear meat off large animals gummy and help make food soft
	<p>2. What do you think it means to hunt whales “for profit”? How did you figure that out?</p>
	<p>3. Write a new question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)</p>
	<p>4. Use your idea tree to write a summary about this cycle of <i>Alaska: The Last Frontier</i>.</p>

Skill Practice	<p>1. Read the following sentence.</p> <p>I had to <u>drill</u> a small hole in the wall so I could run the cable through it.</p> <p>Which of the following sentences uses <i>drill</i> the same way?</p> <ol style="list-style-type: none"> “You all know the drill; run two laps and then stretch out,” Coach Dodds said. You should be careful to keep your fingers away from drills or you could get hurt. Syrup makers drill holes in special maple trees to collect the sap in buckets. To keep everyone safe, the school performed two fire drills per year.
	<p>2. Read the following sentence.</p> <p>Moving pictures on the big screen used to <u>stun</u> audiences, who thought it was magic.</p> <p>Which of the following sentences uses <i>stun</i> the same way?</p> <ol style="list-style-type: none"> A sharp knock to the head could stun you, so you should wear a helmet. The circus acrobats stunned the crowd with their daring aerial performance. The police have special electric guns that stun criminals so they can’t move. The world was stunned to hear the news that Olympic athletes were being held hostage.

Building Meaning	prohibiting	colliding	monitor	caravans
	interior	seclusion	insulates	bristly
	<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>Sometimes it's nice to sit in _____ so I can relax and think quietly about the events of the day.</p>			

DAY 6

Writing Prompt	<p>During your reading of <i>Alaska: The Last Frontier</i>, you might have come across many terms specific to the government and information in the text. Create a glossary using important or unusual words from the text. Your glossary should have at least six words in it, with two of those words from the first cycle's reading. Your glossary words should not be vocabulary words from either cycle. Your definitions for the words should be correct and match the meaning of the words in the text. Each entry should include a meaningful sentence. Your glossary should be in the correct format (words in alphabetical order, glossary word lowercase, etc).</p>
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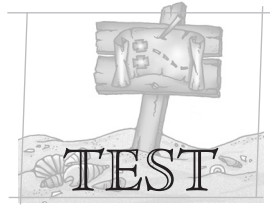
Scoring Guide	You create a glossary of at least six words from the text, with two words coming from the first cycle's reading.	10 points each (60 points maximum)
	Your definitions are correct and match the meaning of the words in the text.	15 points
	Each entry includes a meaningful sentence.	15 points
	The glossary is in the correct format.	10 points

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Alaska: The Last Frontier T-9



Comprehension Questions

Read *Lady Fiona Rides Again*, and answer the following questions.

Lady Fiona Rides Again

Lady Fiona of Frankfort was well accustomed to the harsh training endured by young men seeking knighthood. She had once trained in secret and disguised herself as a young man in an attempt to become a knight. Although she passed the tests, she was not dubbed a knight because, alas, her identity was revealed. However, she proved that she could stand up to the rigors of knighthood. Few people disputed this fact, but women were not allowed to be knights, so Lady Fiona settled for training young men how to become knights.

Although this was unconventional, Lady Fiona was respected for her talents. It was, in fact, considered quite an honor to be accepted into Lady Fiona's classes. She was very strict, indeed, but she often produced the best-trained knights the kingdom had to offer. This idea was put to the test one fateful fall when the King of Frankfort's castle was under siege.

"Lady Fiona! Lady Fiona! The king's castle is under attack! We need every available page, squire, and knight at once!" cried Patrick, a loyal friend and page to the king. By the time he reached Fiona, he was panting like a dog on a hot summer's day.

"Slow down, Patrick. Catch your breath. Now slowly explain what's happening," soothed Fiona.

"It's just terrible, Lady Fiona! Knights from the kingdom of Sardon are approaching from all sides. The king is preparing for battle! He sent me here to ask you to send any available men," sobbed Patrick.

"Not to worry, Patrick. Report back to the king, and tell him I have quite a few exceptional men that I can send. They'll report at once." Fiona gave Patrick a reassuring pat on the back.

As soon as Patrick was out of sight, Fiona made an announcement. "Suit up and report to the king's castle at once!" she commanded. At the sound of Fiona's urgent voice, the young men scrambled for their armor. Fiona slipped out of sight.

Once the area was relatively clear, Fiona slipped into her own suit of armor. She grabbed her shield and sword and mounted Dusty, her bravest steed. With a gentle prod, the horse set off toward the king's castle.

As Fiona neared the castle, she lowered her helmet and fell in among the knights who had already arrived.

"Men, we have a tough battle ahead of us," the king's voice boomed like thunder. "As you may have heard, we are about to face an attack from the kingdom of Sardon. Prepare yourselves for what lies ahead. First thing tomorrow morning, we begin battle." The men surrounded the king and gave shouts of support. Fiona's heart raced as fast as the birds flew overhead. At last, she would fight as a knight to defend her kingdom. Fiona slipped away while the others gathered to feast and plan their defense.

The next morning, she was dressed and ready to join the group. The anticipation was as thick as pea soup. Even the horses seemed on edge. Finally, the sound of a distant horn signaled the beginning of battle. The horses, with knights firmly seated, charged ahead.

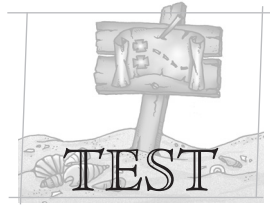
The battle lasted well into the night. At times, Fiona led the knights, and she fought as well as any man. Finally, exhausted and outnumbered, the knights of Sardon began to retreat. Fiona and the men cried out with excitement. The kingdom of Frankfort was safe for now.

As the men gathered back at the castle to celebrate, the king rode alongside Fiona. When the two were alone, the king softly said, "It was an honor to serve with you, Lady Fiona. You are as much of a knight as any man who fought today."

Fiona struggled to take her helmet off and tried to ask the king how he knew her identity. But the king rode off toward the castle as Fiona smiled in bewilderment.

1. How does Fiona become a trainer of knights? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Lady Fiona is respected for her talents.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in the story, *Lady Fiona Rides Again*, write a Think question.
5. Which of the following is the best answer to the question "Why does Patrick ask Fiona for help?"
 - a. Patrick asks Fiona for help because he doesn't know who else to ask.
 - b. Patrick asks Fiona for help because the king tells him to ask her.
 - c. Patrick asks Fiona for help because he knows she trains the best knights.
 - d. Patrick asks Fiona for help because he knows she will agree.
6. Which of the following questions is a Think question?
 - a. Do you think Fiona becomes a real knight?
 - b. Is the king happy with Fiona?
 - c. Who is Patrick?
 - d. Whom does Fiona train?



Comprehension Questions

Read pages 45 and 46 of *The Legend of Penelope Spencer: The Voyage of the Antelope*, 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. Penelope's father wants her to think of the pros and cons of going to the academy so—
 - a. she makes the best decision.
 - b. she rushes into a bad decision.
 - c. she decides to stay home.
 - d. she chooses to study pottery.
3. Why do you think Ms. Travers and Mayor Mgumbo choose the Oedipus riddle?
4. You can tell Thomas is disappointed because—
 - a. his heart breaks.
 - b. he cries loudly.
 - c. he hangs his head down.
 - d. he runs away.
5. How does Penelope solve the riddle?

- | |
|--|
| 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

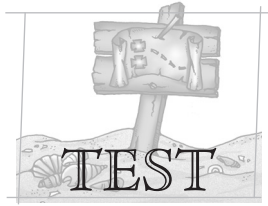
Write a synonym for each of the following words.

1. pal
2. haul
3. ripple
4. nimble

Building Meaning

presence	circumstances	gilded	protruding
enroll	categorically	expectant	adjourn

5. Write a meaningful sentence for the word *expectant*.
6. The teacher went through the directions _____ so no student could say he or she did not understand them.
7. The splinter was protruding from Ronnie’s finger just enough for his mother to pull it out with some tweezers. *Protruding* means—
 - a. pushed in.
 - b. causing pain.
 - c. just inside.
 - d. sticking out.
8. The thieves wanted to steal the book with the _____ cover, but they set off the security system when they tried to touch it.
9. Pedro wanted to improve his baseball skills over the summer, so he decided to enroll in a summer league. *Enroll* means—
 - a. quit.
 - b. join.
 - c. begin.
 - d. leave.
10. “Daniel Martinez, your _____ is required in the front office at this time,” the school secretary announced over the loudspeaker.
11. “Let’s adjourn and go to my house to study so we can talk more and have a snack,” Lydia said. *Adjourn* means—
 - a. stop.
 - b. continue.
 - c. skip.
 - d. proceed.
12. “Due to the _____ during yesterday’s storm, the school will be closed until its power can be restored,” the superintendent explained.



Comprehension Questions

Read pages 63 and 64 of *The Legend of Penelope Spencer: The Voyage of the Antelope*, 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. Penelope's father doesn't want to think about Ithaca at the start of the journey because—
 - a. he knows the journey could be dangerous.
 - b. he doesn't want Penelope to leave.
 - c. he misses Spyridonia already.
 - d. he dislikes visiting Ithaca and isn't looking forward to it.
 3. How can you tell the crew isn't prepared for the white squall?
 4. How does Penelope advance at the academy?
 5. Why does Penelope get to see her father once a year?
 - a. She is allowed to go home to Spyridonia to visit him once a year.
 - b. He brings his pottery to sell in Ithaca's market once a year.
 - c. She travels to Spyridonia to give a test to the students once a year.
 - d. He brings a new student to Ithaca to learn at the academy each year.
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

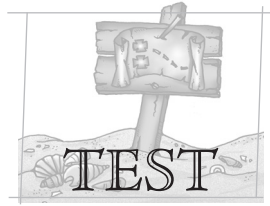
Write each word on your paper. Then write the base word and ending. Write a definition for each word.

1. thawing
2. pickles
3. acidic
4. grimmest

Building Meaning

qualms	fallible	prepping	securing
vertical	embrace	majestic	broadest

5. Write a meaningful sentence for the word *securing*.
6. I didn't like the look of the nearly _____ drop on the roller coaster, so I sat down while my friends rode it.
7. I always felt happy and comfortable in my grandmother's embrace because she smelled of peppermint and vanilla. *Embrace* means—
 - a. hug.
 - b. car.
 - c. chair.
 - d. kitchen.
8. Parents are _____ and sometimes make mistakes when they are trying to understand their children's problems.
9. "I spent the whole weekend prepping for my presentation, so I think it will go well," Shayna explained. *Prepping* means—
 - a. experimenting.
 - b. cutting.
 - c. applauding.
 - d. preparing.
10. The boys found the _____ tree trunk they could to make a safe and stable bridge across the creek.
11. "Basketball season is long, so if you have any qualms about whether you have time to practice and play, you should think about your schedule," Coach Ronald said. *Qualms* means—
 - a. opinions.
 - b. doubts.
 - c. arguments.
 - d. comforts.
12. The _____ battleship dwarfed the tug boats that were hauling it to the dock for cleaning and repairs.



Comprehension Questions

Read “Leopards,” and answer the following questions.

Leopards

What is a leopard?

A leopard is a very large cat, similar to the lion and cheetah. It is considered the strongest of the big cats and can easily kill prey larger than itself. This is surprising, especially since the leopard is the smallest of the big cats.

Leopards are usually a tan or orange color with black spots. The spots are either circular or square. These unique spots are called rosettes. They help conceal the leopard when it’s hiding in trees or brush.

Leopards can run very fast for short periods of time. They are also very good climbers and swimmers. They can jump ten feet high and twenty feet vertically. All these traits make the leopard a very good hunter.

Where do leopards live?

Leopards live in Africa, particularly in the eastern and southern regions. Leopards are also found in parts of Asia. They like to live in rocky areas with thick brush, which helps them hide. Luckily, leopards can live in both warm and cool climates. This has helped them adapt to new areas as their natural habitats disappear. They can even live in deserts and mountain regions, and they are one of the only big cat species that can survive even in a rainforest.

Unlike some other big cats, leopards are not pack animals. They prefer to live and hunt alone. Cubs stay with their mothers for a fairly short amount of time, generally only 18–24 months.

What do leopards eat?

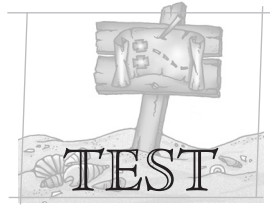
Like other big cats, leopards eat big-game animals such as gazelles, deer, and wildebeests. However, leopards also eat smaller prey such as rabbits, rodents, reptiles, and birds. Although it’s rare, leopards have even been known to eat baboons. One challenge for leopards is that other animals, such as hyenas, often steal their prey. For this reason, leopards often hide their food in trees where they can return later to eat it.

Are leopards endangered?

There are different species of leopards. Some specific species of leopards are endangered. As with many endangered species, the biggest threat to leopards is humans. Leopards are hunted for their fur. Also, the leopard’s natural habitats are disappearing because of human development.

1. Where do leopards live? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Leopards can easily hunt prey.
3. Why do you think it helps you to ask questions while you are reading?
4. Using the information in “Leopards,” write a Think question.
5. Which of the following is the best answer to the question: What do leopards look like?
 - a. Leopards are large cats.
 - b. Leopards are large orange cats with black spots called rosettes.
 - c. Leopards have special spots called rosettes.
 - d. Leopards are orange and black cats.
6. Which of the following questions is a Think question?
 - a. Why do you think only some species of leopards are endangered?
 - b. What do leopards hunt?
 - c. Where are leopards usually found?
 - d. What makes leopards good hunters?



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

The 1925 Serum Run

Nome, Alaska, is remote even in modern times, but in the first half of the twentieth century, it was very difficult to travel there. When children started coming down with diphtheria in the winter of 1925, the city was in trouble. Diphtheria can spread and kill victims quickly. Nome's doctor didn't have enough medicine for all the sick people. The city was more than 600 miles from the nearest train station, and weather conditions were too severe for flying.

Government officials had a hospital in Anchorage send medicine to Nenana, the closest train station to Nome. From there, teams of mushers and sled dogs carried and handed off the medicine until it reached Nome. The teams faced freezing temperatures, ice, and snow. The race took five and a half days and saved the lives of hundreds of people.

One of the most famous stories from the race is that of Balto. He was the lead dog on the team that reached Nome with the medicine. This was the first time Balto led a team. He kept the team on a safe trail through the dark and a blizzard. His musher, Gunnar Kaasen, praised Balto for keeping him and the other dogs alive on the trail.

Sources: www.baltostruestory.com/

www.gi.alaska.edu/ScienceForum/ASF15/1531.html

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to explain to the reader how he or she can enter the Iditarod race
 - b. to entertain the reader with heroic stories about Balto
 - c. to persuade the reader to take up mushing as a delivery service
 - d. to inform the reader about an important event in Alaska's history

How do you know?

- | |
|---|
| <ol style="list-style-type: none"> 3. Write a question about the passage. Then answer the question, and tell whether this is a Right There 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

Use the dictionary entry below to answer the following questions.

wa-ver

v. **1** to sway, flutter. **2** to flicker or quiver, as in candlelight. **3** to become unsteady. **4** to shake or tremble. **5** to show doubt. **6** to fluctuate or vary, as in prices. —*n.* **7** the act of fluttering, tottering, or being unstable.

Which dictionary entry gives the best definition for *waver* as it is used in the following sentences?

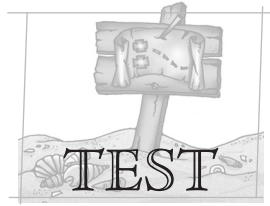
1. I knew it was time to get a new light bulb because the light kept wavering and making it difficult to read.
2. Gloria wavered on her decision to buy the blue dress after she thought about the red one a little more.
3. “I could hear my voice wavering as I sang, but it became stronger as I felt more comfortable in front of the crowd,” Elisa said.
4. The price of some foods, such as seafood, wavers on a day-to-day basis depending on how much is caught.

Building Meaning

wasteland	impractical	chow	daunting
hinder	prime	energized	reintroduce

5. Write a meaningful sentence for the word *energized*.
6. High-heeled shoes might look great, but they are _____ if you have to walk long distances on uneven ground.
7. Nuncio thought the obstacle course looked daunting but prepared himself to beat it anyway. *Daunting* means—
 - a. easy.
 - b. frightening.
 - c. uncomplicated.
 - d. relaxing.
8. “Are you boys ready to _____ down on my homemade chili and cornbread?” Tex’s dad asked.
9. “I don’t want my broken leg to hinder anyone at the amusement park, so maybe I should stay home,” Xander said. *Hinder* means—
 - a. stop.
 - b. excite.
 - c. assist.
 - d. cheat.

10. Gordon felt like he had to _____ himself to his classmates after missing so much school from his sickness.
11. “Now is the prime time to ask my parents for a dog since they have seen how cute the neighbor’s puppy is,” Peter explained. *Prime* means—
- a. worst.
 - b. untimely.
 - c. late.
 - d. best.
12. The hero knew he would find no food or water in the sweltering _____ he needed to cross to return home.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

The Aleutian Islands are an island chain that stretches across the northern Pacific Ocean. Volcanic activity formed the islands, which are part of the Pacific Ring of Fire. Some of the volcanoes are still active. The ocean influences weather on the islands. Temperatures are moderate, and they receive heavy rainfall and thick fog all year.

The Aleutian Islands may have been part of a land bridge that humans used to travel from Asia to North America. Eskimos settled on several of the islands and became known as Aleuts. The Aleuts hunted seal and sea otters for fur. They also fished, carved ivory, and wove grass baskets.

Russians explored Alaska and claimed the land, including the island chain, in the 1700s. They began hunting and trading furs. This often created problems with the native population. Fighting and disease harmed the native population.

The islands were the site of a battle during World War II. Japan captured several of the islands. They wanted to distract the U.S. Navy from battles farther south in the Pacific. Many Aleuts were taken to Japan as prisoners of war. A year later, U.S. forces took back the islands. Tourists can visit a memorial for the battles.

Sources: www.hlswilliwaw.com/aleutians/index.html

www.infoplease.com/ce6/us/A0803213.html

www.fws.gov/refuges/news/aleutianRefugeWWII Monument.html

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to inform the reader about an island chain that is a part of Alaska
 - b. to explain to the reader how volcanic activity formed the islands
 - c. to entertain the reader with stories about the battles during World War II
 - d. to persuade the reader to visit the Aleutian Islands and the war memorial

How do you know?

- | |
|---|
| <ol style="list-style-type: none"> 3. Write a question about the passage. Then answer the question, and tell whether this is a Right There 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

1. Read the following sentence.

Harrison needed a tack so he could hang a poster on his wall.

Which of the following sentences uses *tack* the same way?

- Sailboats had to tack in a zigzag line when they traveled into the wind.
- Mrs. Martin decided to tack one more question to the math test for bonus points.
- You had better change your tack if you think begging is going to get you a phone.
- I used a tack to stick my advertisement to the bulletin board at school.

2. Read the following sentence.

Marlena was afraid her play would be a total flop, but the audience loved it and gave it a standing ovation.

Which of the following sentences uses *flop* the same way?

- The puppy's long ears flopped all over the place as he ran.
- In Hollywood, a movie is a flop if more money is spent making it than it brings in at the box office.
- There was a loud smack as Jayden did a belly flop into the pool.
- Cristobal was so tired after the soccer tournament that he flopped down on his bed and fell asleep.

3. Read the following sentence.

I accidentally cooked the beans too long, and they turned into a soft mush.

Which of the following sentences uses *mush* the same way?

- My mom only ever wants to watch mushy movies with a lot of kissing.
- Nicolette mushed all the clay together until she had a large ball.
- The heavy rains turned the ground to mush, so our soccer game was muddy.
- The miner mushed across the snow and ice with his team of dogs.

4. Read the following sentence.

We watched the kindergartners troop out to the playground during their break.

Which of the following sentences uses *troop* the same way?

- The newly promoted captain was proud to be given command of some troops.
- Still playing army, the boys trooped upstairs to plan their next mission.
- The scientists watched the troop of gorillas groom one another and play.
- The acting troop traveled from town to town, performing in the streets.

Building Meaning

prohibiting	colliding	monitor	caravans
interior	seclusion	insulates	bristly

5. Write a meaningful sentence for the word *interior*.
6. The line of traders and camels _____ across the desert as it treks to the next oasis.
7. The bag of groceries kept colliding with my leg until there was a bruise there. *Colliding* means—
 - a. cushioning.
 - b. hitting.
 - c. avoiding.
 - d. tapping.
8. My cat's _____ whiskers tickled my ear as she settled down to sleep on my pillow.
9. Next year the school will be prohibiting anyone from playing a sport if they don't get permission from a doctor. *Prohibiting* means—
 - a. allowing.
 - b. promoting.
 - c. comparing.
 - d. stopping.
10. The sea otter's thick fur _____ him and keeps him comfortable, even in the coldest waters.
11. "I am going to monitor all of you to see how quickly you learn this game," the researcher said. *Monitor* means—
 - a. ignore.
 - b. watch.
 - c. hide.
 - d. annoy.
12. The puppy was too excited, so Minna put him in _____ in his crate to help him calm down.

