Getting Started
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.
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
Getting Started
### The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Award points to the teams with correct responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

#### Strategy Use

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

#### Team Talk (oral and written)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

#### Word Power

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

#### Fluency

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80</td>
<td>reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

#### Summary

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>

#### Graphic Organizer/Notes

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80</td>
<td>selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Unit Overview

The Getting Started unit consists of eight 60-minute lessons that will be used with all students at the beginning of the school year. This unit is designed to be instructed to heterogeneous classes, such as homeroom classes, before students are divided into reading groups, but it can be used in regular reading/language arts classes. Schools can determine the best approach for utilizing the Getting Started unit, but schools must ensure that the unit is taught and that adequate time is provided for completion of each lesson. Lessons 4 and 5 are designated as testing days, however, if students have been tested and grouped prior to the start of the school year, teachers can skip those lessons. Getting Started units are written for grades 6, 7, and 8 so students will receive new content at each level.

This unit introduces students to the Reading Edge and to the cooperative process of working together in teams to learn and reach their goals. Students practice how to work together to help one another learn what they need to know to advance to a higher reading level as quickly as possible.

You will also introduce the idea that persistence and hard work are more important than getting the right answer the first time. It is expected that mistakes will be made, but it is the team’s responsibility to make sure that everyone learns from the mistakes. You will emphasize to students that as a member of an interdependent team, someone always “has your back.”

This unit introduces students to the idea that teamwork and knowing how to use learning strategies equal success. As schoolwork becomes more challenging, middle school students need instruction and practice in learning how to learn. Knowing how to listen carefully, speak clearly and respectfully, focus on the task at hand, and, ultimately, develop a positive attitude about themselves and others will prepare students for the challenges that they will face in school and the workplace.

In this unit, you will teach students a common set of classroom routines and self-regulation strategies to manage their behavior, build positive social relationships, and better understand and manage their emotions. Having a common set of team cooperation goals and regular routines for working together reduces conflict and allows for efficient transitions and adjustments as students move up from one reading level to the next.
Team Cooperation Goals

Active listening involves listening with a goal or question in mind and analyzing what you hear or see in light of this goal/question. It means paying close attention to what a speaker says, thinking carefully about his or her words, and formulating a response. An important part of active listening is also respecting the contributions of others even when you do not agree. Behaviors you might expect to see when students are actively listening to one another are: nodding, eyes on the speaker, leaning in, and sometimes note taking. All team members should be ready to ask a question, restate a teammate’s answer, or otherwise contribute to the discussion at any point.

Helping and encouraging others involves the ability to gauge where teammates are in their understanding and to give appropriate feedback. It means that students share their own thinking, ask questions, and give hints or suggestions, but they do not do one another’s work. It also means offering thanks, praise, or compliments to acknowledge what a teammate has done well. In a team in which students are helping and encouraging one another, you might hear comments and questions like the following: “That explanation was very clear,” “Thank you for reminding me to mark that word with a sticky note,” “Thank you for helping me use the rubric to check my answer,” or “Have you considered…?”

Everyone participates, or 100% participation, means involving all team members in discussions and preparations for assessment, including team members who are reluctant to join in. It also means making sure that each member of the team understands the assignment and is adequately prepared before sharing his or her work during the class discussion or before taking the cycle test. When every member of a team is participating, students are focused on learning, and teammates are taking turns speaking, actively listening to one another, carefully checking the quality of their answers, and offering assistance as needed.

Explain your ideas/tell why you offered a particular answer is an important skill for middle school students. All students need practice with sharing their thinking or explaining how they came to a particular answer because this exercise demands that students make connections and use analogies and other productive metacognitive strategies. Students who can explain their thinking clearly to others make more connections between what they are learning and what they already know, making it more likely that they will retain what they have learned.

Completing tasks is often the nemesis of the young adolescent. This team cooperation goal is a pact between you and your students. Your responsibility is to explain clearly the particular requirements of a learning activity and the standards by which the quality of their work will be judged and to give students timely feedback on their work. Each team’s responsibility is to help each member stay focused, reduce distractions, and meet or exceed the learning expectations.
Text and Media Selections

Internet/Media Options, Read-Aloud Selections

During this Getting Started unit, your class may be made up of students who are reading at a wide range of levels. Students will not be required to read together in their teams during this unit. You will use media, read-aloud selections, and interactive discussions to present content and process information.

Media is incorporated throughout the Getting Started unit to introduce important classroom techniques and processes. Other media suggestions are meant to expand background knowledge. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Media/Read Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>(Embedded) Process video – “Group or Team”</td>
</tr>
<tr>
<td></td>
<td>(Embedded) Process video – “Lightning Round”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>(Embedded) Process video – “Team Cooperation Goals, Part 1”</td>
</tr>
<tr>
<td></td>
<td>Read Aloud: “Research Shows That Most Students Have a Lot to Learn about How to Learn”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>(Embedded) Process video – “Team Cooperation Goals, Part 2”</td>
</tr>
<tr>
<td></td>
<td>Read Aloud: “Do You Need a Personal Trainer for Your Brain?”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Assessment</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Assessment</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>(Embedded) Process video – “Cool Down Scenario #1”</td>
</tr>
<tr>
<td></td>
<td>(Embedded) Process video – “Cool Down Scenario #2”</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>(Embedded) Process video – “Peace Path: Conflict Solvers”</td>
</tr>
<tr>
<td></td>
<td>(Embedded) Process video – “Peace Path: Win-Win Solutions”</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>(Embedded) Process video – “Moving Ahead and Reaching Goals”</td>
</tr>
</tbody>
</table>
Lesson 1

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

In this lesson, you will:

1. welcome your students to the Reading Edge and tell them that they will work in teams to learn how to be better readers and more successful learners.

2. use the classroom video “Group or Team” to initiate discussion about the difference between people in a group and a team.

3. form teams that will stay together throughout the Getting Started unit. Students will determine what they all have in common and use this information to choose a team name.

4. teach your students how to use these teamwork structures: 1-2-3 Move, Think-Pair-Share, Random Reporter, class cheers, the Lightning Round, and the team celebration points and poster.

5. teach your students Getting Along Together behaviors.

**Advance Preparation**

1. Determine the number of teams in your class by dividing the total number of students by four. Add the remainder to make five-member teams as needed.

2. Determine how you will assign teams (e.g., numbered index cards, craft sticks).

3. Ensure that you have a place to store teams’ student editions, role cards, and team score sheets.

**Active Instruction**

(22 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the difference between a group and a team?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   What is the difference between a group and a team?
A group may be together for a short time such as while going to the movies. A team stays together longer. Team members have specific roles; for example, a soccer team has a goalie. Teams have common goals and work together to achieve those goals.

2. Explain to students that every day during Getting Started, there will be a Big Question on the board for them to answer as soon as they get to class.

3. Welcome students to the Reading Edge, and introduce the unit objective.

Welcome to the Reading Edge. In this class, you will learn how to be a better reader, writer, speaker, and listener. These are all skills that will help you in school and in life. In this class, we’ll learn how to learn. Our objective is to help one another improve our reading and thinking skills. We’ll do this by working in teams. If we work hard and help one another, everyone can, and will, succeed! The original Reading Edge was developed at Johns Hopkins University. The program is research-based—tested with students like you in schools like yours—and has been proven to work. So I know it will work for you and your teams! Now let’s get in our teams.

4. Randomly assign students to teams, and then assign them to tables. Use 1-2-3 Move to prompt students to move. Give each team a team score sheet.

**Teamwork**

(20 minutes)

**Team Discussion**

1. Show students two pictures. Use Think-Pair-Share to ask: Which picture shows a team, and which shows a group? How does a team differ from a group?

2. Play the video “Group or Team.” Stop the video to discuss students’ answers as directed by the narrator.
3. Tell partners to use questions to interview each other. Tell them to note things that they have in common. Provide examples, as needed (see below).

1. Do you like sports? What sport is your favorite, and why?
2. What do you like to do on the weekend?
3. What is your favorite subject in school?
4. How many brothers and sisters do you have?

4. When ready, ask partners to introduce each other to the team. Ask students to use the things that they have in common to make a web in their notebooks. Tell each team to choose a team name based on what they have in common and to write it on their team score sheet.

5. Introduce the role cards for team discussion. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.

Prompt students in a team-building activity.

Cue students to use their role cards.
Role Cards

**First**
Read the question.
1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

**Second**
Answer the question.
1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

**Third**
Agree or disagree.
1. Restate your teammate’s answer.
2. Agree and add additional information, or disagree and explain why.
3. Ask if everyone heard your answer.

**Finally**
Summarize.
1. Restate the group’s agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

Teacher’s Note:
Students will be introduced to the rubrics starting with unit 1.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. What is your team name? Why did you choose that name?  
*Answers will vary.* |
| 2. What is the difference between a group and a team? Give an example of each.  
*A group of people may not know one another, and they don’t work together. A team works together. Each person on a team has a role and helps the team to achieve the team goals.* |
| 3. What do you and your teammates have in common? How will that help you work together?  
*Answers will vary.* |
| 4. How did the role cards help you with your responses?  
*Answers will vary.* |

6. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

7. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.

Class Discussion

(18 minutes)

**Lightning Round**

1. Introduce the Lightning Round as a fun way to see what students have learned and how well they’ve prepared their teammates. Tell them you’ll use Random Reporter to choose who will answer for each team.
2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.

3. Play the classroom video “Lightning Round.”

4. Have each team count off, and ask students to write their numbers in their notebooks so they will remember them.

5. Use Random Reporter to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team one point.

6. Use Random Reporter to have teams share oral Team Talk responses for the remaining questions. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 2

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today students will learn about team cooperation goals, how the goals help them to learn and how the goals help teams to be successful.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What are some ways that you can help your team?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What are some ways that you can help your team?**

   *I can help my team by listening to them and adding on to their answers. I can help everyone understand what we’re working on and make sure that every member of the team learns. Making sure everyone is ready for the Lightning Round helps us earn team celebration points.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Introduce the team cooperation goals. Tell students that the team cooperation goals help them to work together to learn and that working together helps them during team and class discussions to earn team celebration points.

**Team Cooperation Goals**

- Practice active listening.
- Explain your ideas/tell why.
- Everyone participates.
- Help and encourage others.
- Complete tasks.

Students write responses to the Big Question.

Discuss the Big Question.

Post and present the objective.
5. Play the video “Team Cooperation Goals, Part 1.” Ask students to take notes as they watch the video and see the students demonstrating the team cooperation goals.

6. Ask questions to prompt discussion about each of the team cooperation goals and how each one helped the team in the video. Ask students what each goal looked like/sounded like, and write down students’ ideas.

7. Ask students to get their notebooks and pens ready for note making while you read aloud. Explain that they only need to write down key points, and they can use abbreviations and symbols to save time.

8. Read the article “Research Shows That Most Students Have a Lot to Learn about How to Learn” aloud. Stop occasionally to pose questions, think aloud, comment on the information in the article, and jot down notes on the board to model how to stay focused while reading.

9. Tell students that they should use the team cooperation goals during Teamwork. Tell them to practice the behaviors that they saw in the video.

---

**Teamwork** *(20 minutes)*

**Team Discussion**

1. Explain, or review if necessary, how to use role cards. Prompt students to use the team cooperation goals, and acknowledge teams as they do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

**Team Talk Questions**

1. According to the article, what is the best way to study for a test?

   According to the article, the best way to study for a test is to take a test. Take a practice test to find out what you know and what you need to review. The more you practice pulling the information out of your head, the better you will be able to do that when you take the real test.

2. According to the article, what are three ways that you can improve how you learn?

   According to the article, I should listen carefully and actively to my teacher and my teammates, make connections between what I need to know and what I already know, and take a practice test to identify and fix any answers that I get wrong.

---

*continued*
Team Talk Questions continued

3. What is active listening? Why is active listening such an important teamwork skill?

*Active listening means that you focus on the speaker and avoid distractions. It helps to listen with a purpose in mind, such as a question that you would like answered or to learn how to do something. It is a very important skill for people working in teams because you can’t help one another or meet your goals if you can’t communicate with one another. Listening carefully also shows respect for the speaker. It shows that you value what he or she has to say.*

4. How well did you and your teammates listen to the teacher and to one another? What did you do well? What do you need to improve?

*Answers will vary.*

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.

Class Discussion

(15 minutes)

**Lightning Round**

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you'll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - How many points did your team earn today?
   - How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Research Shows that Most Students have a Lot to Learn about How to Learn

Picture this: Your teacher tells your class that there will be a big test at the end of the week. You will have to know a long list of new vocabulary words. You wonder, How will I get all this information in my head? Even more importantly, how will you get it all out when you need to remember it? Research shows that most of us really don’t know the best way to study. It may be that no one ever taught us how.

So what is the best way to study for a test? The answer might surprise you; to get ready for a test, you should…take a test!

Scientists did a survey to find out how students study. They found that most students believed that rereading their textbooks was the best way to study. Rereading can make material seem familiar, but that doesn’t mean that you will be able to pull it out of your head when you need it. It seems that we must keep our brains very active when we study by asking questions, making organized notes, taking quizzes with a partner, and using active listening.

Tests not only measure learning, but they actually help you learn. Scientists call this the testing effect. Researchers have found that trying over and over to remember information can help students remember up to twice as much as other learning methods. In a study of college students preparing for a science test, quizzing oneself or partners quizzing each other worked equally well.

What else did the scientists find out? Here is a list of studying tips that they say worked the best. (Here is where you will need to get ready to take notes—the following information is very important if you would like to study smarter!)

1. Work with a study partner, and ask each other questions.
2. Get immediate feedback on your answers so you can improve them.
3. Lots of smaller tests taken more often are more helpful than just one big test.
4. Connect new information to what you already know.
5. Take notes when you read. Pick out the most important information, and put it in your own words. Copying someone else’s notes is not as useful as making your own.
6. Review your notes every night.
From Student Edition

7. Draw a picture, or use a graphic organizer, to show relationships between words and their meanings, parts of a process, or big ideas and details. Reorganize your notes as you learn more about the information and see new connections or as you better understand the structure of the topic.

8. Make a mind movie. Try to picture what you are learning about.

9. Studying frequently is better than cramming all the studying into one big session.

10. Ask yourself questions as you read. If you are reading a textbook that has questions at the end of the chapter, use those to test yourself.

11. Test yourself over and over again until you get every question right.

12. Once you get everything right, keep practicing. This makes it easier for you to remember information when you get to the real test.

13. Learn how to listen; practice focusing on your teacher or your study partner when he or she is explaining something to you.

Are there times when testing will not help you learn? Yes, there are several factors that can contribute to poor results.

First, if you do very poorly on your practice tests, you may not learn much. It is much better to chunk the information you need to learn into smaller parts. Then get feedback about what you did wrong, and fix those things right away.

Second, don’t let too much time go by between your practice tests and the test that counts. Finally, don’t be afraid to admit what you don’t know. In fact, the single most important thing you can do to succeed is to know when you fail. Find out and keep track of what you are having trouble with, and get help so you can fix it.


Lesson 3

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**
Today students will learn more about the team cooperation goals.

**Active Instruction**

(25 minutes)

**Big Question**
Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** How is your brain like a muscle?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **How is your brain like a muscle?**

   *Your brain is like a muscle because the more you work it, the stronger it gets. If you don’t use your brain, it can get weaker just like your muscles.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Play the video “Team Cooperation Goals, Part 2.” Ask students to take notes as they watch the video and see the students demonstrating the team cooperation goals.

5. Ask questions to prompt discussion about each of the team cooperation goals and how each one helped the team in the video.

6. Ask students to get their notebooks and pens ready for note making while you read aloud. Explain that they only need to write down key points, and they can use abbreviations and symbols to save time.

7. Read the article “Do You Need a Personal Trainer for Your Brain?” aloud. Stop occasionally to pose questions, think aloud, comment on the information in the article, and jot down notes on the board to model how to stay focused while reading.

8. Tell students that they should use the team cooperation goals during Teamwork. Tell them to practice the behaviors that they saw in the video.
**Teamwork**

(20 minutes)

**Team Discussion**

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. According to the article, can people change how smart they are?  
*(Answers may vary.)* Brain researchers tell us that the harder you work, the smarter you will get. The cells in the brain can grow and form new connections as you learn new things.  
2. Which do you think is more important, looking smart or working hard and asking questions?  
*(Answers may vary.)* I think it is more important to ask questions and work hard. When I don’t know something, I ask questions. If I sit back and try to look smart, as if everything is easy for me, then I will not learn as much, and sooner or later I will fail.  
3. Is your brain more like a computer or a muscle?  
*(Answers may vary.)* The brain is more like a muscle. If you work hard at learning new things, your brain will grow stronger. The more you use it, the smarter you will be. The storage space for information in the brain is not limited like in a computer. The more connections you make, the more you will know.  
4. The author says that it takes “persistence and determination” to keep working at learning new things. What does persistence mean?  
*(Answers may vary.)* I think persistence means to keep trying. If you push yourself to keep working, even when something is hard and you might want to give up, then you have persistence. |

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.
Class Discussion
(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

3. Explain to students that over the next two days, they will take a reading test that will show what they do well and what they need to work on. The test will identify the right level of each student’s reading instruction. Tell them to try their best as they take the test and that they cannot fail the test. Tell them that tomorrow’s test results will put them at the starting line. Point out that they will have multiple opportunities for growth, and how hard they work will determine where they finish at the end of the year.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Do You Need a Personal Trainer for Your Brain?

Ask yourself this: Would you rather look smart to everyone around you or risk looking dumb and actually learn something?

This is a tough question, and you don’t have to share your answer with anyone else right now. New research on how the brain grows sheds new light on how, when, and what we learn. And it might change your mind about what it really means to be smart.

So what do we know about how the brain works? To many people, the functioning of the brain is a mystery. Lots of people believe that we are born with a certain amount of smarts, or brain power. They believe we are either born smart, average, or dumb. They believe that our intelligence is fixed, like a computer with a limited amount of storage space for information, and that there is not much you can do to change it. But scientists who study the brain have doubted that idea for a long time. There is a growing body of evidence that how much people can learn is directly related to how much they exercise their brains rather than the particular kind of brain that they have.

We all know that if you want to run in a marathon, you have to begin small and run more each week until you reach your goal. If you want to run fast, you have to practice running fast. If you want to lift a lot of weight, you may start with five-pound weights and work your way up to twenty-five-pound weights over the course of many months. Using your muscles is the only way to grow them. It takes time and persistence—no pain, no gain, as the saying goes.

Brain scientists pretty much agree that the brain is more like a muscle than a computer. If you exercise your brain, it will change and get stronger. Our brains are made of millions of cells called neurons that are designed to send and receive messages. They connect to one another and form pathways to send information to just the right part of the body to keep us alive and help us think and learn. The truth is that most of us have very similar brains. And experiments show that our brains grow and change throughout our lifetimes.

With new technologies, scientists have been able to track changes that take place during normal brain development. They can see that the size of neurons and the connections between them grow as a person grows from a newborn to a teenager. No one thinks that babies are dumb because they cannot do algebra problems or write poetry. We all start out the same, and then we learn like crazy. In just a few short years, we learn to speak the language we hear around us. Within a few more years, we learn to read. We learn an amazing amount of information about the world around us and how to survive in it.
So why do we start to doubt that we can learn? It may be that as we get older and go to school, we start to notice that there are differences among individuals in what we know and what we can do. The student who everyone thinks is really good at math may have had more opportunities to practice working with numbers. The student who reads really well may have spent more time practicing and reading than everyone else. The problem is that some students may actually stop trying to read or practice math because they think they can’t do it.

Research tells us that the more we use our brains, the more connections and well-traveled pathways we create in them. It does not matter where we start, but that we start to learn. The more we think, study, and try different ways to learn something, the smarter we will be. This is how we exercise our brains. Just like working our muscles, sometimes it is very hard to do. It can take persistence and determination to keep trying. Sometimes it wears us out, but when you feel yourself getting better and stronger, you feel excited and encouraged. You know that the work was worthwhile.


Lessons 4 and 5 – Reading Assessment

Advance Preparation

For the next two days, your students will complete a standardized reading assessment. If you are assigned to proctor the test, familiarize yourself with the administration directions and the testing materials in advance.

Have a space in the room set aside with the books that students will use for their homework reading. Students may peruse these books and start reading one if they finish before the testing period is over.
Lesson 6

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will introduce:

- the Feelings Thermometer,
- cool-down strategies, and
- “I” Messages.

Students often lack the ability to manage their emotions and the vocabulary to describe them. In this lesson, you will teach students vocabulary to help them describe feelings and help them place these words on the Feelings Thermometer. Teaching students to take their emotional temperature is the first step for them to learn to control their reactions.

The next step is for students to learn the cool-down strategies that they can use in and out of the classroom. Cool-down strategies help students control their emotions. In doing so, students can stop and think about how to resolve conflicts peacefully.

Finally, you will introduce students to “I” Messages, which express personal feelings without casting blame or being hurtful.

Each of these strategies will be practiced in Class Council during lesson 8 in each unit on all levels throughout the Reading Edge. Practicing these skills will help students turn them into healthy habits.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What words do you use to describe your feelings?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What words do you use to describe your feelings?**

   Annoyed, content, bothered, irate, mad, calm, miffed, cool, boiling mad, enthusiastic, angry, relaxed, huffy, furious, happy, cross, ferocious.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Tell students that being able to get along together will help their teamwork. Tell them that to get along together, it’s helpful for each team member to be able to manage his or her emotions. Emphasize that to manage emotions, they have to be able to use emotional vocabulary to describe their emotions.

5. Introduce the Feelings Thermometer using the blank graphic. Tell students that just as a thermometer measures temperatures, a Feelings Thermometer measures levels of emotion. Use anger as an example. Tell students that they can feel different degrees of anger, and prompt them to give words for different points on the thermometer (e.g., a number 1 anger is mad; a number 5 anger is furious). Provide a positive emotion example to demonstrate that they can feel varying degrees of happiness too (e.g., a number 1 happy is content; a number 5 happy is ecstatic).

6. Refer students to their answers to the Big Question. Ask them to talk to their partners about another emotion using the Feelings Thermometer. Have them brainstorm words that would go next to each number on the thermometer for that emotion. Use Think-Pair-Share to have students share the words and corresponding points on the thermometer.

7. Explain to students that in the Reading Edge, they will build their emotional vocabulary. Ask them to note new words that could be used on a Feelings Thermometer as they hear them. Prompt them to listen for words that will help them describe their feelings at school.

8. Point to the top of the thermometer, and explain how intense feelings, such as being furious, can cause problems or conflicts with other people. Tell them that knowing how to manage feelings such as anger can help them get along with other people.
9. Explain that there are different ways to deal with conflict. Start a chart that lists escalators, or behaviors that make a conflict worse, and cool-down strategies that help to solve conflicts. Ask students to write ideas in their notebooks. Provide examples as necessary.

<table>
<thead>
<tr>
<th>Escalators</th>
<th>Cool-Down Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Yelling</td>
<td>Example: Counting to 10 before speaking</td>
</tr>
</tbody>
</table>

10. Tell students that you are going to watch scenarios that show how students deal with conflict and that after each scenario, you will ask whether the students used escalators or cool-down strategies. Tell them to give thumbs down for escalators and thumbs up for cool-down strategies.

11. Play the video “Cool Down Scenario #1.”

12. Use Thumbs Up/Thumbs Down to ask whether the student used an escalator or a cool-down strategy. Ask follow-up questions, such as “What could the student have done instead?,” as necessary.

13. Play the video “Cool Down Scenario #2.”

14. Use Thumbs Up/Thumbs Down to ask whether the student used an escalator or a cool-down strategy. Ask follow-up questions, such as “What would have happened if the student had yelled at the other student?,” as necessary.

15. Tell students that “Cool Down Scenario #2” showed a cool-down strategy called Stop and Stay Cool. Explain the steps for Stop and Stay Cool. Have students practice the breathing technique.

**Stop and Stay Cool**

- First: THINK: I am angry.
- Second: STOP and stay calm.
- Third: BREATHE in for five seconds. Hold your breath for two seconds. Breathe out for five seconds.

16. Replay “Cool Down Scenario #2,” pausing as necessary to emphasize how the student uses Stop and Stay Cool. Pause the video after the student breathes, before she responds.

17. Point out that the student did one more thing that helped to avoid conflict. Ask students to listen carefully to what the student says. Play the rest of “Cool Down Scenario #2.”

18. Use **Think-Pair-Share** to ask students how the student started the statement. Use **Think-Pair-Share** to ask students what emotional vocabulary the student used. Use **Think-Pair-Share** to ask students what the student said last. Tell them that this is called an “I” Message, a way of telling a listener how his or her actions or words affect you without blaming the listener.


21. Ask students to pretend to be the students in the video. Have them practice giving and repeating “I” Messages to each other.

22. Use Think-Pair-Share to have students share “I” Messages.

23. Display the Peace Path and have students refer to their copy in their team folders. Tell students that “I” Messages are the first step on the Peace Path—a way to remember how to solve conflicts. Tell them that they’ll learn the next steps of the Peace Path tomorrow.

24. Use Think-Pair-Share to have students discuss cool-down strategies that they have seen used so far. Ask them to brainstorm other strategies. Add their ideas to your chart, and ask students to do the same. Remind students to refer to their list of cool-down strategies when they feel angry or upset.

**Teamwork**

**(20 minutes)**

**Team Discussion**

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.
**Team Talk Questions**

1. Describe a situation when you used a cool-down strategy. Where were you on the Feelings Thermometer, and what word can you use to describe your feelings? Which strategy did you use, and how did it help?

   *Answers may vary.*

2. Give an example of an “I” Message.

   *(Answers may vary.)* I feel sad when the other girls do not include me at lunch. I would like them to invite me to sit with them.

3. Read the following scenario: Every day at the bus stop, David puts his backpack on the curb. Whenever it rains, Dawn kicks his backpack into the puddles on the street. This makes David’s entire backpack wet and ruins his schoolwork. How can David avoid a conflict with Dawn?

   *Answers will vary.*

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

---

**Class Discussion**

(15 minutes)

**Lightning Round**

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Feelings Thermometer

I feel __________.
Lesson 7

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will introduce:

- conflict solvers,
- problem solving,
- win-win solutions, and
- Think-It-Through.

Conflict solvers are actions that students can take to prevent common classroom interpersonal problems or to keep an existing problem from escalating. They are a critical part of the formal problem-solving Think-It-Through process used in Class Council, during which students take time to cool down and think about the problem and possible solutions. Class Council will be introduced in lesson 8 of the clarifying unit. Conflict solvers can also be used as informal classroom reminders whenever trouble arises.

Conflict solvers include:

- Apologize.
- Share.
- Get help.
- Compromise.
- Laugh it off.
- Take turns.
- Find something else to do.
- Fix the problem.
- New idea.
**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What do you picture when you think of a conflict? Make a web to show your thoughts.

**Set the Stage**

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   **What do you picture when you think of a conflict? Make a web to show your thoughts.**

   *Armed conflict; war; people with different opinions; arguments; internal conflict; books we read in English.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Use Think-Pair-Share to ask students how they handle conflict.

5. Review the Feelings Thermometer, cool-down strategies, and “I” Messages as necessary. Display the Peace Path, and have students refer to their copy in their team folders. Remind students that “I” Messages are the first step on the Peace Path.

**Green says, I feel____ because____.**

**Blue says, you feel____ because____.**

**Green suggests a conflict solver.**

**Blue suggests a conflict solver.**

Discuss and agree on a win-win solution to try.

Students write responses to the Big Question.

Discuss the Big Question.

Post and present the objective.

Display and refer to the Peace Path as necessary.
6. Point out the list of conflict solvers on the back of the Peace Path, and tell students that brainstorming solutions is the second step on the Peace Path. Explain that they can use these ideas to brainstorm solutions to problems.

7. Tell students that the third step on the Peace Path is to find win-win solutions as they brainstorm. Explain that win-win solutions make everyone happy.

8. Display the Think-It-Through sheet. Tell students that some problems will require more thinking time and a place to write down their thoughts. Students may use a Think-It-Through sheet to identify the problem and possible solutions. Review the steps of the Think-It-Through sheet.

9. Point out where you will keep blank Think-It-Through sheets, and establish a routine for using them. For example, designate a table or two desks in the back of the room as the thinking spot where students may go to cool down and think through conflicts when they arise so they will not disturb other classmates.

10. Play the video “Peace Path: Conflict Solvers.” Ask students to listen to the problem that these students are having. Pause the video, and ask students
to work with their teammates to fill out a Think-It-Through sheet for these students. Resume the video, and ask students to listen for the conflict solvers the students used. Use **Think-Pair-Share** to ask students which conflict solvers were suggested by the students.

11. Play the video “Peace Path: Win-Win Solutions.” Ask students to listen as the students in the video choose a solution. Use **Think-Pair-Share** to have students identify the win-win solution and tell why this is a good solution.

12. Tell students that the Think-It-Through process and the Peace Path are ways to resolve conflicts that allow them to listen to one another and treat one another with respect, even when they are feeling upset or angry about a problem.

![Teamwork](image)

**(20 minutes)**

**Team Discussion**

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the following scenario:</strong> Two groups of students play basketball every day during recess. There are five other students who want to play as well, but the two groups beat them to the basketball courts every day. The groups refuse to let the other five students play. Things are getting nasty, and some of the kids are worried that there might be a fight soon.</td>
</tr>
</tbody>
</table>
| 1. What is the problem in this scenario? Make a Feelings Thermometer for the kids who aren’t allowed to play. At what number on the Feelings Thermometer are they?  
*The problem is that the two groups won’t let the other students play basketball. The kids who want to play but aren’t allowed are furious and at 5 on the anger Feelings Thermometer.* |
| 2. Give an example of an “I” Message that one of the students could use.  
*I feel mad when you don’t let me play basketball. I think we should all take turns so we all get to play.* |
| 3. Use a Think-It-Through sheet to brainstorm possible solutions.  
*The teams could take turns so all three groups get to play. The two teams could each use some of the students who want to play on their teams and share the court.* |

continued
4. What is a win-win solution, and why would it work for this scenario?

A win-win solution to this problem is to let the students who want to play make a team, and all the teams take turns playing one another. That way, everyone gets to play, and everyone is happy.

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

Class Discussion

(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?
   How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 8

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Teacher Background

Today you will:

- give students their reading-group assignments and tell them where to go for their reading classes.
- congratulate them on the progress that they have made and encourage them in their new classes.
- remind students that they can keep moving up if they work hard.
- tally the points on the Team Celebration Points poster. Celebrate top teams, and allow the first-place team to choose a class cheer.

Active Instruction

(25 minutes)

Big Question

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What strategies have you learned to be successful in a team?

Set the Stage

1. Refer students to today's Big Question. Use Think-Pair-Share to ask:

   What strategies have you learned to be successful in a team?

   Answers will vary.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Tell students that they will use what they have learned about teams as they move into new teams in their reading groups. Give them their new group assignments, and ensure that they know where to go for the next class. Celebrate their achievements.

5. Remind them that they will continue to grow if they work hard.

6. Play the video “Moving Ahead and Reaching Goals,” and ask students to listen to the student as he describes where he started, his goals, and where he is now.
7. Use **Think-Pair-Share** to have students tell how the student moved ahead in the Reading Edge.

8. Use **Think-Pair-Share** to have students tell what their own goals are and where they want to be by the end of the year.

9. Tell students that they will each create a web that lists their strengths. Have them each start a web with their name in the center, and ask them to add a strength that they have to begin the web. Tell them that their teams will help them add to their webs. Demonstrate a sample web if necessary. Ask teammates to share strengths for each member of the team.

10. Tell students to take their webs with them to their reading groups and to remember their strengths and how they will help their new teams.

---

**Sample Web**

<table>
<thead>
<tr>
<th>Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>does the reading homework every night</strong></td>
</tr>
<tr>
<td><strong>creative</strong></td>
</tr>
<tr>
<td><strong>listens well</strong></td>
</tr>
<tr>
<td><strong>would like to be an author someday</strong></td>
</tr>
<tr>
<td><strong>kind</strong></td>
</tr>
<tr>
<td><strong>encourages her teammates</strong></td>
</tr>
</tbody>
</table>
**Teamwork**

(20 minutes)

**Team Discussion**

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. How can you move forward in the Reading Edge?  
*I can move forward in the Reading Edge by working hard and helping my team. My team will help me too, and I’ll learn to read and learn better.*  
2. What is your goal for the end of the year?  
*Answers will vary.*  
3. How can working with a team help you reach your goal?  
*Answers will vary.* |

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

**Class Discussion**

(15 minutes)

**Lightning Round**

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.
Celebrate team successes!

The top team chooses a cheer.

**Celebrate**

1. Tally the team scores on the poster, and use the overlay to show super, great, and good teams. Provide certificates for each team. Announce the winning team. Ask the team to tell how teamwork helped them earn points.

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. Remind students that they will continue to earn points in their reading-group teams.
Getting Started
The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Award points to the teams with correct responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

### Strategy Use

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

### Team Talk (oral and written)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

### Word Power

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80</td>
<td>reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>

### Graphic Organizer/Notes

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80</td>
<td>selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Unit Overview

The Getting Started unit consists of eight 60-minute lessons that will be used with all students at the beginning of the school year. This unit is designed to be instructed to heterogeneous classes, such as homeroom classes, before students are divided into reading groups, but it can be used in regular reading/language arts classes. Schools can determine the best approach for utilizing the Getting Started unit, but schools must ensure that the unit is taught and that adequate time is provided for completion of each lesson. Lessons 4 and 5 are designated as testing days, however, if students have been tested and grouped prior to the start of the school year, teachers can skip those lessons. Getting Started units are written for grades 6, 7, and 8 so students will receive new content at each level.

This unit introduces students to the Reading Edge and to the cooperative process of working together in teams to learn and reach their goals. Students practice how to work together to help one another learn what they need to know to advance to a higher reading level as quickly as possible.

You will also introduce the idea that persistence and hard work are more important than getting the right answer the first time. It is expected that mistakes will be made, but it is the team’s responsibility to make sure that everyone learns from the mistakes. You will emphasize to students that as a member of an interdependent team, someone always “has your back.”

This unit introduces students to the idea that teamwork and knowing how to use learning strategies equal success. As schoolwork becomes more challenging, middle school students need instruction and practice in learning how to learn. Knowing how to listen carefully, speak clearly and respectfully, focus on the task at hand, and, ultimately, develop a positive attitude about themselves and others will prepare students for the challenges that they will face in school and the workplace.

In this unit, you will teach students a common set of classroom routines and self-regulation strategies to manage their behavior, build positive social relationships, and better understand and manage their emotions. Having a common set of team cooperation goals and regular routines for working together reduces conflict and allows for efficient transitions and adjustments as students move up from one reading level to the next.
Team Cooperation Goals

**Active listening** involves listening with a goal or question in mind and analyzing what you hear or see in light of this goal/question. It means paying close attention to what a speaker says, thinking carefully about his or her words, and formulating a response. An important part of active listening is also respecting the contributions of others even when you do not agree. Behaviors you might expect to see when students are actively listening to one another are: nodding, eyes on the speaker, leaning in, and sometimes note taking. All team members should be ready to ask a question, restate a teammate’s answer, or otherwise contribute to the discussion at any point.

**Helping and encouraging others** involves the ability to gauge where teammates are in their understanding and to give appropriate feedback. It means that students share their own thinking, ask questions, and give hints or suggestions, but they do not do one another’s work. It also means offering thanks, praise, or compliments to acknowledge what a teammate has done well. In a team in which students are helping and encouraging one another, you might hear comments and questions like the following: “That explanation was very clear,” “Thank you for reminding me to mark that word with a sticky note,” “Thank you for helping me use the rubric to check my answer,” or “Have you considered…?”

**Everyone participates, or 100% participation**, means involving all team members in discussions and preparations for assessment, including team members who are reluctant to join in. It also means making sure that each member of the team understands the assignment and is adequately prepared before sharing his or her work during the class discussion or before taking the cycle test. When every member of a team is participating, students are focused on learning, and teammates are taking turns speaking, actively listening to one another, carefully checking the quality of their answers, and offering assistance as needed.

**Explain your ideas/tell why** you offered a particular answer is an important skill for middle school students. All students need practice with sharing their thinking or explaining how they came to a particular answer because this exercise demands that students make connections and use analogies and other productive metacognitive strategies. Students who can explain their thinking clearly to others make more connections between what they are learning and what they already know, making it more likely that they will retain what they have learned.

**Completing tasks** is often the nemesis of the young adolescent. This team cooperation goal is a pact between you and your students. Your responsibility is to explain clearly the particular requirements of a learning activity and the standards by which the quality of their work will be judged and to give students timely feedback on their work. Each team’s responsibility is to help each member stay focused, reduce distractions, and meet or exceed the learning expectations.
Text and Media Selections

Internet/Media Options, Read-Aloud Selections

During this Getting Started unit, your class may be made up of students who are reading at a wide range of levels. Students will not be required to read together in their teams during this unit. You will use media, read-aloud selections, and interactive discussions to present content and process information.

Media is incorporated throughout the Getting Started unit to introduce important classroom techniques and processes. Other media suggestions are meant to expand background knowledge. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Media/Read Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>(Embedded) Process video – “Group or Team”</td>
</tr>
<tr>
<td></td>
<td>(Embedded) Process video – “Lightning Round”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>(Embedded) Process video – “Team Cooperation Goals, Part 1”</td>
</tr>
<tr>
<td></td>
<td>Read Aloud: “Let’s Think About How We Think!”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>(Embedded) Process video – “Team Cooperation Goals, Part 2”</td>
</tr>
<tr>
<td></td>
<td>Read Aloud: “Seeing It = Learning It?”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Assessment</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Assessment</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>(Embedded) Process video – “Cool Down Scenario #1”</td>
</tr>
<tr>
<td></td>
<td>(Embedded) Process video – “Cool Down Scenario #2”</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>(Embedded) Process video – “Peace Path: Conflict Solvers”</td>
</tr>
<tr>
<td></td>
<td>(Embedded) Process video – “Peace Path: Win-Win Solutions”</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>(Embedded) Process video – “Moving Ahead and Reaching Goals”</td>
</tr>
</tbody>
</table>
Lesson 1

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Teacher Background
In this lesson, you will:

1. welcome your students to the Reading Edge and tell them that they will work in teams to learn how to be better readers and more successful learners.
2. use the classroom video “Group or Team” to initiate discussion about the difference between people in a group and a team.
3. form teams that will stay together throughout the Getting Started unit. Students will determine what they all have in common and use this information to choose a team name.
4. teach your students how to use these teamwork structures: 1-2-3 Move, Think-Pair-Share, Random Reporter, class cheers, the Lightning Round, and the team celebration points and poster.
5. teach your students Getting Along Together behaviors.

Advance Preparation
1. Determine the number of teams in your class by dividing the total number of students by four. Add the remainder to make five-member teams as needed.
2. Determine how you will assign teams (e.g., numbered index cards, craft sticks).
3. Ensure that you have a place to store teams’ student editions, role cards, and team score sheets.

Active Instruction

(22 minutes)

Big Question
Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What is the difference between a group and a team?

Set the Stage
1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   What is the difference between a group and a team?
A group may be together for a short time such as while going to the movies. A team stays together longer. Team members have specific roles; for example, a soccer team has a goalie. Teams have common goals and work together to achieve those goals.

2. Explain to students that every day during Getting Started, there will be a Big Question on the board for them to answer as soon as they get to class.

3. Welcome students to the Reading Edge, and introduce the unit objective.

   Welcome to the Reading Edge. In this class, you will learn how to be a better reader, writer, speaker, and listener. These are all skills that will help you in school and in life. In this class, we’ll learn how to learn. Our objective is to help one another improve our reading and thinking skills. We’ll do this by working in teams. If we work hard and help one another, everyone can, and will, succeed! The original Reading Edge was developed at Johns Hopkins University. The program is research-based—tested with students like you in schools like yours—and has been proven to work. So I know it will work for you and your teams! Now let’s get in our teams.

4. Randomly assign students to teams, and then assign them to tables. Use 1-2-3 Move to prompt students to move. Give each team a team score sheet.

   **Teamwork**

   (20 minutes)

**Team Discussion**

1. Show students two pictures. Use Think-Pair-Share to ask: Which picture shows a team, and which shows a group? How does a team differ from a group?

2. Play the video “Group or Team.” Stop the video to discuss students’ answers as directed by the narrator.
3. Tell partners to use questions to interview each other. Tell them to note things that they have in common. Provide examples, as needed (see below).

| 1. Do you like sports? What sport is your favorite, and why? |
| 2. What do you like to do on the weekend? |
| 3. What is your favorite subject in school? |
| 4. How many brothers and sisters do you have? |

4. When ready, ask partners to introduce each other to the team. Ask students to use the things that they have in common to make a web in their notebooks. Tell each team to choose a team name based on what they have in common and to write it on their team score sheet.

5. Introduce the role cards for team discussion. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.
Role Cards

First
Read the question.
1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

Second
Answer the question.
1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

Third
Agree OR disagree.
1. Restate your teammate’s answer.
2. Agree and add additional information, OR disagree and explain why.
3. Ask if everyone heard your answer.

Finally
Summarize.
1. Restate the group’s agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

Teacher’s Note:
Students will be introduced to the rubrics starting with unit 1.

Team Talk Questions

1. What is your team name? Why did you choose that name? 
   Answers will vary.

2. What is the difference between a group and a team? Give an example of each.
   A group of people may not know one another, and they don’t work together. 
   A team works together. Each person on a team has a role and helps the team to 
   achieve the team goals.

3. What do you and your teammates have in common? How will that help you 
   work together?
   Answers will vary.

4. How did the role cards help you with your responses?
   Answers will vary.

5. Have students thoroughly discuss the Team Talk questions. Remind them that all 
   teammates need to be able to answer the questions during Class Discussion.

6. Circulate and give feedback to teams and students. Ask questions to encourage 
   further discussion.

Class Discussion

18 minutes

Lightning Round

1. Introduce the Lightning Round as a fun way to see what students have 
   learned and how well they’ve prepared their teammates. Tell them you’ll use 
   Random Reporter to choose who will answer for each team.
2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.

3. Play the classroom video “Lightning Round.”

4. Have each team count off, and ask students to write their numbers in their notebooks so they will remember them.

5. Use Random Reporter to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team one point.

6. Use Random Reporter to have teams share oral Team Talk responses for the remaining questions. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**
   
   **How can your team earn more points?**

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 2

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today students will learn about team cooperation goals, how the goals help them to learn and how the goals help teams to be successful.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What are some ways that you can help your team?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What are some ways that you can help your team?**

   *I can help my team by listening to them and adding on to their answers. I can help everyone understand what we’re working on and make sure that every member of the team learns. Making sure everyone is ready for the Lightning Round helps us earn team celebration points.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Introduce the team cooperation goals. Tell students that the team cooperation goals help them to work together to learn and that working together helps them during team and class discussions to earn team celebration points.

**Team Cooperation Goals**

- Practice active listening.
- Explain your ideas/tell why.
- Everyone participates.
- Help and encourage others.
- Complete tasks.
5. Play the video “Team Cooperation Goals, Part 1.” Ask students to take notes as they watch the video and see the students demonstrating the team cooperation goals.

6. Ask questions to prompt discussion about each of the team cooperation goals and how each one helped the team in the video. Ask students what each goal looked like/sounded like, and write down students’ ideas.

7. Ask students to get their notebooks and pens ready for note making while you read aloud. Explain that they only need to write down key points, and they can use abbreviations and symbols to save time.

8. Read the article “Let’s Think About How We Think!” aloud. Stop occasionally to pose questions, think aloud, comment on the information in the article, and jot down notes on the board to model how to stay focused while reading.

9. Tell students that they should use the team cooperation goals during Teamwork. Tell them to practice the behaviors that they saw in the video.

---

**Teamwork (20 minutes)**

**Team Discussion**

1. Explain, or review if necessary, how to use role cards. Prompt students to use the team cooperation goals, and acknowledge teams as they do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

**Team Talk Questions**

1. How could you use metacognition to help you in the Reading Edge? (Answers may vary.) Metacognition and thinking about our thinking helps to support the learning processes in the Reading Edge. The article states that taking a step back and monitoring our thinking and learning helps us to see gaps in our comprehension, and areas that we need to focus our attention on to assist us in better understanding the text. Using metacognition in the Reading Edge will help me develop a deeper understanding of the text that I read.

2. How will using metacognition help you to strengthen your study skills? (Answers may vary.) By knowing how I learn best and where my strengths and weaknesses are in terms of learning, I can better plan a strategy for how to remember and recall important information. Metacognition allows me to be more aware of my learning style, which in turn helps me to focus on the best plan for me to use to hold onto the information that I learn.

continued
Lesson 2

The Reading Edge Middle Grades • Teacher Edition • Level 7

Team Talk Questions continued

3. What steps can you take to ensure that you are effectively prepared to learn? Explain.
   (Answers may vary.) To ensure that I am effectively prepared to learn, I should make sure that I effectively organize my materials and manage my time by using schedules, prioritizing tasks, and making checklists to follow.

4. Why is reflection such an important part of metacognition?
   (Answers may vary.) Reflection is an important part of metacognition because it helps us to evaluate and self-monitor our progress. By asking ourselves questions after we apply our learning to a task, we can see how effective we were in learning the new information. We can then set goals and change our learning plan based on our reflection. This helps us to improve our learning and to be more aware of our strengths and weaknesses as learners.

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.

Class Discussion (15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   - How many points did your team earn today?
   - How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Let’s Think About How We Think!

First of all, ask yourself: “Is it even possible to think about how we think?” The answer is a resounding and enthusiastic, “Yes!” In fact, researchers call this process metacognition, or thinking about one’s thinking. It is not only possible to think about how we think, but it can be an extremely useful tool in learning new concepts and ideas.

Now that we know we CAN think about how we think, let’s ask ourselves the next obvious question: “WHY should we think about how we think?” Well, learning experts and brain researchers have been analyzing metacognition and its benefits for decades, so the answer to that question is very clear. Studies have repeatedly shown that the more knowledgeable we are about HOW we acquire knowledge, the more knowledge we are actually ABLE to acquire. Let’s examine the evidence that supports the critical benefits of thinking about our thinking…

Metacognition: What ARE the benefits?

Researchers have determined that metacognition is beneficial to acquiring new knowledge because metacognition allows us to step back and monitor our own thinking and learning. This allows us to determine what we know, what we need to know, and how to go about learning it. Learners who practice this type of thinking are able to effectively utilize specific and strategic learning strategies to assist them in the process of acquiring new information. Research has proven that learners who incorporate these strategies into their learning processes benefit because they:

- realize that there are many ways to do things,
- are more engaged in the learning process,
- exhibit more responsibility,
- increase their task accuracy and rate of completion,
- have greater levels of self-esteem, and
- improve their overall academic performance.
Study Skills and Metacognition

Good study skills are vital because they help us to remember what we have learned, and they are most useful when we are aware and conscious of how we, individually, learn best. Being aware of how you think and learn is called, you guessed it…metacognition! So study skills and metacognition go hand in hand. Good study skills increase our metacognition, which in turn, helps us to be more successful learners! Now, that’s what we call a win-win!

There are several different components to metacognition. The first component is effectively preparing to learn. Organizing our learning materials and managing our time through the use of schedules, task prioritization, and checklists will prepare us to learn effectively.

Next, we need to focus on getting, processing, and keeping information. During this metacognitive process, we are able to effectively use reading and listening skills in class, take good notes of the concepts covered in class, and utilize graphic organizers, outlining and summarizing strategies to help us to see relationships between concepts.

The application of new knowledge is the next step in developing effective metacognitive study skills. Applying what has been learned is critical to metacognition as it is here that we are able to demonstrate and use the new knowledge we have gained. In this stage, we may show our learning through completing tasks such as taking a test, producing a product, or developing and presenting an oral report.

Lastly, we use self-monitoring and evaluation to reflect on our use of the specific strategies and study skills with the goal of identifying areas of possible improvement. In this metacognitive process, we ask ourselves questions to determine how effective we were in learning the new material. Goals can be set and modifications made with the goal of improving the metacognitive process.

So, in conclusion, just remember to THINK about HOW you think because it will help you to be ABLE to think better which will make you a better thinker…and learner!


Lesson 3

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today students will learn more about the team cooperation goals.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** Why is visualizing an important skill in learning?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **Why is visualizing an important skill in learning?**

   *Visualizing is important in learning because it helps you to connect ideas with images in your brain.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Play the video “Team Cooperation Goals, Part 2.” Ask students to take notes as they watch the video and see the students demonstrating the team cooperation goals.

5. Ask questions to prompt discussion about each of the team cooperation goals and how each one helped the team in the video.

6. Ask students to get their notebooks and pens ready for note making while you read aloud. Explain that they only need to write down key points, and they can use abbreviations and symbols to save time.

7. Read the article “Seeing It = Learning It?” aloud. Stop occasionally to pose questions, think aloud, comment on the information in the article, and jot down notes on the board to model how to stay focused while reading.

8. Tell students that they should use the team cooperation goals during Teamwork. Tell them to practice the behaviors that they saw in the video.
Teamwork (20 minutes)

Team Discussion

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. How could you use visualization to help you in the Reading Edge?  
(Answers may vary.) Visualization and using mental imagery to link pictures with concepts or ideas will support my learning processes in the Reading Edge. The article states that when information in our brains is linked to a visual image, we are more likely to remember that information and be able to recall it later. Using visualization in the Reading Edge will help me to develop deeper, more meaningful connections to the text that I read. |
| 2. How will visualizing a goal or your performance in a certain area or task help to make you more successful?  
(Answers may vary.) By visualizing a goal or performance in a specific area, I can better plan a strategy to reach that goal. Visualization allows me to envision how to be successful at a certain task or assignment and the steps that I need to take to achieve that success. |
(Answers may vary.) Visualization is useful when learning mathematics because connecting mathematical concepts and skills to operations and problem solving is a proven method for creating deeper, richer understandings and application for the learner. |
| 4. The author says to “envision the caption embedded with the image in your mind.” What does this sentence mean?  
(Answers may vary.) This sentence means to picture an image in your head along with the caption from the picture to help you remember to what the image is related. |

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.
Class Discussion
(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

3. Explain to students that over the next two days, they will take a reading test that will show what they do well and what they need to work on. The test will identify the right level of each student’s reading instruction. Tell them to try their best as they take the test and that they cannot fail the test. Tell them that tomorrow’s test results will put them at the starting line. Point out that they will have multiple opportunities for growth, and how hard they work will determine where they finish at the end of the year.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Seeing It = Learning It?

Did you know that seeing something in your mind’s eye can actually improve your learning and memory? This notion of using mental imagery, called visualization, is gaining momentum in the educational community as a valuable learning tool. But what exactly is visualization, and how can it help us to increase our knowledge, content mastery, and memory?

First, let’s address the actual definition of visualization. Visualization refers to the act of creating a mental image or picture. Athletes have long used visual imagery to boost their motivation and performance in their chosen sports. Even chess players use visualization to help them strategize and problem solve more effectively during chess matches. Numerous brain studies reinforce and support the mind-body connection and the link between thought and behavior. Mental practice increases concept attainment and information recall.

But what are the implications for learners? Brain researchers have discovered that pairing a mental image or picture with a learned concept or idea increases the probability that a learner will be able to recall, retain, and successfully access the information later. Researchers have long known that the human brain is wired to receive innumerable amounts of visual information. Our brains are trained to take in visual information constantly. We now know that by linking information with visual input, our brains are better able to imprint and recall not only the image, but the content to which it is connected. Hence, learning!

Research study after research study has concluded that visualization is a powerful tool for retaining information in the brain. Interestingly enough, several brain studies have also demonstrated that thoughts can produce the same mental directives as actions do. This means that using mental imagery affects many cognitive brain functions, including attention, perception, motor control, memory, and planning. Not only has visualization been found to increase learning and memory, but it has also been found to boost confidence, independence, and motor performance—which all contribute to…you guessed it, learning!

Recent studies have also proven the positive effects of visualization in mathematics. Students consistently perform better with math tasks and on assessments when visualization of concepts is utilized and encouraged as a learning tool. Connecting mathematical operations and concepts with visual images in the brain allows students to make deeper, more meaningful connections to the mathematical content. The use of computer technology also supports and reinforces visualization in mathematics. Recent studies have shown that visualization is useful
to the learner not only in the areas of spatial reasoning, such as geometry, but also when dealing with more abstract concepts, such as those presented in algebra.

So, now that we know what important tool visualization can be, let’s find out how we can use visualization in our daily learning environment to help us improve our learning and memory. Now picture this…

- First, focus on pairing visual information with the concepts and ideas that you are learning about in class. For example, if you are learning about cell development in science, picture the process of cell growth with captions that describe each stage in short, two- or three-word summaries. Envision the caption embedded with the image in your mind. Repeat this mental movie to reinforce the concepts and ideas that you are learning in class. Strive to find opportunities throughout the academic day to link mental imagery to content.

- Next, set a highly specific goal for your learning. Imagine yourself performing well on a particular task or assignment, and create a mental plan of how you will achieve that goal. Picture the process of attaining the goal and the steps that you will take to reach your goal. Repeat this process often, and use positive affirmations to reinforce your completion of each specific task that you undertake toward meeting your goal. Envisioning success and picturing yourself meeting your goals will help you accomplish what is necessary to achieve that success…your roadmap to learning and academic accomplishment!


Lessons 4 and 5 – Reading Assessment

Advance Preparation

For the next two days, your students will complete a standardized reading assessment. If you are assigned to proctor the test, familiarize yourself with the administration directions and the testing materials in advance.

Have a space in the room set aside with the books that students will use for their homework reading. Students may peruse these books and start reading one if they finish before the testing period is over.
Lesson 6

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will introduce:

- the Feelings Thermometer,
- cool-down strategies, and
- “I” Messages.

Students often lack the ability to manage their emotions and the vocabulary to describe them. In this lesson, you will teach students vocabulary to help them describe feelings and help them place these words on the Feelings Thermometer. Teaching students to take their emotional temperature is the first step for them to learn to control their reactions.

The next step is for students to learn the cool-down strategies that they can use in and out of the classroom. Cool-down strategies help students control their emotions. In doing so, students can stop and think about how to resolve conflicts peacefully.

Finally, you will introduce students to “I” Messages, which express personal feelings without casting blame or being hurtful.

Each of these strategies will be practiced in Class Council during lesson 8 in each unit on all levels throughout the Reading Edge. Practicing these skills will help students turn them into healthy habits.

---

**Active Instruction**

*(25 minutes)*

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What words do you use to describe your feelings?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   What words do you use to describe your feelings?

   Annoyed, content, bothered, irate, mad, calm, miffed, cool, boiling mad, enthusiastic, angry, relaxed, huffy, furious, happy, cross, ferocious.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Tell students that being able to get along together will help their teamwork. Tell them that to get along together, it’s helpful for each team member to be able to manage his or her emotions. Emphasize that to manage emotions, they have to be able to use emotional vocabulary to describe their emotions.

5. Introduce the Feelings Thermometer using the blank graphic. Tell students that just as a thermometer measures temperatures, a Feelings Thermometer measures levels of emotion. Use anger as an example. Tell students that they can feel different degrees of anger, and prompt them to give words for different points on the thermometer (e.g., a number 1 anger is mad; a number 5 anger is furious). Provide a positive emotion example to demonstrate that they can feel varying degrees of happiness too (e.g., a number 1 happy is content; a number 5 happy is ecstatic).

6. Refer students to their answers to the Big Question. Ask them to talk to their partners about another emotion using the Feelings Thermometer. Have them brainstorm words that would go next to each number on the thermometer for that emotion. Use Think-Pair-Share to have students share the words and corresponding points on the thermometer.

7. Explain to students that in the Reading Edge, they will build their emotional vocabulary. Ask them to note new words that could be used on a Feelings Thermometer as they hear them. Prompt them to listen for words that will help them describe their feelings at school.

8. Point to the top of the thermometer, and explain how intense feelings, such as being furious, can cause problems or conflicts with other people. Tell them that knowing how to manage feelings such as anger can help them get along with other people.
9. Explain that there are different ways to deal with conflict. Start a chart that lists escalators, or behaviors that make a conflict worse, and cool-down strategies that help to solve conflicts. Ask students to write ideas in their notebooks. Provide examples as necessary.

<table>
<thead>
<tr>
<th>Escalators</th>
<th>Cool-Down Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Yelling</td>
<td>Example: Counting to 10 before speaking</td>
</tr>
</tbody>
</table>

10. Tell students that you are going to watch scenarios that show how students deal with conflict and that after each scenario, you will ask whether the students used escalators or cool-down strategies. Tell them to give thumbs down for escalators and thumbs up for cool-down strategies.

11. Play the video “Cool Down Scenario #1.”

12. Use Thumbs Up/Thumbs Down to ask whether the student used an escalator or a cool-down strategy. Ask follow-up questions, such as “What could the student have done instead?,” as necessary.

13. Play the video “Cool Down Scenario #2.”

14. Use Thumbs Up/Thumbs Down to ask whether the student used an escalator or a cool-down strategy. Ask follow-up questions, such as “What would have happened if the student had yelled at the other student?,” as necessary.

15. Tell students that “Cool Down Scenario #2” showed a cool-down strategy called Stop and Stay Cool. Explain the steps for Stop and Stay Cool. Have students practice the breathing technique.

**Stop and Stay Cool**

- First: THINK: I am angry.
- Second: STOP and stay calm.
- Third: BREATHE in for five seconds. Hold your breath for two seconds. Breathe out for five seconds.

16. Replay “Cool Down Scenario #2,” pausing as necessary to emphasize how the student uses Stop and Stay Cool. Pause the video after the student breathes, before she responds.

17. Point out that the student did one more thing that helped to avoid conflict. Ask students to listen carefully to what the student says. Play the rest of “Cool Down Scenario #2.”

18. Use Think-Pair-Share to ask students how the student started the statement. Use Think-Pair-Share to ask students what emotional vocabulary the student used. Use Think-Pair-Share to ask students what the student said last. Tell them that this is called an “I” Message, a way of telling a listener how his or her actions or words affect you without blaming the listener.


21. Ask students to pretend to be the students in the video. Have them practice giving and repeating “I” Messages to each other.

22. Use Think-Pair-Share to have students share “I” Messages.

23. Display the Peace Path and have students refer to their copy in their team folders. Tell students that “I” Messages are the first step on the Peace Path—a way to remember how to solve conflicts. Tell them that they’ll learn the next steps of the Peace Path tomorrow.

24. Use Think-Pair-Share to have students discuss cool-down strategies that they have seen used so far. Ask them to brainstorm other strategies. Add their ideas to your chart, and ask students to do the same. Remind students to refer to their list of cool-down strategies when they feel angry or upset.

Teamwork (20 minutes)

Team Discussion
1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.
### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe a situation when you used a cool-down strategy. Where were you on the Feelings Thermometer, and what word can you use to describe your feelings? Which strategy did you use, and how did it help?</td>
<td>Answers may vary.</td>
</tr>
<tr>
<td>2. Give an example of an “I” Message.</td>
<td>(Answers may vary.) I feel sad when the other girls do not include me at lunch. I would like them to invite me to sit with them.</td>
</tr>
<tr>
<td>3. Read the following scenario: Every day at the bus stop, David puts his backpack on the curb. Whenever it rains, Dawn kicks his backpack into the puddles on the street. This makes David’s entire backpack wet and ruins his schoolwork. How can David avoid a conflict with Dawn?</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

### Class Discussion

**Lightning Round**

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses.
   
   Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   
   **How many points did your team earn today?**
   
   **How can your team earn more points?**

   Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Feelings Thermometer

I feel __________.
Lesson 7

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will introduce:
- conflict solvers,
- problem solving,
- win-win solutions, and
- Think-It-Through.

Conflict solvers are actions that students can take to prevent common classroom interpersonal problems or to keep an existing problem from escalating. They are a critical part of the formal problem-solving Think-It-Through process used in Class Council, during which students take time to cool down and think about the problem and possible solutions. Class Council will be introduced in lesson 8 of the clarifying unit. Conflict solvers can also be used as informal classroom reminders whenever trouble arises.

Conflict solvers include:
- Apologize.
- Share.
- Get help.
- Compromise.
- Laugh it off.
- Take turns.
- Find something else to do.
- Fix the problem.
- New idea.
**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

<table>
<thead>
<tr>
<th>The Big Question: What do you picture when you think of a conflict? Make a web to show your thoughts.</th>
</tr>
</thead>
</table>

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What do you picture when you think of a conflict? Make a web to show your thoughts.**

   Armed conflict; war; people with different opinions; arguments; internal conflict; books we read in English.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Use **Think-Pair-Share** to ask students how they handle conflict.

5. Review the Feelings Thermometer, cool-down strategies, and “I” Messages as necessary. Display the Peace Path, and have students refer to their copy in their team folders. Remind students that “I” Messages are the first step on the Peace Path.

Students write responses to the Big Question.

Discuss the Big Question.

Post and present the objective.

Display and refer to the Peace Path as necessary.
6. Point out the list of conflict solvers on the back of the Peace Path, and tell students that brainstorming solutions is the second step on the Peace Path. Explain that they can use these ideas to brainstorm solutions to problems.

7. Tell students that the third step on the Peace Path is to find win-win solutions as they brainstorm. Explain that win-win solutions make everyone happy.

8. Display the Think-It-Through sheet. Tell students that some problems will require more thinking time and a place to write down their thoughts. Students may use a Think-It-Through sheet to identify the problem and possible solutions. Review the steps of the Think-It-Through sheet.

9. Point out where you will keep blank Think-It-Through sheets, and establish a routine for using them. For example, designate a table or two desks in the back of the room as the thinking spot where students may go to cool down and think through conflicts when they arise so they will not disturb other classmates.

10. Play the video “Peace Path: Conflict Solvers.” Ask students to listen to the problem that these students are having. Pause the video, and ask students...
to work with their teammates to fill out a Think-It-Through sheet for these students. Resume the video, and ask students to listen for the conflict solvers the students used. Use Think-Pair-Share to ask students which conflict solvers were suggested by the students.

11. Play the video “Peace Path: Win-Win Solutions.” Ask students to listen as the students in the video choose a solution. Use Think-Pair-Share to have students identify the win-win solution and tell why this is a good solution.

12. Tell students that the Think-It-Through process and the Peace Path are ways to resolve conflicts that allow them to listen to one another and treat one another with respect, even when they are feeling upset or angry about a problem.

### Teamwork

(20 minutes)

#### Team Discussion

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

#### Team Talk Questions

Read the following scenario: Two groups of students play basketball every day during recess. There are five other students who want to play as well, but the two groups beat them to the basketball courts every day. The groups refuse to let the other five students play. Things are getting nasty, and some of the kids are worried that there might be a fight soon.

1. What is the problem in this scenario? Make a Feelings Thermometer for the kids who aren’t allowed to play. At what number on the Feelings Thermometer are they?
   
   The problem is that the two groups won’t let the other students play basketball. The kids who want to play but aren’t allowed are furious and at 5 on the anger Feelings Thermometer.

2. Give an example of an “I” Message that one of the students could use.
   
   I feel mad when you don’t let me play basketball. I think we should all take turns so we all get to play.

3. Use a Think-It-Through sheet to brainstorm possible solutions.
   
   The teams could take turns so all three groups get to play. The two teams could each use some of the students who want to play on their teams and share the court.

continued
Team Talk Questions continued

4. What is a win-win solution, and why would it work for this scenario?
   A win-win solution to this problem is to let the students who want to play make a team, and all the teams take turns playing one another. That way, everyone gets to play, and everyone is happy.

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.
4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

Class Discussion

(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you'll record points on the Team Celebration Points poster and that they can keep track of the points that they earn on their team score sheets.
2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   - How many points did your team earn today?
   - How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 8

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Teacher Background

Today you will:

- give students their reading-group assignments and tell them where to go for their reading classes.
- congratulate them on the progress that they have made and encourage them in their new classes.
- remind students that they can keep moving up if they work hard.
- tally the points on the Team Celebration Points poster. Celebrate top teams, and allow the first-place team to choose a class cheer.

Active Instruction

(25 minutes)

Big Question

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What strategies have you learned to be successful in a team?

Set the Stage

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What strategies have you learned to be successful in a team?**

   *Answers will vary.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Tell students that they will use what they have learned about teams as they move into new teams in their reading groups. Give them their new group assignments, and ensure that they know where to go for the next class. Celebrate their achievements.

5. Remind them that they will continue to grow if they work hard.

6. Play the video “Moving Ahead and Reaching Goals,” and ask students to listen to the student as he describes where he started, his goals, and where he is now.
7. Use **Think-Pair-Share** to have students tell how the student moved ahead in the Reading Edge.

8. Use **Think-Pair-Share** to have students tell what their own goals are and where they want to be by the end of the year.

9. Tell students that they will each create a web that lists their strengths. Have them each start a web with their name in the center, and ask them to add a strength that they have to begin the web. Tell them that their teams will help them add to their webs. Demonstrate a sample web if necessary. Ask teammates to share strengths for each member of the team.

10. Tell students to take their webs with them to their reading groups and to remember their strengths and how they will help their new teams.

### Sample Web

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
</tr>
<tr>
<td>creative</td>
</tr>
<tr>
<td>listens well</td>
</tr>
<tr>
<td>does the reading homework every night</td>
</tr>
<tr>
<td>kind</td>
</tr>
<tr>
<td>encourages her teammates</td>
</tr>
<tr>
<td>would like to be an author someday</td>
</tr>
</tbody>
</table>

**Mary**

- **creative**
- **listens well**
- **does the reading homework every night**
- **would like to be an author someday**
- **kind**
- **encourages her teammates**
Teamwork

(20 minutes)

Team Discussion
1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.
2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

Team Talk Questions

1. How can you move forward in the Reading Edge?
   
   * I can move forward in the Reading Edge by working hard and helping my team.
     * My team will help me too, and I’ll learn to read and learn better.

2. What is your goal for the end of the year?
   * Answers will vary.

3. How can working with a team help you reach your goal?
   * Answers will vary.

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

Class Discussion

(15 minutes)

Lightning Round
1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.
2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.
Celebrate team successes!

1. Tally the team scores on the poster, and use the overlay to show super, great, and good teams. Provide certificates for each team. Announce the winning team. Ask the team to tell how teamwork helped them earn points.

   Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

   2. Remind students that they will continue to earn points in their reading-group teams.

The top team chooses a cheer.
Getting Started
The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Award points to the teams with correct responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Power</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Graphic Organizer/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>
Unit Objectives

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Unit Overview

The Getting Started unit consists of eight 60-minute lessons that will be used with all students at the beginning of the school year. This unit is designed to be instructed to heterogeneous classes, such as homeroom classes, before students are divided into reading groups, but it can be used in regular reading/language arts classes. Schools can determine the best approach for utilizing the Getting Started unit, but schools must ensure that the unit is taught and that adequate time is provided for completion of each lesson. Lessons 4 and 5 are designated as testing days, however, if students have been tested and grouped prior to the start of the school year, teachers can skip those lessons. Getting Started units are written for grades 6, 7, and 8 so students will receive new content at each level.

This unit introduces students to the Reading Edge and to the cooperative process of working together in teams to learn and reach their goals. Students practice how to work together to help one another learn what they need to know to advance to a higher reading level as quickly as possible.

You will also introduce the idea that persistence and hard work are more important than getting the right answer the first time. It is expected that mistakes will be made, but it is the team’s responsibility to make sure that everyone learns from the mistakes. You will emphasize to students that as a member of an interdependent team, someone always “has your back.”

This unit introduces students to the idea that teamwork and knowing how to use learning strategies equal success. As schoolwork becomes more challenging, middle school students need instruction and practice in learning how to learn. Knowing how to listen carefully, speak clearly and respectfully, focus on the task at hand, and, ultimately, develop a positive attitude about themselves and others will prepare students for the challenges that they will face in school and the workplace.

In this unit, you will teach students a common set of classroom routines and self-regulation strategies to manage their behavior, build positive social relationships, and better understand and manage their emotions. Having a common set of team cooperation goals and regular routines for working together reduces conflict and allows for efficient transitions and adjustments as students move up from one reading level to the next.
Team Cooperation Goals

Active listening involves listening with a goal or question in mind and analyzing what you hear or see in light of this goal/question. It means paying close attention to what a speaker says, thinking carefully about his or her words, and formulating a response. An important part of active listening is also respecting the contributions of others even when you do not agree. Behaviors you might expect to see when students are actively listening to one another are: nodding, eyes on the speaker, leaning in, and sometimes note taking. All team members should be ready to ask a question, restate a teammate’s answer, or otherwise contribute to the discussion at any point.

Helping and encouraging others involves the ability to gauge where teammates are in their understanding and to give appropriate feedback. It means that students share their own thinking, ask questions, and give hints or suggestions, but they do not do one another’s work. It also means offering thanks, praise, or compliments to acknowledge what a teammate has done well. In a team in which students are helping and encouraging one another, you might hear comments and questions like the following: “That explanation was very clear,” “Thank you for reminding me to mark that word with a sticky note,” “Thank you for helping me use the rubric to check my answer,” or “Have you considered…?”

Everyone participates, or 100% participation, means involving all team members in discussions and preparations for assessment, including team members who are reluctant to join in. It also means making sure that each member of the team understands the assignment and is adequately prepared before sharing his or her work during the class discussion or before taking the cycle test. When every member of a team is participating, students are focused on learning, and teammates are taking turns speaking, actively listening to one another, carefully checking the quality of their answers, and offering assistance as needed.

Explain your ideas/tell why you offered a particular answer is an important skill for middle school students. All students need practice with sharing their thinking or explaining how they came to a particular answer because this exercise demands that students make connections and use analogies and other productive metacognitive strategies. Students who can explain their thinking clearly to others make more connections between what they are learning and what they already know, making it more likely that they will retain what they have learned.

Completing tasks is often the nemesis of the young adolescent. This team cooperation goal is a pact between you and your students. Your responsibility is to explain clearly the particular requirements of a learning activity and the standards by which the quality of their work will be judged and to give students timely feedback on their work. Each team’s responsibility is to help each member stay focused, reduce distractions, and meet or exceed the learning expectations.
Text and Media Selections

Internet/Media Options, Read-Aloud Selections

During this Getting Started unit, your class may be made up of students who are reading at a wide range of levels. Students will not be required to read together in their teams during this unit. You will use media, read-aloud selections, and interactive discussions to present content and process information.

Media is incorporated throughout the Getting Started unit to introduce important classroom techniques and processes. Other media suggestions are meant to expand background knowledge. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Media/Read Aloud</th>
</tr>
</thead>
</table>
| Lesson 1 | (Embedded) Process video – “Group or Team”  
          | (Embedded) Process video – “Lightning Round” |
| Lesson 2 | (Embedded) Process video – “Team Cooperation Goals, Part 1”  
          | Read Aloud: “Testing, Testing, 1, 2, 3…” |
| Lesson 3 | (Embedded) Process video – “Team Cooperation Goals, Part 2”  
          | Read Aloud: “Unlocking the Power of Memory: Strategies to Train Your Brain” |
| Lesson 4 | Assessment |
| Lesson 5 | Assessment |
| Lesson 6 | (Embedded) Process video – “Cool Down Scenario #1”  
          | (Embedded) Process video – “Cool Down Scenario #2”  
| Lesson 7 | (Embedded) Process video – “Peace Path: Conflict Solvers”  
          | (Embedded) Process video – “Peace Path: Win-Win Solutions” |
| Lesson 8 | (Embedded) Process video – “Moving Ahead and Reaching Goals” |
Lesson 1

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Teacher Background
In this lesson, you will:

1. welcome your students to the Reading Edge and tell them that they will work in teams to learn how to be better readers and more successful learners.
2. use the classroom video “Group or Team” to initiate discussion about the difference between people in a group and a team.
3. form teams that will stay together throughout the Getting Started unit. Students will determine what they all have in common and use this information to choose a team name.
4. teach your students how to use these teamwork structures: 1-2-3 Move, Think-Pair-Share, Random Reporter, class cheers, the Lightning Round, and the team celebration points and poster.
5. teach your students Getting Along Together behaviors.

Advance Preparation
1. Determine the number of teams in your class by dividing the total number of students by four. Add the remainder to make five-member teams as needed.
2. Determine how you will assign teams (e.g., numbered index cards, craft sticks).
3. Ensure that you have a place to store teams’ student editions, role cards, and team score sheets.

Active Instruction
(22 minutes)

Big Question
Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What is the difference between a group and a team?

Set the Stage
1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   What is the difference between a group and a team?
A group may be together for a short time such as while going to the movies. A team stays together longer. Team members have specific roles; for example, a soccer team has a goalie. Teams have common goals and work together to achieve those goals.

2. Explain to students that every day during Getting Started, there will be a Big Question on the board for them to answer as soon as they get to class.

3. Welcome students to the Reading Edge, and introduce the unit objective.

   Welcome to the Reading Edge. In this class, you will learn how to be a better reader, writer, speaker, and listener. These are all skills that will help you in school and in life. In this class, we’ll learn how to learn. Our objective is to help one another improve our reading and thinking skills. We’ll do this by working in teams. If we work hard and help one another, everyone can, and will, succeed! The original Reading Edge was developed at Johns Hopkins University. The program is research-based—tested with students like you in schools like yours—and has been proven to work. So I know it will work for you and your teams! Now let’s get in our teams.

4. Randomly assign students to teams, and then assign them to tables. Use 1-2-3 Move to prompt students to move. Give each team a team score sheet.

Teamwork

(20 minutes)

Team Discussion

1. Show students two pictures. Use Think-Pair-Share to ask: Which picture shows a team, and which shows a group? How does a team differ from a group?

2. Play the video “Group or Team.” Stop the video to discuss students’ answers as directed by the narrator.
3. Tell partners to use questions to interview each other. Tell them to note things that they have in common. Provide examples, as needed (see below).

1. Do you like sports? What sport is your favorite, and why?
2. What do you like to do on the weekend?
3. What is your favorite subject in school?
4. How many brothers and sisters do you have?

4. When ready, ask partners to introduce each other to the team. Ask students to use the things that they have in common to make a web in their notebooks. Tell each team to choose a team name based on what they have in common and to write it on their team score sheet.

5. Introduce the role cards for team discussion. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.
Role Cards

First

Read the question.
1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

Second

Answer the question.
1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

Third

Agree OR disagree.
1. Restate your teammate’s answer.
2. Agree and add additional information, OR disagree and explain why.
3. Ask if everyone heard your answer.

Finally

Summarize.
1. Restate the group’s agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

Teacher’s Note:

Students will be introduced to the rubrics starting with unit 1.

Team Talk Questions

1. What is your team name? Why did you choose that name?
   Answers will vary.

2. What is the difference between a group and a team? Give an example of each.
   A group of people may not know one another, and they don’t work together.
   A team works together. Each person on a team has a role and helps the team to achieve the team goals.

3. What do you and your teammates have in common? How will that help you work together?
   Answers will vary.

4. How did the role cards help you with your responses?
   Answers will vary.

6. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

7. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.

Class Discussion

(18 minutes)

Lightning Round

1. Introduce the Lightning Round as a fun way to see what students have learned and how well they’ve prepared their teammates. Tell them you’ll use Random Reporter to choose who will answer for each team.
2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.

3. Play the classroom video “Lightning Round.”

4. Have each team count off, and ask students to write their numbers in their notebooks so they will remember them.

5. Use Random Reporter to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team one point.

6. Use Random Reporter to have teams share oral Team Talk responses for the remaining questions. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?
   How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 2

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today students will learn about team cooperation goals, how the goals help them to learn and how the goals help teams to be successful.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson's Big Question. Have students write a response to the question as they arrive for class.

*The Big Question:* What are some ways that you can help your team?

**Set the Stage**

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

   **What are some ways that you can help your team?**

   *I can help my team by listening to them and adding on to their answers. I can help everyone understand what we're working on and make sure that every member of the team learns. Making sure everyone is ready for the Lightning Round helps us earn team celebration points.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Introduce the team cooperation goals. Tell students that the team cooperation goals help them to work together to learn and that working together helps them during team and class discussions to earn team celebration points.

**Team Cooperation Goals**

- Practice active listening.
- Explain your ideas/tell why.
- Everyone participates.
- Help and encourage others.
- Complete tasks.
5. Play the video “Team Cooperation Goals, Part 1.” Ask students to take notes as they watch the video and see the students demonstrating the team cooperation goals.

6. Ask questions to prompt discussion about each of the team cooperation goals and how each one helped the team in the video. Ask students what each goal looked like/sounded like, and write down students’ ideas.

7. Ask students to get their notebooks and pens ready for note making while you read aloud. Explain that they only need to write down key points, and they can use abbreviations and symbols to save time.

8. Read the article “Testing, Testing, 1, 2, 3....” aloud. Stop occasionally to pose questions, think aloud, comment on the information in the article, and jot down notes on the board to model how to stay focused while reading.

9. Tell students that they should use the team cooperation goals during Teamwork. Tell them to practice the behaviors that they saw in the video.

### Teamwork (20 minutes)

#### Team Discussion

1. Explain, or review if necessary, how to use role cards. Prompt students to use the team cooperation goals, and acknowledge teams as they do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. How could using effective study skills help you in the Reading Edge? (Answers may vary.) Using effective study skills will support and show my comprehension and learning in the Reading Edge. The article states that using good study techniques and preparing properly for learning tasks and tests helps students to perform better and achieve higher test scores. By using effective study skills, I can demonstrate my learning and comprehension more effectively on the Reading Edge assessments.

2. What general study tips can make you more successful? (Answers may vary.) Some general study tips that can help me to be more successful are to study at the same time each day in a quiet place, set goals for myself and track my progress with reaching my goals, keep a schedule of my upcoming assignments, take good notes in class, and review my notes every night. |
### Team Talk Questions continued

<table>
<thead>
<tr>
<th>3.</th>
<th>What is the PIRATES test-taking strategy, and what do the letters in the acronym stand for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(Answers may vary.)</em> PIRATES is a strategic test-taking procedure that can help students have less test anxiety and achieve higher test scores. The letters stand for prepare, inspect questions, read, remember, and reduce answer choices, answer or abandon, turn back, estimate answers, and survey the test.</td>
</tr>
<tr>
<td>4.</td>
<td>Which test-taking strategy is useful for tests that are in essay form, and what are the steps in this strategy?</td>
</tr>
<tr>
<td></td>
<td><em>(Answers may vary.)</em> ANSWER is a useful test-taking strategy for tests that are in essay form. The steps in this strategy are analyze the problem, notice the requirements, set up an outline, work in details, engineer your answer, and review your answer.</td>
</tr>
</tbody>
</table>

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.

---

### Class Discussion

**Lightning Round**

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you'll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Testing, Testing, 1, 2, 3 . . .

Test. It is one of the most dreaded and fear-inspiring words in the English language for students, yet it doesn’t have to be! The word test often instills a sense of anxiety in learners of all ages. But why is this so? Researchers have determined that test anxiety affects anywhere from 20–50 percent of students. They have also realized that two main underlying reasons for this test anxiety are ineffective studying techniques and a lack of proper preparation. But just what are effective studying techniques, and how can we become comfortable and confident in our test-taking abilities? Let’s examine some of the research to find out!

Academic researchers have determined that students perform consistently better and achieve overall higher scores on tests when they are taught specific study skills and test-taking strategies. The following tips will help you to study better, which will help you perform better on tests!

Remember to:

• study at the same time each day in a quiet place with few distractions;
• set deadlines for studying particular materials;
• set goals and keep track of your progress toward achieving those goals;
• divide big assignments into smaller, more manageable tasks;
• keep a schedule of upcoming assignments and due dates in a planner;
• utilize practice tests whenever possible to get feedback on your progress;
• make sure that you are using active listening in class and taking good notes when material is presented; and
• review your notes from class each night to keep the concepts fresh in your mind.

Besides using these specific study-skill strategies, there are strategic test-taking procedures that can also help to reduce test anxiety and bolster test scores. Researchers have found the PIRATES test-taking strategy to be particularly effective. In fact, if you successfully use this strategy while preparing for a test, you could improve your scores as much as 20–40 percent! But what is the PIRATES strategy, what do the letters stand for, and how can we use it to help us prepare for tests? Say, “Ahoy!” to PIRATES, matey!
From Student Edition

To be a PIRATE, you should:

1. **Prepare** to succeed by putting your name and the word PIRATES on the test. This will remind you to use the PIRATES strategic formula to do your best on the assessment. Order the sections of the test, and use positive self-talk to build your confidence.

2. **Inspect** the instructions by reading carefully and underlining key words and phrases.

3. **Read, Remember, and Reduce**: Reinforce reading the whole question, remembering what you studied, and reducing your answer choices.

4. **Answer or Abandon**: Answer the question, or abandon it for the moment.

5. **Turn** back to remind yourself to return to the questions that you initially abandoned.

6. **Estimate** your answer. Avoid absolutes, always choose the longest or most detailed answer choice, and eliminate similar choices.

7. **Survey** the test to be sure that all questions have been answered. Switch an answer only if you are absolutely sure of the correct response!

PIRATES is a very effective test-taking strategy, but what if the test is in essay form? For those types of tests, don’t fear…**ANSWER** is here!

When taking an essay test:

1. **Analyze** the problem. Read through the test carefully, underline key words and phrases, and allow yourself a set time for each part of the test.

2. **Notice** what the test is asking you to do. Look over the question, ask yourself what is required, and tell yourself that you can do what you need to do.

3. **Set** up an outline. Jot down main ideas, go back and make sure that they match up with the question, and make changes if necessary.

4. **Work** in details. Think about what you know about the main ideas, put them in a logical order, and use short phrases to add in details.

5. **Engineer** your answer. Start with an opening paragraph, use supporting details and examples, and go back to your outline to check that you included all of your ideas.

6. **Review** your answer. Double check that you answered all parts of the question.

Strive to use these guidelines to improve upon your study skills and test-taking abilities. Before you know it, the word test will be cause for celebration!

---


Lesson 3

Objective: Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

Teacher Background

Today students will learn more about the team cooperation goals.

Active Instruction

(25 minutes)

Big Question

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: How is memory important for learning?

Set the Stage

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   **How is memory important for learning?**

   *Memory is important for learning because if you can’t remember information, you didn’t really learn it.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Play the video “Team Cooperation Goals, Part 2.” Ask students to take notes as they watch the video and see the students demonstrating the team cooperation goals.

5. Ask questions to prompt discussion about each of the team cooperation goals and how each one helped the team in the video.

6. Ask students to get their notebooks and pens ready for note making while you read aloud. Explain that they only need to write down key points, and they can use abbreviations and symbols to save time.

7. Read the article “Unlocking the Power of Memory: Strategies to Train Your Brain” aloud. Stop occasionally to pose questions, think aloud, comment on the information in the article, and jot down notes on the board to model how to stay focused while reading.

8. Tell students that they should use the team cooperation goals during Teamwork. Tell them to practice the behaviors that they saw in the video.
Teamwork (20 minutes)

Team Discussion

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. How can training your brain to remember new ideas help you in the Reading Edge?  
(Answers may vary.) Training my brain to remember new ideas will help me to retain and recall information related to the texts that I am reading in the Reading Edge. The article states that by training your brain to hold on to specific information, you can increase your learning capabilities and concept retention. Using specific memory tricks will help me to increase my learning of key ideas in the texts that we are reading in the Reading Edge.  
2. What is the sensory register, and what role does it play in the memory process?  
(Answers may vary.) The sensory register is the place where all the information from your senses is filtered. Information enters through the five senses, and the sensory register filters out what is unimportant and moves important information on to working memory.  
3. How does information make the transition from the sensory register to working, or short-term, memory? Explain.  
(Answers may vary.) For information to make the transition from the sensory register to working memory, the brain has to consider the information to be important. Once the information from the senses is put into the sensory register, the brain sorts it, and meaningful information is then transferred to the working memory. A person must pay specific attention to the information for it to move from the sensory register to working memory.  
4. Which specific behaviors can help you to train your brain to improve its ability to process, retain, store, and effectively recall information?  
(Answers may vary.) Some specific behaviors that can help me to train my brain are focusing on my focusing, forming emotional ties to information, having a positive outlook, asking myself questions related to the new material, writing down new information, using mental imagery, and repeatedly rehearsing new concepts.  

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.
Randomly select team representatives who will share:
- oral Team Talk responses

Remind students to answer in full sentences.

Randomly select team representatives who will share:
- oral Team Talk responses

Remind students to answer in full sentences.

Celebrate team successes!

The top team chooses a cheer.

Class Discussion (15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

3. Explain to students that over the next two days, they will take a reading test that will show what they do well and what they need to work on. The test will identify the right level of each student’s reading instruction. Tell them to try their best as they take the test and that they cannot fail the test. Tell them that tomorrow’s test results will put them at the starting line. Point out that they will have multiple opportunities for growth, and how hard they work will determine where they finish at the end of the year.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Unlocking the Power of Memory: Strategies to Train Your Brain

Memory has long been known to play a critical role in teaching and learning. After all, if you can’t remember what you’ve learned, have you really learned it?

Experts in brain research say no. You have to train your brain to increase your memory. To fully understand how to train your brain to remember more efficiently and retain and recall specific information, we must first discuss exactly how the process of memory works. Let's take a walk down memory lane!

Sensory input starts the processing and retention of information (memory). Human beings are wired to constantly receive and process information from the senses. This sensory information is channeled to the brain from our five senses. Each sensory system has its own sensory storage area, and these five areas make up the sensory registry. You might think of the sensory register as five large storage baskets for each of the five senses. The brain continuously dumps and sorts through the information collected in the baskets to determine the importance of the information. If the brain determines that the sensory data is of little importance, that information is considered disposable, so it goes out in the trash (disappears from the brain). Important sensory input is then channeled to the working memory depot. To move the information collected from the senses to working (or short-term) memory, a person must pay specific attention to the information. In other words, your brain must concentrate on remembering that particular information from the senses. But here comes the bad news—our brains are only capable of concentrating on a small amount of information at any given time. Therefore, only a very small amount of information from the sensory register even makes it into working memory, so a huge amount of sensory data is lost forever. Fortunately, some sensory information DOES make it to working memory—a welcoming area for new and fresh information!

Working memory (or short-term memory) serves as a holding area for new information that is being held for mental processing. This is the part of the memory system that does the most work. The information that comes into working memory is screened and held for a short period of time. To keep the information located in working memory, the information must be activated and reviewed. Basically, it means that the sensory data that comes into working memory must be attended to, repeated, and connected with something you already know, preexisting information from long-term memory. Rehearsing the information in the working memory helps to ensure that it moves to long-term memory.

Long-term memory is the grandfather, so to speak, of the memory system. Here, memories are retained for the long term, where they hold deep interconnections amongst one another. Long-term memory appears to be capable of holding as much information as an individual needs to store there.
So, now that we know HOW our brains store information in the form of memories, what does all this mean for YOU? How can you effectively retain and recall information that you take in? It all comes down to…you guessed it, remembering HOW to remember! For example, brain researchers now know that storing long-term information requires you to focus your attention on that information when it’s received. By repeating, reviewing, and connecting the new information with existing ideas, we nearly guarantee that our memory system will remember that concept.

There are several other important strategies to help our brains to process, retain, store, and effectively recall information. The following represent techniques that researchers have found effective:

- **Focus on focusing!** Monitor your attention, and learn strategies to help yourself stay on task and attentive to the information that is being presented. This is crucial if we are to effectively take in and process data from our senses.
- **Try to form emotional ties with the information.** Research has proven that if we tie information to a specific emotion, we are much more likely to retain and recall that idea at a later time.
- **Be positive!** Brain research has now embraced the notion that learning increases in positive climates. This makes sense because if you are in a positive frame of mind, you are much more likely to attend to and successfully process the information being presented.
- **Ask yourself questions that are related to the new information.** Set a purpose for learning the new material. Determine why it is relevant to you personally and therefore, worth knowing. Assigning purpose, personal meaning, and usefulness to new information has been shown to increase the likelihood of it being retained and remembered.
- **Write it!** Research has shown that writing enables a learner to organize the new learning and causes the brain to process that information in much greater depth.
- **Use mental imagery to connect with new learning.** Utilizing imagery, including drawings and illustrations, has proven to be a very effective tool in helping students retain new information.
- **Rehearse the information.** Repeat it. Repeat it. Repeat it. This trains your brain to recall that specific input. Other strategies for rehearsing information include summarizing, creating analogies related to the new learning, copying, and using mnemonic devices (such as forming acronyms, etc.).

The more you know about how your brain remembers, the better you will understand how you can improve your memory. Just remember that, and you’ll be on your way!


Lessons 4 and 5 – Reading Assessment

**Advance Preparation**

For the next two days, your students will complete a standardized reading assessment. If you are assigned to proctor the test, familiarize yourself with the administration directions and the testing materials in advance.

Have a space in the room set aside with the books that students will use for their homework reading. Students may peruse these books and start reading one if they finish before the testing period is over.
Lesson 6

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will introduce:
- the Feelings Thermometer,
- cool-down strategies, and
- “I” Messages.

Students often lack the ability to manage their emotions and the vocabulary to describe them. In this lesson, you will teach students vocabulary to help them describe feelings and help them place these words on the Feelings Thermometer. Teaching students to take their emotional temperature is the first step for them to learn to control their reactions.

The next step is for students to learn the cool-down strategies that they can use in and out of the classroom. Cool-down strategies help students control their emotions. In doing so, students can stop and think about how to resolve conflicts peacefully.

Finally, you will introduce students to “I” Messages, which express personal feelings without casting blame or being hurtful.

Each of these strategies will be practiced in Class Council during lesson 8 in each unit on all levels throughout the Reading Edge. Practicing these skills will help students turn them into healthy habits.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What words do you use to describe your feelings?

**Set the Stage**

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:
   
   What words do you use to describe your feelings?
   
   Annoyed, content, bothered, irate, mad, calm, miffed, cool, boiling mad, enthusiastic, angry, relaxed, huffy, furious, happy, cross, ferocious.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Tell students that being able to get along together will help their teamwork. Tell them that to get along together, it’s helpful for each team member to be able to manage his or her emotions. Emphasize that to manage emotions, they have to be able to use emotional vocabulary to describe their emotions.

5. Introduce the Feelings Thermometer using the blank graphic. Tell students that just as a thermometer measures temperatures, a Feelings Thermometer measures levels of emotion. Use anger as an example. Tell students that they can feel different degrees of anger, and prompt them to give words for different points on the thermometer (e.g., a number 1 anger is *mad*; a number 5 anger is *furious*). Provide a positive emotion example to demonstrate that they can feel varying degrees of happiness too (e.g., a number 1 happy is *content*; a number 5 happy is *ecstatic*).

6. Refer students to their answers to the Big Question. Ask them to talk to their partners about another emotion using the Feelings Thermometer. Have them brainstorm words that would go next to each number on the thermometer for that emotion. Use **Think-Pair-Share** to have students share the words and corresponding points on the thermometer.

7. Explain to students that in the Reading Edge, they will build their emotional vocabulary. Ask them to note new words that could be used on a Feelings Thermometer as they hear them. Prompt them to listen for words that will help them describe their feelings at school.

8. Point to the top of the thermometer, and explain how intense feelings, such as being furious, can cause problems or conflicts with other people. Tell them that knowing how to manage feelings such as anger can help them get along with other people.
9. Explain that there are different ways to deal with conflict. Start a chart that lists escalators, or behaviors that make a conflict worse, and cool-down strategies that help to solve conflicts. Ask students to write ideas in their notebooks. Provide examples as necessary.

<table>
<thead>
<tr>
<th>Escalators</th>
<th>Cool-Down Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Yelling</td>
<td>Example: Counting to 10 before speaking</td>
</tr>
</tbody>
</table>

10. Tell students that you are going to watch scenarios that show how students deal with conflict and that after each scenario, you will ask whether the students used escalators or cool-down strategies. Tell them to give thumbs down for escalators and thumbs up for cool-down strategies.

11. Play the video “Cool Down Scenario #1.”

12. Use Thumbs Up/Thumbs Down to ask whether the student used an escalator or a cool-down strategy. Ask follow-up questions, such as “What could the student have done instead?,” as necessary.

13. Play the video “Cool Down Scenario #2.”

14. Use Thumbs Up/Thumbs Down to ask whether the student used an escalator or a cool-down strategy. Ask follow-up questions, such as “What would have happened if the student had yelled at the other student?,” as necessary.

15. Tell students that “Cool Down Scenario #2” showed a cool-down strategy called Stop and Stay Cool. Explain the steps for Stop and Stay Cool. Have students practice the breathing technique.

16. Replay “Cool Down Scenario #2,” pausing as necessary to emphasize how the student uses Stop and Stay Cool. Pause the video after the student breathes, before she responds.

17. Point out that the student did one more thing that helped to avoid conflict. Ask students to listen carefully to what the student says. Play the rest of “Cool Down Scenario #2.”

18. Use Think-Pair-Share to ask students how the student started the statement. Use Think-Pair-Share to ask students what emotional vocabulary the student used. Use Think-Pair-Share to ask students what the student said last. Tell them that this is called an “I” Message, a way of telling a listener how his or her actions or words affect you without blaming the listener.


21. Ask students to pretend to be the students in the video. Have them practice giving and repeating “I” Messages to each other.

22. Use Think-Pair-Share to have students share “I” Messages.

23. Display the Peace Path and have students refer to their copy in their team folders. Tell students that “I” Messages are the first step on the Peace Path—a way to remember how to solve conflicts. Tell them that they’ll learn the next steps of the Peace Path tomorrow.

24. Use Think-Pair-Share to have students discuss cool-down strategies that they have seen used so far. Ask them to brainstorm other strategies. Add their ideas to your chart, and ask students to do the same. Remind students to refer to their list of cool-down strategies when they feel angry or upset.

**Teamwork**

(20 minutes)

**Team Discussion**

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.
Team Talk Questions

1. Describe a situation when you used a cool-down strategy. Where were you on the Feelings Thermometer, and what word can you use to describe your feelings? Which strategy did you use, and how did it help?
   
   *Answers may vary.*

2. Give an example of an “I” Message.
   
   *Answers may vary.* I feel sad when the other girls do not include me at lunch. I would like them to invite me to sit with them.

3. Read the following scenario: Every day at the bus stop, David puts his backpack on the curb. Whenever it rains, Dawn kicks his backpack into the puddles on the street. This makes David’s entire backpack wet and ruins his schoolwork. How can David avoid a conflict with Dawn?
   
   *Answers will vary.*

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

Class Discussion

15 minutes

**Lightning Round**

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and that they can keep track of the points that they earn on their team score sheets.

2. Use **Random Reporter** to have teams share oral Team Talk responses.

   Use **Random Reporter** to ask other teams to agree, disagree, or add on to the responses.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - How many points did your team earn today?
   - How can your team earn more points?

2. Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

3. Randomly select team representatives who will share:
   - oral Team Talk responses

   Remind students to answer in full sentences.

Celebrate team successes!

The top team chooses a cheer.
Feelings Thermometer

I feel __________.
Lesson 7

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will introduce:

- conflict solvers,
- problem solving,
- win-win solutions, and
- Think-It-Through.

Conflict solvers are actions that students can take to prevent common classroom interpersonal problems or to keep an existing problem from escalating. They are a critical part of the formal problem-solving Think-It-Through process used in Class Council, during which students take time to cool down and think about the problem and possible solutions. Class Council will be introduced in lesson 8 of the clarifying unit. Conflict solvers can also be used as informal classroom reminders whenever trouble arises.

Conflict solvers include:

- Apologize.
- Share.
- Get help.
- Compromise.
- Laugh it off.
- Take turns.
- Find something else to do.
- Fix the problem.
- New idea.
Active Instruction

(25 minutes)

Big Question

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What do you picture when you think of a conflict? Make a web to show your thoughts.

Set the Stage

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   What do you picture when you think of a conflict? Make a web to show your thoughts.

   Armed conflict; war; people with different opinions; arguments; internal conflict; books we read in English.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Use Think-Pair-Share to ask students how they handle conflict.

5. Review the Feelings Thermometer, cool-down strategies, and “I” Messages as necessary. Display the Peace Path, and have students refer to their copy in their team folders. Remind students that “I” Messages are the first step on the Peace Path.

Students write responses to the Big Question.

Discuss the Big Question.

Post and present the objective.

Display and refer to the Peace Path as necessary.
6. Point out the list of conflict solvers on the back of the Peace Path, and tell students that brainstorming solutions is the second step on the Peace Path. Explain that they can use these ideas to brainstorm solutions to problems.

![Conflict Solvers](image)

7. Tell students that the third step on the Peace Path is to find win-win solutions as they brainstorm. Explain that win-win solutions make everyone happy.

8. Display the Think-It-Through sheet. Tell students that some problems will require more thinking time and a place to write down their thoughts. Students may use a Think-It-Through sheet to identify the problem and possible solutions. Review the steps of the Think-It-Through sheet.

![Think-It-Through](image)

9. Point out where you will keep blank Think-It-Through sheets, and establish a routine for using them. For example, designate a table or two desks in the back of the room as the thinking spot where students may go to cool down and think through conflicts when they arise so they will not disturb other classmates.

10. Play the video “Peace Path: Conflict Solvers.” Ask students to listen to the problem that these students are having. Pause the video, and ask students...
to work with their teammates to fill out a Think-It-Through sheet for these students. Resume the video, and ask students to listen for the conflict solvers the students used. Use Think-Pair-Share to ask students which conflict solvers were suggested by the students.

11. Play the video “Peace Path: Win-Win Solutions.” Ask students to listen as the students in the video choose a solution. Use Think-Pair-Share to have students identify the win-win solution and tell why this is a good solution.

12. Tell students that the Think-It-Through process and the Peace Path are ways to resolve conflicts that allow them to listen to one another and treat one another with respect, even when they are feeling upset or angry about a problem.

Teamwork

(20 minutes)

Team Discussion

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

Team Talk Questions

Read the following scenario: Two groups of students play basketball every day during recess. There are five other students who want to play as well, but the two groups beat them to the basketball courts every day. The groups refuse to let the other five students play. Things are getting nasty, and some of the kids are worried that there might be a fight soon.

1. What is the problem in this scenario? Make a Feelings Thermometer for the kids who aren’t allowed to play. At what number on the Feelings Thermometer are they?

   The problem is that the two groups won’t let the other students play basketball. The kids who want to play but aren’t allowed are furious and at 5 on the anger Feelings Thermometer.

2. Give an example of an “I” Message that one of the students could use.

   I feel mad when you don’t let me play basketball. I think we should all take turns so we all get to play.

3. Use a Think-It-Through sheet to brainstorm possible solutions.

   The teams could take turns so all three groups get to play. The two teams could each use some of the students who want to play on their teams and share the court.

continued
Team Talk Questions continued

4. What is a win-win solution, and why would it work for this scenario?
   A win-win solution to this problem is to let the students who want to play make a team, and all the teams take turns playing one another. That way, everyone gets to play, and everyone is happy.

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

Class Discussion

(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster and that they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 8

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

**Teacher Background**

Today you will:

- give students their reading-group assignments and tell them where to go for their reading classes.
- congratulate them on the progress that they have made and encourage them in their new classes.
- remind students that they can keep moving up if they work hard.
- tally the points on the Team Celebration Points poster. Celebrate top teams, and allow the first-place team to choose a class cheer.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What strategies have you learned to be successful in a team?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   What strategies have you learned to be successful in a team?

   *Answers will vary.*

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the unit objective.

4. Tell students that they will use what they have learned about teams as they move into new teams in their reading groups. Give them their new group assignments, and ensure that they know where to go for the next class. Celebrate their achievements.

5. Remind them that they will continue to grow if they work hard.

6. Play the video “Moving Ahead and Reaching Goals,” and ask students to listen to the student as he describes where he started, his goals, and where he is now.
7. Use **Think-Pair-Share** to have students tell how the student moved ahead in the Reading Edge.

8. Use **Think-Pair-Share** to have students tell what their own goals are and where they want to be by the end of the year.

9. Tell students that they will each create a web that lists their strengths. Have them each start a web with their name in the center, and ask them to add a strength that they have to begin the web. Tell them that their teams will help them add to their webs. Demonstrate a sample web if necessary. Ask teammates to share strengths for each member of the team.

10. Tell students to take their webs with them to their reading groups and to remember their strengths and how they will help their new teams.

---

**Sample Web**

- **Mary**
  - kind
  - encourages her teammates
  - listens well
  - creative
  - *does the reading homework every night*
  - *would like to be an author someday*


Teamwork (20 minutes)

Team Discussion

1. Explain, or review if necessary, how to use the role cards. Prompt students to use the team cooperation goals, and acknowledge the teams that do.

2. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. How can you move forward in the Reading Edge?  
   *I can move forward in the Reading Edge by working hard and helping my team. My team will help me too, and I’ll learn to read and learn better.*  
| 2. What is your goal for the end of the year?  
   *Answers will vary.*  
| 3. How can working with a team help you reach your goal?  
   *Answers will vary.*  |

3. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

4. Circulate and give feedback to teams and individual students. Ask questions to encourage further discussion.

Class Discussion (15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for correct responses. Tell them that you’ll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.

2. Use Random Reporter to have teams share oral Team Talk responses. Use Random Reporter to ask other teams to agree, disagree, or add on to the responses.
Celebrate team successes!

The top team chooses a cheer.

**Celebrate**

1. Tally the team scores on the poster, and use the overlay to show super, great, and good teams. Provide certificates for each team. Announce the winning team. Ask the team to tell how teamwork helped them earn points.

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. Remind students that they will continue to earn points in their reading-group teams.