

Why the Sea Is Salty

Retold by Robert E. Slavin

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**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

Listening Comprehension Text

The Lion and the Mouse

Retold by Robert E. Slavin

Success for All Foundation, 2014

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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.

***Targeted Treasure Hunt:
Why the Sea Is Salty***

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LITERATURE (6 DAY)

Why the Sea Is Salty

Retold by Robert E. Slavin

Listening Comprehension Text**The Lion and the Mouse**

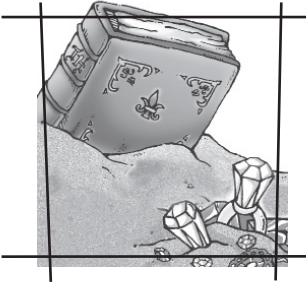
Retold by Robert E. Slavin

Summary

Two brothers in England could not be more different: one is poor and kind, and the other is rich and greedy. The rich brother gives his poor brother ham that he must take to the End of the World, so the poor man and his wife set out to find the End of the World. After walking for months, they find a shepherd who directs them to the End of the World. When the poor man arrives at the castle, he takes the shepherd's suggestion and asks for a hand mill in exchange for his ham. Will this tool change his life?

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Theme (TH)	Synonyms	Write a book review.
	Students will identify what the author wants them to learn from the story.	Students will use synonyms to improve their understanding of words.	Students will write a book review that gives their opinion about <i>Why the Sea Is Salty</i> .

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Why the Sea Is Salty* retold by Robert E. Slavin. As we read, we'll identify the theme of the story, which is the lesson that the author wants you to learn. Good readers know that it is important to understand the lessons that authors want them to learn from stories.

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students think about their personality traits. Are they similar to or different from their siblings or friends? Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students imagine a tool that could make anything that they want. What would they want it to make? Randomly select a few students to share.



Vocabulary TP

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



Student Edition, page 1
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
kind page 1	blend	nice	Jasmine’s mom said it was <i>kind</i> of Jasmine to dry the dishes.
rich page 1	blend	having a lot of money	The <i>rich</i> princess lives in a big castle.
tiny page 6	chunk: ti-ny	very small	There is only one school in the <i>tiny</i> town.
leave page 11	blend	go away	Students will <i>leave</i> school when the bell rings.
bits page 14	base word + ending: bit + s	small pieces	Kenny tossed <i>bits</i> of bread into the pond for the ducks to eat.

Word and Page Number	Identification Strategy	Definition	Sentence
answered page 18	base word + ending: answer + ed	gave a reply	Mr. Holmes <i>answered</i> questions about the book report.
bought page 27	blend	paid money for something	Tracy <i>bought</i> a pencil case at the school store.
gifts page 27	base word + ending: gift + s	presents	Evan wrapped the <i>gifts</i> for his sister with shiny paper.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, identifying the theme of a story. Explain what theme is, and tell why it is important.

For this lesson, we will focus on theme. The theme of the story is the big message, or important idea, that readers can learn from a story. It is important to think about theme because knowing the theme helps us understand why the author wrote the story and what the author wants us to learn from it. Thinking about the theme can also help us understand how characters have experiences that are similar to our experiences.

- Share the following story with students.

Olivia had a book report to do over the weekend. Instead of working on her book report, she played outside and then watched a movie. On Sunday, when she went to the library to check out the book that she needed, there were no copies left. She did not know what to do. Without the book, she could not write her report. On Monday, she told her teacher that she would have to turn in her book report late since she didn't have the book.



- Use a **Think Aloud** to model how to identify the theme in a story.

Let me think about this story. What is the theme, or the lesson, that the author wants me to learn? I think the author wants me to learn that you should not put off until tomorrow what you can do today. There are a few clues that helped me figure out this theme. One clue is that Olivia played outside and watched a movie when she should have been working on her book report. Another clue is that when she went to the library, all the copies of the book that she needed were checked out. If she had gone earlier, she would have had more time to get the book and read it. Remember that authors do not state a theme directly, but they give clues to help a reader identify it.

- Remind students that the text they will read is a folktale. If necessary, display the folktale characteristics and review them with students.

Blackline master provided.

Folktale Characteristics

- Set long ago
- Good and bad characters
- A problem to solve
- It teaches a lesson, or it may tell how something came to be.

- Remind students that they will identify the theme and the details that support it as they read this cycle.

Listening Comprehension

- Tell students that you will read *The Lion and the Mouse* for listening comprehension this cycle.
- Before reading, point out that *The Lion and the Mouse* is a special kind, or genre, of literature called a fable.
- Remind students that the text that they will read this cycle is a folktale.
- Display the following list, and read the characteristics of a fable aloud.

Blackline master provided.

Fable Characteristics

- Characters are animals or objects that act like humans.
- Tells about one main event
- Teaches a lesson or moral

- Point out that students will read a folktale and listen to a fable this cycle and that one characteristic of both genres is that they teach a lesson.
- Read pages 1–3 aloud, and point out that the characters are a lion and a mouse. Remind students that fables have animal characters.
- Use **Think-Pair-Share** to have students identify whether an animal character acts like a human, and randomly select a few students to share.

Remember that in fables, not only are there animal characters, but the animals act like humans. Is there a character in this fable that acts like a human? Wait for students' responses. Good. The mouse talks to the lion. Mice cannot really talk.

- Read page 4 aloud, and use a **Think Aloud** to model how to identify a possible theme.

Let me think about what I've read so far. There is a tiny mouse and a huge lion. The lion pounces on the mouse, and the mouse is afraid. He begs the lion to let him go and says that if he does, he will help the lion one day. The lion thinks there is no way a little mouse could ever help him. I'm not sure about the theme yet, but I think it might have to do with size because the author mentions that the mouse is small a few times. I'll keep this in mind as I read further.

- Remind students to identify the theme and the details that support it as they read *Why the Sea Is Salty* this cycle.

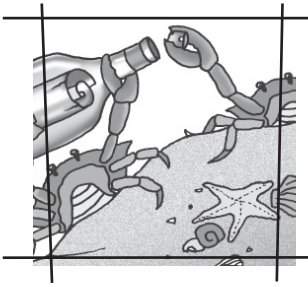
Preview Team Talk

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

Student Edition, page 2

Team Talk
<ol style="list-style-type: none"> 1. How are the two brothers different? CC 2. Why does the poor farmer go to see his brother? CE 3. What does the poor man do after his brother gives him the ham? SQ <ol style="list-style-type: none"> a. He returns home to his wife. b. He eats the ham. c. He agrees with his brother. d. He sighs loudly. 4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) TH

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 1–5 aloud with partners.
page 6 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. How are the two brothers different? |CC|

100 points = *The two brothers are different because one is poor, and the other is rich. One is kind and tells the truth. He always keeps his promises. The other is greedy.* **90 points** = *The two brothers are different because one is poor, and the other is rich. One is kind. The other is greedy.* **80 points** = *One is poor, and the other is rich.*

2. Why does the poor farmer go to see his brother? |CE|

100 points = *The poor farmer goes to see his brother because he needs his help. There has not been any rain, so the farmer cannot grow enough food for him and his wife. He asks his rich brother for food.* **90 points** = *The poor farmer goes to see his brother because he needs his help. The farmer cannot grow enough food for him and his wife.* **80 points** = *He needs his help.*

Team Talk *continued*

3. What does the poor man do **after** his brother gives him the ham? [SQ]
 - a. He returns home to his wife.
 - b. He eats the ham.
 - c. He agrees with his brother.
 - d. He sighs loudly.
4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) [TH]

100 points = *The clue that supports this theme is that the poor man's brother gives him ham since he does not have enough food. The poor man is glad to get the ham and thanks his brother.* **90 points** = *The clue that supports this theme is that the poor man's brother gives him ham since he does not have enough food. The poor man is glad.* **80 points** = *The poor man's brother gives him ham.*

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

Class Discussion [TP]

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

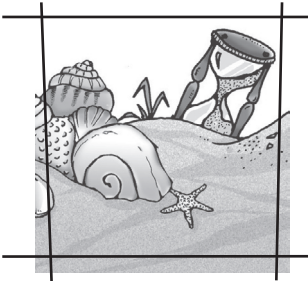
- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students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

Team Talk Extenders

Do you think it is important to help people? Why or why not?
 Predict how the poor brother and his wife will get to the End of the World.

- Award team celebration points.

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

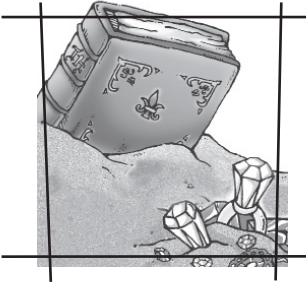
Timing Goal: 5 minutes

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

Pages 3–5

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

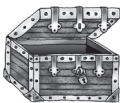
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Remind students that when you left off in *The Lion and the Mouse* yesterday, the lion had just let the little mouse go.
- Point out to students that their focus this cycle is on theme.
- Read pages 5–9 aloud, and use a **Think Aloud** to model how to identify details that support the possible theme from day 1.



Yesterday I said I thought the theme might have to do with size because the author wrote a lot about the small size of the mouse. I think there are details from what I just read that support this theme. The lion is stuck in

a trap and can't get loose. The mouse comes along and says that he will help. Even though he is small, he wants to keep his promise to the lion.

- Tell students that when you read tomorrow, you will look for more details that support the theme.
- Remind students to identify the theme and the details that support it as they read *Why the Sea Is Salty* this cycle.

Strategic Review



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

How are the two brothers different?

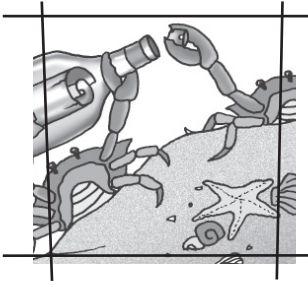
Preview Team Talk

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

Student Edition, page 2

Team Talk

1. How do you think the poor man's wife feels about what his brother wants him to do? |DC|
2. The poor man and his wife are alike because— |CC|
 - a. they both like ham.
 - b. they are both kind.
 - c. they both dislike ham.
 - d. they are both greedy.
3. Why does the poor man's wife say that they must leave right away? |CE|
4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) |TH|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 7–11 aloud with partners.
pages 12 and 13 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How do you think the poor man's wife feels about what his brother wants him to do? |DC|

100 points = *I think the poor man's wife is surprised about what his brother wants him to do. When the poor man says that he has to take the ham to the End of the World, she says "And you agreed?" It seems like she can't believe what she's hearing.* **90 points** = *I think the poor man's wife is surprised about what his brother wants him to do. When the poor man says that he has to take the ham to the End of the World, she says "And you agreed?"* **80 points** = *I think she is surprised.*

2. The poor man and his wife are alike because— |CC|
 - a. they both like ham.
 - b. they are both kind.
 - c. they both dislike ham.
 - d. they are both greedy.

Team Talk *continued*

3. Why does the poor man’s wife say that they must leave right away? |CE|

100 points = *The poor man’s wife says that they must leave right away so they can find the End of the World. This is important because the poor man made a promise. Both he and his wife are kind and keep their promises.*

90 points = *The poor man’s wife says that they must leave right away so they can find the End of the World. This is important because the poor man made a promise.* **80 points** = *They have to find the End of the World.*

4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) |TH|

100 points = *The clue that supports this theme is that people in the poor man’s village help the poor man and his wife. They do not know where the End of the World is, but they guess. People in the village tell them that they think they should walk north.* **90 points** = *The clue that supports this theme is that people in the poor man’s village help the poor man*

and his wife. They do not know where the End of the World is, but they guess. **80 points** = *People in the poor man’s village help the poor man and his wife.*

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

Class Discussion **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

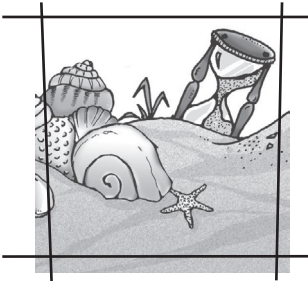
If you were the poor man, would you have agreed to take the ham to the End of the World? Why or why not?

How would you feel if you were traveling to a place that you did not know? Explain.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

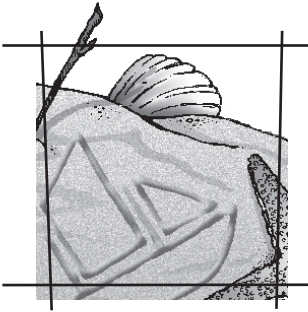
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 13

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



WORD POWER TP

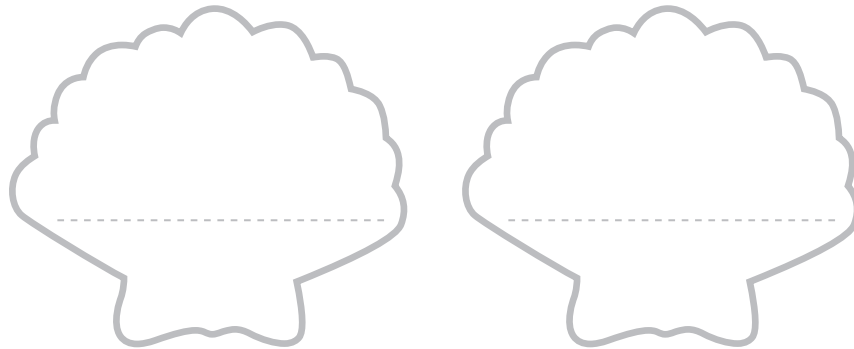
Timing Goal: 10 minutes

Preparation: Display the words *mad*, *choose*, *wet*, and *hurry*.



- Remind students that words with the same or almost the same meaning are called synonyms.
- Direct students to the four words that you have displayed. Use **Think-Pair-Share** to have students identify a word that means the same or almost the same as each word, and randomly select a few students to share. *A synonym for mad is angry; a synonym for choose is pick; a synonym for wet is damp; and a synonym for hurry is rush.*
- Display the Word Treasure clue that Captain Read More uses for synonyms (two seashells that look alike).

Blackline master provided.



- Review why Captain Read More thinks that it is important to know synonyms. Explain that synonyms help us to define words, make connections among words, and become better speakers and writers.
- Write the word “glad” on the first shell, and leave the matching shell blank. Tell students that Captain Read More has found a word that has synonyms.



- Use **Think-Pair-Share** to have students identify synonyms for *glad*, and randomly select a few students to share. *Synonyms for glad include happy and cheerful.*

- Write the synonyms on the matching shell as students share their answers.
- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Sometimes more than one word can mean the same or almost the same thing. These words are called synonyms.</p> <p>Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use a greater variety of words.</p>
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- Tell students that Captain Read More has found words in their vocabulary list that have synonyms in their definitions. Have students look out for these words when they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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

Student Edition,
pages 2 and 3

Skill Practice

Write a synonym for each of the following words.

1. sad *unhappy*
2. messy *sloppy*
3. thin *skinny*
4. big *huge*

Building Meaning

kind	rich	tiny	leave
bits	answered	bought	gifts

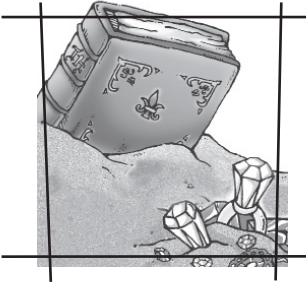
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

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

6. Emma will leave the library after she checks out books. *Leave* means—
 - a. go slowly.
 - b. go away.
 - c. go sadly.
 - d. go near.

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

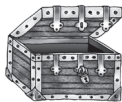
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Remind students that when you left off in *The Lion and the Mouse* yesterday, the mouse said that he would help the lion get free from the ropes.
- Read pages 10–12 aloud. Use **Think-Pair-Share** to have students identify details that support the size theme.



What details support the size theme? Wait for students' responses. **I agree. The mouse and his family are small, but they are able to get the lion freed from the trap. The lion did not think that such small animals would be able to help him, but they did.**

- Use **Think-Pair-Share** to have students discuss how to state this story’s theme, and randomly select a few students to share.

We said that the theme has to do with size, but that is very general. Usually a theme can be stated in a phrase or a sentence. How would you state this story’s theme? Wait for students’ responses. **Yes, you could say that all creatures have strength no matter their size. You figured this out because the mice are small, but they are able to free the huge lion.**

- Point out to students that another characteristic of a fable is that it tells about one main event. Use **Think-Pair-Share** to have students explain the main event, and randomly select a few students to share.

A fable not only has animal characters, but a fable also tells about one main event. What is the main event in *The Lion and the Mouse*? Wait for students’ responses. **Correct. It is the mice working to free the lion from the trap.**

- Remind students to identify the theme and the details that support it as they read *Why the Sea Is Salty* this cycle.

Strategic Review

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

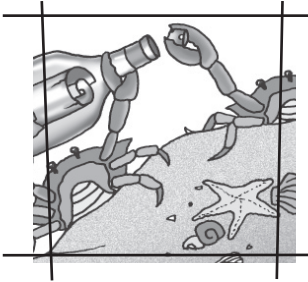
What are the people in the village like?

Preview Team Talk

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

Team Talk

1. What does the picture on page 14 help you understand?
2. Describe the shepherd. Use details from the story to support your answer. |CH|
3. How do you think the poor man and his wife feel after speaking to the shepherd? Why? |DC • CE|
4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) |TH|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 14–17 aloud with partners.
pages 18 and 19 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. What does the picture on page 14 help you understand?

100 points = *The picture on page 14 helps me understand how long the poor man and his wife walked. In the picture, there are pages from a calendar. The poor man and his wife walked from January until December. Even when it was very cold or hot, they kept going.* **90 points** = *The picture on page 14 helps me understand how long the poor man and his wife walked. There are pages from a calendar. The poor man and his wife walked from January until December.* **80 points** = *It helps me understand how long the poor man and his wife walked.*

2. Describe the shepherd. Use details from the story to support your answer. |CH|

100 points = *The shepherd is helpful because he gives advice. After he sees the ham, he says that the poor man could sell it. There is nothing like it in England, so it would make him rich. He says not to take money but to ask for a hand mill.* **90 points** = *The shepherd is helpful because he gives advice. After he sees the ham, he says that the poor man could sell it. It would make him rich.* **80 points** = *He is helpful because he gives advice.*

3. How do you think the poor man and his wife feel after speaking to the shepherd? Why? |DC • CE|

(Accept reasonable responses.) **100 points** = *I think the poor man and his wife feel excited after speaking to the shepherd. They learn where the End of the World is, and they also learn about a hand mill that is worth more than gold. They are poor, so this would make them rich.* **90 points** = *I think the poor man and his wife feel excited after speaking to the shepherd. They learn where the End of the World is, and they also learn about a hand mill that is worth more than gold.* **80 points** = *I think they feel excited.*

4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) |TH|

100 points = *The clue that supports this theme is that people help the poor man and his wife as they walk to the End of the World because they can tell that they are kind. Some people give them bits of food, and others let them sleep in their barns.* **90 points** = *The clue that supports this theme is that people help the poor man and his wife as they walk to the End of the World because they can tell that they are kind. Some people give them food.* **80 points** = *People help the poor man and his wife as they walk to the End of the World.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

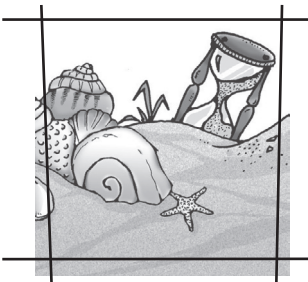
Team Talk Extenders

Would you trust a stranger’s advice? Why or why not?
 Predict what you think will happen in the story now that the poor man has learned about the hand mill.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE TP

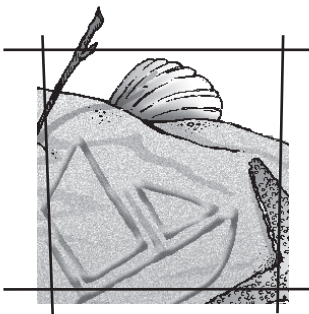
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 13 or pages 14 and 15

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

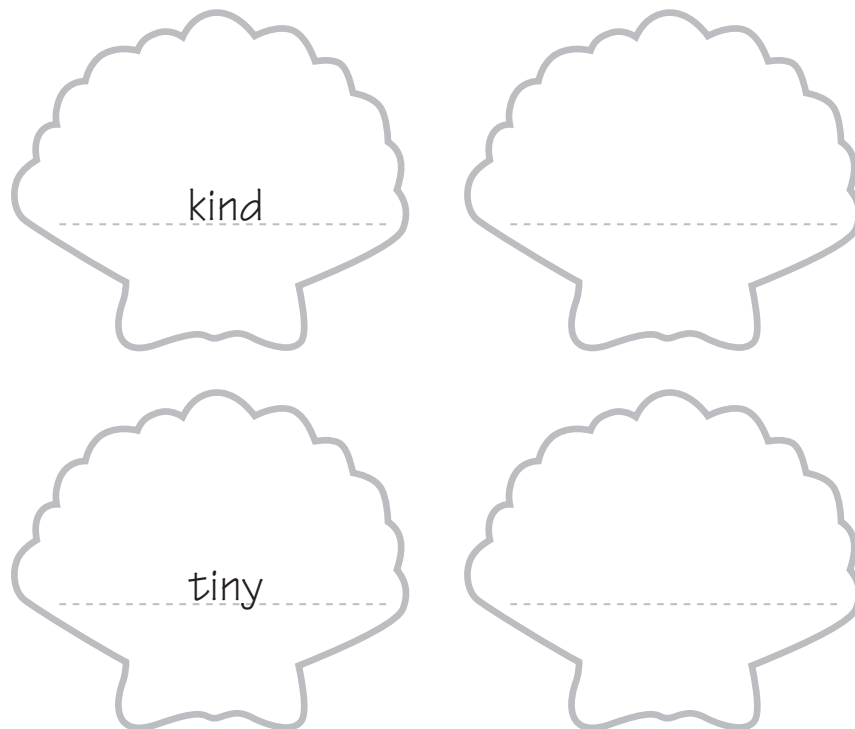


WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display two sets of shells.

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Tell students that you have identified words from their vocabulary list that have synonyms. Display two sets of shells. Write “kind” on the first shell of the first set, and write “tiny” on the first shell of the second set.





- Use **Think-Pair-Share** to have students identify synonyms for *kind* and *tiny*, and randomly select a few students to share. *Synonyms for kind include nice and friendly, and synonyms for tiny include small and little.*
- Write the synonyms that students share on the second shell of each set.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time, with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 3 and 4

Skill Practice

Write a synonym for each of the following words.

1. fast *quick*
2. shut *close*
3. loud *noisy*
4. giggle *laugh*

Building Meaning

kind	rich	tiny	leave
bits	answered	bought	gifts

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

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

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

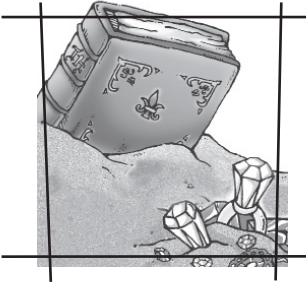
In art class, Pablo cut out pictures, and bits of paper fell onto the floor.

Practice Lists		
Group 1		
dark	funny	rude
sob	wish	bad
kids	push	dish
Group 2		
sob	always	dish
cold	wish	pull
green	many	kids



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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

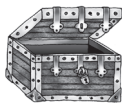
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Listening Comprehension

- Point out to students that they have identified the theme and the characteristics of a fable as they have read *The Lion and the Mouse*.
- Read pages 13 and 14 aloud. Use **Think-Pair-Share** to have students identify a fable characteristic, and randomly select a few students to share.



Think about the ending of this story. What fable characteristic does it show? Wait for students' responses. **Yes. The ending teaches a lesson. We learn that all animals, big and small, have strengths. Remember that you identified this as the theme when we read yesterday. When we identify the theme, we figure out the lesson that an author wants us to learn. Fables teach important lessons.**

- Point out to students that because fables teach lessons, the lessons are sometimes stated directly, such as at the end of *The Lion and the Mouse*. However, this might not be the case in all types of literature, so students must read carefully.
- Remind students to identify the theme and the details that support it as they read *Why the Sea Is Salty* this cycle.

Strategic Review

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

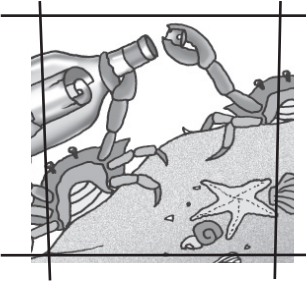
Why do people help the poor man and his wife as they walk to the End of the World?

Preview Team Talk

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

Team Talk

1. How do the lords and ladies feel about the ham, and how can you tell? |DC|
2. The lord of the castle gives the hand mill to the poor man because— |CE|
 - a. he feels very sorry for the poor man.
 - b. it takes up too much room in the castle.
 - c. he does not realize what it can do.
 - d. it is broken and worthless to everyone.
3. What happens **after** the poor man gets the hand mill? |SQ|
4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) |TH|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 20–25 aloud with partners.
pages 26 and 27 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. How do the lords and ladies feel about the ham, and how can you tell? |DC|

100 points = *The lords and ladies really want the ham. I can tell because they are willing to pay a lot for it. One lord offers the poor man ten pieces of gold for the ham. That was a lot of money a long time ago. One lady says that she will give him twenty-five pieces of gold.* **90 points** = *The lords and ladies really want the ham. I can tell because they are willing to pay a lot for it. One lord offers the poor man ten pieces of gold. That was a lot of money.* **80 points** = *They really want the ham. They are willing to pay a lot for it.*

2. The lord of the castle gives the hand mill to the poor man because— |CE|

- he feels very sorry for the poor man.
- it takes up too much room in the castle.
- he does not realize what it can do.
- it is broken and worthless to everyone.

3. What happens **after** the poor man gets the hand mill? |SQ|

100 points = *After the poor man gets the hand mill, he becomes rich. He says “Grind mill, grind me gold,” and the mill grinds out gold pieces. He and his wife build a beautiful house. They give gifts to people who helped them.* **90 points** = *After the poor man gets the hand mill, he becomes rich. The mill grinds out gold pieces. He and his wife build a beautiful house.* **80 points** = *He becomes rich.*

4. The theme of this story might be that kindness and honesty are rewarded. What clue tells you this? (Write-On) |TH|

100 points = *The clue that supports this theme is that the poor man becomes the richest man in England. He buys horses so he and his wife can ride back home. Before, they had to walk a long way.* **90 points** = *The clue that supports this theme is that the poor man becomes the richest man in England. He buys horses to ride back home.* **80 points** = *The poor man becomes the richest man in England.*

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

Class Discussion **TP**

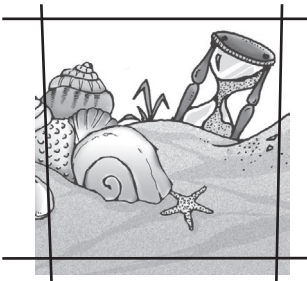


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>If the lord had known the hand mill's worth, do you think that he would have still given it to the poor man? Why or why not?</p> <p>Why do you think it is important that the newly rich man knows how to stop the hand mill?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>If the lord had known the hand mill's worth, do you think that he would have still given it to the poor man? Why or why not?</p> <p>Why do you think it is important that the newly rich man knows how to stop the hand mill?</p>	

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

Timing Goal: 5 minutes

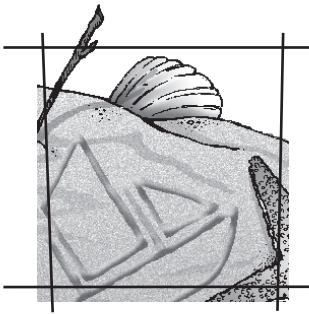
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 13, pages 14 and 15, or page 22

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

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students that this cycle’s Word Power skill is synonyms and that Captain Read More’s Word Treasure clue for synonyms is two seashells that look alike.
- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn synonyms, and randomly select a few students to share. *Synonyms help us define words and make connections between words. They also help us become better speakers and writers.*
- Direct students’ attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for the underlined words.
- Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Remind students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

“You may start the test,” said Mrs. Phillips.

Brian likes to get letters in the mail.



- Use **Random Reporter** to select students to share. *Start: begin; get: receive.*
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 5

Skill Practice

Write a synonym for each of the following words.

1. like *enjoy*
2. throw *toss*
3. lead *guide*
4. chair *seat*

Building Meaning

kind	rich	tiny	leave
bits	answered	bought	gifts

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

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

6. Lizzy’s older brother is kind and helps her when she does not understand her homework. *Kind* means—
 - a. lazy.
 - b. mean.
 - c. fast.
 - d. nice.

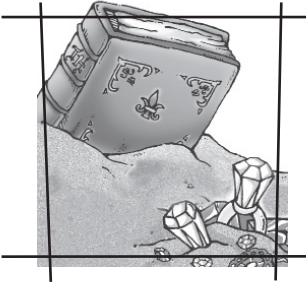
On My Own

push	cold	funny
rude	pull	bad
dark	many	green

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

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



In yesterday's reading, the poor man became rich because the hand mill grinds out gold pieces. Today we will find out whether the hand mill's value remains a secret.

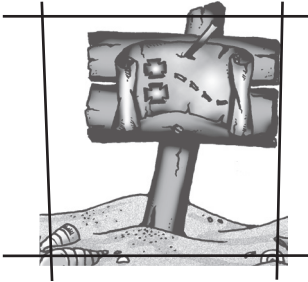
Vocabulary TP

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #6 ask about theme.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.

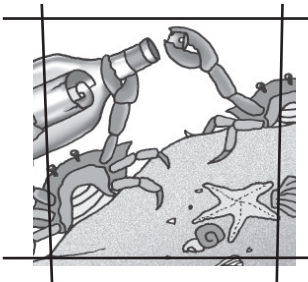
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

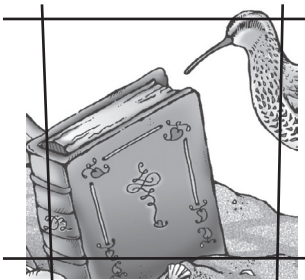
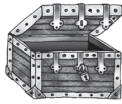
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion TP

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

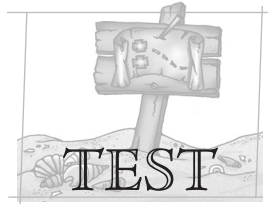


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 28–34 of *Why the Sea Is Salty*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. The two brothers are different because— |CC|
 - a. one likes ham, and one doesn't.
 - b. *one is rich, and one is poor.*
 - c. one likes sheep, and one doesn't.
 - d. one is silly, and one is serious.

20 points

2. What event happens when the poor man and his wife set out for the End of the World that supports the theme that kindness and honesty are rewarded? |TH|

20 points = *When the poor man and his wife set out for the End of the World, people in the village help them. They are not sure, but they think that the poor man and his wife should go north. They think that this will take them to the End of the World.* **15 points =** *When the poor man and his wife set out for the End of the World, people in the village help them. They are not sure, but they think that the poor man and his wife should go north.* **10 points =** *People in the village help them.*

20 points

3. Why does the lord of the castle give the hand mill to the poor man? |CE|

20 points = *The lord of the castle gives the hand mill to the poor man because he does not know what it is worth. The poor man does not want pieces of gold for his ham. He asks for the hand mill. The shepherd told him it's worth more than gold.* **15 points =** *The lord of the castle gives the hand mill to the poor man because he does not know what it is worth. The poor man asks for the hand mill. It's worth more than gold.* **10 points =** *He does not know what it is worth.*

20 points

4. How will the hand mill help the sea captain? |DC|

20 points = *The hand mill will help the sea captain because it can grind out a lot of salt. He has to sail to another place to trade for salt, and the salt costs a lot. If he gets the hand mill, he will not have to pay for salt.* **15 points =** *The hand mill will help the sea captain because it can grind out a lot of salt. If he gets the hand mill, he will not have to pay for salt.* **10 points =** *It can grind out a lot of salt.*

10 points

5. Why is the sea salty? |DC • CE|
- The hand mill is still grinding out salt.*
 - The poor man throws salt in the water.
 - The hand mill falls deep into the sea.
 - The rich man throws salt in the water.

20 points

6. The theme of this story is that kindness and honesty are rewarded. What clue tells you this is the theme of the story? |TH|

20 points = *The clue that supports this theme is that the hand mill makes the poor man and his wife rich. They are kind and honest, so something good happens to them. The sea captain is greedy, so when he steals the hand mill, something bad happens. He doesn't know how to stop the hand mill, so all the salt sinks the ship.* **15 points** = *The clue that supports this theme is that the hand mill makes the poor man and his wife rich. They are kind, so something good happens to them. The sea captain is greedy, so when he steals the hand mill, something bad happens.* **10 points** = *The hand mill makes the poor man and his wife rich. Stealing the hand mill causes a problem for the sea captain.*

Word Power

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

Skill Questions

Write a synonym for each of the following words.

5 points

1. cut *clip*

5 points

2. dirty *filthy*

5 points

3. let *allow*

5 points

4. glue *paste*

Building Meaning

kind	rich	tiny	leave
bits	answered	bought	gifts

10 points

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

10 points = *The ant was so tiny that no one saw it as it crawled across the table.* **5 points** = *The ant was so tiny that no one saw it.* **1 point** = *The ant was tiny.*

10 points

6. Alberto asked his little sister to leave his room so he could study.

10 points

7. Maryanna used bits of leftover fabric to make a square for the quilt. *Bits* means—

- large pieces.
- tasty pieces.
- small pieces*.
- funny pieces.

10 points

8. Owen bought lunch in the cafeteria because he left his lunchbox at home.

10 points

9. Laila is a very kind girl who never teases anyone.

10 points

10. Mrs. Davison told guests to put their gifts on the table where Haley would sit to open them. *Gifts* means—

- papers.
- lessons.
- sports.
- presents*.

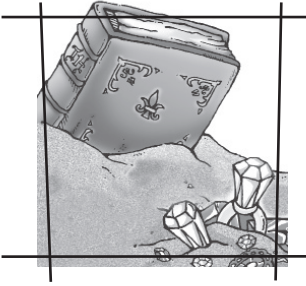
10 points

11. Rosie's dad asked about her day at school, and she answered that it had been great.

10 points

12. The actor is very rich because he gets a lot of money for each movie. *Rich* means—

- having a lot of money*.
- having a lot of books.
- having a lot of food.
- having a lot of friends.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a book review.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a book review.

You will write a book review today. In a book review, you include information about what happened in a book. You also share your opinion about a book. However, you do not want to give too much away, so do not share the ending in case someone decides to read the book! Book reviews can be found in books, newspapers, or magazines. The purpose of a book review is to help another person decide whether he or she would like to read the book.



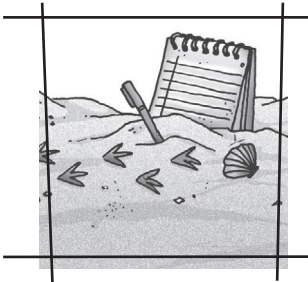
- Use **Think-Pair-Share** to have students think about a book that they have read and imagine what they would write about it in a book review. Randomly select a few students to share. (*Answers will vary.*)
- Tell students that you will share an example of a book review.
- Display the following blackline master, and read it aloud.

Blackline master provided.

I read a book called *Ruby the Copycat* that I loved because it made me laugh. In this book, Ruby wants to fit in with her classmates. During lunch, she goes home and puts on an outfit like Angela’s outfit. Angela does not like being copied. Miss Hart tells Ruby that she should be herself, but Ruby starts copying her teacher. She comes in to school with long pink fingernails like Miss Hart. By the end of the story, Ruby finally finds something that she really likes about herself. You’ll have to read the story to find out what Ruby likes about herself! I laughed when Ruby’s nails looked like her teacher’s nails. I once copied my older sister, so I understood how Ruby felt. *Ruby the Copycat* is a funny book that everyone should read.



- Use **Team Huddle** to have students identify two reasons that the author enjoyed *Ruby the Copycat*, and use **Random Reporter** to select students to share. *She laughed at a certain part in the book, and just like Ruby, she once copied someone.*
- Tell students that they will now begin planning their book reviews.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a book review.



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

Student Edition,
pages 5 and 6

Writing Prompt

Write a book review for *Why the Sea Is Salty*. Begin with an opening sentence that clearly states your opinion. Include at least three events that happened in the story, but do not give away the ending. Give at least two reasons that support your opinion about the story. End with a sentence that restates your opinion. Be sure to write in complete sentences. Use correct spelling and pronouns.

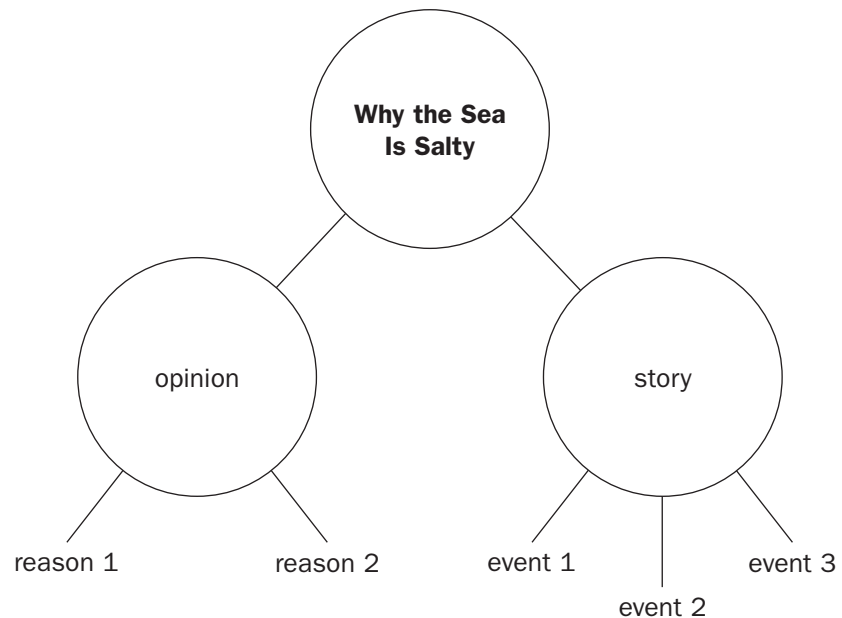
Scoring Guide	
The book review begins with an opening sentence that clearly states the writer's opinion.	10 points
The book review tells at least three events that happened in the story but does not give away the ending.	10 points each (30 points maximum)
The book review gives at least two reasons that support the writer's opinion about the story.	15 points each (30 points maximum)
The book review ends with a sentence that restates the writer's opinion.	10 points
The book review is written in complete sentences.	10 points
The book review uses correct spelling and pronouns.	5 points each (10 points maximum)

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

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

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Display the blackline master from Build Background again. Use **Think-Pair-Share** to have students identify whether the author clearly stated her opinion, and randomly select a few students to share.

Take a look at the book review for *Ruby the Copycat*. Does the author clearly state her opinion? Wait for students' responses. **Yes. She says that she loved the book, and it made her laugh. Then she explains what happened in the story to make her laugh.**

- Circle or underline the opening sentence on the blackline master. Remind students that their opening sentence should clearly state their opinion.
- Use **Think-Pair-Share** to have students turn to their partners and discuss an opening for their book reviews, and randomly select a few students to share. *(Answers will vary.)*
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.

- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Point out to students that one of the guidelines in the scoring guide is to use correct pronouns.
- Display the following blackline master, and read it aloud.

Blackline master provided.

Pronouns

- Words used in place of nouns
- Examples: *she, he, they, it*
 - Harry walks to school every day.
 - He walks to school every day.
 - Pedro and Maria play soccer.
 - They play soccer.

- Point out that in the first example, the second sentence uses *he* instead of *Harry* and that the second example uses *they* instead of *Pedro and Maria*.
- Use **Think-Pair-Share** to have students discuss why they think it is helpful to use pronouns, and randomly select a few students to share.

Why do you think it is helpful to use pronouns? Wait for students' responses.
I agree that when you use pronouns, you do not have to repeat words as much. In the book review that we looked at earlier, the author used the

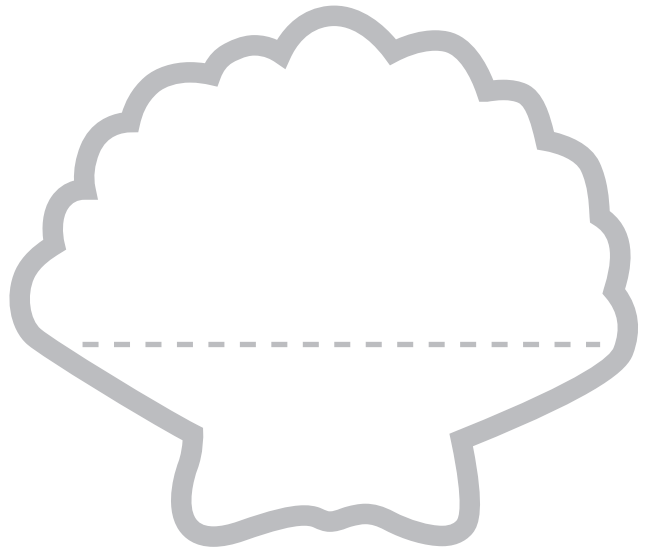
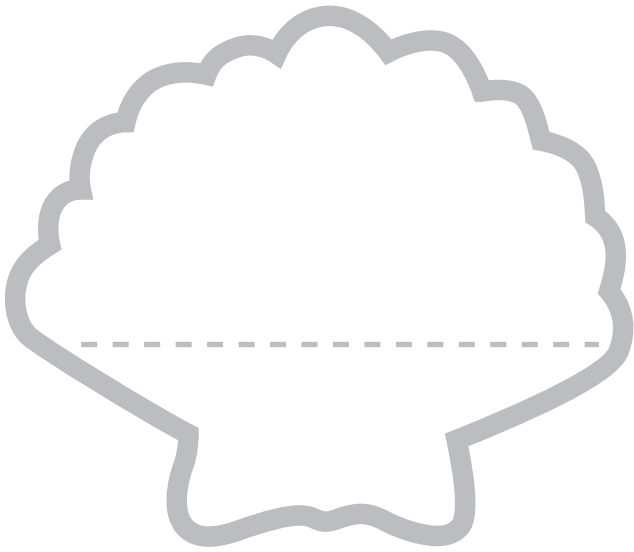
word *she* instead of writing Ruby’s name over and over again. If you use the same words over and over, that can start to sound boring. Pronouns let us use other words to refer to people or things when we write.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners’ drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners’ papers.
- Have students share their edits with their partners.

Rewriting

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

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



Folktale Characteristics

- Set long ago
- Good and bad characters
- A problem to solve
- It teaches a lesson, or it may tell how something came to be.

Fable Characteristics

- Characters are animals or objects that act like humans.
- Tells about one main event
- Teaches a lesson or moral

I read a book called *Ruby the Copycat* that I loved because it made me laugh. In this book, Ruby wants to fit in with her classmates. During lunch, she goes home and puts on an outfit like what Angela is wearing. Angela does not like being copied. Miss Hart tells Ruby that she should be herself, but Ruby starts copying her teacher. She comes in to school with long pink fingernails like Miss Hart. By the end of the story, she finds something that she really likes about herself. You'll have to read the story to find out what it is! I laughed when Ruby's nails looked like her teacher. I once copied my older sister, so I understood how Ruby felt. *Ruby the Copycat* is a funny book that everyone should read.

Pronouns

- Words used in place of nouns

- Examples: *she, he, they, it*
 - Harry walks to school every day.
 - He walks to school every day.
 - Pedro and Maria play soccer.
 - They play soccer.

Story Map



Title: Why the Sea Is Salty

Characters:

the poor farmer
the poor farmer's rich brother
the poor farmer's wife
the shepherd
the lord of the castle
the sea captain

Setting:

Where: England

When: a long time ago

Problem:

A poor farmer asks his rich brother for food. His brother gives him ham and tells him that he must go to the End of the World.

Event: The poor farmer and his wife set out for the End of the World, but they do not know where it is. They ask people in their village who are not sure but tell them to go north.

Event: After walking for months, the poor man and his wife find a shepherd who directs them to the End of the World. He says that they can sell the ham and should ask for a hand mill in return.

Event: The poor man turns down lords' and ladies' offers of pieces of gold and asks for a hand mill, which the lord of the castle gives him.

Event: The poor man becomes rich because the hand mill grinds out gold.

Event: The poor man and his wife build a beautiful house and give gifts to those who helped them.

Solution:

The poor man is rich, but a sea captain steals the hand mill. It still grinds out salt to this day because the sea captain does not know how to stop it. This is why the sea is salty.

Story Map



Title: *The Lion and the Mouse*

Characters:

a lion
a mouse

Setting:

Where: *a forest*

When:

Problem:

A lion pounces on a mouse, and the mouse says that if the lion lets him go, he will help the lion one day. The lion does not think the tiny mouse could do anything for him.

Event: *Months later, the lion falls into a trap made of thick ropes.*

Event: *The lion tries to free himself from the trap, but he cannot get loose.*

Event: *The mouse comes along and says that he will help, but the lion does not think the mouse will be able to free him from the ropes.*

Event: *The mouse and his family members chew through the ropes.*

Event: *The lion is finally free from the trap.*

Solution:

The lion realizes that he is big and fast, but the mice are strong because there are so many of them. The mouse agrees that all animals have strengths.

Common Core State Standards

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

LEVEL 2 / <i>Why the Sea Is Salty</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>