

China: A Rich Past, A Great Future

Written by Robert E. Slavin and Kate Conway
Success for All Foundation, 2013 ISBN 978-0-9767850-8-8

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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:
China: A Rich Past, A Great Future***

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INFORMATIONAL (6 DAY)

China: A Rich Past, A Great Future

Written by Robert E. Slavin and Kate Conway

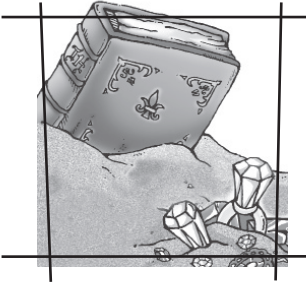
Summary

Ancient China is the oldest civilization in the world. Many contributions to modern society originated in ancient China, including the compass, paper, and silk. Although many changes have occurred between ancient times and today, some similarities remain. There are also similarities between modern China's culture and that of the United States.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Compare and contrast (CC)	Dictionary skills	Write a brochure.
	Students will compare and contrast information in the text.	Students will determine the location of words in a dictionary.	Students will write a brochure to encourage tourists to visit China. In the brochure, students will include an introductory sentence, at least three facts about China, and at least three things people can do while visiting China.

Teacher's Note: This book contains a glossary and an index. Tell students that the bold words in the text can be found in the glossary.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *China: A Rich Past, A Great Future* by Robert E. Slavin and Kate Conway. As we read, we'll compare and contrast. Good readers find things that are the same and things that are different in the text that they read.

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.



As we read this text, we will use TIGRRS. The first step of TIGRRS is to identify the topic of the text. Take a few moments to page through the text and look at pictures, headings, and other text features. What do you think is the topic of the text? Give students time to discuss. Yes, I agree. The topic of the text is China. The title is a good clue to the topic, and the words *China* and *Chinese* are repeated throughout the text.



- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students list things that they know about China, its culture, and/or its history. Randomly select a few students to share, and write these ideas on the board.
 - Point to China on a map. Explain that China has a larger population than any other country in the world. Show pictures of China, including cities, farms, and the Great Wall. Ask students to imagine life in these places.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author’s intent. Randomly select a few students to share.

We already did the first step of TIGRRS, which was to identify the topic. What is the next step of TIGRRS? Give students time to discuss. Yes, the next step of TIGRRS is to identify the author’s intent. Look at the text with your partner. What is the authors’ intent? Give students time to discuss. The authors’ intent is to tell readers about China’s history and what China is like today.

- Refer to the next step in TIGRRS. Use **Think-Pair-Share** to have students identify the graphic organizer that they will use to record information from the text. Randomly select a few students to share. Display an idea tree. Use **Think-Pair-Share** to have students tell what will be written in each part, and randomly select a few students to share.

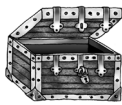
The next step in TIGRRS is to identify the graphic organizer that we will use to record important ideas. We know that the topic of the text is China. Let’s take a look at the text and find clues that might tell us how the text is organized. I don’t see signal words for cause and effect, so a T-chart won’t work. Think about the different graphic organizers that

we have used, and ask yourself which will work best with this text. Allow students a few minutes to look through the text and identify a graphic organizer. **What graphic organizer should we use?** Randomly select a student to share. **Yes, an idea tree seems like it will work well.** Display an idea tree. **The section headings tell us about main ideas in the text. Each section has details that will tell us more about the main ideas. Talk to your partners.** **What should we write in the “Topic” section?** *China.* **What will we write in the circles at the end of the long branches? Where will we write supporting details?** *The main ideas go in the circles. Supporting details go next to the lines coming out of the circles.*

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
amazing page 3	base word + ending: amaz(e) + ing	really great	It is <i>amazing</i> that Jordi can run so fast and not get tired.
continues page 6	base word + ending: continue + s	keeps going	“If it <i>continues</i> to rain, we will have our picnic another day,” Audriana’s mom said.
popular page 7	chunk: pop-u-lar	well-liked	The author’s new book was so <i>popular</i> that all the copies were checked out at the library.
designs page 14	base word + ending: design + s	makes	Kayleigh <i>designs</i> the shirts for her hockey team.

Word and Page Number	Identification Strategy	Definition	Sentence
rarely page 16	base word + ending: rare + ly	not often	Mr. Rice <i>rarely</i> lets Joanna have sweets, so it was a treat when she had ice cream.
invented page 19	base word + ending: invent + ed	came up with, created	George Washington Carver <i>invented</i> many uses for the peanut.
ancient page 20	chunk: an-cient	very old	Paisley learned about <i>ancient</i> history in her social studies class.
performs page 27	base word + ending: perform + s	puts on a show	Tomika <i>performs</i> in a dance recital once a month.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

This cycle we will focus on comparing and contrasting. Remember that *comparing* means finding what is the same or alike about two or more things. *Contrasting* means finding what is different about two or more things. You can compare and contrast many different things.



- Use **Think-Pair-Share** to have students compare and contrast pens and pencils.

Let's practice comparing and contrasting. Let's tell how pens and pencils are alike and how they are different. How are pens and pencils alike? Give students time to discuss. Right. Pens and pencils are both used for writing. They also both come in a lot of different colors. How are pens and pencils different? Give students time to discuss. Yes, pencils have erasers. Only some pens have erasers. In school, pencils are used for math. Pens are used for writing in subjects other than math. We just compared and contrasted pens and pencils.

- Tell students that they will compare and contrast as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 2 and 3 aloud, and use a **Think Aloud** to model how to contrast.



Remember that we will compare and contrast as we read this cycle. Let me think about what I just read. There are a lot of things to contrast. I read that China’s population is 1.3 billion. That is four times more than the population of the United States. I also read that in China, people use characters when they write. This is different than in the U.S. because people here use letters to write.

- Read pages 4 and 5 aloud, and use a **Think Aloud** to model how to contrast.

When I read before, I contrasted China and the U.S. I can also contrast different parts of China. I just read that many people in China live in cities such as Hong Kong. However, some people in China live in small villages. This shows that not everyone in China lives in the same type of place.

- Read pages 6 and 7 aloud, and use a **Think Aloud** to model how to compare.

I just learned about the land in China. There are deserts, and there are mountains. I know that there are deserts in the United States too. There are also mountains. So both China and the U.S. have deserts and mountains.

- Remind students to compare and contrast as they read.

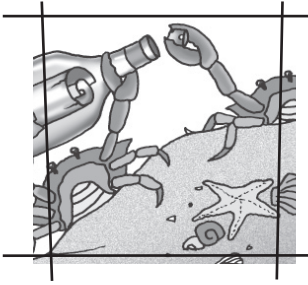
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk
1. How was life different during the dynasties than it is now under communist rule? (Write-On) CC
2. Why was the year 1974 important? DC
3. Japan invaded China because— CE <ul style="list-style-type: none"> a. they wanted China to stay Chinese. b. they wanted China’s natural resources. c. the Americans were fighting the Japanese. d. China became a communist country.
4. How can you tell that family is important in the Chinese culture? DC

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 8–15 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. How was life different during the dynasties than it is now under communist rule? (Write-On) |CC|

100 points = *Life was different during the dynasties than it is now under communist rule because during the dynasties, people were split into classes. People in higher classes had more wealth and rights than people in lower classes. Under communist rule, people are more equal. Education and medical care are better.* **90 points** = *Life was different during the dynasties than it is now under communist rule because during the dynasties, people were split into higher and lower classes with unequal rights. Under the communist government, people are more equal.* **80 points** = *During the dynasties, people were less equal.*

Team Talk *continued*

2. Why was the year 1974 important? |DC|

100 points = *The year 1974 was important because that is when the army buried with the Qin emperor was found. For many years, people did not know where the army was buried. Thousands of statues were found, and each one was different.* **90 points** = *The year 1974 was important because that is when the army buried with the Qin emperor was found. For many years, people did not know where the army was buried.* **80 points** = *That is when the army was found.*

3. Japan invaded China because— |CE|

- they wanted China to stay Chinese.
- they wanted China's natural resources.
- the Americans were fighting the Japanese.
- China became a communist country.

4. How can you tell that family is important in the Chinese culture? |DC|

100 points = *I can tell that family is important in the Chinese culture because family members live together, and sons take care of their parents. A long time ago, grandparents, aunts, and uncles lived in the same house. Grandparents still live with families today.* **90 points** = *I can tell that family is important in the Chinese culture because family members live together, and sons take care of their parents. Grandparents still live with families today.* **80 points** = *Family members live together, and sons take care of their parents.*

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

Class Discussion **TP**

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

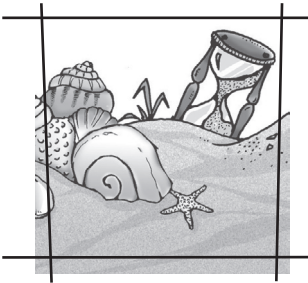


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
	<p>Team Talk Extenders</p> <p>Under communism, everyone is supposed to be equal. When China became communist, all the land and factories were given to the government. Were things really equal? Explain your thinking.</p> <p>Why do you think China made a law limiting the number of children in a family?</p>
<ul style="list-style-type: none"> - Award team celebration points. 	

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

Timing Goal: 5 minutes

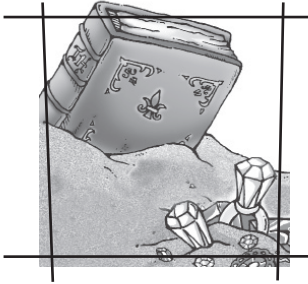


- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it,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

Page 15 (stopping at “Chinese children...”)

- 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.

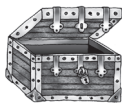
Set the Stage



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

Vocabulary **TP**

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



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

Strategic Review

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

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

Why did Japan invade China?

Listening Comprehension

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

Yesterday we learned a lot of information about China. China has a very large population. Some people live in big cities, but other people live in small villages. A long time ago, emperors ruled China. There is one language, but people speak different forms of it. There are many famous Chinese actors and athletes.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 16–18 aloud. Use **Think-Pair-Share** to have students contrast farms and cities in China.



How is life in a city in China different from life on a farm in China?

Allow students time to discuss. **Yes, that's correct. In a city, there is a lot of technology. On a farm, having technology, such as telephones, is not common. Many villages are very poor. In cities there is advanced health care. The differences between villages and cities show us that people living in China have different lifestyles.**

- Read pages 19–21 aloud. Use **Think-Pair-Share** to have students compare and contrast their lives with that of the child in the “Life in Beijing” sidebar. *(Accept reasonable responses.) My life is the same as that child's life because I learn math and science in school. Also, I have homework that I do after school every day. My life is different from that child's because I live in a house. I ride a bus to school.*
- Remind students to continue comparing and contrasting as they read.

Preview Team Talk

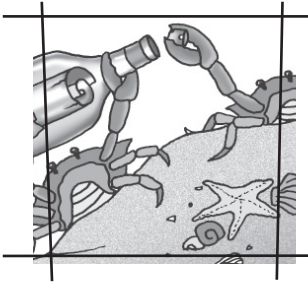
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

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

Student Edition, page 2

Team Talk

1. Compare and contrast the way people in China celebrate the new year with how people in the U.S. celebrate. (Write-On) |CC|
2. How can you tell that dragons are important in Chinese culture? |DC|
3. On page 26, the author writes, “China had a more advanced culture than existed anywhere else.” Which of the following sentences best supports this statement? |AP • DC|
 - a. “Each Chinese year is named after an animal.”
 - b. “Dragon boats look like colorful canoes with dragon faces...”
 - c. “They had all these things long before Europeans did.”
 - d. “A gong is like a flat metal drum.”
4. Why do you think the author includes the picture of a person in costume on page 27? |TF • AP|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 22–28 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Compare and contrast the way people in China celebrate the new year with how people in the U.S. celebrate. (Write-On) |CC|

100 points = *People in China and in the U.S. both celebrate the new year with food and a party. There is a lot of celebration. People in China celebrate the new year for two weeks. In the U.S., people only celebrate for a day. In China, the date of the new year is different each year, but in the U.S., it is always the same date.* **90 points** = *People in China and in the U.S. both celebrate the new year with food and a party. People in China celebrate the new year for two weeks. In the U.S., people only celebrate for a day.* **80 points** = *They both celebrate with food and a party. People in the U.S. only celebrate for a day.*

2. How can you tell that dragons are important in Chinese culture? |DC|

100 points = *I can tell that dragons are important in China because they are part of the new year celebration, and there is a festival for dragons. During the lantern parade, there is a dragon dance. In China, people think that dragons bring good luck. During the Dragon Boat Festival, people race canoes that have dragon faces.* **90 points** = *I can tell that dragons are important in China because they are part of the new year celebration, and there is a festival for dragons. During the lantern parade, there is a dragon dance. People race canoes that have dragon faces.* **80 points** = *They are part of the new year celebration, and there is a festival for dragons.*

3. On page 26, the author writes, “China had a more advanced culture than existed anywhere else.” Which of the following sentences best supports this statement? |AP • DC|

- a. “Each Chinese year is named after an animal.”
- b. “Dragon boats look like colorful canoes with dragon faces...”
- c. “They had all these things long before Europeans did.”
- d. “A gong is like a flat metal drum.”

4. Why do you think the author includes the picture of a person in costume on page 27? |TF • AP|

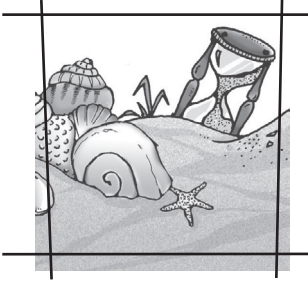
100 points = *I think the author includes this picture to help me understand what people wear in an opera. I can see that the person has a lot of makeup around her eyes. Her costume is very fancy and has many bright colors such as red and yellow. It also has patterns on it.* **90 points** = *I think the author includes this picture to help me understand what people wear in an opera. I can see that the person has a lot of makeup. Her costume has many bright colors such as red.* **80 points** = *It helps me understand what people wear in an opera.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Dragons are very important in the Chinese culture. What animals are important in your culture or another culture?</p> <p>The authors shared a lot about China’s influence on other cultures. Can you think of some other examples?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Dragons are very important in the Chinese culture. What animals are important in your culture or another culture?</p> <p>The authors shared a lot about China’s influence on other cultures. Can you think of some other examples?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

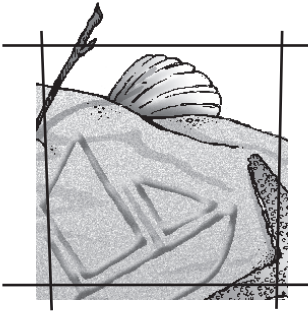
Timing Goal: 5 minutes

- Explain, 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 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.

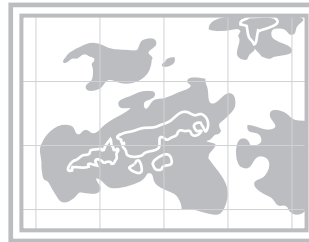


WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to Captain Read More’s Word Treasure clue for dictionary skills.
- Display the dictionary map clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

<h2>Word Treasure</h2>	<p>The dictionary provides information about words.</p> <p>If you’re having trouble reading and understanding words, check the dictionary.</p>
------------------------	--

Teacher’s Note: Have students refer to the sample dictionary pages for the Word Power activity.

- Display the sample dictionary pages.

Blackline master provided.

<p>focus football</p> <p>focus <i>n.</i> the center of interest.</p>	<p>lace lagoon</p> <p>lace <i>n.</i> very thin threads.</p>
<p>football <i>n.</i> a game played by two teams.</p>	<p>lagoon <i>n.</i> small lake or pond separated from a larger body of water.</p>

- Use **Think-Pair-Share** to have students identify what they notice about the words at the top of the page and the words below them on the page.
- Randomly select a few students to share. *The words at the top of the page appear on the page with information about the words.*
- Explain that dictionaries provide a lot of information about words—correct spelling, meanings, word type, and more. Point out that to get this information you have to be able to find the word in the dictionary first.
- Tell students that words in the dictionary appear in alphabetical order and that the bigger words at the top of the page are guide words. Explain that guide words tell you the first and last words that appear on that page.
- Use **Think-Pair-Share** to have students identify on what page they would find information for the word *ladder*. Randomly select a few students to share. *The page with the guide words lace and lagoon.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 2 and 3

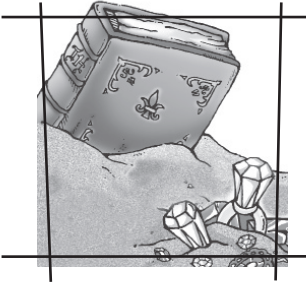
Skill Practice			
Use the sample dictionary pages. Write the guide words for the page where you will find each word.			
1. fog <i>focus, football</i>			
2. ladybug <i>lace, lagoon</i>			
Building Meaning			
amazing	continues	popular	designs
rarely	invented	ancient	performs
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best fits in the blank. Marika’s grandparents live in another country, so she <u>rarely</u> gets to visit them.			



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

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

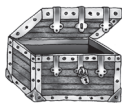
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

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

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

How are new year celebrations in China different from new year celebrations in the United States? How are they the same?

Listening Comprehension

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

Yesterday we learned a lot more about Chinese culture. People in China celebrate the new year with food and fireworks, like in the U.S., but they celebrate it for two weeks. This is longer than the holiday is celebrated in the U.S. Dragons are important in China because people believe they bring good luck. People in China enjoy art and music.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 2 and 3 aloud, and remind students of what they contrasted the first time that they read. Add details to your idea tree as necessary.
- Reread pages 4 and 5 aloud, and add details to your idea tree.
- Reread pages 6 and 7 aloud, and use **Think-Pair-Share** to have students identify how the land in China varies throughout the country.



How does the land change from one part of China to another? Randomly select a few students to share. **Yes, there are deserts, grasslands, and mountains. There are many different kinds of land in China. It can be very hot or very cold in the Gobi desert. I can tell that the mountains are cold because there is snow in the picture of the mountains on page 7.**

- Remind students to compare and contrast as they read.

Preview Team Talk

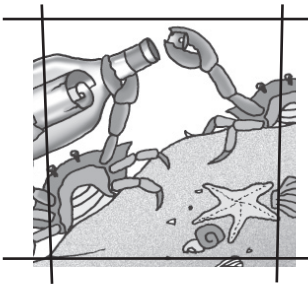
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page 3

Team Talk

1. What does the caption on page 8 help a reader understand? |TF|
2. What do you know about China's government in the early 1900s? Support your thinking. |DC|
3. How are children in China and children in the U.S. alike? (Write-On) |CC|
4. What happened as a result of a law made in China in the 1970s? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 8–15 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What does the caption on page 8 help a reader understand? [TF]

100 points = *The caption on page 8 helps a reader understand what the picture shows. The Great Wall was built to keep invaders out. It is thousands of miles long.* **90 points** = *The caption on page 8 helps a reader understand what the picture shows. The Great Wall was built to keep invaders out.* **80 points** = *It helps a reader understand the picture.*

2. What do you know about China’s government in the early 1900s? Support your thinking. [DC]

100 points = *In the early 1900s, there were a lot of changes to China’s government. In 1912, a revolution ended the rule of the Qing dynasty, so China no longer had an emperor. Sun Yat-Sen tried to form a democracy, but China got into a long war with Japan. After the war, Mao Zedong started a communist government.* **90 points** = *In the early 1900s, there were a lot of changes to China’s government. A revolution ended the rule of the emperor. Sun Yat-Sen tried to form a democracy. Then China became communist.* **80 points** = *A lot of changes happened to their government.*

3. How are children in China and children in the U.S. alike? (Write-On) [CC]

100 points = *Children in China and children in the U.S. are alike because they learn the same things. They both speak English. Children in China wear clothing like American children now.* **90 points** = *Children in China and children in the U.S. are alike because they learn the same things. They both speak English.* **80 points** = *They learn the same things.*

4. What happened as a result of a law made in China in the 1970s? [CE]

100 points = *As a result of a law made in China in the 1970s, families could only have a certain number of children. In the city, families could have one child. On a farm, families could have two children.* **90 points** = *As a result of a law made in China in the 1970s, families could only have a certain number of children. In the city, families could have one child.* **80 points** = *Families could only have a certain number of children.*

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

Class Discussion **TP**

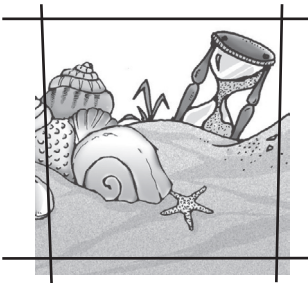


Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td> <p>The emperors in China’s last dynasty did not want European ways to spread to China. How would you describe the way they felt about Chinese culture?</p> <p>Do you think having different forms of Chinese makes it hard for people to talk to one another? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The emperors in China’s last dynasty did not want European ways to spread to China. How would you describe the way they felt about Chinese culture?</p> <p>Do you think having different forms of Chinese makes it hard for people to talk to one another? Why or why not?</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

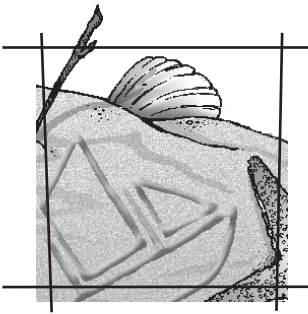
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 22 or 11

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

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students discuss what the guide words at the top of a dictionary page tell you. Randomly select a few students to share.
Guide words tell you the first and last words that appear on that page.

Teacher’s Note: Have students refer to the sample dictionary pages for the Word Power activity.

- Display the sample dictionary pages.

Blackline master provided.

<p>pocket popularity</p> <p>pocket <i>n.</i> 1 a place on clothing to store things.</p>	<p>porch positive</p> <p>porch <i>n.</i> 1 a place to sit.</p>
<p>popularity <i>n.</i> 1 act of being well-liked.</p>	<p>positive <i>adj.</i> 1 good.</p>

- Point out that *popular* is a word from this cycle’s vocabulary list. Use **Think-Pair-Share** to have students discuss where they would find information for the word *popular*. Randomly select a few students to share.
The page with the guide words pocket and popularity.

- Remind students that using a dictionary is helpful when they want to know more about a word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Use the sample dictionary pages. Write the guide words for the page where you will find each word.

- poem *pocket, popularity*
- portion *porch, positive*

Building Meaning

amazing	continues	popular	designs
rarely	invented	ancient	performs

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

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

4. Luisa’s plant gets a lot of sunlight and water, so it continues to grow. *Continues* means—

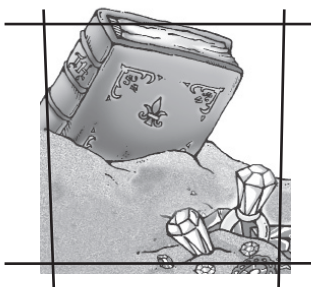
- keeps eating.
- keeps learning.
- keeps going.*
- keeps stopping.



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

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

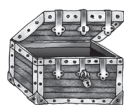
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

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

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

How did a law made in the 1970s affect Chinese families?

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information that you added to your graphic organizer during yesterday’s reading.

Yesterday we began rereading *China: A Rich Past, A Great Future*. As we reread, we paid attention to details. These details helped us better compare and contrast the important ideas that we read about. For example, we learned about China’s history and how a dynasty is different from a democracy. We also read about the people in China. There are a lot of Chinese actors and athletes. There are also many actors and athletes in the United States.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 16–18 aloud. Use **Team Huddle** to have students compare life in a Chinese village to life in a city. Use **Random Reporter** to select students to respond.



More than half of all Chinese people live in villages. Millions of people live in cities. How is life the same in villages and cities? *People who live in cities work there, and people who live in villages travel to cities for work. People in villages and cities eat vegetables. Think about what I just read and what you read earlier in the text. Look at the text features. How do villages and cities look different?* *Cities have many buildings that are very close together. The streets in a city are very crowded. Villages may be close to the water. There is a lot of soil for growing plants.*

- Reread pages 19–21 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Summarize the supporting details from the reading, and add them to your idea tree.
- Remind students to compare and contrast as they read.

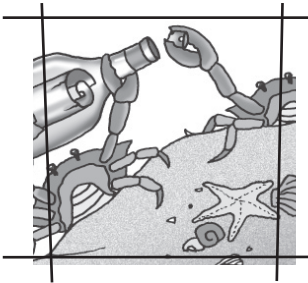
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page 4

Team Talk

1. Explain how art in China is the same as and different from art in the United States. (Write-On) |CC|
2. How can you tell that nature is important to people in China? |DC|
3. Why do you think the authors included the section "China's Influence"? |AP|
4. Use your idea tree to summarize the information in the text. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 22–28 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Explain how art in China is the same as and different from art in the United States. (Write-On) |CC|

100 points = *Both China and the U.S. have paintings and sculptures.*

Chinese sculptures are very valuable. In China, gardens represent beliefs.

*In the U.S., gardens usually do not symbolize anything. **90 points** = Both*

China and the U.S. have paintings and sculptures. In China, gardens

*represent beliefs. **80 points** = They both have paintings. In China, gardens*

represent beliefs.

2. How can you tell that nature is important to people in China? |DC|

100 points = *I can tell that nature is important to people in China because*

it is included in art. Chinese paintings show mountains and trees. There

*are many Chinese gardens. **90 points** = I can tell that nature is important*

to people in China because it is included in art. Chinese paintings show

*mountains. **80 points** = It is included in art.*

3. Why do you think the authors included the section “China’s Influence”? |AP|

100 points = *I think the authors included the section “China’s Influence”*

because it shows that things from China are used around the world. A

lot of stores sell tea. There are martial arts schools and pagodas in many

*countries. **90 points** = I think the authors included the section “China’s*

Influence” because it shows that things from China are used around the

*world. A lot of stores sell tea. **80 points** = It shows that things from China*

are used around the world.

Team Talk *continued*

4. Use your idea tree to summarize the information in the text. [SU]

100 points = *China has changed a lot over the years. Many years ago, there were dynasties in which emperors ruled China. This changed over the years. There was a brief democracy and then communism. Now business and trade are growing. China has a large population, and people live in cities or on farms. Many famous people, such as actors and athletes, are from China. The Chinese have many celebrations, for example, the Chinese New Year, which is celebrated for two weeks. Art and music are very important in China.*

90 points = *China has changed a lot over the years. Many years ago, there were dynasties in which emperors ruled China. This changed because there was a democracy and then communism. China has a large population, and people live in cities or on farms. Many famous people are from China. There are many Chinese celebrations, for example, the Chinese New Year. Art is very important in China.*

80 points = *China has changed a lot over the years. Many years ago, there were dynasties. Then there was a democracy and communism. China has a large population. Many famous people are from China. There are many Chinese celebrations. Art is very important in China.*

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

Class Discussion **TP**

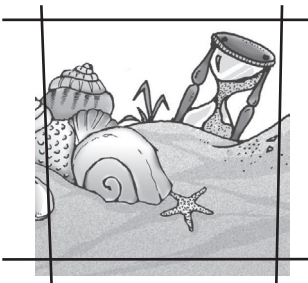


Strategy-Use Discussion

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

Think-and-Connect Discussion		<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders	<p>What do the years on a Chinese calendar tell you about the Chinese culture?</p> <p>There are many Chinese inventions that are still used today. What are some inventions from other cultures that we use today? Describe these inventions.</p>
		<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries.

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

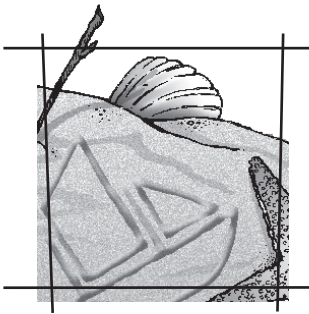
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 22, page 11, or pages 24 and 25

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students discuss the meaning of the guide words at the top of a dictionary page. Randomly select a few students to share. *Guide words tell you the first and last words that appear on that page.*

Teacher’s Note: Have students refer to the sample dictionary pages for the Word Power activity.

Blackline master provided.
Student Edition, page 4

<p>glaze global</p> <p>A.</p>	<p>gloom gnome</p> <p>B.</p>	<p>go goggles</p> <p>C.</p>
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Preparation: Display the Word Power Challenge.

<h3>Word Power Challenge</h3>	<p>goal glider gloss</p>
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- Direct students’ attention to the Word Power Challenge. Have students write the words *goal*, *glider*, and *gloss* on their papers and the letter of the sample dictionary page where they would find information for each word next to that word.



- Use **Random Reporter** to have students provide the answers. Goal—C, glider—A, gloss—B.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

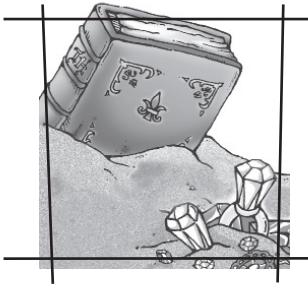
Skill Practice			
Use the sample dictionary pages. Write the guide words for the page where you will find each word.			
1. glory <i>gloom, gnome</i>			
2. glider <i>glaze, global</i>			
Building Meaning			
amazing	continues	popular	designs
rarely	invented	ancient	performs
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best fits in the blank. Ranch is a <u>popular</u> salad dressing, so Mrs. Jamison bought a lot for her party.			



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

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

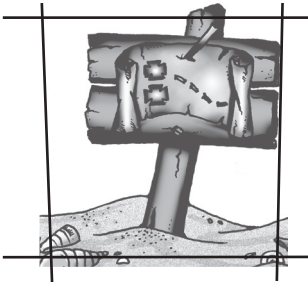
Today you will read about the similarities and differences between two countries in Asia.

Vocabulary **TP**

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

Prepare Students for the Test

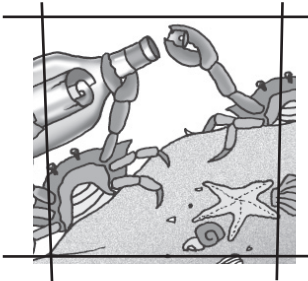
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about comparing and contrasting.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

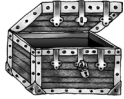
Team Discussion **TP**

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

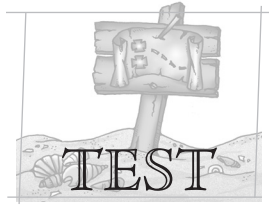


Class Discussion **TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Japan: The Land, the People, and the Culture

Japan is the fourth biggest country in the world. It is near China. There are 127.6 million people living in Japan. That may sound like a lot, but 1.3 billion people live in China! There are a lot of mountains in Japan. There are also a lot of rivers. Tokyo is the biggest city in Japan.

Kids in Japan learn subjects such as math and science in school. They learn how to cook and sew. Baseball and tennis are two sports played in Japan. People in Japan like to go to plays. Just like in operas in China, the actors wear fancy costumes. They also wear a lot of makeup.

Source: web-japan.org/kidsweb/index.html

Comprehension Questions

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

20 points

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

(Answers may vary.) 20 points = The topic of this text is Japan. I know because the author tells many details about Japan. The title is a clue because it is Japan: The Land, the People, and the Culture. 15 points = The topic of this text is Japan. I know because the author tells many details about Japan. The title is a clue. 10 points = Japan. The author tells about Japan.

30 points

2. What is the author's intent? |AP|
- to inform a reader about Japan
 - to convince a reader to eat rice
 - to persuade a reader to visit Japan
 - to explain why sewing is important

How do you know?

(Answers may vary.) 20 points = I know that the author's intent is to inform a reader about Japan because the text tells about this country. It tells how many people live there and what people do for fun. The author does not try to convince the reader about anything. 15 points = I know that the author's intent is to inform a reader about Japan because the text tells about this country. It tells how many people live there. 10 points = The text tells about this country.

20 points

3. How is Japan similar to and different from China? |CC|

20 points = Japan is similar to China because of the actors in plays. In the Chinese operas and Japanese plays, actors wear fancy costumes and a lot of make-up. Japan is different from China because it is smaller.

Japan has 127.6 million people, but China has more than a billion.

15 points = Japan is similar to China because of the actors in plays. In the Chinese operas and Japanese plays, actors wear fancy costumes. Japan is different from China because it is smaller. Japan has 127.6 million people. **10 points** = They are similar because of the actors in plays. They are different because Japan is smaller.

20 points

4. Use information from your graphic organizer to summarize the text. |SU|

20 points = Japan is one of the biggest countries in the world. There are 127.6 million people living in Japan. The biggest city in this country is Tokyo. People in Japanese plays and Chinese operas wear fancy costumes and a lot of make-up. In school, children learn math. They also learn how to cook. For fun, Japanese people like to play sports or see plays.

15 points = Japan is one of the biggest countries in the world. There are 127.6 million people in Japan. People in Japanese plays and Chinese operas wear fancy costumes. In school, children learn math. For fun, Japanese people like to see plays.

10 points = Japan is one of the biggest countries in the world. People in Japan eat some of the same foods as people in China. Children learn math. Japanese people like to see plays.

Word Power

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

Skill Questions

Use the sample dictionary pages to answer the following questions. Write the guide words for the page where you will find each word.

central | chair

chamber | chant

hamster | hang

hanger | hardly

5 points

1. chance *chamber, chant*

5 points

2. happen *hanger, hardly*

5 points

3. chain *central, chair*

5 points

4. handy *hamster, hang*

Building Meaning

amazing	continues	popular	designs
rarely	invented	ancient	performs

10 points

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

10 points = *Shelby continues reading past her bedtime because her book is good, and she wants to see what happens next.* **5 points** = *Shelby continues reading past her bedtime because her book is good.* **1 point** = *Shelby continues reading past her bedtime.*

10 points

6. Miguel wants to be an actor, so he performs in all the school plays.

10 points

7. Since Giuliana rarely frowns, her friends asked her what was wrong when they saw that she wasn't smiling. *Rarely* means—
- all the time.
 - never.
 - not a lot.*
 - twice.

10 points

8. Alex thought the movie was amazing and was not surprised when it won an award.

10 points

9. Mary Anderson invented the windshield wiper, which helps people keep their windshields clean so they can see as they drive. *Invented* means—
- created.*
 - jumped.
 - studied.
 - rested.

10 points

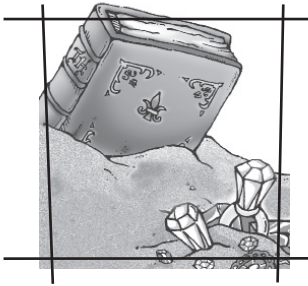
10. Scientists found remains of the ancient temple after digging in the ground for many months.

10 points

11. Students in Ms. Bryson's class voted to see who the most popular band was to them. *Popular* means—
- well made.
 - well earned.
 - well built.
 - well liked.*

10 points

12. Brianne designs posters for her lemonade stand.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a brochure to encourage tourists to visit China. In *China: A Rich Past, A Great Future*, the authors share many interesting facts about China. Do the facts make you want to visit China? How could you persuade people to travel there? In your brochure, you will tell facts about China and give reasons that tourists should want to visit.

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 travel brochures to students.

Cities, countries, and tourist attractions all create travel brochures to tell people about these places and make people want to visit. Travel brochures are like advertisements because they tell people facts about a place and give reasons that might make people want to go visit that place.

- Model how to fold a travel brochure. Fold a piece of regular paper into thirds horizontally. Tell students that this is how they will fold their travel brochures.
- If you have sample travel brochures available, show the class the kinds of information found in these brochures. For example, point out the facts about that place and the reasons for visiting or things to do there. Point out other information that may be included, such as directions, maps, costs, hours, phone numbers, and websites.
- Display the blackline master. Explain to students that this shows the content that they might find in a travel brochure.

Blackline master provided.

Have Fun in the Sun at Liberty Beach!

Come visit Liberty Beach for the food, the fun, and the sun!

Liberty Beach is a recreation area ten minutes from downtown Springfield. At Liberty Beach, you'll find a lovely sandy beach surrounded by trees and picnic tables. Our nature preserve is home to many birds and animals, such as woodpeckers, ducks, beavers, and squirrels.

The playground will provide hours of entertainment for kids. Relax on the beach or swim in the cool water. Enjoy ice cream and hot dogs at our snack bar. Plan a day for your family at Liberty Beach soon!

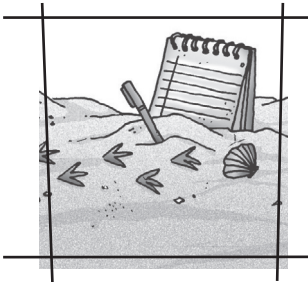


- Use **Random Reporter** to have students find at least three facts about Liberty Beach.

- Use **Random Reporter** to have students find at least three reasons given in the brochure for visiting Liberty Beach.



- Use **Think-Pair-Share** to have students think of one fact about China and one reason that they might want to go there. Record their answers on the board.
- Tell students that they will begin planning their travel brochures.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a travel brochure that encourages tourists to visit China.



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

Writing Prompt

Does the author do a good job of making China sound exciting and fun? Now it's your turn to make this country sound exciting! Write a travel brochure encouraging tourists to visit China. Give your brochure a catchy title, and begin with a catchy introductory sentence. Then write at least three interesting facts about China. Finish your brochure by writing about at least three activities that tourists can do for excitement in China. Remember that you are trying to convince people to visit, so make your brochure fun! Remember to write your ideas in complete sentences.

Scoring Guide

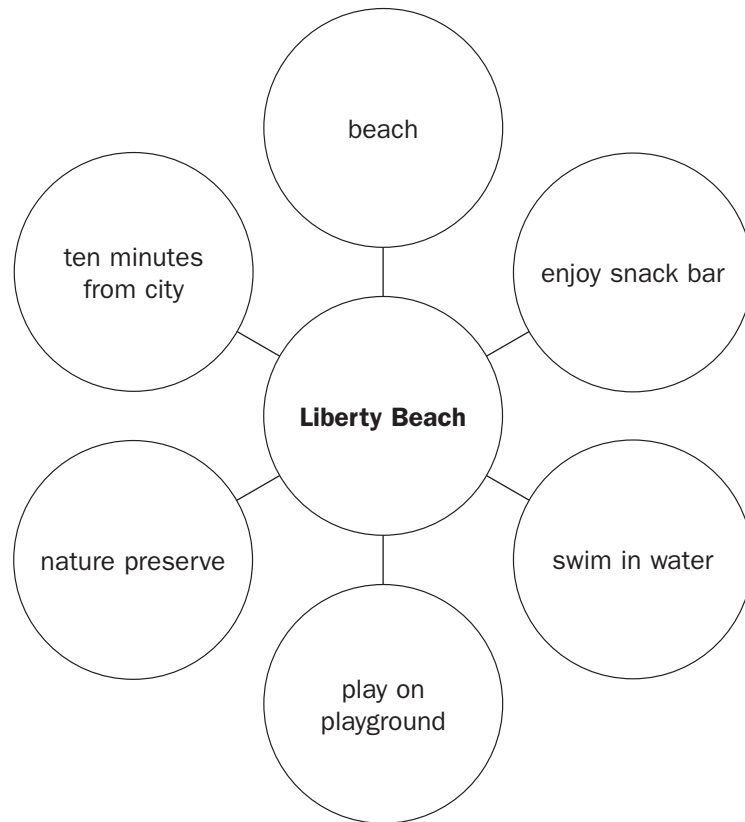
The brochure has a catchy title.	5 points
The brochure has a catchy introductory sentence.	10 points
The brochure includes at least three facts about China.	10 points each (30 points maximum)
The brochure includes at least three activities that you can do in China.	15 points each (45 points maximum)
The brochure is written in complete sentences.	10 points

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

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

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students that they should begin by thinking of a catchy title and introductory sentence for their travel brochure.

Remember that your travel brochure must begin with a title that explains the subject of the brochure. The title should be interesting and grab the reader’s attention. The title should include the name of the destination, for example, “China—A Place You Must See.”

- Tell students that they should write an introductory sentence for their travel brochure.

In your introductory sentence, you could summarize the reasons to visit China. Remember that the introductory sentence is the next thing that the tourist will read, so it should be interesting and make the reader want

to know more. To write your introductory sentence, look at the reasons you wrote on your web. Try to summarize at least one or two of these reasons in your introductory sentence.

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

Sharing, Responding, and Revising

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

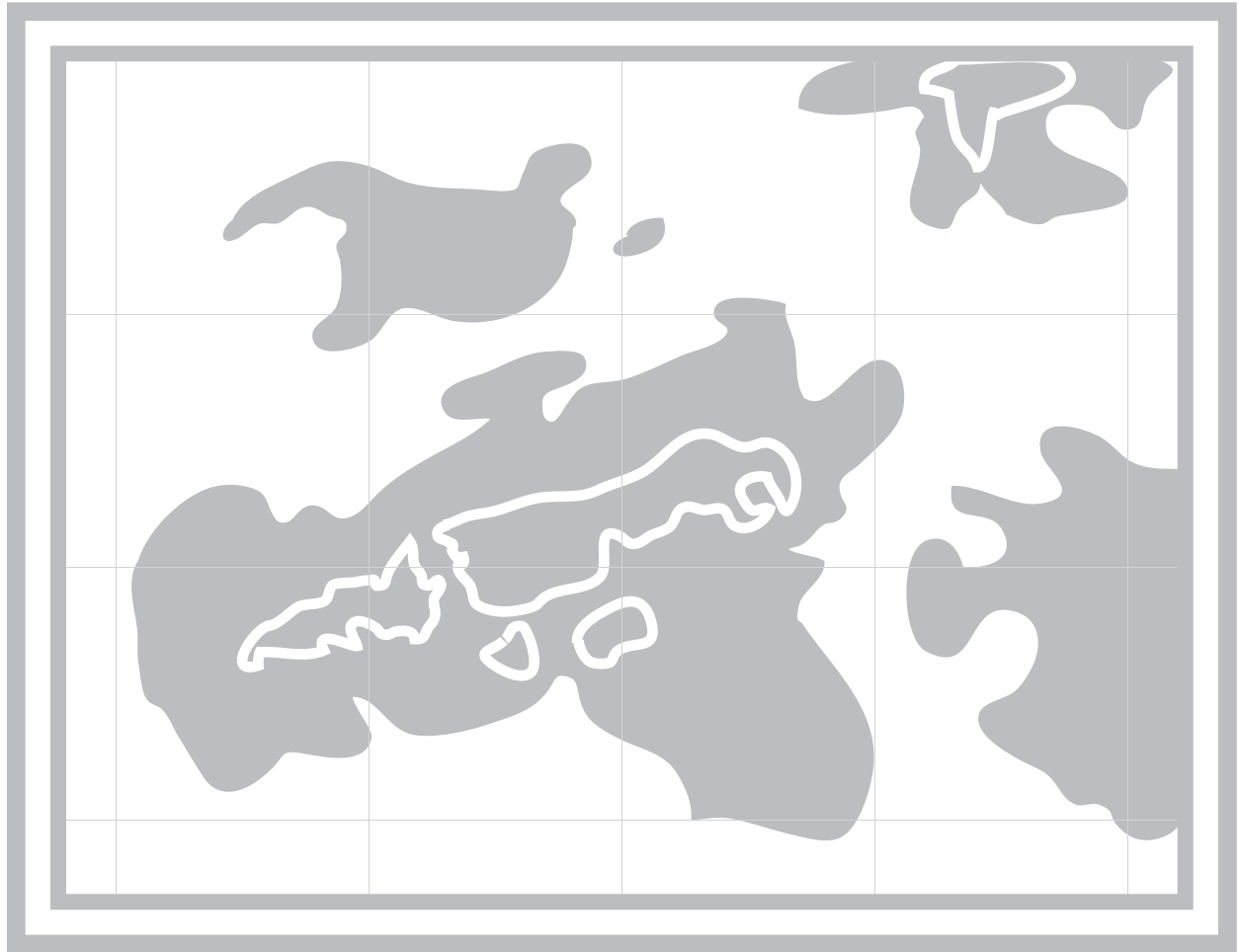
Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Instruct students to fold a piece of blank paper horizontally and to copy their final drafts onto the folded paper. Have each student write his or her title on the front panel of the brochure. The introductory sentence and facts should go on the first inside panel. The reasons to visit should go on the middle and right panels of the fully opened brochure. Tell students to put their names on the very back of their brochures. Permit students to illustrate their brochures if time allows.
- 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?



focus | football

focus

n. the center of interest.

lace | lagoon

lace

n. very thin threads.

football

n. a game played by
two teams.

lagoon

n. small lake or pond
separated from a larger
body of water.

pocket | popularity

pocket

n. **1** a place on clothing to store things.

porch | positive

porch

n. **1** a place to sit.

popularity

n. **1** act of being well-liked.

positive

adj. **1** good.

Word Power
Challenge

goal

glider

gloss

glaze | global

A.

gloom | gnome

B.

go | goggles

C.

Have Fun in the Sun at Liberty Beach!

Come visit Liberty Beach for the food, the fun, and the sun!

Liberty Beach is a recreation area ten minutes from downtown Springfield. At Liberty Beach, you'll find a lovely sandy beach surrounded by trees and picnic tables. Our nature preserve is home to many birds and animals, such as woodpeckers, ducks, beavers, and squirrels.

The playground will provide hours of entertainment for kids. Relax on the beach or swim in the cool water. Enjoy ice cream and hot dogs at our snack bar. Plan a day for your family at Liberty Beach soon!

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 3 / *China: A Rich Past, A Great Future*

English Language Arts Standards: *Writing*

Text Types and Purposes

W.3.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

