

Settling the West

Written by Robert E. Slavin and Richard Gifford
Success for All Foundation, 2013 ISBN 978-1-941010-00-6

Informational

I Don't Like Different

Written by Kwami Conteh
Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

TARGETED 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:
Settling the West and
I Don't Like Different***

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INFORMATIONAL (6 DAY)

Settling the West

Written by Robert E. Slavin and Richard Gifford

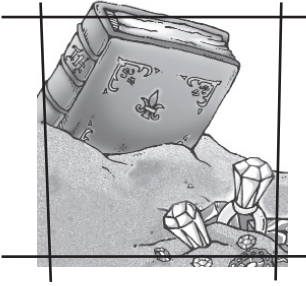
Summary

The definition of the term “the West” has changed over time, but the land in that area attracted many settlers years ago. Settling the land involved a lot of hard work, and settlers faced many obstacles along the way. As a result of settlers moving west, many Indian tribes were forced to leave their lands, an event that still impacts them today.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Fact and opinion (FO)	Compound words	Write a personal response.
	Students will distinguish facts from opinions within the text.	Students will pronounce compound words by separating and reading each smaller word.	Students will explain whether they would have traveled west if they had lived in the 1800s.

Teacher’s Note: This book contains a glossary and an index. Point out to the 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 **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Settling the West* by Robert E. Slavin and Richard Gifford. As we read, we'll identify facts and opinions within the text. Good readers identify facts and opinions as they read so they can better understand what the text is about.

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

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



We use the TIGRRS process as we read to help us better understand the informational texts that we read. The first step in TIGRRS is to identify the topic of the text. I'll use the title and cover of the text to help me identify what the book is about. The title is *Settling the West*. On the cover, there is a picture of a wagon. I see a lot of open land around the wagon. There aren't any buildings or people shown in the picture. The topic must be just what the title says—settling the west. Just to make sure, I'll flip through the book and look at the pictures and other text features to see if they match what I identified as the topic. Page through the text. Yes, I think I identified the topic correctly. There are a lot of maps showing the western part of the United States, and I see the words *settlers* and *settlements* repeated a lot. So the topic of this text is settling the west.



- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students identify what they know about the West today (states in the west, etc.), and randomly select a few students to share.
 - Point out the picture of the wagon on the cover of the text. Use **Think-Pair-Share** to have students discuss why a wagon was important to people traveling years ago. Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students imagine what it would be like to explore new land. How would that feel? What would they bring? Randomly select a few students to share.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

I already identified the topic of the text. Figuring out the topic is the first step in the TIGRRS process. The second step is to identify the author's intent. This means that I need to figure out why the authors wrote the text. When I paged through the text, I saw a lot of maps and certain words repeated. I think the authors want to explain why and how the West was settled.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from

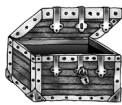
the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

Now that we have identified the topic and the authors’ intent for this text, we can identify which graphic organizer will best help us keep track of what we read. Let’s take another look at the text. I see in the table of contents that each section has a title. As I page through again, it seems like each title is the main idea of that section. The information in each section probably has a lot of details about these main ideas, so I think I will use an idea tree. Display an idea tree. In the part of the idea tree labeled “Topic,” I will write “Settling the West,” since we said that is what the text is about. I will write the main ideas in the circles, and I will write the supporting details I find for the main ideas next to the lines coming out of the circles. When we finish reading the text, we can look back at our idea trees and see the most important information that we identified.

- 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
amount page 10	chunk: a-mount	how much of something	McKenna used the Internet for her research project since it has a huge <i>amount</i> of information.
several page 10	chunk: sev-er-al	many	Piper tried on <i>several</i> outfits before she decided what to wear.

Word and Page Number	Identification Strategy	Definition	Sentence
failed page 10	base word + ending: fail + ed	did not have good results	The new movie <i>failed</i> at the box office because hardly anyone bought a ticket for it.
highways page 14	compound word: high + ways	wide roads for traveling fast	Antonia’s mom drives on <i>highways</i> so she can get to places quickly.
forced page 23	base word + ending: forc(e) + ed	made someone do something	It was hard to get up so early, but Darrell <i>forced</i> himself to get out of bed.
suffer page 23	chunk: suf-fer	to have a hard time	“Ginger ale helps when you <i>suffer</i> from a stomachache,” Mr. Richardson said.
journey page 24	chunk: jour-ney	trip	Kiara was very tired after the ten-hour <i>journey</i> by train.
destroyed page 27	base word + ending: destroy + ed	ruined	The rain forests will be <i>destroyed</i> if people keep cutting down the trees.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

We will begin reading *Settling the West* today. Since this book is an informational text, it will have a lot of true information. Pieces of information that can be proven are called facts. That is why facts are important in informational texts. We will find many facts in this text, but not many opinions. The word *opinion* refers to how someone thinks or feels about something. Opinions are different from facts because facts can be proven, but opinions cannot be proven.

- Use the following example to help students distinguish between facts and opinions.

When I say, “Lewis and Clark helped settle the West,” that is a fact. We know this is true because there are diaries with their notes about settling the West. People who study history have learned about Lewis and Clark and proven that these two explorers helped settle the West. However, if I say, “Lewis and Clark are the best and smartest explorers in history,” that is an opinion. It is an opinion because we cannot prove that Lewis and Clark were the best and smartest explorers in history. The word *best*

is an example of an opinion word because it tells someone’s thought. Sometimes, words that end in *-est* are opinion words, such as *smartest*. Other opinion words may be *funniest*, *prettiest*, or *strongest*. If you see a word that ends in *-est*, you can ask yourself if it tells how someone feels.

- Tell students that as they read, they will determine whether a piece of information is a fact or an opinion by asking themselves if it can be proven. If they do not think the information can be proven, they can ask themselves if it sounds like someone’s thought or feeling.
- Tell students that they will identify facts and opinions as they read the text.

Listening Comprehension

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

After reading these two pages, I can identify a fact and an opinion. On page 2, the authors explain that many years ago, kings, nobles, and other rich people owned the land. This is a fact because it can be proven. People who study history could find diaries or writings that show this is true. The authors also include an opinion. They write about the land hundreds of years ago and how landowners had a lot of money, but common people did not. The authors say, “It was a very unfair system.” This is an opinion because it tells how the authors feel about something.

- Read pages 4–7 aloud, stopping to make points, ask questions, or focus students’ attention as needed.
- Fill in the idea tree with main ideas from the reading.

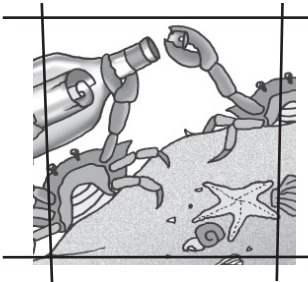
Preview Team Talk

- 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.

Team Talk

1. What is the cause that led to the Boston Tea Party? |CE|
2. Why was Sacajawea important to Lewis and Clark's expedition? |DC|
3. The text says that ten years after the Texas Revolution, Texas joined the United States. Is this a fact or an opinion? Tell why. (Write-On) |FO|
4. On page 15, why did the authors include a picture of a diary? |AP • TF|

- 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. What is the cause that led to the Boston Tea Party? |CE|

100 points = *The cause that led to the Boston Tea Party was colonists not wanting to pay taxes on tea. The colonists were angry that they could not choose people to represent them, so they dumped tea into the water.*

90 points = *The cause that led to the Boston Tea Party was colonists not wanting to pay taxes on tea. The colonists were angry that they could not choose people to represent them.* **80 points** = *Colonists did not want to pay taxes on tea.*

2. Why was Sacajawea important to Lewis and Clark's expedition? |DC|

100 points = *Sacajawea was important to Lewis and Clark's expedition because she knew a lot about the Indians. She spoke many Indian languages and knew about different Indian tribes. Sacajawea helped Lewis and Clark get along with these tribes.*

90 points = *Sacajawea was important to Lewis and Clark's expedition because she knew a lot about the Indians. She spoke many Indian languages and knew about different Indian tribes.*

80 points = *She knew a lot about the Indians.*

3. The text says that ten years after the Texas Revolution, Texas joined the United States. Is this a fact or an opinion? Tell why. (Write-On) |FO|

100 points = *It is a fact that after the Texas Revolution, Texas joined the United States. I know that Texas is part of the United States. This can be proven.* **90 points** = *It is a fact that after the Texas Revolution, Texas joined the United States. I know that Texas is part of the United States.*

80 points = *Fact. Texas is part of the U.S.*

4. On page 15, why did the authors include a picture of a diary? |AP • TF|

100 points = *I think the authors included a picture of a diary because it helps a reader understand a child's life on the Oregon Trail. Mary writes about what her family does at night. She writes about missing fresh fruit.*

90 points = *I think the authors included a picture of a diary because it helps a reader understand a child's life on the Oregon Trail. Mary writes about what her family does at night.* **80 points** = *To help a reader understand a child's life on the Oregon Trail.*

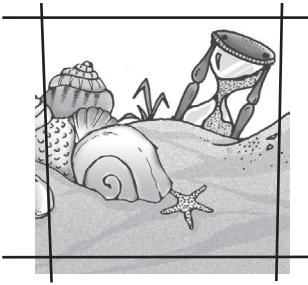
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

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



Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How do you think Lewis and Clark felt when President Jefferson asked them to explore new land? Why?</p> <p>Why did Lewis and Clark need so many supplies for their trip?</p> <p>Children on the Oregon Trail kept diaries. Which would be most useful to help you learn about the West: a diary written by a child or a book about the West?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How do you think Lewis and Clark felt when President Jefferson asked them to explore new land? Why?</p> <p>Why did Lewis and Clark need so many supplies for their trip?</p> <p>Children on the Oregon Trail kept diaries. Which would be most useful to help you learn about the West: a diary written by a child or a book about the West?</p>	
Write-On Discussion	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

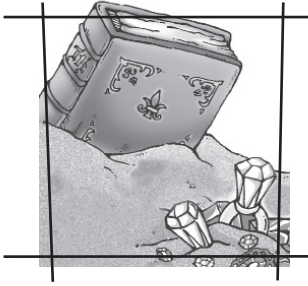


- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it,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

Page 14 (not including the sidebar titled “Oregon Trail”)

- 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.

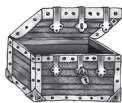
Set the Stage



- 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.

What led to the Boston Tea Party?

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.

Let’s review some important ideas that we read about yesterday. We learned about the Boston Tea Party. Lewis and Clark explored land that President Jefferson bought. Many American settlers moved to Texas, and soon there were more Americans than Mexicans there.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Remind students that as you read, they should identify facts and opinions in the text.
- Read pages 16 and 17 aloud, and use a **Think Aloud** to model how to identify a fact.



Let me think about what I just read. I know that facts can be proven, but opinions cannot. The authors write about how settlers traveled west in wagon trains. This is a fact because it can be proven. It does not tell how the authors feel about something. Let me read on and see if I can find an opinion.

- Read pages 18 and 19 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Read pages 20 and 21 aloud, and use a **Think Aloud** to model how to identify an opinion.

I think I found an opinion. The authors say, “These were not comfortable,” after they tell about the dugouts that farmers made in the earth. This is an opinion because it tells what the authors think about dugouts. They think that dugouts were not comfortable. This cannot be proven. Some people may have thought that the dugouts were not so bad.

- Fill in the idea tree with main ideas from the reading.

Preview Team Talk

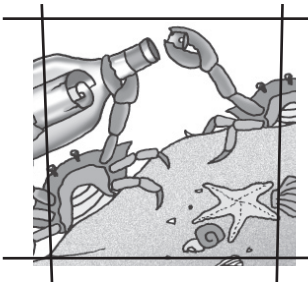
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. The authors write that "...the United States government always won in the end." Which of the following best supports this statement? |CE|
 - a. "Indians helped the new settlers and traded with them."
 - b. "They did not join together to fight the settlers very often."
 - c. "These reservations were usually located on poor, dry land..."
 - d. "...the American West provided new homes..."
2. How do you think the Indians felt after the Indian Removal Act? Explain. |DC|
3. How were an Indian leader's and a white farmer's views about settling the West different? |CC • PVI|
4. The text says that the Grand Canyon and Mount St. Helens are amazing natural creations. Is this a fact or an opinion? Tell why. (Write-On) |FOI|



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

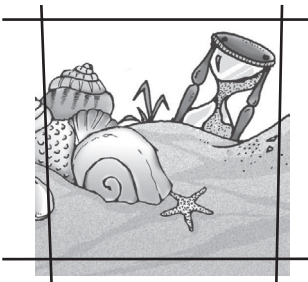
1. The authors write that “...the United States government always won in the end.” Which of the following best supports this statement? |CE|
 - a. “Indians helped the new settlers and traded with them.”
 - b. “*They did not join together to fight the settlers very often.*”
 - c. “These reservations were usually located on poor, dry land...”
 - d. “...the American West provided new homes...”
2. How do you think the Indians felt after the Indian Removal Act? Explain. |DC|
 (Accept reasonable responses.) **100 points** = *I think the Indians felt very sad after the Indian Removal Act because they had to leave their homes. They had to leave when the weather was very bad. Many Indians got sick and died as they left.* **90 points** = *I think the Indians felt very sad after the Indian Removal Act because they had to leave their homes. They had to leave when the weather was very bad.* **80 points** = *I think they felt very sad because they had to leave their homes.*
3. How were an Indian leader’s and a white farmer’s views about settling the West different? |CC • PVI|
100 points = *An Indian leader would fight if someone tried to take his land, but a white farmer did not want to fight. An Indian leader did not want to give up his land, but a white farmer wanted to use the Indians’ land to farm and grow crops.* **90 points** = *An Indian leader would fight if someone tried to take his land, but a white farmer did not want to fight. An Indian leader did not want to give up his land, but a white farmer wanted that land.* **80 points** = *An Indian leader would fight if someone tried to take his land, but a white farmer did not want to fight.*
4. The text says that the Grand Canyon and Mount St. Helens are amazing natural creations. Is this a fact or an opinion? Tell why. (Write-On) |FO|
100 points = *It is an opinion that the Grand Canyon and Mount St. Helens are amazing natural creations because it is someone’s feeling and cannot be proven. Some people might not think these creations are amazing. They might think they are just rocks.* **90 points** = *It is an opinion that the Grand Canyon and Mount St. Helens are amazing natural creations because it is someone’s feeling and cannot be proven. Some people might not think these creations are amazing.* **80 points** = *Opinion. It is someone’s feeling and cannot be proven.*

- 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>The authors show a picture of a letter that a soldier wrote. How does this firsthand account help you better understand what the Indians went through?</p> <p>The authors think that the Grand Canyon, a natural creation, is amazing. What other natural creations can you identify?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The authors show a picture of a letter that a soldier wrote. How does this firsthand account help you better understand what the Indians went through?</p> <p>The authors think that the Grand Canyon, a natural creation, is amazing. What other natural creations can you identify?</p>	
Write-On Discussion	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



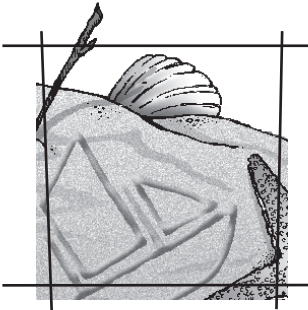
FLUENCY IN FIVE TP

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.

Page 28 (stopping at “Now we know...”)

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

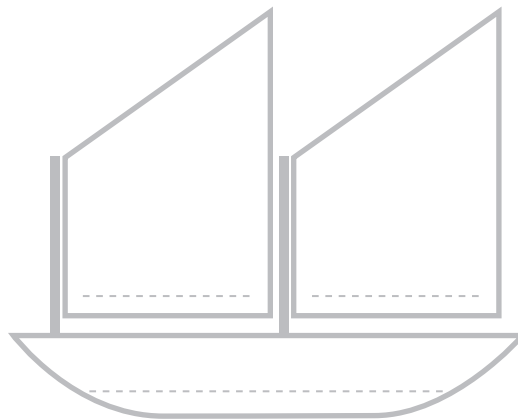
WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display a sailboat with two sails of equal size.

Blackline master provided.

- Tell students that Captain Read More has sent a message. Display the Word Treasure clue (a sailboat with two sails of equal size).



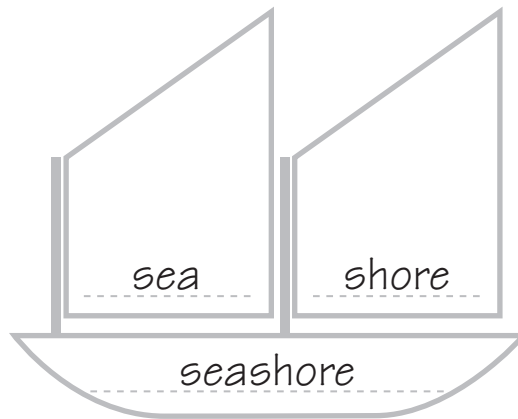
- Use **Think-Pair-Share** to have students figure out what the Word Treasure clue means. *Two big sails mean that there are two whole words.*
- Confirm, or model, by reading Captain Read More’s treasure note.

Word Treasure

Sometimes two words combine to make one word.

If you're having trouble reading a word like this, read the two words separately, and then read the whole word.

- Write “seashore” on the bottom of the boat, and remind students that a word made of two words is called a compound word.
- Use **Think-Pair-Share** to have students identify which words belong on the sails. Randomly select a few students to share. *The words sea and shore belong on the sails.*
- Write the words on the sails.



- Use the sails to read the word, and have students say the word with you.
- Tell students that Captain Read More has found a compound word in their vocabulary list. Remind them to look for this word the next time they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word. Draw a sailboat if you need help.

1. watermelon *water + melon*
2. earthworm *earth + worm*
3. cheeseburger *cheese + burger*
4. household *house + hold*

Building Meaning			
amount	several	failed	highways
forced	suffer	journey	destroyed

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

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

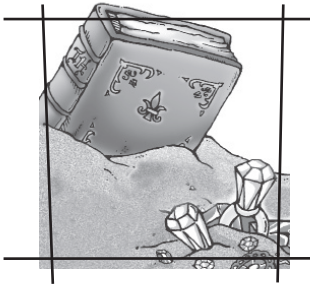
6. Choose the word that best fits in the blank.

While cleaning out his desk, Donell found a small amount of change that he did not realize he had.



- 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.

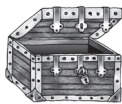
Set the Stage



- 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.

What was different about how an Indian leader and a white farmer felt about settling the West?

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.

Let’s think about what we read yesterday. After the Indian Removal Act was passed in 1836, many Indian tribes were forced to leave their homes. Many died as they traveled. There were many different points of view about settling the West. Today the West is much larger than what people thought years ago.

- 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 add details to the idea tree as necessary.
- Reread pages 4 and 5 aloud, and use a **Think Aloud** to model how to identify one fact and one opinion from the text.



Let me see if I can identify a fact and an opinion from what I just read. The authors write that Europeans sailed across the Atlantic and landed on the east coast of America. This is a fact because it can be proven. Now let’s see if there’s an opinion in the text. I think I found one. The authors say that settling the west was a great drama. This tells how the authors feel about settling the west and can’t be proven. However, now that I have reread, I can see why the authors have this opinion. Many settlers did not have enough food. A lot of settlers got very sick. Not only that, but there were terrible storms. These examples are probably why the authors called settling the west a great drama.

- Reread pages 6 and 7 aloud. Add supporting details to the idea tree as you find them.

Preview Team Talk

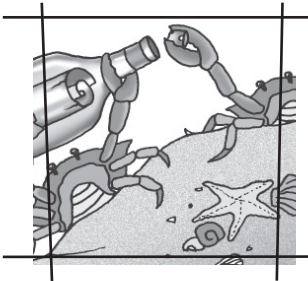
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page 3

Team Talk

1. What happened **after** the Americans defeated the British in 1780? |SQ|
2. The text says that without Sacajawea, Lewis and Clark’s expedition might have failed. Is this a fact or an opinion? Tell why. (Write-On) |FO|
3. The Mexican government worried that they might lose control of their land because— |CE • DC|
 - a. there were more Americans than Mexicans in Texas.
 - b. the Alamo was attacked by 1,500 Mexican soldiers.
 - c. Texas joined the U.S. and settlers moved to Texas.
 - d. the United States kept Oregon and Washington.
4. Explain why beavers and otters were important. |DC|



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 happened **after** the Americans defeated the British in 1780? |SQ|
100 points = *After the Americans defeated the British in 1780, many settlers moved west. A lot of these settlers were soldiers. The soldiers got land because they fought the British.* **90 points** = *After the Americans defeated the British in 1780, many settlers moved west. A lot of these settlers were soldiers.* **80 points** = *Many settlers moved west.*
2. The text says that without Sacajawea, Lewis and Clark’s expedition might have failed. Is this a fact or an opinion? Tell why. (Write-On) |FO|
100 points = *It is an opinion that the expedition might have failed without Sacajawea. This is how the authors feel. Sacajawea did help Lewis and Clark a lot, but it cannot be proven that the trip would have failed without her.* **90 points** = *It is an opinion that the expedition might have failed without Sacajawea. This is how the authors feel. It cannot be proven.* **80 points** = *Opinion. It is how the authors feel.*
3. The Mexican government worried that they might lose control of their land because— |CE • DC|
 - a. *there were more Americans than Mexicans in Texas.*
 - b. *the Alamo was attacked by 1,500 Mexican soldiers.*
 - c. *Texas joined the U.S. and settlers moved to Texas.*
 - d. *the United States kept Oregon and Washington.*
4. Explain why beavers and otters were important. |DC|
100 points = *Beavers and otters were important because of their furs. Many people moved to Oregon to catch these animals. They sold the furs and made a lot of money.* **90 points** = *Beavers and otters were important because of their furs. People sold the furs.* **80 points** = *They were important because of their furs.*

- 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**

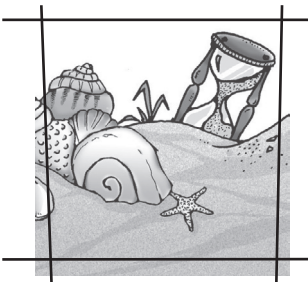


Strategy-Use Discussion

- 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>The authors write, “Settlers knew that the West was dangerous.” Why did settlers continue traveling to the West despite the danger?</p> <p>Why did Lewis and Clark put together such a large team for the expedition?</p>
<ul style="list-style-type: none"> – Award team celebration points. 		

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

Timing Goal: 5 minutes

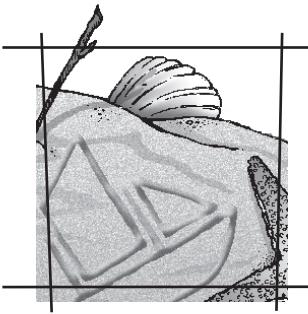
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 28 (stopping at “Now we know...”) or 8

- 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.

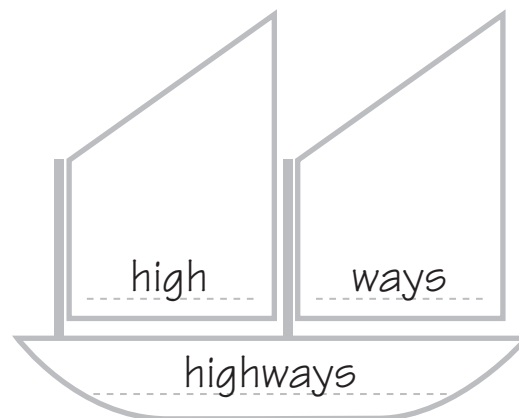


WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill (compound words), and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with two big sails).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Think-Pair-Share** to have students identify the compound word in their vocabulary list. Also have them identify the two words that make up the compound word.
- Randomly select a few students to share, and record their answers on the board. *The compound word is highways, and the two words that make it up are high and ways.*

tps



- Explain that if students are unfamiliar with a compound word, they can start out by asking themselves about the meanings of the two words that make up the compound word.
- Remind students that in many cases, they can use the two words that make up a compound word to determine the compound word’s meaning.
- Point out that this is not true for all words though. For example, in the word *highways*, students can use the two familiar words to help them pronounce the compound word, but they can’t use the meanings of *high* and *way* for the definition. Highways aren’t ways that are high; they are wide roads that people use to get to places quickly.
- 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

Write each compound word in your journal. Write the two words that make up the compound word. Draw a sailboat if you need help.

1. softball *soft + ball*
2. repairman *repair + man*
3. eyeball *eye + ball*
4. weekend *week + end*

Building Meaning

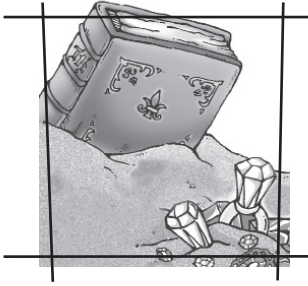
amount	several	failed	highways
forced	suffer	journey	destroyed

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. “Since several guests have not arrived yet, we will wait to eat,” Ms. Velasquez told Rico. *Several* means—
 - a. twenty.
 - b. *many*.
 - c. thirteen.
 - d. none.



- 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.

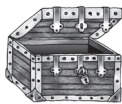
Set the Stage



- 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.

What made beavers and otters so important to people?

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.

We reread yesterday and learned more details about some of the main ideas from day 1. The Americans won after fighting the British, and many American soldiers got land as a reward. This is a reason so many people moved west. Since so many American settlers moved to Texas, the Mexican government worried that they would no longer be able to control their land. The land in Oregon was good for farming. This is why the U.S. and England fought over this state.

- 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 16–21 aloud, and stop to fill in supporting details on the idea tree as needed.
- Use **Think-Pair-Share** to have students identify a fact and an opinion from the text, and randomly select a few students to share.



There are both facts and opinions in the text that I just read. One fact is that settlers' wagons were pulled by horses. How do we know this is a fact? This can be proven. How can we prove it? There is a picture in this text of people in wagons. They are holding the reins for the horses that are pulling their wagons. Yes, the picture in the text helps us to prove that this is a fact. An opinion in the text is about disease. What is the authors' opinion about disease? Disease was more dangerous than Indians or bad weather. Right. The authors say that disease was more dangerous than Indians or bad weather. This is how they feel about disease. It cannot be proven. Some people may think bad weather was more dangerous.

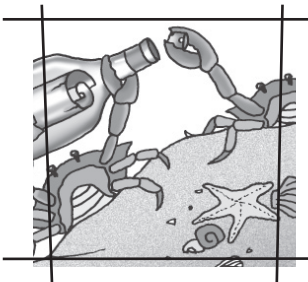
- Use **Think-Pair-Share** to have students discuss other facts and opinions they found in the text you just read aloud. Randomly select a few students to share. *A fact is that many people died because of disease. This can be proven. Another fact is that California became the largest state in the far west. An opinion is that there was little time for fun. That is how the authors feel about the settlers' lives.*

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- 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 3

Team Talk
1. Explain whether settlers moving to the West was good or bad for the Indians. DC • CE
2. The text says the Cherokee were forced to leave their homelands. Is this a fact or an opinion? Tell why. (Write-On) FO
3. Why did the authors decide to put the section Different Perspectives in the text? AP
4. Use your idea tree to summarize the text <i>Settling the West</i> . 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 whether settlers moving to the West was good or bad for the Indians. |DC • CE|

100 points = *Settlers moving to the West was both good and bad for the Indians because they traded with one another, but settlers brought diseases. It was good that the Indians and settlers could trade to get goods that they both needed. However, the settlers brought smallpox and measles. Thousands of Indians died.* **90 points** = *Settlers moving to the West was both good and bad for the Indians because they traded with one another, but settlers brought diseases. It was good that the Indians could trade with people, but the settlers brought smallpox.* **80 points** = *It was good and bad because they traded, but settlers brought diseases.*

2. The text says the Cherokee were forced to leave their homelands. Is this a fact or an opinion? Tell why. (Write-On) |FO|

100 points = *It is a fact that the Cherokee were forced to leave their homelands because it can be proven. There is a letter from a soldier who made the Cherokee move. He writes that he saw them dragged from their homes.* **90 points** = *It is a fact that the Cherokee were forced to leave their homelands because it can be proven. There is a letter from a soldier who made the Cherokee move.* **80 points** = *It is a fact because it can be proven.*

3. Why did the authors decide to put the section Different Perspectives in the text? |AP|

100 points = *I think the authors decided to put the section Different Perspectives in the text because it helps a reader understand many ideas about settling the West. Some people thought it was OK to take the Indians' land. Others thought it was not OK.* **90 points** = *I think the authors decided to put the section Different Perspectives in the text because it helps a reader understand many ideas about settling the West. Some people thought it was OK to take the Indians' land.* **80 points** = *It helps a reader understand many ideas about settling the West.*

Team Talk *continued*

4. Use your idea tree to summarize the text *Settling the West*. [SU]

100 points = *There were many people who wanted to settle in the West. People such as Lewis and Clark went to learn about this land. Many Indians were forced to leave their lands when the settlers came. Traveling to the West was not always easy because there was bad weather. Some people got sick. It was hard to start a farm in the West.*

90 points = *There were many people who wanted to settle in the West. Many Indians were forced to leave their lands when the settlers came. Traveling to the West was not always easy because there was bad weather. It was hard to start a farm.*

80 points = *There were many people who wanted to settle in the West. Many Indians were forced to leave their lands when the settlers came. Traveling to the West was not always easy. It was hard to start a farm.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

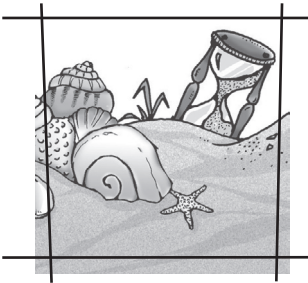
Team Talk Extenders

How can history affect life today?
 When studying history, why is it important to learn about different points of view?

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

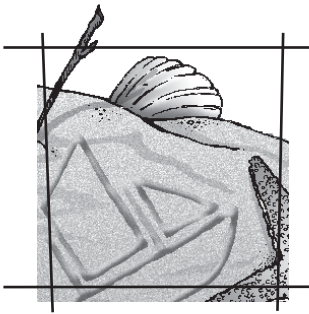
Timing Goal: 5 minutes

- Explain, 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 28 (stopping at “Now we know...”), 8, or 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 of the Word Power skill (compound words).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Jamie sent her grandfather a postcard while she was on vacation.

The lifeguard made sure that everyone was safe while they swam in the pool.



- Use **Random Reporter** to choose a student to read each sentence orally and tell which two words make up the underlined words. *Postcard: post + card; lifeguard: life + guard.*
- 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

Write each compound word in your journal. Write the two words that make up the compound word. Draw a sailboat if you need help.

1. peppermint *pepper + mint*
2. keyboard *key + board*
3. toothbrush *tooth + brush*
4. bookstore *book + store*

Building Meaning			
amount	several	failed	highways
forced	suffer	journey	destroyed

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

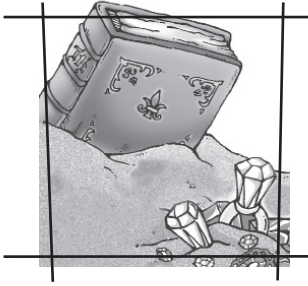
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

Lexa helped clean up the park so it would not continue to suffer from pollution.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

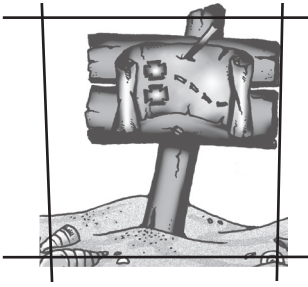
Today you will read about the California Gold Rush.

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

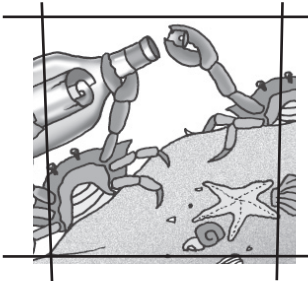
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about whether a piece of information in the text is a fact or an opinion.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand 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.

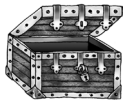
Team Discussion **TP**

- 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.

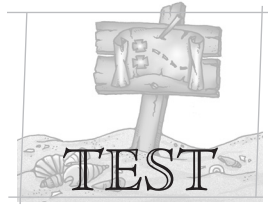


Class Discussion TP

- 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.

Going for the Gold

On January 24, 1848, something neat happened. A man named James Marshall found a gold nugget. He found it in California. People all over the United States heard about the gold. So did people around the world. This was the best news ever. They went to California right away. Everyone wanted gold! This was called the California Gold Rush.

At first, there were only two ways to get to California. Both ways took a long time. Neither way was easy. Driving in a wagon was hard. The land was rough. Going by boat was also hard. People got seasick. Soon, this changed. A railroad was built. It helped people travel faster. This made people very happy.

Source: ocp.hul.harvard.edu/immigration/goldrush.html

Comprehension Questions

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

20 points

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

20 points = The topic of this text is how people went to California during the Gold Rush. There are many facts about different ways that people traveled to California. **15 points** = The topic of this text is how people went to California during the Gold Rush. There are many facts. **10 points** = How people went to California. There are facts.

30 points

2. What is the intent of the author? |API|
 - a. to teach the reader what James Marshall was like
 - b. to convince the reader that California is a great state
 - c. to teach the reader how people traveled to California
 - d. to convince the reader that traveling by wagon is bad

How do you know?

20 points = I know this is the intent of the author because the text teaches the reader about the ways people traveled to California to get gold. The author did not tell what James Marshall was like or try to convince the reader about anything. **15 points** = I know this is the intent of the author because the text teaches the reader about the ways people traveled to California to get gold. The author did not try to convince the reader about anything. **10 points** = The text teaches the reader about the ways people traveled to California.

20 points

3. The text says that people learning about the gold was the best news ever. Is this a fact or an opinion? Tell why. |FO|

20 points = *This is an opinion because it cannot be proven. We can't prove that the gold was the best news ever. The word best tells what someone thinks.* **15 points** = *This is an opinion because it cannot be proven. We can't prove that the gold was the best news ever.* **10 points** = *Opinion. It cannot be proven.*

20 points

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

20 points = *In 1848, a man in California found gold. People learned about the gold and went to California. It was not easy to get to California, but then a railroad was built. Then it was easier for people to get to California.* **15 points** = *In 1848, a man in California found gold. People went to California. It was not easy to get to California, but then a railroad was built.* **10 points** = *A man in California found gold. People went to California.*

Word Power

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

Skill Questions

Write each compound word on your paper. Write the two words that make up the compound word. Draw a sailboat if you need help.

- 5 points** 1. backstage *back + stage*
- 5 points** 2. shoelace *shoe + lace*
- 5 points** 3. grandson *grand + son*
- 5 points** 4. cardboard *card + board*

Building Meaning

amount	several	failed	highways
forced	suffer	journey	destroyed

10 points

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

10 points = Clarice failed the test because she had not studied or paid attention in class. **5 points** = Clarice failed the test because she had not studied. **1 point** = Clarice failed the test.

10 points

6. Zak had several hobbies, so he always had something to keep him busy.

10 points

7. Emilia was happy that a large amount of canned goods were collected for the food drive. *Amount* means—
- enough of something.
 - how much of something.
 - none of something.
 - how little of something.

10 points

8. The poster Travis carried was destroyed when it suddenly began raining.

10 points

9. Marina and her parents packed a lot of supplies because they knew their journey would be long. *Journey* means—
- trip.
 - item.
 - truck.
 - box.

10 points

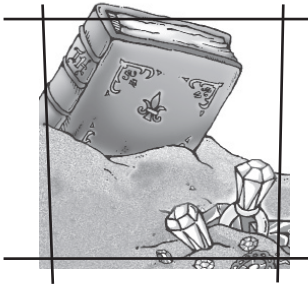
10. The highways were closed for repairs, so it took Mr. Grant longer to get to work.

10 points

11. Brandon did not like to see his mom suffer from headaches, so he told her to feel better. *Suffer* means—
- have an easy time.
 - have a great time.
 - have a boring time.
 - have a hard time.

10 points

12. Mrs. Harris forced the door open since it seemed to be stuck.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a personal response. In *Settling the West*, you read about many hardships that settlers faced when they traveled west. However, you also read about benefits that the West offered. You will write a paragraph to answer the question “If you had lived in the 1800s, would you have chosen to travel west? Why or why not?”

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, and use **Think-Pair-Share** to have students identify whether the question they will answer asks for a fact or an opinion. Randomly select a few students to share.

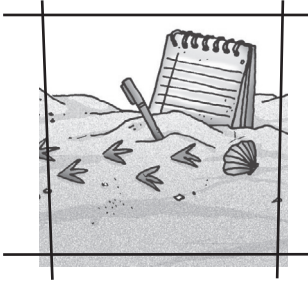
Today you will write a response to the question “If you had lived in the 1800s, would you have chosen to travel west? Why or why not?” Does this question ask you for a fact or an opinion? Give students time to discuss. Yes, this question asks you for an opinion. You will tell how you feel about something. Not everyone will have the same idea. You may think that you would have traveled west, but others may feel that they would not have traveled west. Point out to students that they will support their opinions with facts though. Remember that although the question asks for an opinion, you will support your opinion with facts from *Settling the West*. It is important to support an opinion with reasons.

- Display the following blackline master. Tell students that it is a response that you wrote to the question “Do you think all students should play a sport? Why or why not?”

Blackline master provided.

Sports are a great way to get exercise. Exercise is important. It helps you stay healthy. Playing a sport helps students to learn about teamwork. Students must work together. Teamwork will help students. Finally, sports can be played both indoors and outdoors. That gives students a choice.

- Explain to students that they will look at this sample again later in the lesson.
- Tell students that they will now begin planning their responses.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a personal response to the question “If you had lived in the 1800s, would you have chosen to travel west? Why or why not?”



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

Student Edition, page 4

Writing Prompt

Write a response to the question “If you had lived in the 1800s, would you have chosen to travel west? Why or why not?” Your response should be a paragraph. State your opinion in the first sentence. Use at least three facts you learned in *Settling the West* to support your opinion. End with a closing sentence that restates your opinion. Be sure to use correct grammar, punctuation, and spelling, and write in complete sentences.

Scoring Guide

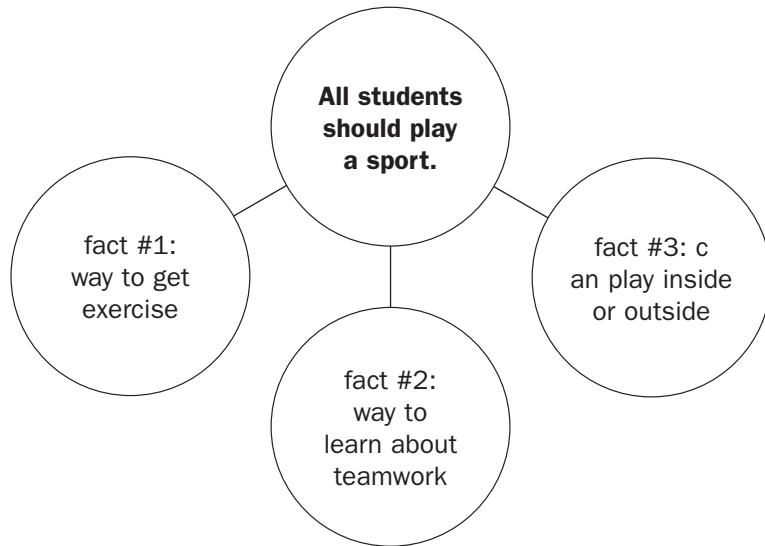
You wrote a paragraph that answers the question “If you had lived in the 1800s, would you have chosen to travel west? Why or why not?”	20 points
You clearly state your opinion in the first sentence.	15 points
You use at least three facts you learned in <i>Settling the West</i> to support your opinion.	10 points each (30 points maximum)
You end your paragraph with a closing sentence that restates your opinion.	15 points
You use correct grammar, punctuation, and spelling.	10 points
The paragraph 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 to make sure that we include all the information we need to write our responses.

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Remind students that one of the writing criteria is to clearly state their opinions in the first sentence of their responses.

- Display the blackline master from Build Background again.

Sports are a great way to get exercise. Exercise is important. It helps you stay healthy. Playing a sport helps students to learn about teamwork. Students must work together. Teamwork will help students. Finally, sports can be played both indoors and outdoors. That gives students a choice.

- Use **Think-Pair-Share** to have students identify whether the opinion is clearly stated. If not, how would they fix this? Randomly select a few students to share. *No. It is not stated at all because the author starts off by giving a reason to play sports. You could say, “There are many reasons I think all students should play a sport.” You could also say, “Sports have a lot of benefits, so I think all students should play a sport.”*
- Confirm students’ answers, and explain how you can edit the response.

Yes, you are right. The person who wrote this did not clearly state his or her opinion. This is important for a reader. All of your suggestions would help since they all stated the author’s opinion. Remember that you need to state your opinion in the first sentence. Otherwise, a reader may feel confused.

- Use **Think-Pair-Share** to have students identify anything else that can be improved, and randomly select a few students to share. *There should be a closing sentence that restates the opinion.*
- Remind students that as they write, they should be sure to refer to the guidelines in the scoring guide.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Tell students that you have revised the sample response.
- Display the revised response for students.

Blackline master provided.

Sports have a lot of benefits, so I think all students should play a sport. Sports are a great way to get exercise. Exercise is important. It helps you stay healthy. Playing a sport helps students to learn about teamwork. Students must work together. Teamwork will help students. Finally, sports can be played both indoors and outdoors. That gives students a choice. Since sports help students to stay healthy and learn and can be played indoors or outdoors, I think all students should play a sport.

- Use **Think-Pair-Share** to have students identify whether the revised response now meets all the criteria. Randomly select a few students to share. *Yes, because now you have clearly stated your opinion and restated it in a closing sentence.*
- 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.
- Display the blackline master from Sharing, Responding, and Revising again.

Sports have a lot of benefits, so I think all students should play a sport. Sports are a great way to get exercise. Exercise is important. It helps you stay healthy. Playing a sport helps students to learn about teamwork. Students must work together. Teamwork will help students. Finally, sports can be played both indoors and outdoors. That gives students a choice. Since sports help students to stay healthy and learn and can be played indoors or outdoors, I think all students should play a sport.



- Use **Team Huddle** to have students identify what they notice about the sentences in the response that you wrote. Use **Random Reporter** to select students to share. *Many sentences are very short.*
- Confirm what students identified about the sentences.

Yes, many of the sentences are short. You are right that the sentences are not very interesting to read. Let's see if we can reword some of these sentences to make them more interesting.

- Use **Think-Pair-Share** to have students identify ways to make your paragraph more interesting. Randomly select a few students to share. *Answers will vary.*
- Tell students that you will incorporate their suggestions when rewriting.
- 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

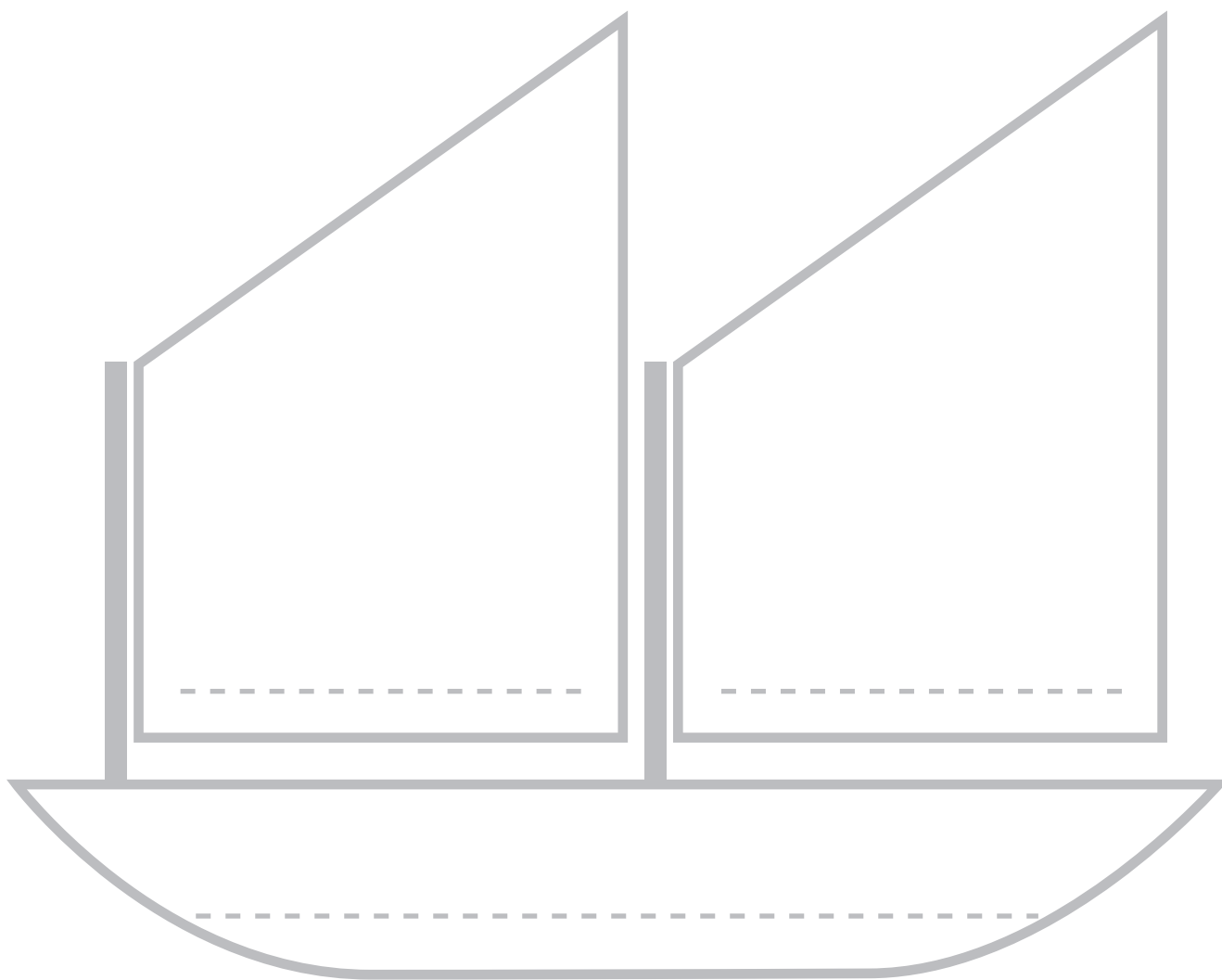
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Tell students that you have revised your paragraph, and display the new blackline master.

Blackline master provided.

Sports have a lot of benefits, so I think all students should play a sport. Sports are a great way to get exercise, which is important. It helps you stay healthy. Playing a sport helps students learn about teamwork because students must work together. Teamwork will help students in school and when they are grown up and have a job. Finally, sports can be played both indoors and outdoors. That gives students a choice. Since sports help students to stay healthy and learn and can be played indoors or outdoors, I think all students should play a sport.

- Point out to students that you combined some of the sentences to show that the ideas were related. For example, you joined the sentences “Sports are a great way to get exercise,” and “Exercise is important.”
- 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?



Sports are a great way to get exercise. Exercise is important. It helps you stay healthy. Playing a sport helps students to learn about teamwork. Students must work together. Teamwork will help students. Finally, sports can be played both indoors and outdoors. That gives students a choice.

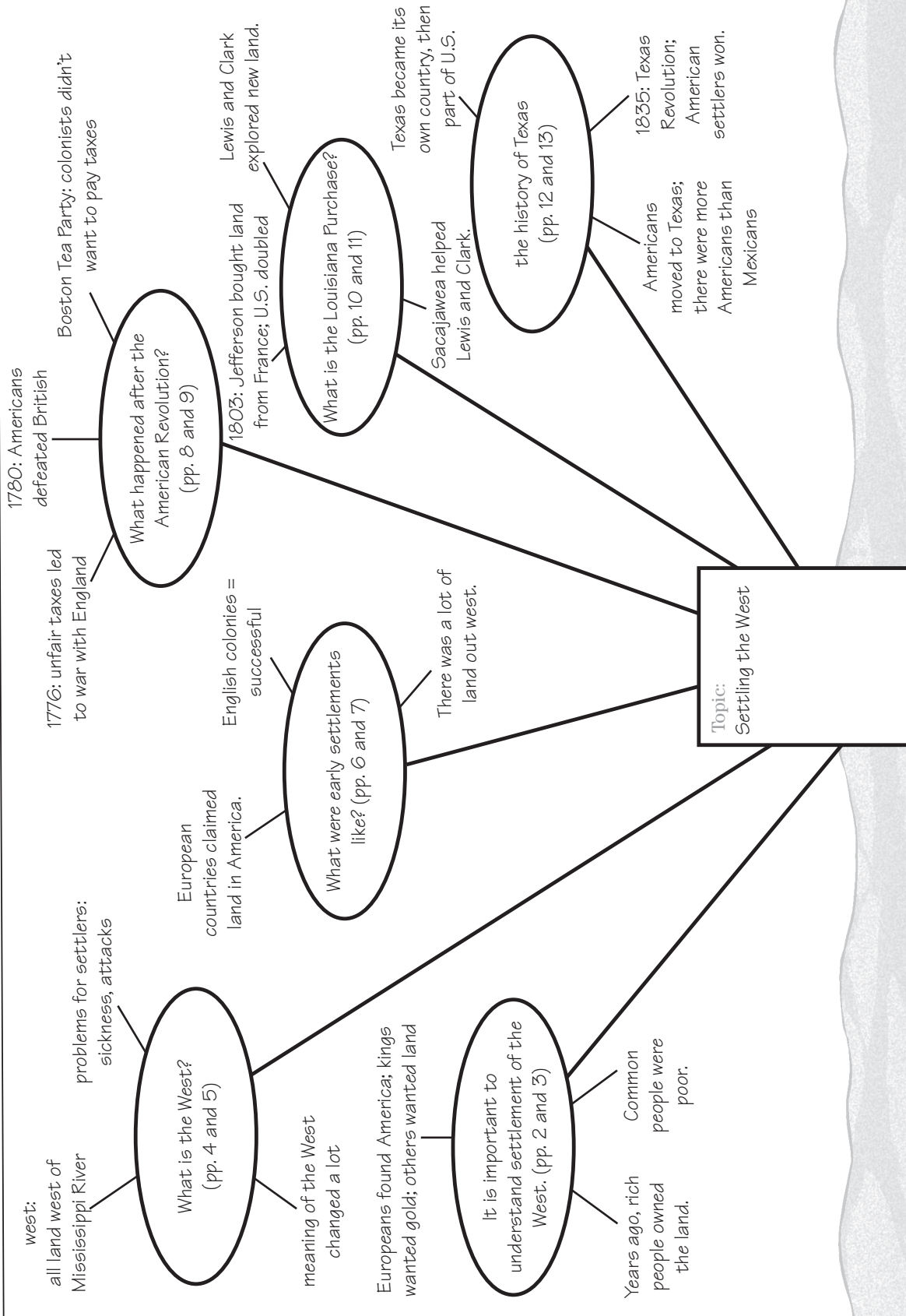
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Idea Tree

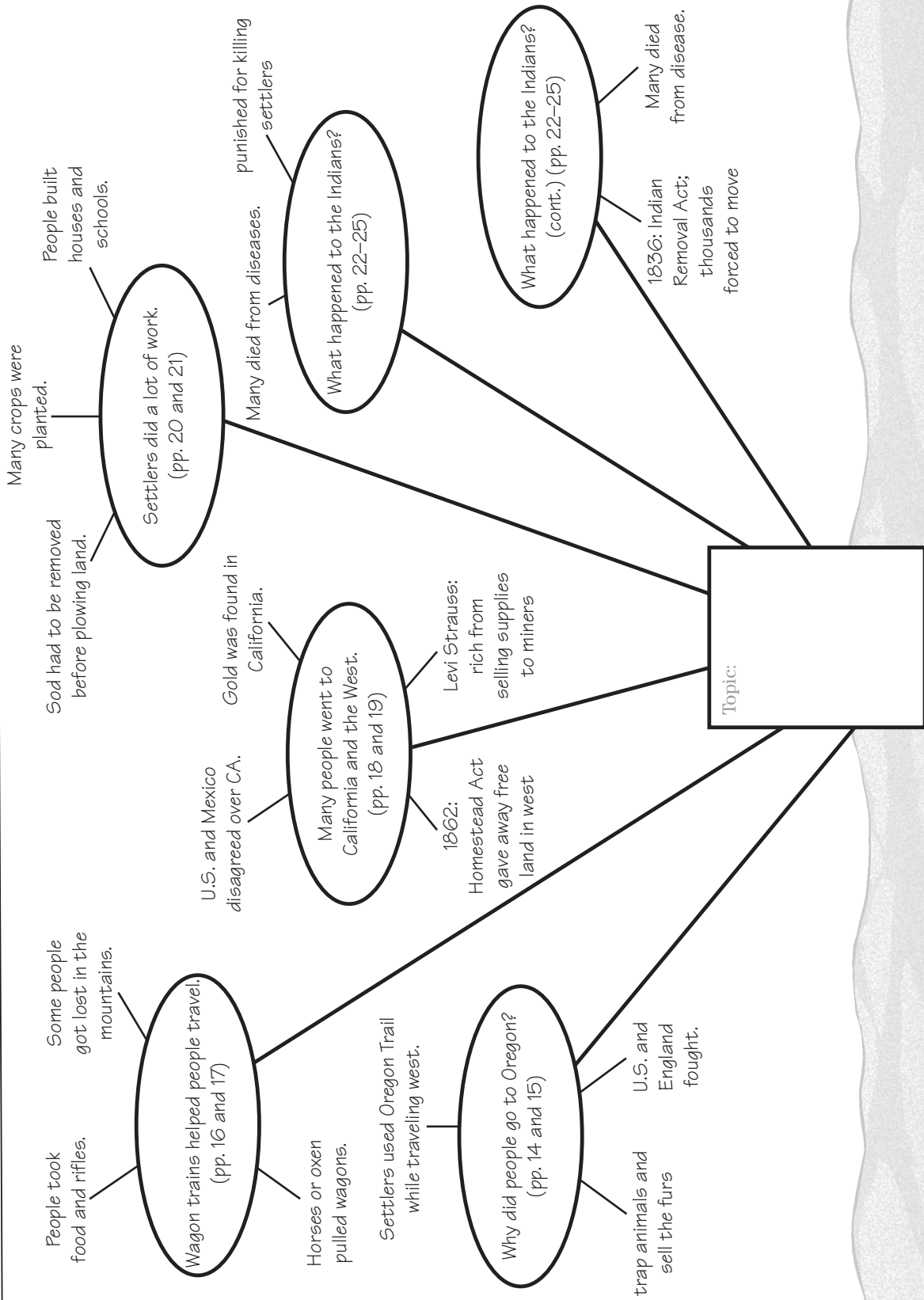
Title: Settling the West





Idea Tree

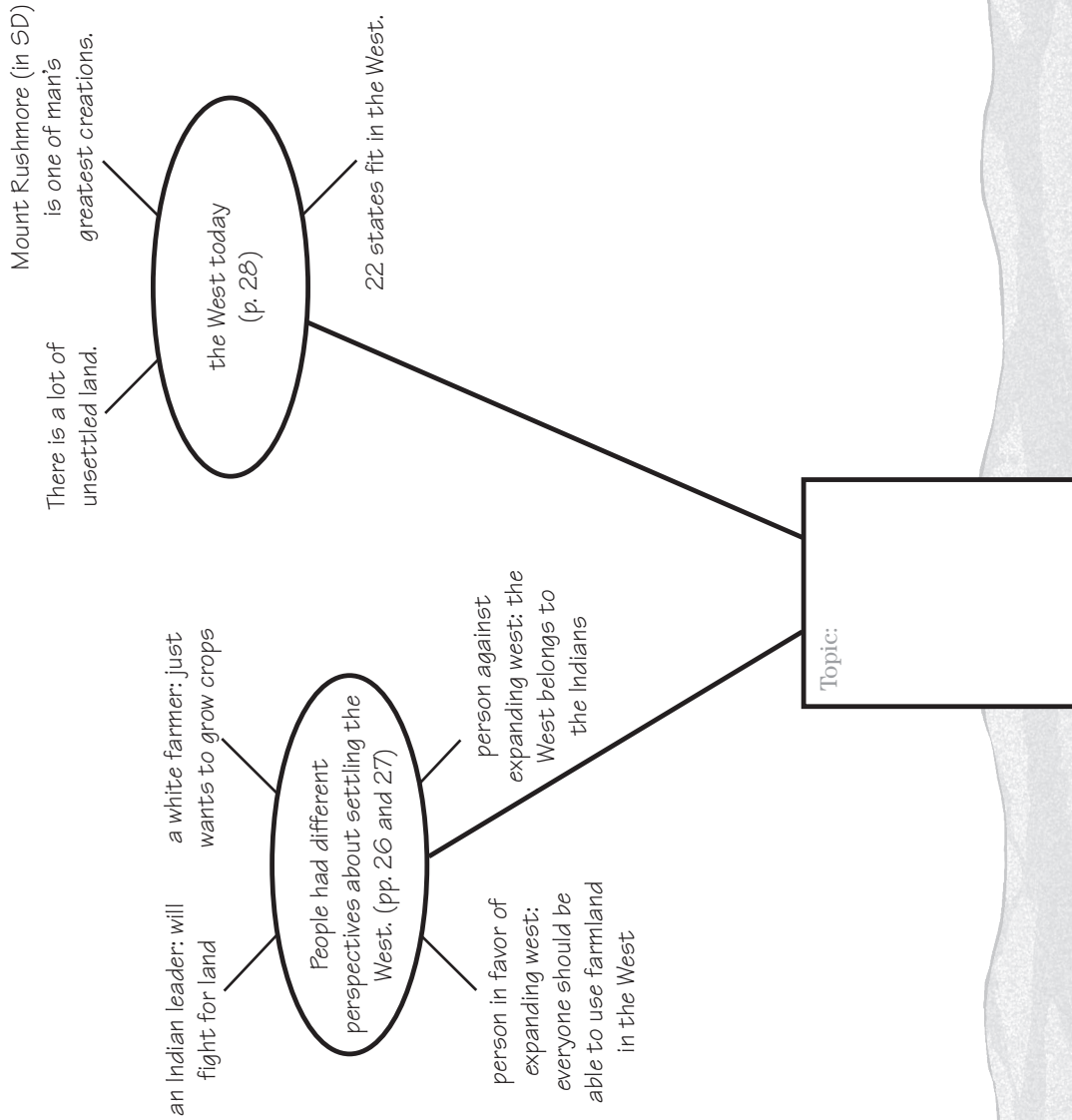
Title: Settling the West, cont.



Idea Tree



Title: Settling the West, cont.



Common Core State Standards

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

LEVEL 3 / <i>Settling the West</i>
English Language Arts Standards: <i>Reading: Foundational Skills</i>
Phonics and Word Recognition RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

DRAMA (1 DAY)

I Don't Like Different

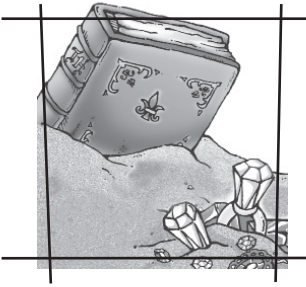
Written by Kwami Conteh
 Linked to *Settling the West*

Summary

Mischa Barlow and her family learn some good news: her dad doesn't have to go overseas with the army anymore. However, this announcement comes with bad news for Mischa: they have to move to Massachusetts. Will she get used to living in a new place?

Instructional Objectives

Reading	Word Power
Setting (ST)	Base word and ending
Students will identify and describe how the setting affects the characters in the play.	Students will review breaking words into base words and endings and use the endings <i>-ing</i> and <i>-es</i> to help read difficult words.



ACTIVE INSTRUCTION

Timing Goal: 30 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.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for this cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

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.

Today we will read *I Don't Like Different*, a play by Kwami Conteh. As we read, we'll think about how the setting affects the characters. Good readers know that it is important to understand how different places in a story affect how the characters act, think, and feel.

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

- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Explain to students that parts of a play that take place in different settings are called scenes. Usually the curtain closes between each scene to give workers time to move props and backgrounds. There are usually directions for this in the script.
 - Use **Think-Pair-Share** to have students discuss whether they have ever had to move. How far did they move? Was the move difficult? How did they feel before and after the move? Randomly select a few students to share.
 - Tell students that the dad in this story is in the army. Use **Think-Pair-Share** to have students discuss how this might make life difficult for the main character's family. 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. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **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.



Student Edition, page 9
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
hollering page 5	base word + ending: holler + ing	yelling	I could hear Tamil <i>hollering</i> from the top of the hill.
convince page 6	chunk: con-vince	reason with, sway	When I was little, my grandma really had to <i>convince</i> me that green beans could be tasty.

Word and Page Number	Identification Strategy	Definition	Sentence
glum page 6	blend	sad	Lyle was feeling really <i>glum</i> after he lost the contest.
hobbies page 7	base word + ending: hobb(y) + i + es	fun pastimes	Three of my <i>hobbies</i> are rock collecting, hiking, and mountain biking.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in drama.

Today you will identify how the setting affects the characters in a play. Setting is just as important in a play as it is in a narrative. You learn about the setting through the stage directions and what you see on the stage.

- Display the following short play. Randomly select two students to read the parts aloud.

Blackline master provided.

Bella and Keenan are at the top of a steep hill with a sled. There is more than a foot of snow on the ground, and the snow is falling heavily. It is cold and almost dark outside.

BELLA: We finally made it to the top of Gilbert's Hill!

KEENAN: *(Breathlessly.)* Yes. Finally. Can we sled down it now?

BELLA: Not yet, I want to look around. You can see the whole town from up here!

KEENAN: *(Shivering.)* We can do that anytime. I'm cold!

BELLA: But we can't always see it covered in snow!

KEENAN: We won't be able to see our way down much longer because it's getting dark. Let's go!

BELLA: *(Climbing on the sled.)* Fine, fine. Let's go home and get some hot chocolate.

KEENAN: *(Climbing onto the sled behind Bella.)* Finally!

- Review the format of a play with students, pointing out the characters' names on the left in all capital letters and bold type and the stage directions in italics and parentheses.
- Use **Think-Pair-Share** to have students discuss the setting of this short play and how it affects the characters. Randomly select a few students to share.

Remember that in a play, the stage directions tell you about the setting and where the characters are. In this play, what do you learn from the stage directions? *The characters are at the top of a steep hill. It is winter because there is a foot of snow on the ground, and it is still snowing. It is almost dark outside.* **Good. The stage directions can also give you clues about how the setting affects the characters. How is the setting affecting Keenan in the play?** *First, Keenan is out of breath. They must have just climbed the steep hill. It must have been hard for him to climb. Then he is shivering, so the setting is making him cold.*

- Tell students that they will think about how the setting affects the characters in *I Don't Like Different* today.

Preview Team Talk

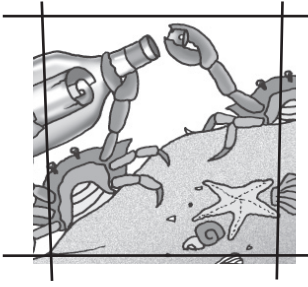
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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Team Talk

1. How do Mischa and Jerome take the news of moving to Massachusetts differently? |CC|
2. What does Gina say will be fun about Mischa's new home in Massachusetts? |ST|
3. How does the idea of moving to a new home affect Mischa? How do the stage directions support this? (Write-On) |ST|
4. By the end of the play, Mischa learns that her new home— |PS • TH|
 - a. is too different from her old one.
 - b. looks exactly the same as her old one.
 - c. has a lot in common with her old one.
 - d. is much better than her old one.

- 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**
- Have students take turns reading:
pages 5–8 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- 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. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. How do Mischa and Jerome take the news of moving to Massachusetts differently? |CC|

100 points = *Mischa and Jerome take the news of moving to Massachusetts differently because Mischa is not excited about the move, but Jerome is. Mischa is worried about leaving her friends. Jerome thinks it will be neat to live in a new place.* **90 points** = *Mischa and Jerome take the news of moving to Massachusetts differently because Mischa is not excited about the move, but Jerome is.* **80 points** = *Mischa is worried about moving, but Jerome thinks it's exciting.*

Team Talk *continued*

2. What does Gina say will be fun about Mischa's new home in Massachusetts? |ST|

100 points = *Gina says that being someplace different will be fun. She tells Mischa that she will see the leaves turn colors in fall. Gina also points out that Mischa will probably get to play in the snow.* **90 points** = *Gina says that being someplace different will be fun. She tells Mischa that she will see the leaves turn colors, and play in the snow in Massachusetts.*

80 points = *She says Mischa will see the leaves turn colors, and play in the snow.*

3. How does the idea of moving to a new home affect Mischa? How do the stage directions support this? (Write-On) |ST|

100 points = *The idea of moving to a new home upsets Mischa. She doesn't want to move from Texas to Massachusetts because she thinks it'll be too different. Her friends won't be there. She might not be able to dance there. The stage directions support this by showing that Mischa starts to cry and stamps her foot. She acts nervous and worried about moving.*

90 points = *The idea of moving to a new home upsets Mischa. She doesn't want to move from Texas to Massachusetts because she thinks it'll be too different. The stage directions say that Mischa starts to cry and acts nervous about moving.* **80 points** = *It upsets Mischa. She doesn't want to move from Texas to Massachusetts because it'll be too different. Mischa cries and acts nervous about moving.*

4. By the end of the play, Mischa learns that her new home— |PS • TH|

- is too different from her old one.
- looks exactly the same as her old one.
- has a lot in common with her old one.
- is much better than her old one.

- If some teams finish ahead of others, have them begin practicing their fluency pages.
- 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.

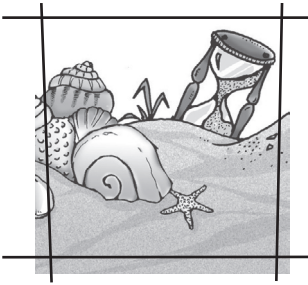


Strategy-Use Discussion

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

	<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. 		
Think-and-Connect Discussion	<table border="1"> <tr> <td data-bbox="803 436 945 869">Team Talk Extenders</td> <td data-bbox="945 436 1474 869"> <p>How might Mischa's moving experience be different from the people who moved West in the text <i>Settling the West</i>? How might it be the same?</p> <p>Mischa worries that she won't be able to dance in Massachusetts. What would you worry about not being able to do in a new place? Why?</p> <p>If you were designing the props and backgrounds for this play, how might you make them different for the home in Texas and the home in Massachusetts?</p> </td> </tr> </table>	Team Talk Extenders	<p>How might Mischa's moving experience be different from the people who moved West in the text <i>Settling the West</i>? How might it be the same?</p> <p>Mischa worries that she won't be able to dance in Massachusetts. What would you worry about not being able to do in a new place? Why?</p> <p>If you were designing the props and backgrounds for this play, how might you make them different for the home in Texas and the home in Massachusetts?</p>
	Team Talk Extenders	<p>How might Mischa's moving experience be different from the people who moved West in the text <i>Settling the West</i>? How might it be the same?</p> <p>Mischa worries that she won't be able to dance in Massachusetts. What would you worry about not being able to do in a new place? Why?</p> <p>If you were designing the props and backgrounds for this play, how might you make them different for the home in Texas and the home in Massachusetts?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 			
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		

- Complete the story map as students discuss their responses. Model your own thoughts as necessary. An example is provided.
- Award team celebration points.



FLUENCY IN FIVE **TP**

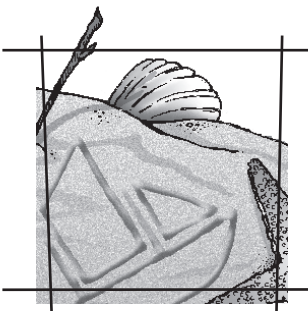
Timing Goal: 5 minutes

- 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.

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Page 7 (starting at scene 3 and stopping after Willa's first line)

- 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.

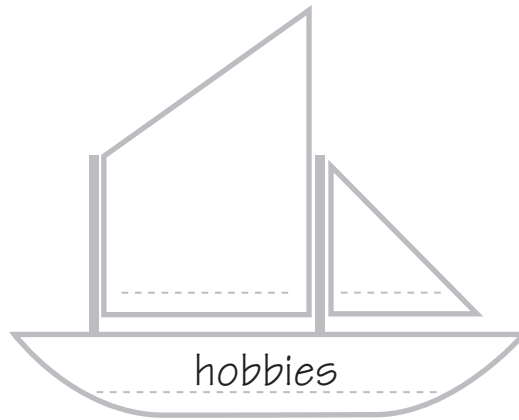


WORD POWER **TP**

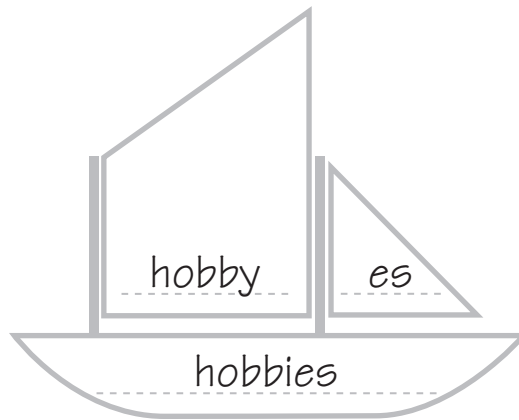
Timing Goal: 10 minutes

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Introduce or review the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for reading base words with endings.
- Display a sailboat with one main sail and one small sail, and write "hobbies" on the bottom of the boat. Remind students that this is a word from their vocabulary list.

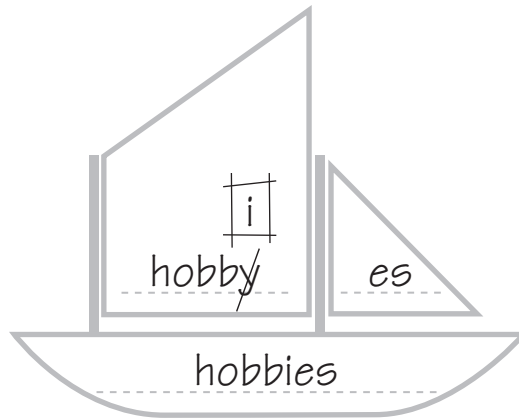
Blackline master provided.



- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to have students tell what the clues mean—how the sails can help them read the word—and what should go on the sails. Randomly select a few students to share.
- Write the word parts on the sails as students respond.



- Use **Think-Pair-Share** to have students read the sail parts with you, read the word, and compare the sail parts with the boat to see if they are the same. Randomly select a few students to share.
- Confirm or explain that there is an *i* in *hobbies* on the boat, but there is a *y* on the end of *hobby*.
- Explain that sometimes when base words end with a *y*, the *y* changes to an *i* when endings are added.
- Explain that Captain Read More uses a needle and thread to show this change. He makes a stitch across the *y* to cross it out, and then he adds the *i* above it.
- Strike out the *y* in *hobby* on the main sail, and add an *i* above it. Draw a box around the *i*.



- Review the Word Treasure (skill).

Word Treasure

Sometimes when a base word ends with *y* and an ending is added, the *y* changes to an *i*.

If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Point out that there is another word on the vocabulary list that has an ending. Use **Think-Pair-Share** to have students identify the word and break it into its base word and ending. *Hollering*: *holler* + *ing*.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write the words in your journal. Then write the base word and ending for each word. If a letter changes when the ending is added, cross out that letter. If a new letter is added, write it above the crossed-out letter, and draw a box around the new letter. Draw a sailboat if you need help.

1. libraries $\overset{\boxed{i}}{\text{library}} + \text{es}$
2. wandering $\text{wander} + \text{ing}$
3. magnifies $\overset{\boxed{i}}{\text{magnify}} + \text{es}$
4. colonies $\overset{\boxed{i}}{\text{colony}} + \text{es}$

Building Meaning			
hollering	convince	glum	hobbies

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. Owen eventually did convince me that riding the roller coaster would be fun, and he was right! *Convince* means—

- break away.
- reason with.
- tell apart.
- bring with.



- 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. 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?

Bella and Keenan are at the top of a steep hill with a sled. There is more than a foot of snow on the ground, and the snow is falling heavily. It is cold and almost dark outside.

BELLA: We finally made it to the top of Gilbert's Hill!

KEENAN: *(Breathlessly.)* Yes. Finally. Can we sled down it now?

BELLA: Not yet, I want to look around. You can see the whole town from up here!

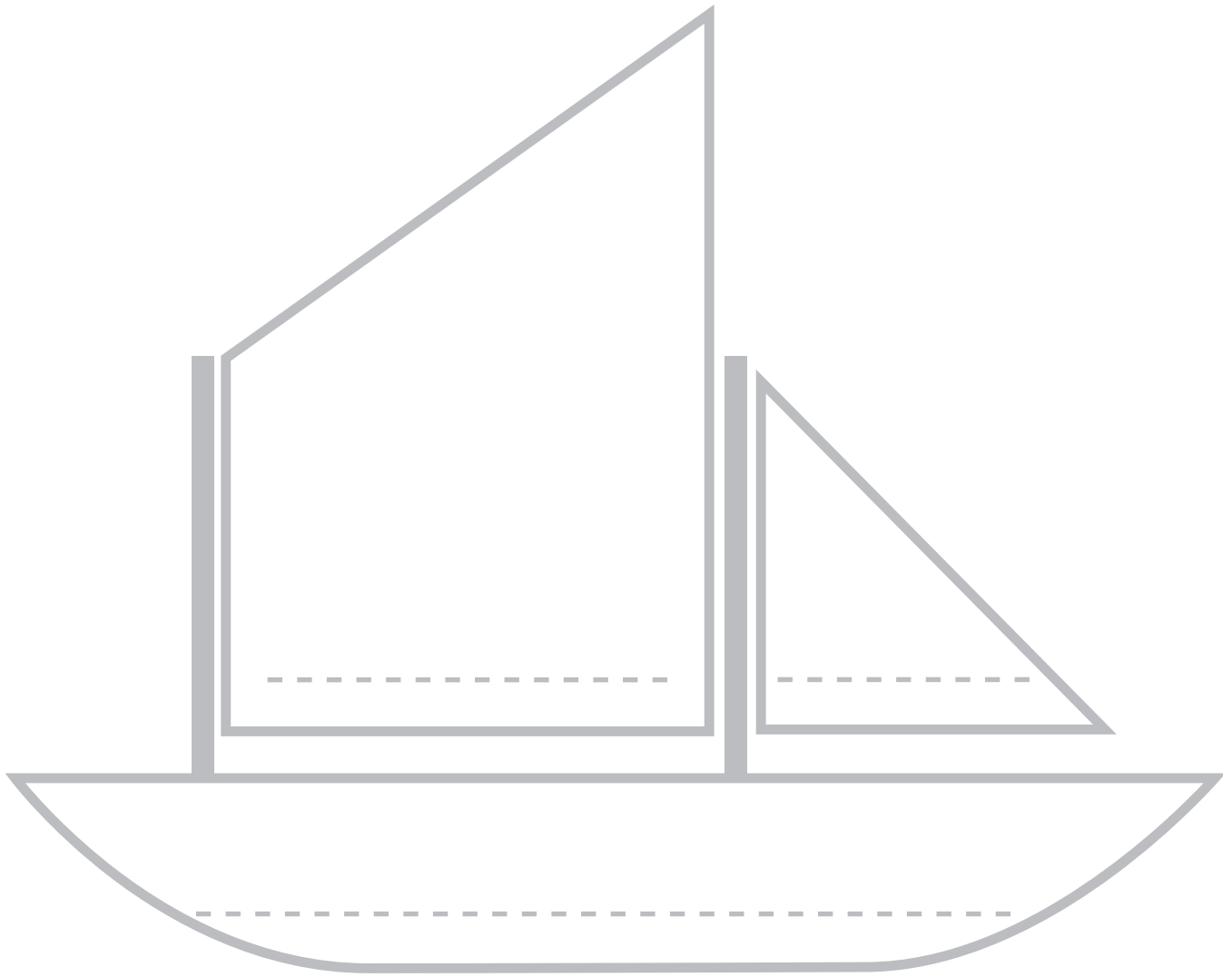
KEENAN: *(Shivering.)* We can do that anytime. I'm cold!

BELLA: But we can't always see it covered in snow!

KEENAN: We won't be able to see our way down much longer because it's getting dark. Let's go!

BELLA: *(Climbing on the sled.)* Fine, fine. Let's go home and get some hot chocolate.

KEENAN: *(Climbing onto the sled behind Bella.)* Finally!



Story Map



Title: I Don't Like Different

Characters:

Narrator
Dad
Mischa Barlow
Jerome Barlow
Mom
Gina Mendez
Willa Mather
Bryant Gorton

Setting:

Where: Texas
Massachusetts

When: summer

Problem:

Mischa does not want to move across the country and leave her home and friends.

Mischa's dad announces that he will not be going overseas again, but he will be moving the family
Event: to Massachusetts.

Event: Mischa worries about how different Massachusetts will be.

Gina tries to make Mischa feel better and reminds her about dance classes. Mischa worries that she
Event: won't be able to dance in Massachusetts.

Event: The big move happens. Mischa and Jerome meet Willa and Bryant in their new neighborhood.

Event:

Solution:

Mischa learns that although Massachusetts will be different from Texas, she will still make friends and be able to dance.

I Don't Like Different

Cast of Characters	NARRATOR	MOM
	DAD	GINA MENDEZ
	MISCHA BARLOW	WILLA MATHER
	JEROME BARLOW	BRYANT GORTON

Scene I: The kitchen

NARRATOR: Mischa Barlow is happy living in Texas with her older brother Jerome and her parents. Or so she believed. Her dad is in the army. He often has to travel to other countries for his job. Mischa is used to him being gone for several months, but she is not ready for his next assignment.

(Mischa, Jerome, Mom, and Dad are sitting around the dinner table. They have just finished dinner and are eating ice cream.)

DAD: Kids, I have some very important information to share with you. *(Clears his throat and drinks.)* I don't have to travel to other countries for the army anymore!

MISCHA and JEROME: Woohoo! *(Hooting, hollering, and clapping.)*

MOM: He's not finished talking, kids. Quiet down, and listen to what he has to tell you.

DAD: The army is sending me to Massachusetts this time. I'm taking you all with me!

MISCHA: *(In disbelief.)* What do you mean you're taking us? I don't want to leave Texas!

JEROME: *(Almost the same time as Mischa.)* Awesome! When are we leaving?

MISCHA: *(To Jerome.)* Why is this awesome? I don't think this is awesome news. I don't want to leave my home and friends here!

JEROME: *(Shrugging.)* Where's your sense of adventure?

MOM: *(Puts her arm around Mischa's shoulders.)* I know it'll be rough at first, honey. We're still going to live near an army base. I promise there will be kids your age there.

DAD: Massachusetts will be a great place to live. We'll be near so many big cities. We can take trips to Boston, New York, even Washington, D.C.

MISCHA: But...but...I love living here in Texas! *(Tearing up and stamping her foot.)* It'll be so different there!

NARRATOR: Mischa's parents and Jerome spend the rest of the night comforting Mischa. They try to convince her that the move will be exciting. They tell her that Massachusetts won't be that different. Mischa doesn't think that is possible.

Scene II: Mischa's room

NARRATOR: Mischa is in her bedroom with her best friend, Gina Mendez. It is just a few days before the big move, and Gina is helping Mischa pack. Mischa is glum, but Gina tries hard to cheer her up.

(Mischa and Gina are sitting on the floor of Mischa's bedroom. They are looking through a pile of clothes, toys, and paper. There are several boxes in the room.)

GINA: *(Throwing a stack of paper in a bag for recycling.)* At least your room is clean. That's one good thing happening because you're moving.

MISCHA: That's true! *(Looking around.)* I don't remember my room ever being so empty. It's really strange.

GINA: It is a little weird. Are you still feeling really upset?

MISCHA: *(Shrugging.)* I guess I feel a little better about it. I'm still really sad about leaving. But I'm also a little excited about seeing a new place.

GINA: I'm a little jealous of you. I bet Massachusetts will be really interesting.

MISCHA: I just hope it won't be too different from here.

GINA: *(Folding clothes.)* Different can be fun. You're going to see the leaves turn colors in fall. Think about all those red, orange, and yellow trees! You'll probably get a lot of snow in winter too.

MISCHA: *(Brightly.)* I didn't think about that! Those differences will be fun.

GINA: *(Picks up an old pair of dance shoes.)* You'll be really close to New York City. You'll get to go see dance shows on Broadway!

MISCHA: My mom already promised me that we'll go to shows. Oh no! *(Jumps up.)* Dancing!? What if I can't dance in Massachusetts?

GINA: Of course you'll be able to dance!

MISCHA: *(Nervously.)* I don't know. What if I can't get into a class? What if they dance differently there?

GINA: *(Puts her hand on Mischa's shoulder.)* Don't worry about it! I'm sure you'll find a dance class just like the one we're in.

MISCHA: (*Sadly.*) But you won't be taking it with me.

GINA: But you'll make new friends in Massachusetts. I can meet them when I go visit you!

MISCHA: I don't know about that.

NARRATOR: Gina tries to convince Mischa that her new home will be wonderful. Gina reassures Mischa that she will be able to dance and make friends. Mischa doesn't believe Gina, though. Massachusetts is just going to be too different. Mischa isn't happy about that.

Scene III: The new house

NARRATOR: The big day is finally here. Mischa and her family arrive at their new house in Massachusetts. Mischa and Jerome decide to keep out of the way of the movers. They sit in the front yard and look around. Two kids from the neighborhood walk across the lawn to greet them.

(Mischa and Jerome are sitting down. There are a lot of boxes around them. Willa Mather and Bryant Gorton walk onstage to meet Mischa and Jerome, who stand up to meet them.)

WILLA: (*Waves and sticks out her hand to shake.*) Hi, you must be our new neighbors. My name is Willa. I live across the street.

BRYANT: (*Shaking hands.*) Hi, my name is Bryant, and I live right next door.

MISCHA and JEROME: It's nice to meet you two.

(Jerome and Bryant begin talking together, so Willa turns to Mischa to chat.)

WILLA: My mom said that we're going to be in the same grade. When school starts in a few weeks, we can walk to school and eat lunch together.

MISCHA: (*Brightly.*) That's really nice of you! I thought I was going to have trouble meeting people when we moved.

WILLA: No way! I'll introduce you to my friends so you'll know everyone when school starts. Do you have any hobbies?

MISCHA: Well, I took dance classes back in Texas. I'd really like to keep dancing here.

WILLA: (*Performs a dance.*) You dance? So do I! You should join my class. Then we can go together!

MISCHA: (*Surprised.*) That makes me feel so much better! I was afraid I wouldn't be able to dance here. I can't wait to write to my girlfriend Gina in Texas and tell her all about you.

(The boys finish their conversation and turn to Mischa and Willa.)

JEROME: Bryant just offered to take us on a tour of the neighborhood. Do you want to wander around?

MISCHA: I'd love to take a tour and learn more about our new neighborhood!

BRYANT: Great! Willa and I know all the best spots for playing and exploring. And we'll show you the best hill for sledding in winter!

(They begin walking across the stage.)

WILLA: And while we're walking, you can tell us all about Texas. I bet it's really interesting!

MISCHA: *(Shrugging.)* Oh, I don't know. I'm not too sure it's all that different from here.

NARRATOR: The four children wander off around the neighborhood. Mischa knows that Texas will always be her home, and Gina will always be her best friend, but she learns that moving to a new home isn't all that scary. Even though Texas and Massachusetts are far apart, they have a lot in common.

• THE END •

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 / *I Don't Like Different*

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

