# Life 2.0: Living in a Digital World

Written by Robert E. Slavin and Alli Hoge
Success for All Foundation, 2013 ISBN 978-1-941010-04-4
**Informational**

# E-mail

Written by Earnest Eversly
Success for All Foundation, 2012
**Functional Writing**

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:***
***Life 2.0: Living in a Digital World and E-mail***

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**INFORMATIONAL** (6 DAY)

# Life 2.0: Living in a Digital World

Written by Robert E. Slavin and Alli Hoge

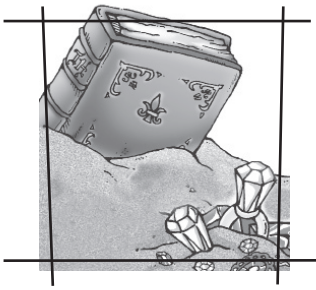
## Summary

*Life 2.0: Living in a Digital World* presents basic information on the history of computers and the development of the Internet and the World Wide Web. The text describes various digital devices, such as computers, laptops, tablets, and smartphones, and how people use them for entertainment, education, and socializing online. The text also provides important tips on how to tell if a website's information is reliable and how to stay safe online.

## Instructional Objectives

| Reading | Word Power | Writing |
|---|---|---|
| **Main idea and supporting details (MI)** | **Compound Words** | **Write a script for a video.** |
| Students will determine the main idea and supporting details in an informational text. | Students will determine the meanings of compound words by separating its component words and thinking about their meanings. | Students will write a script for a video to inform people about the problem of cyberbullying and what to do about it. |

**Teacher's Note:** This book contains a glossary and an index. Point out to 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 *Life 2.0: Living in a Digital World* by Robert E. Slavin and Alli Hoge. As we read, we'll identify the main ideas and the supporting details in the text. The main idea is the most important idea in a passage. It is what the passage is mainly about. Supporting details provide additional information to help us learn more from what we read.**

- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use **Team Huddle** to ask students to identify the topic for the first step of TIGRRS. Ask them to support their topic choice. Use **Random Reporter** to select students to share.

  **With your teams, complete the first step of TIGRRS by identifying the topic of this book. Be sure to page through the text to find additional clues to the topic.** Allow students 1 or 2 minutes to page through the text with their teams. **What is the topic of this text?** *Computers, the Internet, and the Web.* **Great. What clues led you to this topic?** *Some clues were that the word computer is repeated on many pages, and there are many pictures of computers. There are pictures of kids using laptops.*

- Use the items below to build or activate background knowledge about the topic.
  - Write the word "digital" on the board. Use **Team Huddle** to have teams tell how they have heard this word used. Use **Random Reporter** to select students to share. *Digital watch, digital display, digital photography.* Write their ideas on the board.
  - Explain that *digital* is a word associated with computing. It describes the data used by computers. The data is in the form of digits, or numbers.
- Use **Team Huddle** to ask students to tell the next step of TIGRRS. Ask them to identify the author's intent. Use **Random Reporter** to select students to share.

  **We already completed the first step of TIGRRS, which is identifying the topic. What is the next step of TIGRRS?** *The next step of TIGRRS is to predict the intent of the authors.* **Look at the text with your partner. What do you predict the intent of the authors is?** *The intent of the authors might be to explain the different ways that we use computer technology every day, such as for e-mailing, texting, looking on the Internet, etc.*

- Refer to the next step in TIGRRS. Discuss the different organizers that students have used with informational text. Use **Team Huddle** to have them identify what graphic organizer they should use for this text. Display an idea tree after students identify it as the appropriate graphic organizer.

  **Let's take a look at the text and find clues that might tell us how the text is organized. Keep in mind the different graphic organizers that we have used, and ask yourself which will work best with this text.** Allow students a few minutes to look through the text and identify a graphic organizer.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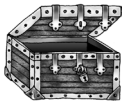
**What graphic organizer should we use? Looking at the headings for each section of text and the pictures, it looks like the authors will tell about topics such as digital entertainment and then give details about it. So the information is organized by main ideas and details.**

- 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 |
|---|---|---|---|
| **access** page 8 | chunk: ac-cess | ability to enter or use | The teacher gave us *access* to the practice room after school so we could work on our music for the concert. |
| **compatible** page 10 | chunk: com-pat-i-ble | can be used together | I had no trouble uploading the photos because the software was *compatible* with my computer. |
| **savvy** page 12 | chunk: sav-vy | informed | When it comes to shopping for clothes, Marla is *savvy* about where to look for the latest fashions. |
| **reliable** page 12 | chunk: re-li-a-ble | able to be trusted | We called Les to find out the homework assignment because his information is always *reliable*. |

| Word and Page Number | Identification Strategy | Definition | Sentence |
|---|---|---|---|
| **delete** page 13 | chunk: de-lete | erase or remove | The student was revising his story and decided to *delete* several sentences that didn't make sense. |
| **recipient** page 21 | chunk: re-cip-i-ent | one who receives something | The audience applauded as the *recipient* of the award walked toward the stage. |
| **policies** page 23 | base word + ending: polic(y) + i + es | action plans or procedures | The new *policies* make it clear that all students will be reading at least twenty minutes a day. |
| **hybrid** page 24 | chunk: hy-brid | a cross between two types | The salesman described the *hybrid* car as a vehicle that runs on both gas and batteries. |

## Using the Targeted Skill (Independent Use)

- Introduce the skill and its importance in informational text.

  **This cycle we will identify the main ideas of different sections of text as we read. We will also identify details that support these main ideas. With your team, discuss why it is important to figure out the main ideas in a text.** *When you figure out the main idea, you identify the most important information.* **Right. Why is it important to identify the details that support these main ideas?** *Supporting details tells us more information about the main ideas. They help us learn even more about the topic.*

- Remind students that they can find the main idea of a passage or section of text by asking themselves, "What do the headings, illustrations, and repeated words tell me about the main idea? What do all the details talk about?" Also remind them to tell the main idea in a complete sentence if possible.
- Tell students that they will identify main ideas and supporting details as they read and reread the text.

## Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.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- 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.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Remind students of the clues they can find in the text to identify a passage's main idea.

  **As we read, pay attention to the big, or main, ideas. We can use clues to help us identify the most important ideas in a passage. Sometimes, the heading or the first few sentences will tell us what the passage will mainly be about. Other times, the author will use key words and phrases as clues. Often, key words are those that are repeated throughout the passage. Pictures can also act as clues to the main idea.**

- Read page 2 aloud. Use **Team Huddle** to have students identify the main idea of page 2 and the clues that led them to it. Use **Random Reporter** to select students to share. Add the main idea to your idea tree.

  **What does the author want us to learn from reading page 2? What is the main idea of this page?** Wait for students' responses. **I agree. The main idea of this page seems to be that computers and digital devices have changed people's everyday lives. What clues led you to this main idea?** *The text tells how people did things in the past and then tells how they do things now with digital devices. The phrase "digital devices" is in bold, and the text names different examples of them such as phones, computers, and MP3 players.*

- Read pages 3–5 aloud, and add main ideas to your idea tree.
- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, "What do the headings, pictures, and repeated words tell me about the main idea? What do all the details talk about?"

## Preview Team Talk

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

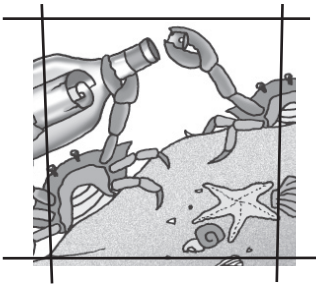
**Student Edition, page 2**

## Team Talk

1. The main idea of page 7 is— |MI|
   a. the search engine Yahoo has changed its look since 1998.
   b. the invention of the Internet and World Wide Web created a network.
   c. scientists shortened the name to ARPNET.
   d. some website addresses begin with www.

   Tell how you figured out the main idea. (Write-On)
2. What conclusions can you draw from the chart on the right-hand side of page 8? |TF • DC|
3. What point about MP3 files do the authors make on page 10? What details support this point? |MI|
4. Explain why Wikipedia is not always a reliable source. |CE|

- 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 6–14 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.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## Team Talk

1. The main idea of page 7 is— |MI|

   a. the search engine Yahoo has changed its look since 1998.

   *b. the invention of the Internet and World Wide Web created a network.*

   c. scientists shortened the name to ARPNET.

   d. some website addresses begin with www.

   Tell how you figured out the main idea. (Write-On)

   **100 points =** *I figured out the main idea by looking at the heading the Incredible Internet. Also, the word Internet is repeated several times, and the first sentence says there was a major change with the invention of the Internet.* **90 points =** *I figured out the main idea by looking at the heading the Incredible Internet. Also, the word Internet is repeated several times.* **80 points =** *I figured it out from the heading.*

2. What conclusions can you draw from the chart on the right-hand side of page 8? |TF • DC|

   **100 points =** *One conclusion I can draw from the chart is that the number of people with access to the Internet increased from 16 million in 1995 to 2.4 billion in 2012, which is a very large increase. Also, the percentage of the world population with access increased from 0.4% in 1995 to 34.4% in 2012.* **90 points =** *One conclusion I can draw from the chart is that the number of people with access to the Internet increased from 16 million in 1995 to 2.4 billion in 2012.* **80 points =** *Internet access increased from 16 million people in 1995 to 2.4 billion in 2012.*

3. What point about MP3 files do the authors make on page 10? What details support this point? |MI|

   **100 points =** *The authors make the point that the invention of MP3 files changed music forever. Details that support this point are that people can share music easily with electronic files instead of CDs. Also, they can store hundreds of MP3 files and listen to music on different devices such as smartphones and MP3 players.* **90 points =** *The authors make the point that the invention of MP3 files changed music forever. Details that support this point are that people can share music easily with electronic files instead of CDs.* **80 points =** *The invention of MP3 files changed music forever. People can share music easily.*

4. Explain why Wikipedia is not always a reliable source. |CE|

   **100 points =** *Wikipedia is not always a reliable source because many people contribute information to this online encyclopedia. The information may not be accurate. Experts may not have checked the information to make sure it is correct.* **90 points =** *Wikipedia is not always a reliable source because many people contribute information. It may not be correct.* **80 points =** *Many people contribute information, and it may not be correct.*

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

## Class Discussion TP

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

| | | |
|---|---|---|
| Strategy-Use Discussion | – Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.<br>– 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.<br>– Allow students time to discuss your questions.<br>– Use **Random Reporter** to select students to respond to your questions. | |
| | Team Talk Extenders | Some people do not have access to the Internet. How is being unable to get on the Internet a disadvantage?<br>The authors state, "The Internet is shared by the world. It is not owned or controlled by any person, country, or company." Is this a good thing? Why or why not? |
| | – Award team celebration points. | |
| Write-On Discussion | – Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.<br>– Award team celebration points.<br>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. | |


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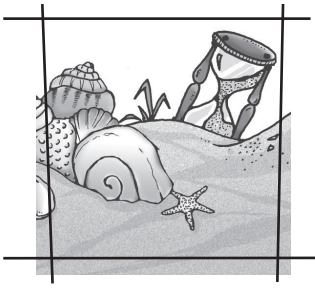


# FLUENCY IN FIVE TP

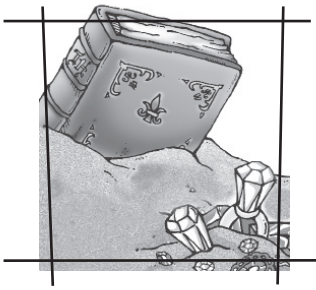
**Timing Goal: 5 minutes**

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

**Page 9**

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

| Team Celebration Points | |
|---|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | **How many points did you earn today?**<br>**How well did you use the team cooperation goal and behavior?**<br>**How can you earn more points?** |



**DAY 2**

# ACTIVE INSTRUCTION

**Timing Goal: 30 minutes**

## Team Cooperation Goal

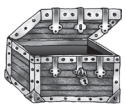
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## 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.

> How did the invention of MP3 files change the way we listen to music?



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## Listening Comprehension

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

  **Yesterday in *Life 2.0: Living in a Digital World*, we read about the history of computers and the Internet. We also read about different digital devices, ranging from computers to laptops, tablets, and smartphones.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Remind students of the clues they can use to help them find the main idea in a section of text. They can ask themselves, "What do all the details talk about? What do the headings, pictures, and repeated words tell me about the main idea?"
- Read pages 15 and 16 aloud. Use **Think-Pair-Share** to have students identify the main idea of these pages and how they figured it out. Randomly select a few students to share.

  **What is the main idea of these pages? Try to put your main idea in a sentence.** Give students time to discuss. **That's right. The main idea is that people have several ways to share their lives with others online. How did you figure that out?** Give students time to discuss. **We asked, "What do all the details talk about?" They mostly talk about ways that people communicate, such as video chat, text messaging, e-mail, and instant messaging. These words and phrases are in bold. The text says, "Let's take a look at how people share their lives online," so that tells the authors' main point.**

- Read pages 17–19 aloud, and add main ideas to your idea tree as you read.
- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, "What do the headings, bold words, and repeated words tell me about the main idea? What do all the details talk about?"

## Preview Team Talk

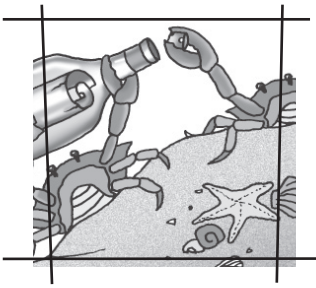
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

**Student Edition, page 2**

## Team Talk

1. Explain why someone should be careful about the content of e-mails or online postings that he or she makes. |CE|
2. What problem do the authors describe on page 22? What solutions do they recommend? |PS|
3. Which sentence below states the main idea of page 23? |MI|
   a. Schools now have computer labs.
   b. Students can play educational games.
   c. Some classrooms have whiteboards.
   d. Technology has changed how we learn.

   Tell how you figured out the main idea. (Write-On)
4. What is the difference between software and hardware? |CC|



# 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 20–27 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.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## Team Talk

1. Explain why someone should be careful about the content of e-mails or online postings that he or she makes. |CE|

   **100 points =** *Someone should be careful about e-mails and online postings because other people can share them without that person's permission. The authors say that what gets posted on the Internet lasts forever. Inappropriate postings can keep a person from getting into a school or getting a job.* **90 points =** *Someone should be careful about e-mails and online postings because other people can share them without that person's permission. The authors say that what gets posted on the Internet lasts forever.* **80 points =** *Other people can share that person's e-mail or postings without his or her permission.*

2. What problem do the authors describe on page 22? What solutions do they recommend? |PS|

   **100 points =** *The problem the authors describe is cyberbullying. This is doing things online to hurt another person. The authors suggest not responding or forwarding the mean messages or pictures, but instead saving them and showing them to an adult. They also suggest blocking the cyberbully.* **90 points =** *The problem the authors describe is cyberbullying. This is doing things online to hurt another person. The authors suggest not responding or forwarding mean messages or pictures.* **80 points =** *Cyberbullying. They say don't respond or forward messages.*

3. Which sentence below states the main idea of page 23? |MI|

   a. Schools now have computer labs.

   b. Students can play educational games.

   c. Some classrooms have whiteboards.

   *d. Technology has changed how we learn.*

   Tell how you figured out the main idea. (Write-On)

   **100 points =** *I figured out the main idea because all the details talk about how technology has changed learning. For example, the text talks about how computer labs, laptops, and whiteboards are used in the classroom and about online schools. Also, the illustration on page 24 is a clue. It shows the word learning attached to a mouse.* **90 points =** *I figured out the main idea because all the details talk about how technology has changed learning.* **80 points =** *All the details talk about technology and learning.*

4. What is the difference between software and hardware? |CC|

   **100 points =** *The difference between software and hardware is that the parts of the computer you can touch, such as the monitor, keyboard, and mouse, are hardware, and the programs and instructions that tell the computer what to do are software.* **90 points =** *The difference between software and hardware is that the parts of the computer you can touch are hardware, and the programs and instructions are software.* **80 points =** *You can touch hardware, and software tells the computer what to do.*

- 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.<br>– 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.<br>– Allow students time to discuss your questions.<br>– Use **Random Reporter** to select students to respond to your questions. | |
| | Team Talk Extenders | What would be the advantages of going to a school with a Bring Your Own Technology (BYOT) policy? What would be the disadvantages?<br>Do you think someday all schools will be virtual? If so, how might that change the way students learn? |
| | – Award team celebration points. | |
| Write-On Discussion | – Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.<br>– Award team celebration points.<br>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. | |


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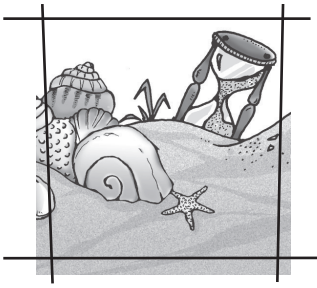


# FLUENCY IN FIVE TP

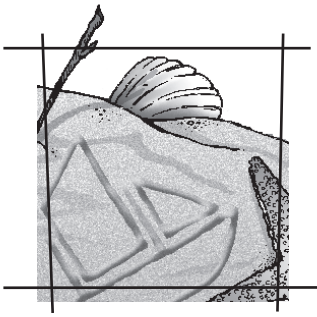
**Timing Goal: 5 minutes**

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

**Student Edition, page 1**

**Page 25**

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

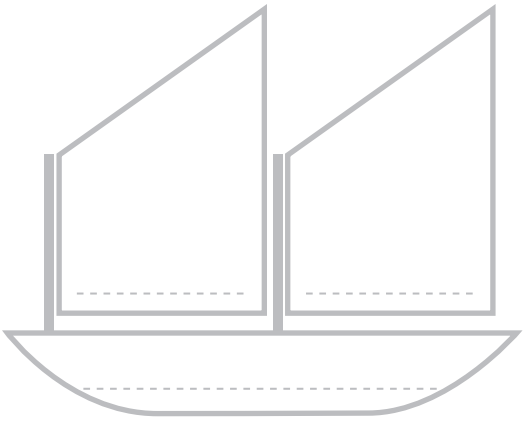


# WORD POWER TP

**Timing Goal: 10 minutes**

- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for compound words.
- Display the compound-word clue.

**Blackline master provided.**



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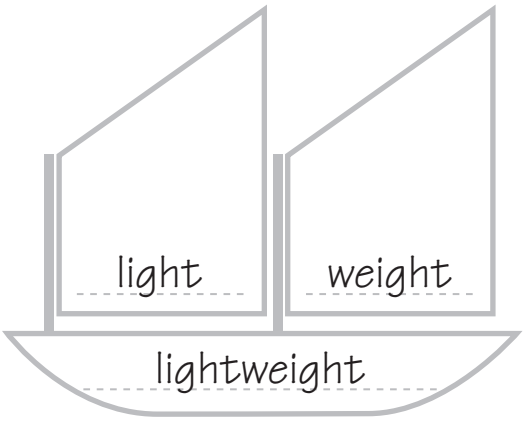
- Use **Think-Pair-Share** to have students tell what the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

| Word Treasure | Some words are compound words made up of two smaller words. If you're having trouble reading this kind of word, first separate the two parts of the compound word, read the whole word, and then figure out its meaning. |
|---|---|

- Write the word "lightweight" on the bottom of the boat. Use **Think-Pair-Share** to have students divide the compound word into its word parts and give the meaning of the compound word. Randomly select a few students to share. Light + weight = *weighing a light amount.*
- Write "light" on the first sail and "weight" on the second sail.




- Use the sails to read the word, and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps to define the compound word.
- Tell students that Captain Read More has found compound words in their text. Remind them to look for compound words as they read.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.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- 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, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. desktop *desk + top; the top of a desk or a computer that sits on a desktop*

2. keyboard *key + board; a board with keys to push like on a computer or piano*

## Building Meaning

| | | | |
|---|---|---|---|
| access | compatible | savvy | reliable |
| delete | recipient | policies | hybrid |

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

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

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

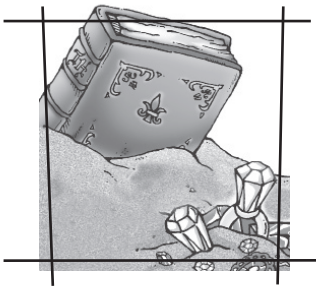
   *The mail carrier delivered the package to my house and asked me to sign as the <u>recipient</u>.*

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

## Team Celebration Points

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

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



**DAY 3**

# ACTIVE INSTRUCTION

**Timing Goal: 30 minutes**

## Team Cooperation Goal

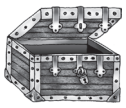
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

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

## Vocabulary TP

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



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

## Strategic Review

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

> Is a computer mouse an example of hardware or software?

## Listening Comprehension

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

  **Yesterday we continued reading and added main ideas to our idea trees. One of those main ideas was that people communicate through social websites and by using apps. Another main idea was that technology has changed how we learn.**

- 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 2–5 aloud. Use **Team Huddle** to have teams review the main idea they identified for pages 4 and 5 the first time they read. Then ask students to give supporting details. Use **Random Reporter** to select students to share. Add the supporting details to the idea tree.

  **What did we identify as the main idea of pages 4 and 5 the first time we read?** Wait for students' responses. **Right. The main idea is that computers are different shapes and sizes. What details did you find in the text to support this main idea?** *There is the large desktop computer with four main parts: computer, monitor, keyboard, and mouse. Laptops are all-in-one units that are portable and have rechargeable batteries. Tablets are smaller with a touchscreen and a hidden keyboard.*

- Remind students that as they reread, they should look for details that provide more information about the main ideas in the text.

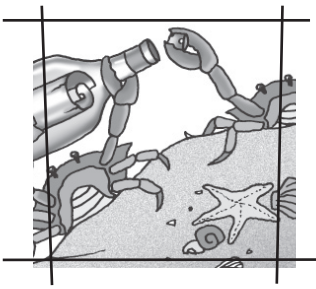
## Preview Team Talk

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

**Student Edition, page 3**

## Team Talk

1. How did the first Internet network differ from the Internet of today? |CC|
2. Why did the authors include the facts about online piracy? |AP|
3. What is the main idea of page 13? Tell at least two details that support it. (Write-On) |MI|
4. How can you tell whether a website is a reliable source of information? |MI|



# 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 6–14 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.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## Team Talk

1. How did the first Internet network differ from the Internet of today? |CC|

   **100 points =** *The first Internet network differed from today's because it was created by the U.S. government and connected thirty-seven computers. Today more than 2.4 billion people worldwide are connected to the Internet with their digital devices. The Internet today does not belong to anyone or any country.* **90 points =** *The first Internet network differed from today's because it connected thirty-seven computers. Today more than two billion people have access to the Internet.* **80 points =** *It was a network of thirty-seven computers, and today the Internet connects millions of people.*

2. Why did the authors include the facts about online piracy? |AP|

   **100 points =** *I think the authors included the facts about online piracy because they wanted to warn readers about copying things from websites. Doing so is piracy because taking text or pictures without permission is stealing.* **90 points =** *I think the authors included the facts about online piracy because they wanted to warn readers about copying things from websites.* **80 points =** *They wanted to warn people about copying from websites.*

3. What is the main idea of page 13? Tell at least two details that support it. (Write-On) |MI|

   *(Answers will vary.)* **100 points =** *The main idea of page 13 is that wikis let people contribute information about different topics to a website. One supporting detail is that Wikipedia is a popular wiki that is an online encyclopedia. Another detail is that wiki means quick in Hawaiian.* **90 points =** *The main idea of page 13 is that wikis let people contribute information about different topics to a website. One supporting detail is that Wikipedia is a popular wiki. Another detail is that wiki means quick.* **80 points =** *People contribute information to wikis. Wikipedia is a wiki.*

4. How can you tell whether a website is a reliable source of information? |MI|

   **100 points =** *One way to tell whether a website is a reliable source of information is that the last letters of the address are .gov, .edu, or .org. Another clue is that the website has no ads or spam.* **90 points =** *One way to tell whether a website is a reliable source of information is that the last letters of the address are .gov, .edu, or .org.* **80 points =** *The last part of the address is .gov, .edu, or .org.*

- 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.<br>– 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.<br>– Allow students time to discuss your questions.<br>– Use **Random Reporter** to select students to respond to your questions. | |
| | Team Talk Extenders | On many websites, you will see a link to FAQs, or frequently asked questions. Brainstorm with your team. Come up with an important question about the Internet or digital devices that should be posted as a FAQ.<br>What do the authors mean when they write "Once information is shared on the Internet, it lasts forever?" How can this fact affect you in the future? |
| | – Award team celebration points. | |
| Write-On Discussion | – Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.<br>– Award team celebration points.<br>– 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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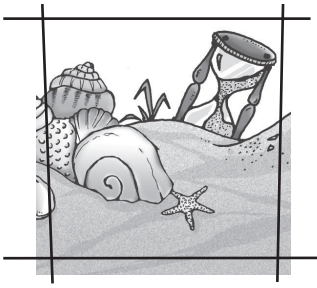


# FLUENCY IN FIVE TP

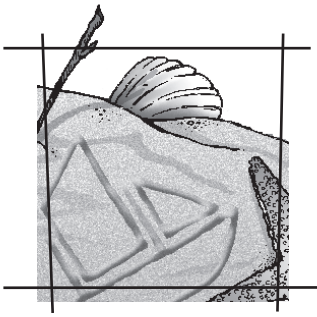
**Timing Goal: 5 minutes**

- 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 25 or 10 (main text only)**

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



# WORD POWER TP

**Timing Goal: 10 minutes**

- Remind students of the Word Power skill (compound words) and the word treasure clue.

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- Have students turn to page 5 of their books. Use **Think-Pair-Share** to have students identify and define a compound word from the reading on page 5. Randomly select a few students to share. *(Answers will vary.)* Laptop*: a small computer that fits on the top of your lap;* backpacks*: packs you wear on your back;* outlet*: place you plug in that lets out electrical power;* touchpads*: pads that you touch to make things happen.*

- Remind students that the meanings of many compound words are the combined meaning of the two word parts.
- 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, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. footprint *foot + print; the print of a foot*

2. bodyguard *body + guard; a person who protects another person*

## Building Meaning

| | | | |
|---|---|---|---|
| access | compatible | savvy | reliable |
| delete | recipient | policies | hybrid |

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

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

4. I tried to plug the hair dryer into the outlet, but it wouldn't fit because the two items were not compatible. *Compatible* means—
   *a. able to use together.*
   b. of the same material.
   c. of the same color.
   d. able to be divided.

- 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.


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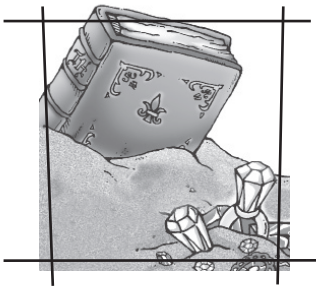
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

| Team Celebration Points | |
|---|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | – **How many points did you earn today?**<br>– **How well did you use the team cooperation goal and behavior?**<br>– **How can you earn more points?** |



**DAY 4**

# ACTIVE INSTRUCTION

**Timing Goal: 30 minutes**

## Team Cooperation Goal

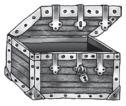
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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

> **How did the first Internet network differ from the Internet of today?**

## Listening Comprehension

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

  **Yesterday we reread the first half of *Life 2.0: Living in a Digital World* to find supporting details. We added these details to our idea trees. We found details about how to tell if a website has reliable information. We also found details about wikis and websites like Wikipedia.**

- Tell students that today they will reread the second section of the text. Remind students that as they reread, they should focus on details that support the main ideas they found the first time they read.
- Reread pages 15 and 16 aloud. Use **Team Huddle** to have students identify the main idea and supporting details. Use **Random Reporter** to select students to respond. Add to the idea tree accordingly.

  **What is the main idea for pages 15 and 16?** *The main idea is that people have several ways to share their lives with others online.* **What details support that main idea?** *(Answers will vary.) People share by text messaging, which started in 1992. Another supporting detail is that people share by e-mail, which was first available in 1993. They also share by instant messages, which AOL started in 1997 along with chat rooms.*

- Reread pages 17–19 aloud, and add supporting details to your idea tree as you read.
- Tell students to continue to look for details that support the main ideas as they reread the second half of *Life 2.0: Life in a Digital World.*

## Preview Team Talk

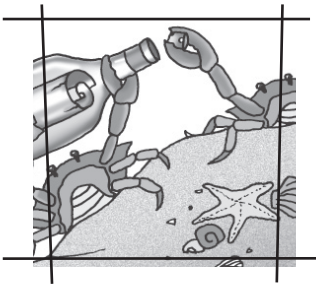
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

**Student Edition, page 3**

### Team Talk

1. What does CPU stand for? Why is a CPU an important part of a computer or smartphone? |CE|
2. On page 23, the authors state, "Thanks to the Internet, the world has truly become a global classroom." What do the authors mean by that? |AP|
3. What is the main idea of pages 26 and 27? Tell at least two details that support it. (Write-On) |MI|
4. Use your idea tree to summarize the information in the text *Life 2.0: Living in a Digital World*. |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 20–27 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.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## Team Talk

1. What does CPU stand for? Why is a CPU an important part of a computer or smartphone? |CE|

   **100 points =** *CPU stands for central processing unit. A CPU is an important part of a computer's hardware because it controls what the computer or smartphone does. The CPU is where the silicon chip that processes information quickly is located.* **90 points =** *CPU stands for central processing unit. A CPU is an important part of a computer because it controls what the computer does.* **80 points =** *It stands for central processing unit. It controls the computer.*

2. On page 23, the authors state, "Thanks to the Internet, the world has truly become a global classroom." What do the authors mean by that? |AP|

   **100 points =** *I think the authors mean that the Internet lets students get information and communicate with people from everywhere. The students' classroom and what they learn comes from all over the world.* **90 points =** *I think the authors mean that the Internet lets students get information from all over the world.* **80 points =** *The Internet lets students get information from all over the world.*

3. What is the main idea of pages 26 and 27? Tell at least two details that support it. (Write-On) |MI|

   **100 points =** *The main idea of pages 26 and 27 is that information is organized and stored in files. One detail that supports this main idea is files are displayed on a monitor or touchscreen. Another detail is that data is stored in a computer's memory in a binary code of ones and zeros and is measured in bytes.* **90 points =** *The main idea of pages 26 and 27 is that information is organized and stored in files. One detail that supports this main idea is files are displayed on a monitor or touchscreen. Another detail is that data is stored in a computer's memory.* **80 points =** *Information is in files. Files are displayed on a monitor.*

4. Use your idea tree to summarize the information in the text *Life 2.0: Living in a Digital World*. |SU|

   **100 points =** *Computers and digital devices have changed people's everyday lives. There are desktop computers, laptops, tablets, and smartphones. People use digital devices to play games, play music, and read books. The invention of the Internet and the World Wide Web has connected people and given them access to a network. There is a lot of information on the Web, but some of it is not reliable. People share their lives through social websites like Facebook and by sending e-mails, instant messages, and video chats. It is important to stay safe on the Internet and not give out personal information. The Internet and technology have changed how we learn. Some students even go to virtual schools.* **90 points =** *Computers and digital devices have changed people's everyday lives. There are desktop computers, laptops, tablets, and smartphones. The Internet and the Web connect people in a network. There is a lot of information on the Web, but some of it is not*

| Team Talk continued |
|---|
| *reliable. People share their lives through social websites like Facebook and by sending e-mails, instant messages, and video chats.* **80 points =** *Computers and digital devices have changed people's everyday lives. There are desktop computers, laptops, tablets, and smartphones. The Internet and the Web connect people in a network. People share their lives through social websites like Facebook and by sending e-mails, instant messages, and video chats.* |

- 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.<br>– 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.<br>– Allow students time to discuss your questions.<br>– Use **Random Reporter** to select students to respond to your questions. | |
| | Team Talk Extenders | How do the illustrations on pages 21 and 22 connect to the main ideas on these pages?<br>Why do people refer to computer information as binary code? |
| | – Award team celebration points.<br>– Allow students time to discuss their summaries.<br>– Use **Random Reporter** to select students to share their summaries. | |


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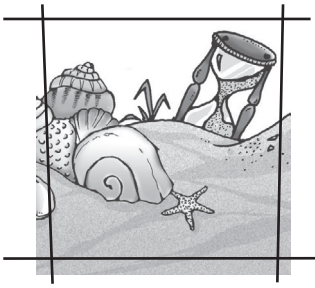
| | |
|---|---|
| Write-On Discussion | – Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.<br>– Award team celebration points.<br>– Construct a class answer, and display it on the board. 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

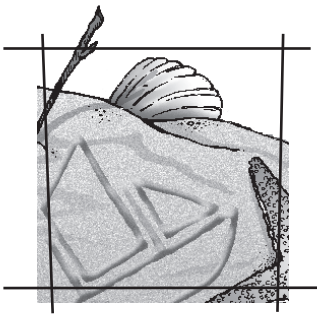
**Timing Goal: 5 minutes**

- 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 25, 10 (main text only), or 24 (stopping at "Some students go…")**

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



# WORD POWER TP

**Timing Goal: 10 minutes**

- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn compound words. Randomly select a few students to share. *Compound words show us that two words can make up another word. Knowing the meaning of each of the smaller words helps us to understand the meaning of the bigger word.*

**Preparation:** Display the Word Power Challenge.

| Word Power Challenge | |
|---|---|
| | waterproof |
| | shellfish |

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to write the compound words on their sailboats.
- Use **Team Huddle** to have students read the words, identify the word parts, and suggest definitions. Use **Random Reporter** to select students to share. Water + proof = *keep water from getting in, example: a tent or jacket that is waterproof can keep you dry;* shell + fish = *fish-type animals with shells, such as shrimp and clams.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

**Student Edition, pages 3 and 4**

## Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. shipwreck *ship + wreck; when a ship is wrecked or destroyed*

2. heartbeat *heart + beat; a beat your heart makes when it pumps*



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| Building Meaning | | | |
|---|---|---|---|
| access | compatible | savvy | reliable |
| delete | recipient | policies | hybrid |

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

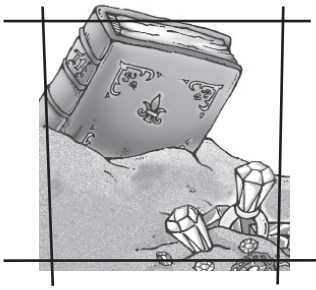
   **100 points =** *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

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

   Val knew that the bus was not *reliable*, so he decided to bike to work.

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

| Team Celebration Points | |
|---|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | – **How many points did you earn today?**<br>– **How well did you use the team cooperation goal and behavior?**<br>– **How can you earn more points?** |



**DAY 5**

# ACTIVE INSTRUCTION

**Timing Goal: 20 minutes**

## Team Cooperation Goal

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

## Set the Stage

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

> **Today you will read about some unusual stickers.**

## 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 identifying the main idea and supporting details.
- 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.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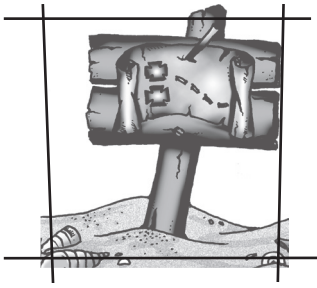
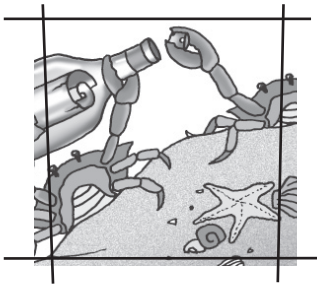


# TEST

**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**

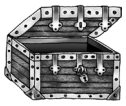
## Team Discussion TP

**Teacher procedures for Teamwork vary with strategy instruction.**

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

## Class Discussion TP

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



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

| Team Celebration Points | |
|---|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | – **How many points did you earn today?**<br>– **How well did you use the team cooperation goal and behavior?**<br>– **How can you earn more points?** |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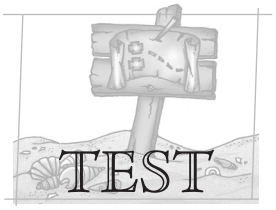


## Test Passage

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

### Electronic Stickers

John Rogers has invented some unusual stickers. Rogers builds tiny electronic devices that stick to the skin. He calls the devices skintronics. Skintronics collect data and send it to computers. They collect information about a person's temperature, heartbeat, and body movements. Doctors are especially interested in skintronics.

There are other uses for these tiny devices too. A sticker on the throat can pick up movements of speech. For example, a diver can mouth words underwater, and the sticker will send a written message of what the diver said to a computer.

Rogers is excited about another use for skintronics. These devices can send signals from the brain called brainwaves. Rogers is working on ways for people to send their brainwaves to talk to computers. Someday people may even be able to use skintronics to talk to one another through brainwaves!

Source: "Electronic Skin" by Stephen Ornes
www.sciencenewsforkids.org/2012/01/electronic-skin

## 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 skintronics and what these devices can do.* **15 points =** *The topic of this text is skintronics.* **10 points =** *It tells about skin stickers.*

**30 points**

2. What is the intent of the author? |AP|

   a. to compare and contrast devices
   b. to explain what happens to divers
   c. to convince the reader to wear stickers
   *d. to explain what a new invention can do*

   How do you know?

   **20 points =** *The intent of the author is to explain what a new invention can do because the text tells about skintronics. It explains that skin stickers collect information from a body and send it to a computer.* **15 points =** *The intent*

*of the author is to explain what a new invention can do because the text tells about skintronics. It explains what skin stickers can do.* **10 points =** *It tells about skintronics and what they can do.*

**20 points**

3. What is the main idea of this passage? Give at least one detail that supports this main idea. |MI|

   **20 points =** *The main idea of the passage is that skintronics are a new invention that has different uses. A supporting detail is that skintronics collect data from a person and send it to a computer. Another supporting detail is that a skin sticker can pick up speech movement on the throat and send a written message.* **15 points =** *The main idea of the passage is that skintronics are a new invention that has different uses. A supporting detail is that skintronics collect data from a person and send it to a computer.* **10 points =** *Skintronics are a new invention that has different uses. They are stickers that collect data.*

**20 points**

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

   **20 points =** *John Rogers invented skintronics. They are electronic skin stickers that collect data, such as heartbeat and temperature, and send it to a computer. Skintronics can also send speech movements and brainwaves. Someday skintronics might let people send brainwaves to one another.*
   **15 points =** *John Rogers invented skintronics. They are electronic skin stickers that collect data, such as heartbeat and temperature, and send it to a computer. Skintronics can also send speech movements and brainwaves.*
   **10 points =** *John Rogers invented skintronics. They are electronic skin stickers that collect data, such as heartbeat and temperature, and send it to a computer.*

# 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. Then write a definition for each compound word.**

**5 points** 1. trustworthy *trust + worthy; worth trusting, reliable*

**5 points** 2. elsewhere *else + where; someplace else, not here*

**5 points** 3. worldwide *world + wide; all over the world*

**5 points** 4. overflows *over + flows; flows over the top, like a bathtub overflows*


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## Build Meaning

| | | | |
|---|---|---|---|
| access | compatible | savvy | reliable |
| delete | recipient | policies | hybrid |

**10 points** 5. Write a meaningful sentence for the word *reliable*.

**10 points = *My brother was supposed to bring the paper plates for the picnic, but he is not reliable, so we had to eat from napkins.* 5 points = *My brother was supposed to bring the paper plates, but he is not reliable.* 1 point = *My brother is not reliable.***

**10 points** 6. Jami is very *savvy* about computers and knows a lot about how to fix problems.

**10 points** 7. The dessert was made with two ingredients that are compatible: peaches and whipped cream. *Compatible* means—

a. difficult to find.
b. different in appearance.
c. often look the same.
*d. can be used together.*

**10 points** 8. Do not *delete* the photos from the website before I have a chance to copy them to my smartphone.

**10 points** 9. The man at the garden center told us that the roses were a *hybrid* because they were a cross between a white rose and a red rose.

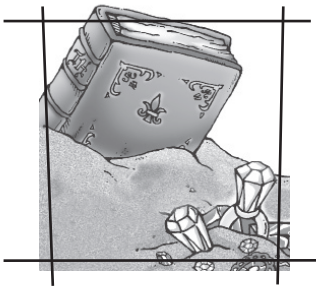
**10 points** 10. The teacher had access to the supply closet, so she was able to find the materials we needed for the project. *Access* means—

*a. ability to enter.*
b. ability to copy.
c. ability to move.
d. ability to teach.

**10 points** 11. The principal explained to the teachers and students the new *policies* for class trips and what they must do before leaving the school grounds.

**10 points** 12. Ms. Wells was the *recipient* of the package and knew what was inside it. *Recipient* means—

a. one who sends,
b. one who believes.
c. one who stamps.
*d. one who receives.*



**DAY 6**

# ACTIVE INSTRUCTION

**Timing Goal: 25 minutes**

## Set the Stage

- Introduce the writing goal.

  **Today you will write a script for a video. The purpose of this video is to inform people about the problem of cyberbullying and what to do about it.**

## Team Cooperation Goal

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

## Build Background

- Introduce the activity, writing a script for an informative video, by telling students about the topic and about writing scripts.

  **On page 22 of *Life 2.0: Living in a Digital World*, it says, "Cyberbullying has become a big problem." Remember that cyberbullies send or post hurtful messages online about someone. One way we can fight cyberbullying is by making people aware of this problem and by informing them what to do about it.**

  **A script is a written plan for a video. It describes what the viewer will see and what the actors or narrator will say.**

- Display the blackline master. Explain to students that this is the beginning of a sample script.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**Blackline master provided.**

**Cyberbullying Video**

**Scene 1:**

*Two friends, Dion and Jason, are walking down the sidewalk talking.*

**JASON:** *(bounces a basketball)* Why weren't you at practice today?

**DION:** I had to take care of something important.

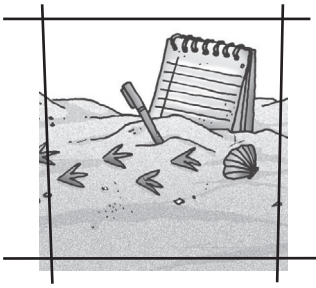
**JASON:** What's so important?

**DION:** *(speaks quietly)* I had to stop a cyberbully.

**JASON:** A what?

**DION:** A cyberbully. That's someone who posts mean things online about someone. Cyberbullies are a big problem. Anyone can be a target.

**JASON:** So what can you do to stop a cyberbully?



# ADVENTURES IN WRITING

**Timing Goal: 65 minutes**

## Planning

- Introduce the activity.

  **Remember that today you will write a script for a video to tell people about the problem of cyberbullying and what to do about it.**

- 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 video script that informs people about the problem of cyberbullying. Explain what cyberbullying is, and tell viewers what to do about it. Begin your video script by describing a scene, and then tell what the actors say. Try to make the dialogue in the script sound like real people talking. Remember that the purpose of the video is to give viewers information about this problem and what they can do about it.

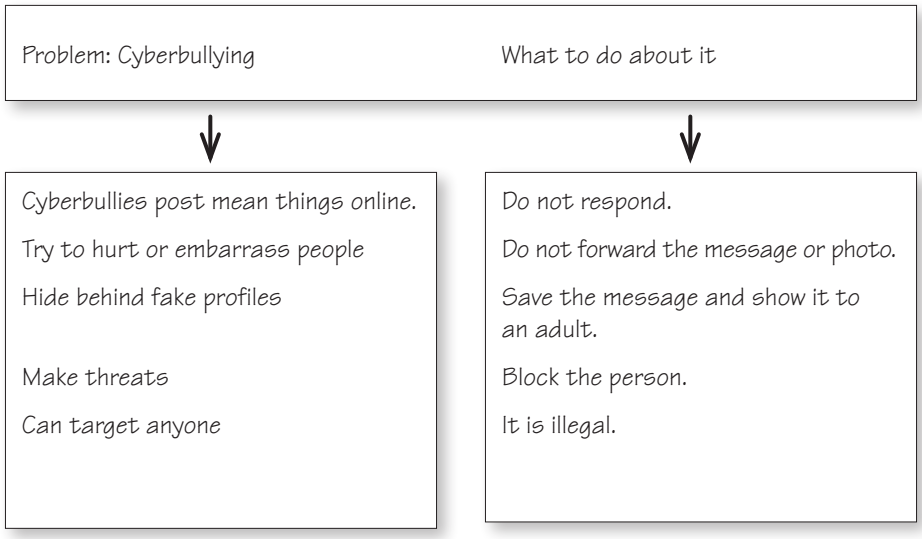
| Scoring Guide | |
|---|---|
| The video script begins by describing a scene. | **10 points** |
| The video script includes what the actors say. | **20 points** |
| The script tells about the problem of cyberbullying. | **30 points** |
| The script tells what to do about cyberbullying. | **30 points** |
| The dialogue sounds like real people talking. | **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 T-chart. This will help us organize the information that we want to include in our scripts.**

- 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





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## 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.

  **In your video script, you will explain why cyberbullying is a problem. Think about the information in *Life 2.0: Living in a Digital World*. What can you tell people to do about cyberbullies? How can you help them take action to stop cyberbullies?**

- Refer students to the format of the sample script. Remind them that a script sets the scene, introduces the characters, and is followed by the dialogue for the characters. Point out that it is not necessary to use "he said" or "she said" in a script. If students wish, they can add stage directions. Explain that stage directions, such as "bounces a basketball" or "speaks quietly," can be included in parentheses. These are directions for the actor so he or she will know what to do.
- 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
- Have students tell their partners whether they think the video script presents the important information for viewers.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. SR
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

## Editing

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

## Rewriting

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

| Team Celebration Points | |
|---|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay. | – **What is your team celebration score?**<br>– **How well did you use the team cooperation goal and behavior?**<br>– **How can you earn more points?** |


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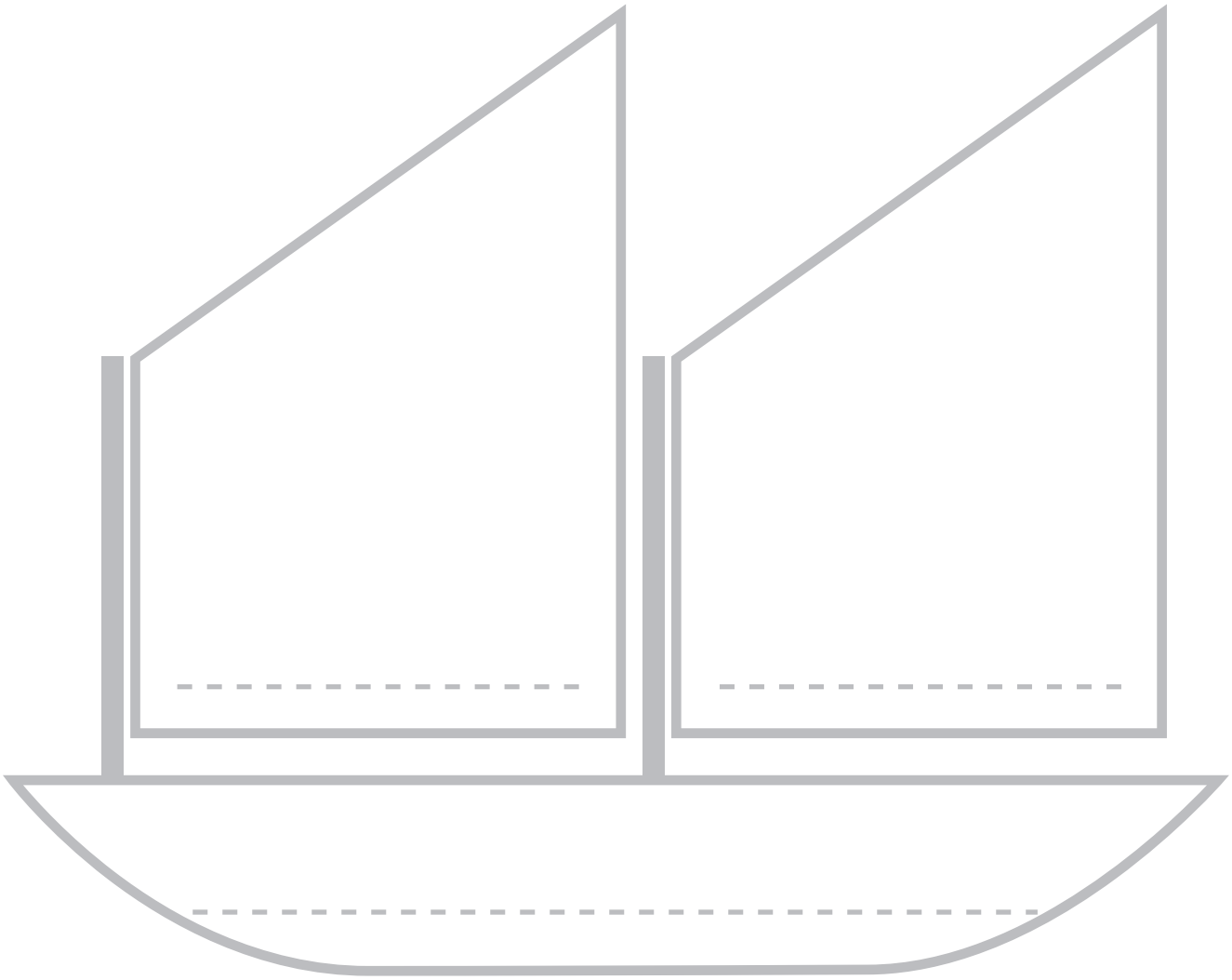

## Cyberbullying Video

### Scene 1:

*Two friends, Dion and Jason, are walking down the sidewalk talking.*

**JASON:** *(bounces a basketball)* Why weren't you at practice today?

**DION:** I had to take care of something important.

**JASON:** What's so important?

**DION:** *(speaks quietly)* I had to stop a cyberbully.

**JASON:** A what?

**DION:** A cyberbully. That's someone who posts mean things online about someone. Cyberbullies are a big problem. Anyone can be a target.

**JASON:** So what can you do to stop a cyberbully?

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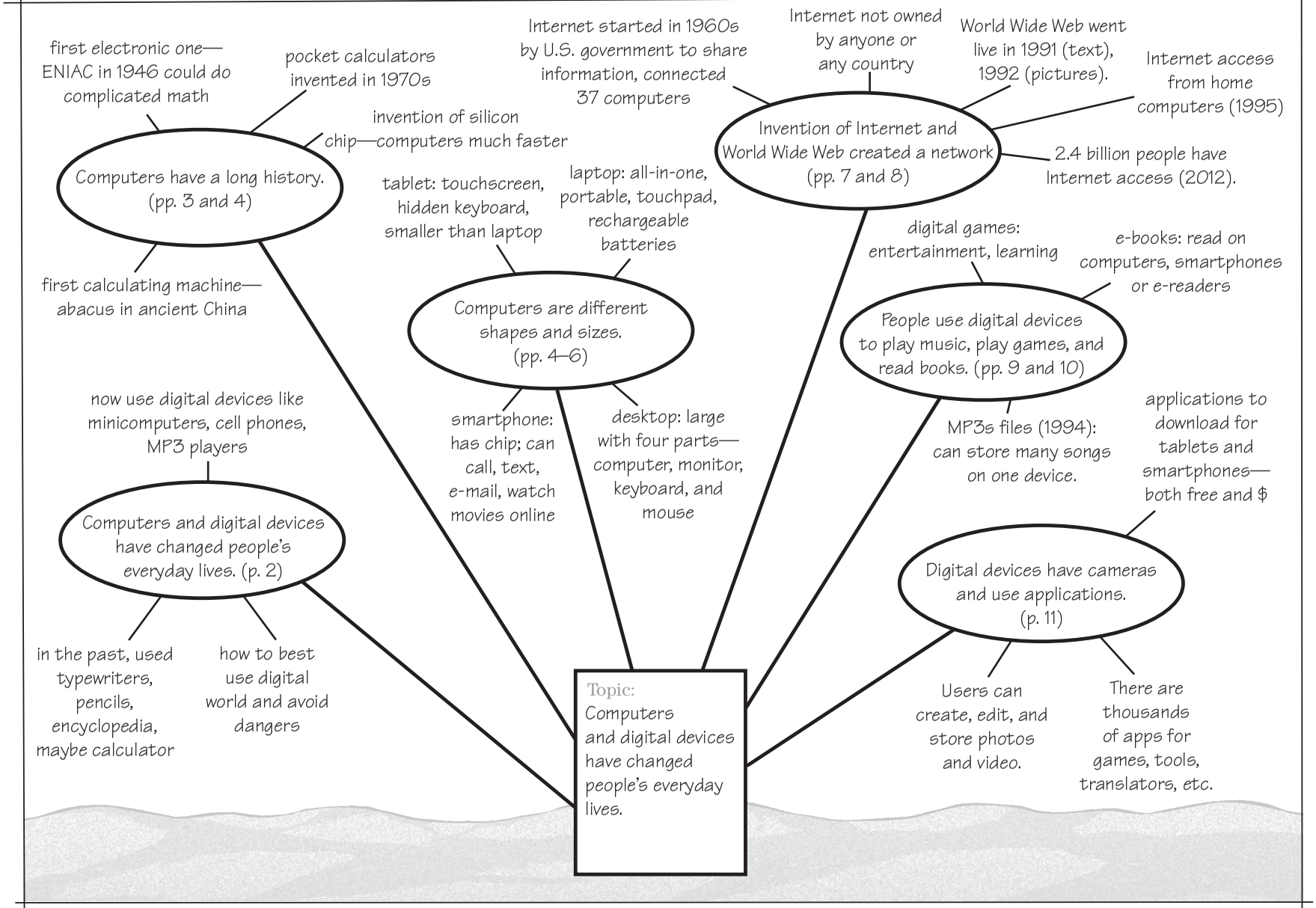
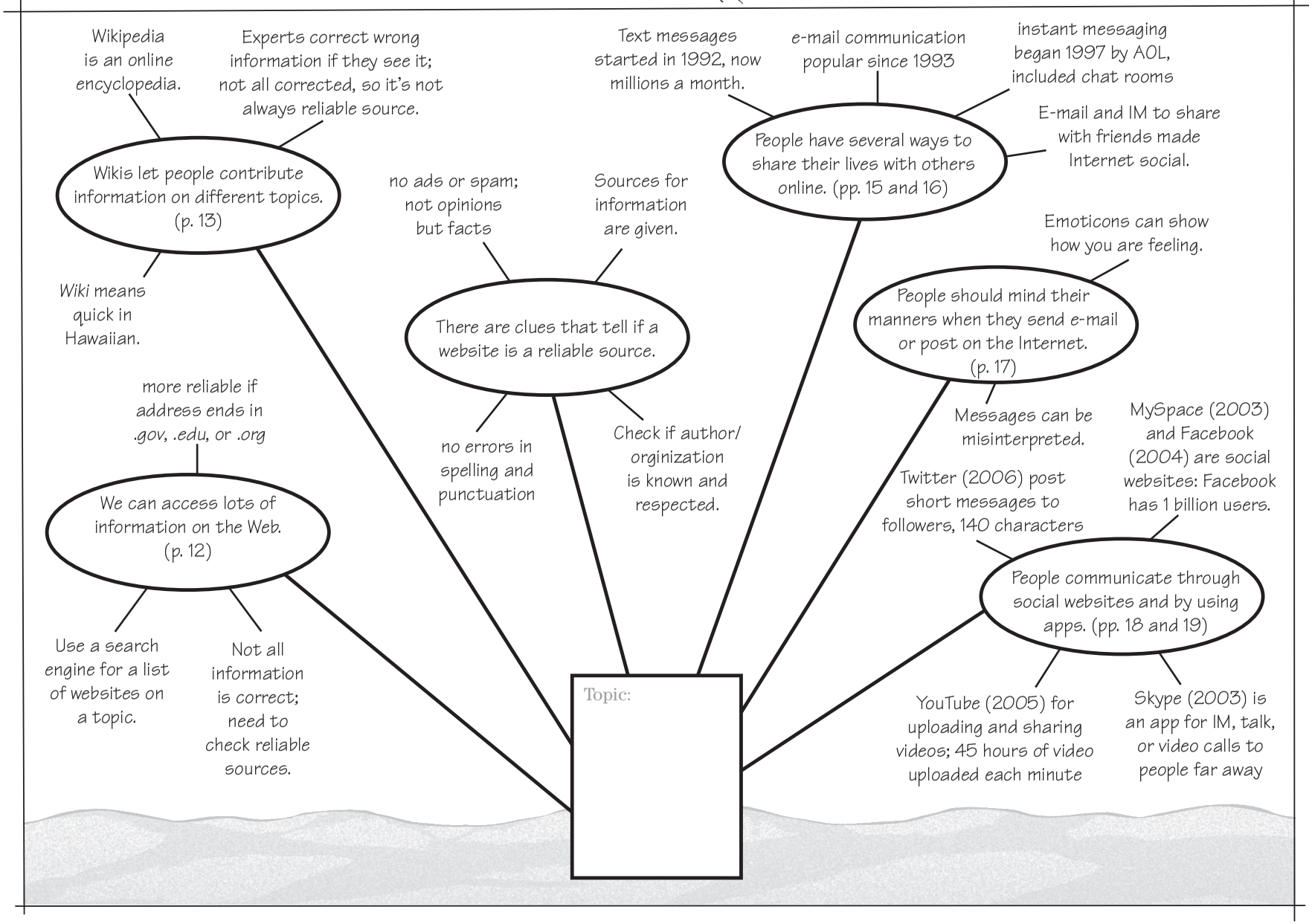
# Idea Tree

**Title:** *Life 2.0: Living in a Digital World*, pp. 2–11



# Idea Tree

**Title:** *Life 2.0: Living in a Digital World*, pp. 12–19

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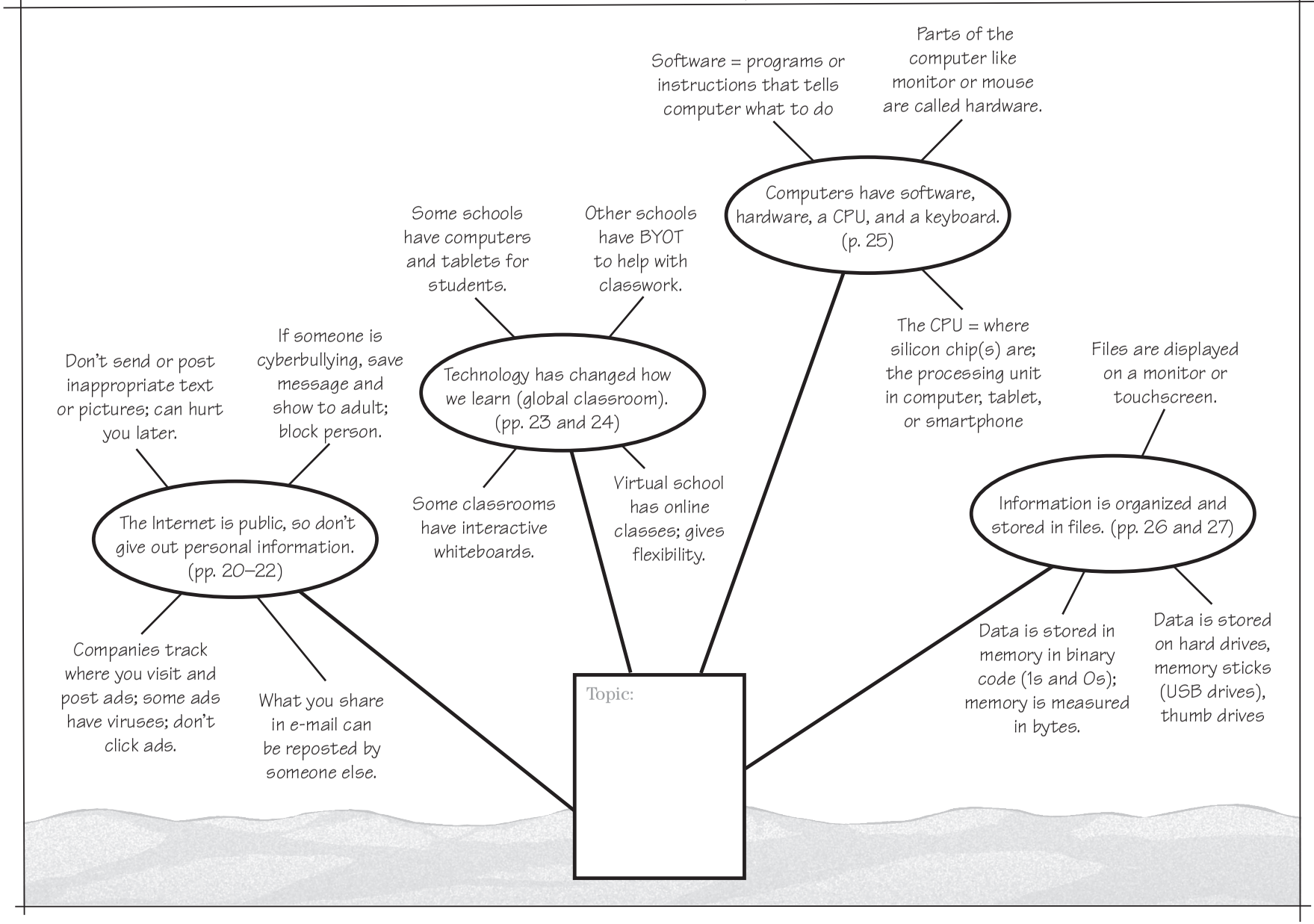
# Idea Tree

**Title:** *Life 2.0: Living in a Digital World, pp. 20–27*



# 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 4** / *Life 2.0: Living in a Digital World* |
|---|
| **English Language Arts Standards:** *Reading: Informational Text* |
| **Key Ideas and Details**<br>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **English Language Arts Standards:** *Writing* |
| **Text Types and Purposes**<br>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |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**FUNCTIONAL WRITING** (1 DAY)

# E-mail

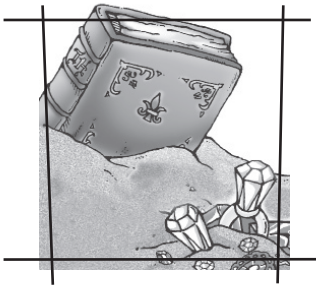
Written by Earnest Eversly
Linked to *Life 2.0: Living in a Digital World*

## Summary

Students will learn about how e-mails function, and read a short e-mail chain between two people.

## Instructional Objectives

| Reading | Word Power |
|---|---|
| **Main idea and supporting details (MI)** | **Synonyms** |
| Students will find the main idea and supporting details in an e-mail. | Students will use synonyms to improve their understanding of 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 the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that 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 *E-mail* by Earnest Eversly. As we read, we'll identify the main idea and supporting details. Good readers identify the main idea as they read an e-mail to know what the e-mail is about.**

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

  **Let me think about the first step of TIGRRS. I know that the first step is to find the topic of the text. I know that I can look at the title and skim the text to find clues that will help me find the topic of the text. I also know that the title is a good place to look for the topic. The title of the text is *E-mail*, so the topic is e-mails.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Team Huddle** and **Random Reporter** to have students discuss other forms of electronic communication that they know about (e.g., instant messaging, tweeting). Have students discuss what they like and don't like about electronic communication.
  - Use **Team Huddle** and **Random Reporter** to have students discuss what they learned in *Life 2.0: Living in a Digital world*. Tell students that today they will read about an important means of communication—e-mail.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the intent of the author.

  **Now that I have identified the topic of *E-mail*, let me think about the second step of TIGRRS. I know that the second step is to determine the author's intent. I have to think about the topic of the text and figure out why the author wrote the text. Looking at the text with the example of an e-mail, I think the author wants me to know how to read an e-mail.**

- Point out that in most functional texts, the author's intent is to help readers learn how to do or make something. This might be in the form of directions, a guide, or another similar format.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the graphic organizer that 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.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**We will use a graphic organizer to record important ideas. The next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see an introduction and an e-mail. It looks like the author is giving me important ideas and details, so I think the best organizer to use is an idea tree.** Display an idea tree. **What should we write in the section called "Topic"?** *We will write "E-mails About Yearbook Fundraising."* **What should we write in the circles at the end of the long branches?** *We will write main ideas.* **Where do our supporting details go?** *Next to the lines coming out of the circles.*

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

## Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. 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 7**

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

| Word and Page Number | Identification Strategy | Definition | Sentence |
|---|---|---|---|
| **electronic** page 5 | chunk: e-lec-tron-ic | powered by electricity | Instead of a broom, Mom has an *electronic* vacuum cleaner. |
| **organize** page 5 | chunk: or-gan-ize | arrange | If I *organize* my closet, I will be able to find something quickly. |
| **location** page 5 | base word + ending: locat(e) + ion | address | The *location* of the grocery store is 2942 Green Street. |
| **desire** page 5 | chunk: de-sire | wish | I have a *desire* to visit the Grand Canyon one day. |

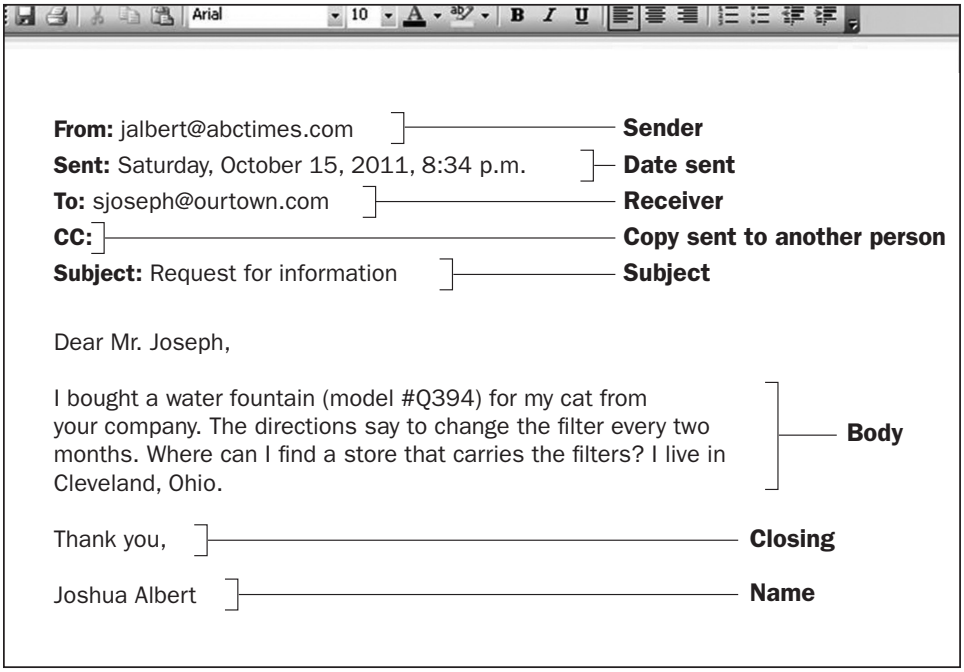
## Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in functional text.

  **In any piece of text, it is important to find the main idea. It helps you know why the text was written and what you should learn from it. It is also important to clearly communicate your main ideas when you write something. The format of an e-mail helps you find the topic and main idea and reminds you to write a main idea when you send an e-mail.**

- Display the following blackline master.

**Blackline master provided.**




- Review the e-mail structure in the blackline master.
- Discuss how an e-mail provides a clue to the main idea and supporting details.

  **Just as a letter has a particular format, e-mails also have a particular format. What clue does the format have that tells you what the main idea is?** Wait for students' responses. **Right! When you write an e-mail, you label it with a subject. The subject briefly tells the receiver what the e-mail will be about, or the topic. This helps the receiver keep track of e-mails in his or her e-mail inbox. The main idea of the e-mail message should relate to the topic. In this e-mail, the topic is requesting information, and the main idea is requesting information about finding filters for a particular model of pet water fountain. Where are the supporting details?** Wait for students' responses. **Right! They're in the body of the e-mail. The writer of the e-mail explains or gives details about the main idea.**

- Tell students that they will find the main idea and supporting details as they read the text.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### Preview Team Talk

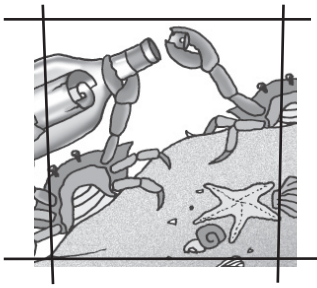
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

**Student Edition, page 8**

**Team Talk**

1. What are the topic and main idea in this series of e-mails? How do you know? (Write-On) |MI|
2. Which e-mail was sent **first**? How do you know? |SQ|
3. What did you learn about e-mail in *Life 2.0: Living in a Digital World*? How would communication with Mrs. Greenbaum been different if Tanya did not have e-mail?
4. Use your idea tree to summarize the text. |SU|

- 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
- Have students take turns reading:

  **page 5 aloud with partners.**

- Tell students to add important ideas to the graphic organizer as they read.
- Remind students that they should reread the text to look for more information or details about the important ideas and add them to the graphic organizer.

- 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. Tell them that they will also share the ideas they recorded on the graphic organizer.

#### Team Talk

1. What are the topic and main idea in this series of e-mails? How do you know? (Write-On) |MI|

   **100 points =** *The topic in this series of e-mails is yearbook fundraising. I know because that is stated in the subject line of the e-mail. The main idea is that there are a few ways they can raise funds. All the information in the bodies of the two e-mails relates to fundraising.* **90 points =** *The main idea in this series of e-mails is ideas for fundraising. I know because that is stated in the bodies of the e-mails.* **80 points =** *Ideas for fundraising. Because that is what the e-mails are about.*

2. Which e-mail was sent **first**? How do you know? |SQ|

   **100 points =** *The second e-mail, which starts with "Dear Mrs. Greenbaum," was sent first. I can tell by looking at the sent line in the e-mails. A series of e-mails starts with the most recent e-mail followed by earlier e-mails.*
   **90 points =** *The second e-mail, which starts with "Dear Mrs. Greenbaum," was sent first. I can tell by looking at the sent line in the e-mails.*
   **80 points =** *The second e-mail. I can tell by looking at the sent lines.*

3. What did you learn about e-mail in *Life 2.0: Living in a Digital World*? How would communication with Mrs. Greenbaum have been different if Tanya did not have e-mail?

   **100 points =** *I learned that e-mail further changed the way people talk online. It is a fast way to send messages. E-mail made the internet social. Communication with Mrs. Greenbaum might have been more difficult if Tanya did not have e-mail. She would have needed to wait to see Mrs. Greenbaum before she could have made an appointment. That would have taken longer.* **90 points =** *I learned that e-mail is fast and made the internet social. Tanya would have waited longer to see Mrs. Greenbaum before making an appointment.* **80 points =** *E-mail is fast. Tanya would have waited longer.*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### Team Talk continued

4. Use your idea tree to summarize the text. |SU|

   **100 points =** *Tabitha's e-mail states the need to have a yearbook fundraiser and asks for a meeting. She has some ideas for it. In Mrs. Greenbaum's e-mail, she says that she is glad to help, and she suggests when and where they should meet. She has some ideas too.* **90 points =** *Tabitha's e-mail states the need to have a yearbook fundraiser. She has some ideas for it. In Mrs. Greenbaum's e-mail, she suggests when and where they should meet. She has some ideas too.* **80 points =** *Tabitha's e-mail states the need to have a fundraiser. Mrs. Greenbaum's e-mail agrees.*

- 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.

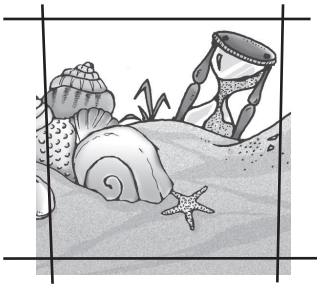
## Class Discussion TP

- 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.<br>– 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.<br>– Allow students time to discuss your questions.<br>– Use **Random Reporter** to select students to respond to your questions. | |
| | Team Talk Extenders | Why do you think an e-mail chain is formatted with the most recent e-mail placed first?<br>Why might someone use CC in an e-mail? |
| | – Award team celebration points. | |

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



# FLUENCY IN FIVE TP

**Timing Goal: 5 minutes**

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

**Student Edition, page 7**

**Page 5 (the "Dear Tabitha" e-mail and the "Dear Mrs. Greenbaum" e-mail)**

- 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.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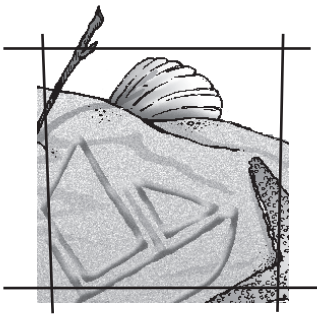


# WORD POWER TP

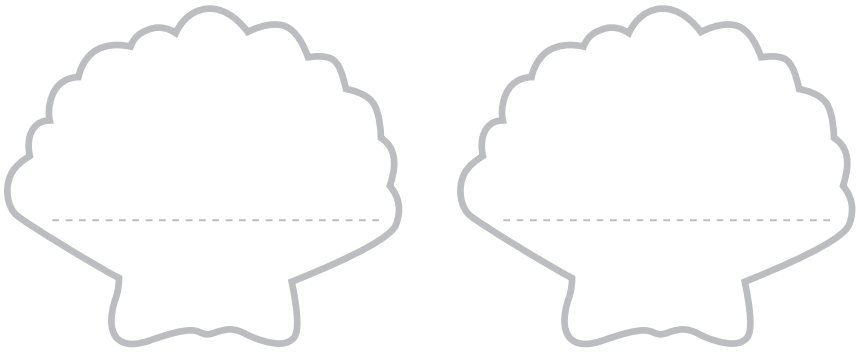
**Timing Goal: 10 minutes**

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.

tps

- Display the Word Treasure clue, two shells that look the same. Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.

**Blackline master provided.**



- Reveal the Word Treasure (skill).

| Word Treasure | Synonyms are words that mean the same or almost the same.<br>If you're having trouble understanding a word meaning, look for a synonym with a similar meaning, and make connections between the words. |
|---|---|

th

- Write the word "grin" on the board. Use **Team Huddle** to have students give a synonym for *grin*. Randomly select a few students to share. *Synonyms are* smile *and* laugh.

**Preparation:** Display two shells that look identical.

- Write the word "grin" on the first shell and a synonym on the second shell.
- Have students identify words on their vocabulary list that have synonyms (*organize*, *location*, *desire*).
- Point out that knowing synonyms helps us improve our understanding of words.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

**Teacher's Note:** Accept reasonable responses for skill practice; most words have more than one synonym.

**Student Edition, page 8**

## Skill Practice

Write a synonym for each of the following words.

1. autumn *fall*
2. astonish *surprise*
3. awful *bad*
4. begun *started*

## Building Meaning

| | | | |
|---|---|---|---|
| electronic | organize | location | desire |

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.

   Mom likes to *organize* her spices in alphabetical order so she can easily find them while she's cooking.

- 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.

- **What is your team celebration score?**
- **How well did you use the team cooperation goal and behavior?**
- **How can you earn more points?**



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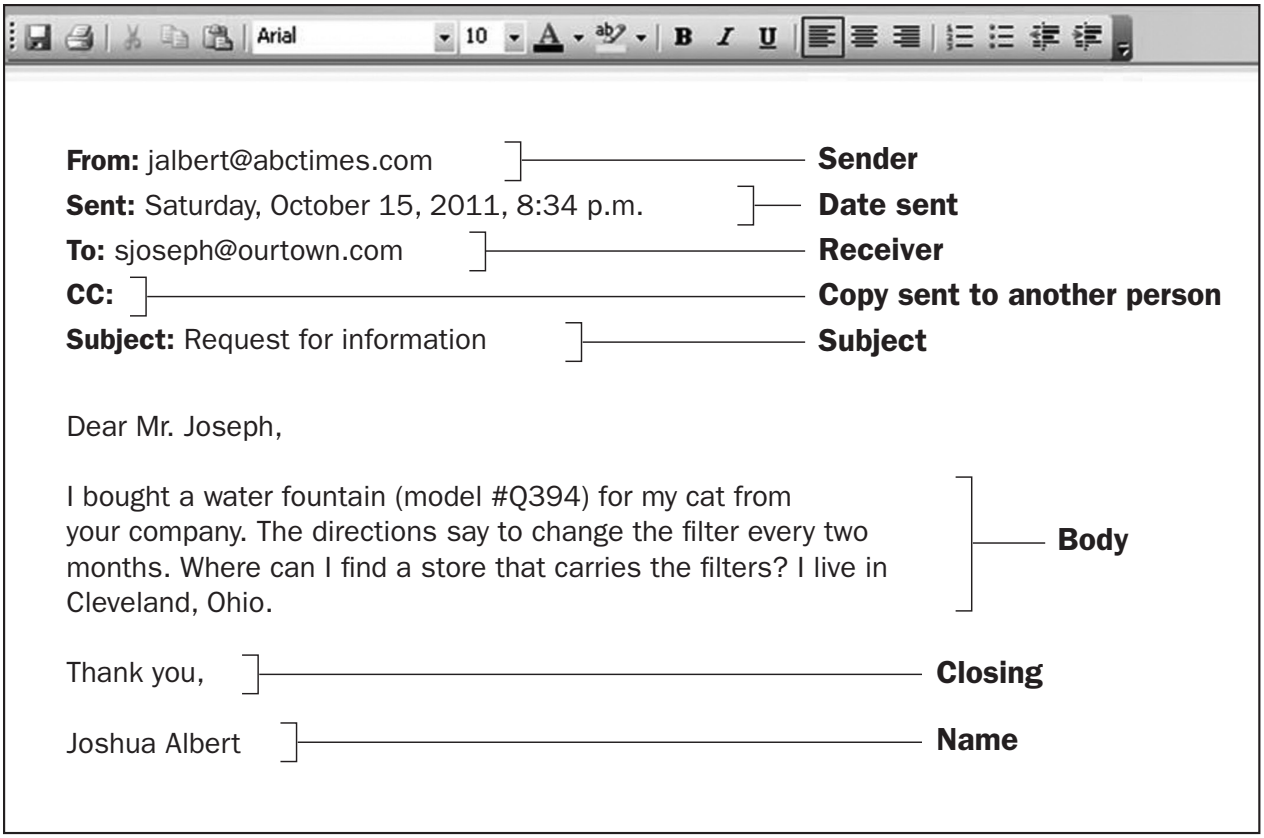
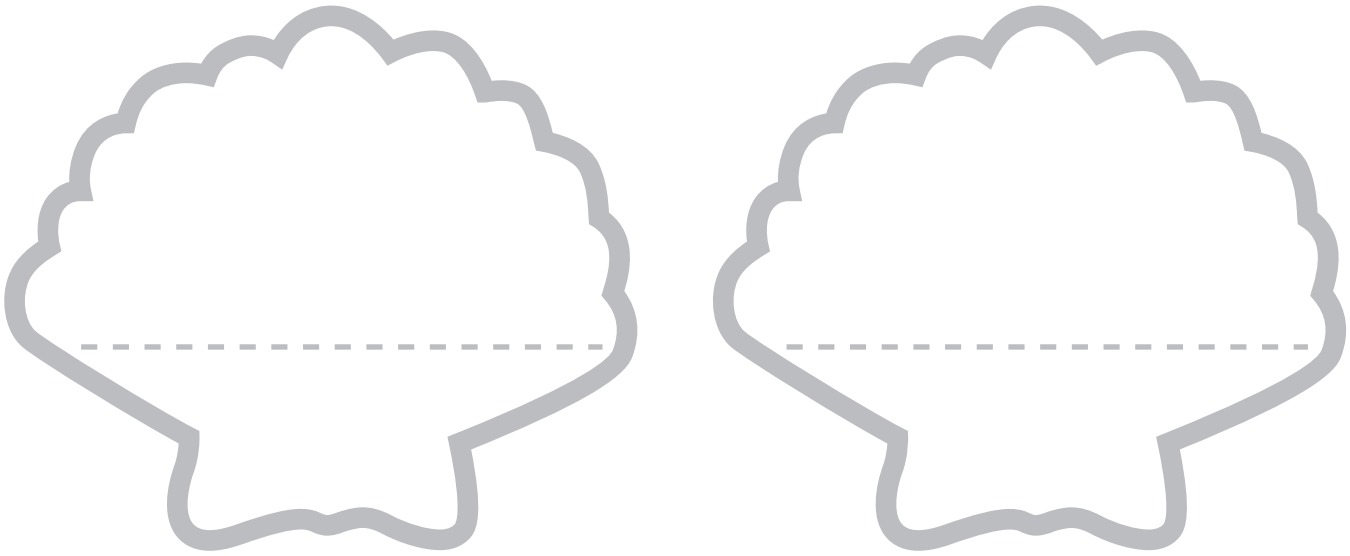

Arial
10
**From:** jalbert@abctimes.com
Sender
**Sent:** Saturday, October 15, 2011, 8:34 p.m.
Date sent
**To:** sjoseph@ourtown.com
Receiver
**CC:**
Copy sent to another person
**Subject:** Request for information
Subject
Dear Mr. Joseph,
I bought a water fountain (model #Q394) for my cat from your company. The directions say to change the filter every two months. Where can I find a store that carries the filters? I live in Cleveland, Ohio.
Body
Thank you,
Closing
Joshua Albert
Name



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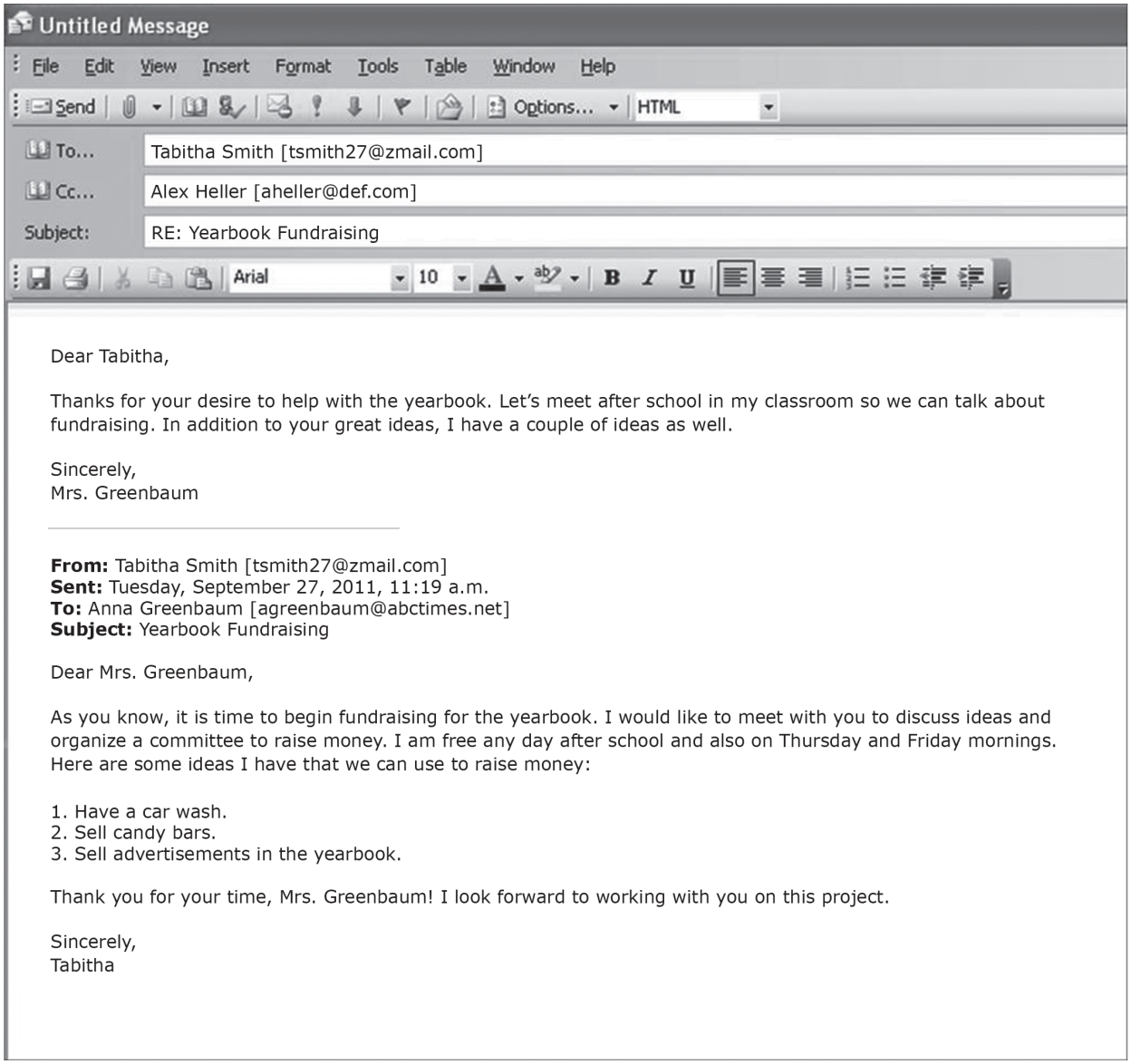
# E-mail

E-mail is an electronic letter that you send someone. You can send e-mail quickly over long or short distances. People use e-mail to organize events or chat with friends. You can send an e-mail to more than one person at the same time.

E-mails use addresses just like letters do, but the addresses look different. E-mails don't use a street address like letters do. E-mail addresses use an e-mail website as a location. You can tell an e-mail address by looking for the @ symbol in the address.

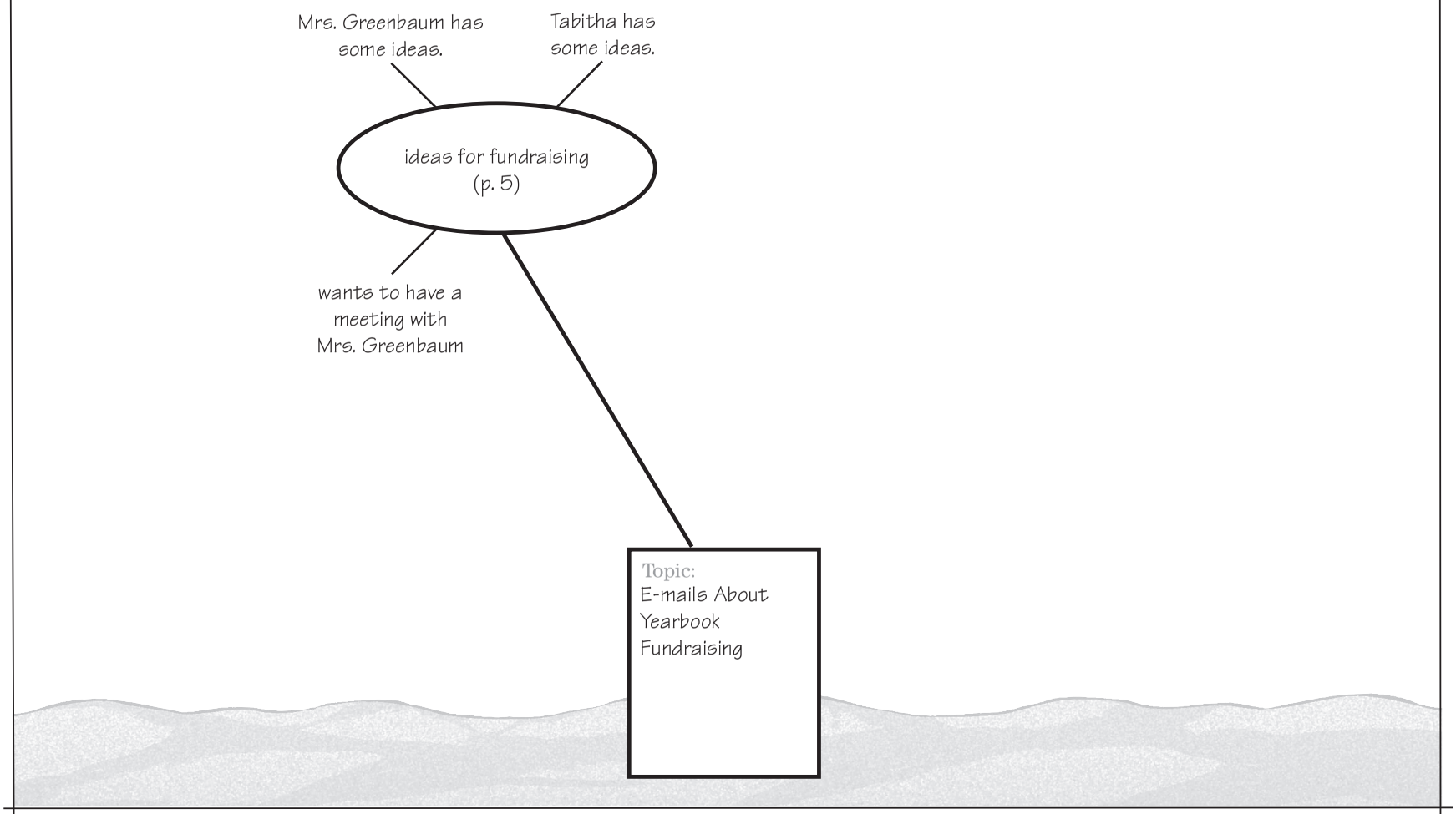
E-mails can also be sent with the press of a button. They don't need stamps.

Read the following e-mail chain.



# Idea Tree

**Title:** *E-mail*

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# Common Core State Standards

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

| LEVEL 4 / *E-mail* |
| --- |
| **English Language Arts Standards:** *Reading: Informational Text* |
| RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **English Language Arts Standards:** *Language* |
| **Vocabulary Acquisition and Use**<br>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |