The American Revolution

Written by Robert E. Slavin and Kate Conway
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Informational

How Did Children Play in Colonial Times?

Written by Beverly Stricker
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:
The American Revolution and
How Did Children Play in Colonial Times?

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INFORMATIONAL (6 DAY)

The American Revolution

Written by Robert E. Slavin and Kate Conway

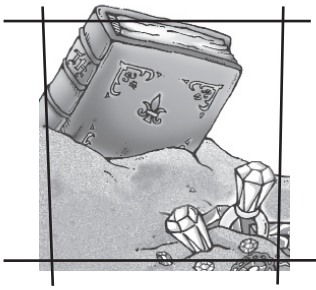
Summary

The American Revolution was a fight over people's right to elect their own leaders and make their own laws. It is still not clear whether the British or the colonists fired the first shot that sparked this revolution. From the French and Indian War to the Boston Tea Party, a series of events occurred that ultimately led to the American Revolution.

Instructional Objectives

Reading	Word Power	Writing
Text structure (TS)	**Base word and ending**	**Write a persuasive speech.**
Students will identify and analyze how the authors use different text structures to present information.	Students will break words into base words and endings and use the endings *-ed* and *-ly* to increase their understanding of words.	Students will write a speech to convince Loyalists to become Patriots.

Teacher's Notes: Due to the nature of this text and the frequently changing text structures, only one graphic organizer is provided as a model for each text structure. Therefore, not all main ideas, causes and effects, comparisons, or sequences found in the text are represented on the graphic organizers. Students are expected to record notes on the graphic organizers as they read so they can summarize the text at the end of the cycle. 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 **practice active listening**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

  This cycle we will read *The American Revolution* by Robert E. Slavin and Kate Conway. As we read, we'll identify the different text structures that the authors used. Good readers identify text structure to help them select the best graphic organizer to keep track of information as they read.

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- 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.

  Remember that we use the TIGRRS process when we read informational texts. The first step that we need to do in this process is to identify the topic. To do this, I can page through the text and look for repeated words and text features. Page through the text. **The title *The American Revolution* is a good clue about the topic. I also see this phrase repeated throughout the text, along with the words *angry*, *conflict*, and *rebellion*. These words have to do with fighting. There are also many pictures of soldiers with weapons, so the topic is the American Revolution.**

- Use the items below to build or activate background knowledge about the topic.
  - After viewing the video, use **Team Huddle** to have students identify how buildings looked in colonial America, and use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss what they know about the U.S. Constitution and the Declaration of Independence. Why were these documents written? What is their purpose? Randomly select a few students to share.
  - Use **Think-Pair-Share** to have students discuss what life was like in colonial times. Randomly select a few students to share.
- 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 completed the first step in TIGRRS, the next step is to identify the author's intent. This means figuring out the reason the author wrote the text. I said that the topic is the American Revolution. I think the author wrote this text to teach readers about the American Revolution and why it happened. I will confirm my idea as we read this cycle.

- 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 a sequence chain and idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

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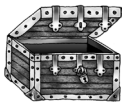
Since we have completed the first two steps of TIGRRS, we are ready to select a graphic organizer. This is the third step of TIGRRS. As I paged through the text, I noticed that not every section is set up the same way. Some pages had dates, which are a clue that the sequence text structure is used, and other pages had headings and subheadings, which show that the main idea text structure is used. Since there is more than one text structure, I will need to use more than one graphic organizer. When there are a lot of dates, we can use a sequence chain. Display a sequence chain. **This graphic organizer will help us keep track of the order in which events happened. When we see headings and information below the headings, we can use an idea tree.** Display an idea tree. **I have only identified two text structures. Since we know that the text structure varies, there could be even more. Each time we read a section, we will think about how the text is organized. This will help us select the best graphic organizer to use to keep track of the information.**

- 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
insults page 9	base word + ending: insult + s	mean or rude comments	"Team spirit is important, so I do not want to hear any *insults*," Coach Blum said.
convinced page 10	base word + ending: convinc(e) + ed	made someone believe something	Alexa *convinced* her dad to let her go to the concert.

Word and Page Number	Identification Strategy	Definition	Sentence
attending page 12	base word + ending: attend + ing	taking part in or going to an event	Brent planned on *attending* the meeting to learn more about the chess club.
enforce page 13	chunk: en-force	make sure something happens	Cassandra's mom asked her to help *enforce* her little brother's bedtime.
extremely page 17	base word + ending: extreme + ly	very	Since Hector was clumsy, he was *extremely* careful when carrying his dishes to the sink.
eager page 25	chunk: ea-ger	excited	The students in Mr. Walker's class were *eager* to learn who got first place in the science fair.
summoned page 25	base word + ending: summon + ed	called for someone	Brianne *summoned* the waiter and asked to have her glass of water refilled.
established page 30	base word + ending: establish + ed	set up	On the first day of school, Mrs. Sung and her students *established* rules for their classroom.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

  Our skill for this cycle is identifying text structures. The term *text structure* refers to how an author has organized a text. Some commonly used text structures are sequence, cause and effect, compare and contrast, and main ideas. Authors often use signal words or clues that indicate the type of text structure that is being used. However, sometimes clue words are not used. Therefore, it is important to read carefully. If there are no signal words, and you are not sure which text structure is being used, you can ask yourself if the author is discussing similarities and differences or reasons that things happened. This will help you narrow down which text structure is being used.

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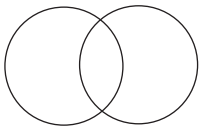
- Remind students that the authors of this cycle's text have used more than one text structure.
- Display the following text structure chart, and point out that the chart will be helpful to refer to throughout the lesson.

Blackline master provided.

Student Edition, page 2

Text Structure Chart

Text Structure	Signal Words	Example Question	Example Graphic Organizer
Main idea and supporting details	Main idea is usually stated in a topic sentence. The topic sentence is often the first or last sentence of a paragraph. Ask: What are all the details talking about?	Explain the main idea of this section. Give supporting details or evidence from the text.	Idea tree
Cause and effect	*Because*, *cause*, *reason*, *result*, *why*, *lead to*, *effect*, *happens*, *due to*	What caused people to move west in the mid 1800s?	**Cause** / **Effect**: ? / people moved west
Compare and contrast	*Like*, *unlike*, *similar*, *different*, *although*, *but*, *contrast*, *compare*, *common*	How were the homes on the plains different from the ones back east?	**Homes in West** / **Homes in East** 
Problem and solution	*Problem*, *dilemma*, *issue*, *solution*, *question*, *answer*, *solve*, *deal with*, *struggle*	How do plants solve the problem of living in a desert habitat?	**Problem**: getting enough water / **Solutions**: store water, deep roots, waxy leaves
Sequence	*First*, *begins*, *began*, *starts*, *started*, *steps*, *when*, *second*, *next*, *later*, *during*, *while*, *then*, *third*, *after*, *last*, *finally*, *ends*, *now*	What happens after a law is passed by the Senate?	Event 1 ⋮ Event 2 ⋮ Event 3

- Point out to students that they already know that the authors use two text structures in this cycle's text. Remind them that there could also be other text structures in the text.

- Display the following blackline master. Display the first passage only, and cover the second and third passages with a sheet of paper. Read the first passage aloud.

Blackline master provided.

Passage 1

When you think of a violin, you may think of an instrument with many strings. There are actually several parts that make up a violin. There is a neck; a belly, which is what the front of the violin is called; and ribs, which is the name for the sides of the violin. There is also a scroll at the top, but this part is just for decoration. The pegbox is where you put the pegs. Pegs are important because they keep the violin in tune. The chinrest is what the person playing the violin uses to keep the instrument in place. Each part has a different purpose.

Passage 2

A violin is similar to a guitar in some ways and different from a guitar in others. Both a violin and a guitar have strings. Also, both instruments are made of wood. A guitar and a violin can be used to play different types of music. However, a bow is used to play a violin. A guitar is played with a pick or a person's fingers. A violin is held near a person's shoulder when it is played. Unlike a violin, a guitar is held at waist level.

Passage 3

Before playing the violin, there are many steps to follow. First, tighten the bow. Second, use the tuning pegs to tune the violin. This will allow the music that you play to sound nice. Once the violin is tuned, pick up the bow and relax your hand so you have control over the bow. If you hold the bow too tightly, it will be hard to move it. Next, stand or sit up very straight. Excellent posture will improve the quality of the music. Finally, bring the bottom of the instrument up to your neck. Get a good grip on the violin. Now you are ready to play!

- Use a **Think Aloud** to model how to identify the text structure of passage 1.

  Let me think about the text structure that is used in this passage. The passage describes several parts of a violin. The second sentence tells us the main idea. The author tells us about the different parts and what each part does. I can use the text structure chart to help me identify this passage as using the main idea text structure. There are many supporting details.

- Use **Think-Pair-Share** to have students tell which graphic organizer would work best with this text and some information it should include. Randomly select a few students to share. Display a blank idea tree, and fill it in accordingly.

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What graphic organizer would work best with passage 1? Wait for students' responses. **Yes, an idea tree would work best. What is the main idea, and what are some supporting details?** Wait for students' responses. **Yes, the main idea is that each part of a violin has a different purpose. A detail is that pegs keep the violin in tune, and the chinrest holds the instrument in place.**

- Display the second passage, and read it aloud. Then use **Think-Pair-Share** to have students identify its text structure and the graphic organizer that would work best with this passage. Randomly select a few students to share. Display a blank Venn diagram, and fill it in accordingly.

  Which text structure is used in passage 2, and how do you know? Wait for students' responses. **Yes, it uses the compare-and-contrast text structure. There are signal words, such as *similar to*, *both*, *also*, *however*, and *unlike*. The words *similar* and *unlike* are listed in the Signal Words column of the text structure chart. This passage compares and contrasts a violin and a guitar. Which graphic organizer would work?** Wait for students' responses. **That's correct. In a Venn diagram, we can put differences in each circle and similarities where the circles overlap. What would we put in the middle?** Wait for students' responses. **Right, a violin and a guitar are both made of wood and have strings. What would we put in the other circles?** Wait for students' responses. **In one circle, we would write just about the violin. It is played with a bow and held near your shoulder. In the other circle, we would write just about the guitar. It can be played with a pick and is held at waist level.**

- Display the third passage, and read it aloud. Use **Team Huddle** to have students identify the sequence text structure. Have students identify the strategies they used to find the text structure and then select a graphic organizer for passage 3. Use **Random Reporter** to select students to share.

  Let's look at the third passage. Within your teams, use the text structure chart to help you identify which text structure this passage uses and why. *Passage 3 uses the sequence text structure. There are signal words, such as* first, second, next, *and* finally, *in this passage. This passage tells the steps to take before playing the violin.* **Which graphic organizer would you use for passage 3?** *A sequence chain.* **How would you fill it out?** *In the first box, you would write "Tighten the bow." In the second box, you would write "Use the tuning pegs." In the third box, you would write "Relax your hand."*

- Tell students that they will identify text structures and use a variety of graphic organizers as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.

- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 2 and 3 aloud, and use a **Think Aloud** to model how to identify the text structure that is used in the introduction.

  Let me think about what I just read so I can identify the text structure. In the introduction, the authors didn't compare and contrast or share causes and effects. They mostly gave an overview of the American Revolution and how it impacted Americans. This seems like the main idea text structure. It seems like the main idea is that the American Revolution greatly impacted Americans. They fought to make their own laws.

- Read page 4 aloud, and use a **Think Aloud** to model how to identify the sequence text structure.

  I think the authors used a different text structure on this page. They gave two dates, which are a clue for the sequence text structure. They explain what happened in 1606 and in 1733. In December 1606, the London Company was sent to explore the New World. In 1733, there were thirteen British colonies.

- Read pages 5–7 aloud, and use a **Think Aloud** to model how to identify the cause-and-effect text structure.

  On these pages, the authors use a third text structure: cause and effect. There are no signal words, but the authors explain what happens and why. I had to think about what happened and why since the authors did not include signal words. Authors may not always use signal words for text structures, so we must read carefully. One cause-and-effect relationship is that the French and the British wanted control over the same land. As a result, a war broke out. Another cause was that colonists wanted to move west of the Appalachian Mountains. The effect was that the British got worried about more conflict.

- Remind students to think about text structures and ways to identify them as they read.

Preview Team Talk

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

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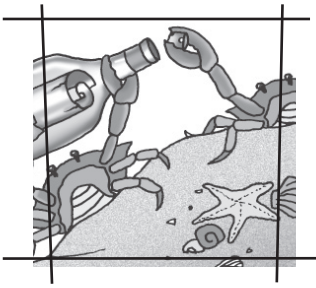
Student Edition, page 3

Team Talk

1. What text structure is used on page 8? Support your answer. (Write-On) |TS|
2. Why was the Tea Act important? |DC • CE|
3. How did the text feature on page 13 help you as you read? Why do you think the authors included it? |TF • AP|
4. Although the Battles of Lexington and Concord were small, the author writes that they were "extremely important." What made them so important? |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: SR

  pages 8–17 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

1. What text structure is used on page 8? Support your answer. (Write-On) |TS|

   100 points = *On page 8, the cause-and-effect text structure is used. This page tells what the British did and how the colonists felt. The British raised taxes, and this made the colonists very angry. The British also made laws so they could control the colonies. The colonists believed this was unfair, so they became even angrier. As a result, there was a rebellion.* **90 points =** *On page 8, the cause-and-effect text structure is used. This page tells what the British did and how the colonists felt. The British raised taxes, which made the colonists very angry. The British also made laws so they could control the colonies. The colonists believed this was unfair.* **80 points =** *The cause-and-effect text structure. This page tells what the British did and how the colonists felt.*

2. Why was the Tea Act important? |DC • CE|

   100 points = *The Tea Act was important because it led to the Boston Tea Party, a step closer to the revolution. The Tea Act meant that colonists had to pay a tax on tea sold in the colonies. The colonists learned that British ships carrying pounds of tea were on their way to the colonies. When the ships arrived, a group of colonists boarded the ships, opened chests of tea, and spilled the tea into Boston Harbor. The Tea Act caused the colonists to rebel.* **90 points =** *The Tea Act was important because it led to the Boston Tea Party. Colonists had to pay a tax on tea. The colonists learned that British ships carrying pounds of tea were on their way to the colonies. Many colonists spilled the tea into Boston Harbor.* **80 points =** *The Tea Act led to the Boston Tea Party.*

3. How did the text feature on page 13 help you as you read? Why do you think the authors included it? |TF • AP|

   100 points = *The text feature on page 13 helped me keep track of the different acts that were part of the Intolerable Acts. There was a brief sentence or two about each act, so it was easy to understand each act. For example, the Quartering Act meant that colonists had to feed British soldiers. I think the authors included this text feature because looking at the acts in list format makes it easier to see how they are different.* **90 points =** *The text feature on page 13 helped me keep track of the different acts that were part of the Intolerable Acts. There was a brief sentence or two about each act. Looking at the acts in list format makes it easier to see how they are different.* **80 points =** *The text feature helped me keep track of the different acts that were part of the Intolerable Acts. List format makes it easier to see how they are different.*

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Team Talk continued

4. Although the Battles of Lexington and Concord were small, the author writes that they were "extremely important." What made them so important? |DC|

   100 points = *The Battles of Lexington and Concord were very important because they showed how strong the colonies were. Although the British did not think very highly of the colonial militia, these battles showed that the colonies were more powerful than the British thought. Also, these battles were the colonists' first step toward rebellion and the start of the American Revolution.* **90 points =** *The Battles of Lexington and Concord were important because they showed how strong the colonies were. Although the British did not think very highly of the colonial militia, these battles showed that the colonies were more powerful than the British thought.* **80 points =** *They showed how strong the colonies were.*

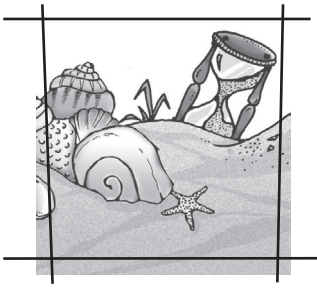
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Explain why you think some colonists wanted to stay loyal to Great Britain even though they did not have as many rights in the colonies. Why do you think it was so important to the colonists to be able to elect their own leaders?
	– Award team celebration points.	

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

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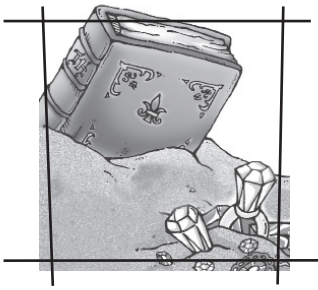

DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> Why was the Tea Act so important?

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 began to read about the American Revolution. We learned that the colonists in Boston were very unhappy, which resulted in two important events: the Boston Massacre and the Boston Tea Party.

- Tell students that you will continue to record important ideas on the graphic organizer.

- Read pages 18–21 aloud. Use a **Think Aloud** to model how to identify the main idea text structure on these pages. Display an idea tree, and add information to it accordingly.

  As I read these pages, I didn't see any signal words for cause and effect or comparing and contrasting. The authors did include a date, but there doesn't seem to be a sequence. It seems like the main idea text structure is used. The large heading across the top of page 18 says "The Declaration of Independence," which is a clue about the main idea. I think the main idea is that the Declaration of Independence is a document about rights. When I reread on day 4, I will look for supporting details that tell more about the Declaration of Independence.

- Read pages 22 and 23 aloud. Prompt students to take note of the way the text on these two pages changes from the main idea text structure to the compare-and-contrast text structure. As you read, stop to make points, ask questions, or focus students' attention as needed.
- Remind students to think about text structures and the strategies they can use to identify them as they continue to read *The American Revolution*.

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.

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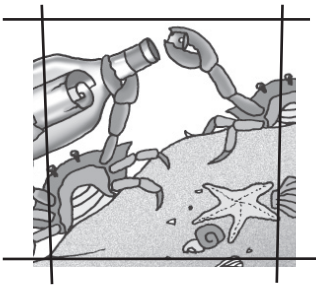
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. More colonial men enlisted in the army after— |CE|
   a. Washington secretly rowed his army across the river.
   b. the Americans defeated the British and German soldiers.
   c. King Louis XVI did not want to fight against Great Britain.
   d. the Battle of Saratoga was the turning point in the revolution.
2. How would you describe George Washington? Explain. |DC|
3. What text structure is used on page 29? Support your answer. (Write-On) |TS|
4. Contrast the impact that the American Revolution had on many free male Americans with its impact on women and slaves. |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 24–32 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. More colonial men enlisted in the army after— |CE|
   a. Washington secretly rowed his army across the river.
   b. *the Americans defeated the British and German soldiers.*
   c. King Louis XVI did not want to fight against Great Britain.
   d. the Battle of Saratoga was the turning point in the revolution.

2. How would you describe George Washington? Explain. |DC|

   (Accept reasonable responses.) **100 points =** *I would describe George Washington as down to earth because he did not want to be king. By the end of the war, he was very popular and was offered the chance to be king. He left the army and went back to his farm. King George III was surprised that George Washington did not want to be king.* **90 points =** *I would describe George Washington as down to earth because he did not want to be king. He was very popular and was offered the chance to be king. He left the army and went back to his farm.* **80 points =** *He was down to earth because he did not want to be king.*

3. What text structure is used on page 29? Support your answer. (Write-On) |TS|

   100 points = *The sequence text structure is used on page 29. This page explains the steps that people took to create the U.S. Constitution. Delegates met and talked about laws for the new United States. The date when the U.S. Constitution was adopted is also included. The year after it was adopted, people elected the first president of the U.S. The dates 1787 and 1788 are clues to the sequence text structure.* **90 points =** *The sequence text structure is used on page 29. This page explains the steps that people took to create the U.S. Constitution. Delegates talked about laws. The date when the U.S. Constitution was adopted is also included. The dates are clues to the sequence text structure.* **80 points =** *The sequence text structure. This page explains steps that people took. The dates are clues.*

4. Contrast the impact that the American Revolution had on many free male Americans with its impact on women and slaves. |CC|

   100 points = *After the American Revolution, many Americans had more freedom. They had new rights that they did not have before the revolution. However, slavery was still legal. Slaves did not have these same rights. It was a long time before slavery ended. Women did not have the right to vote. They did not get this right until 1920. Not everyone had the same rights after the revolution.* **90 points =** *After the American Revolution, many Americans had more freedom. They had new rights that they did not have before the revolution. However, slavery was still legal. It was a long time before slavery ended. Women did not have the right to vote.* **80 points =** *After the American Revolution, many Americans had more freedom, but slavery was still legal. Women could not vote.*

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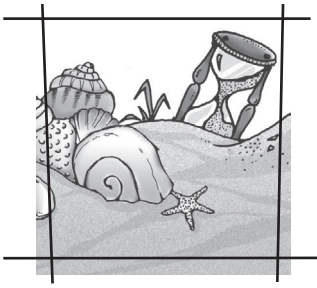
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	How do you think the Bill of Rights affected some states' feelings about signing the Constitution? In 1963, Martin Luther King Jr. quoted from the Declaration of Independence. Why do you think he quoted from something written so long ago?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

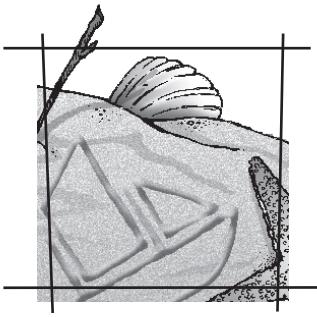
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 25

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



WORD POWER TP

Timing Goal: 10 minutes

- Remind students that they have seen Word Treasure clues from Captain Read More before. Display the Word Treasure clue for this cycle.

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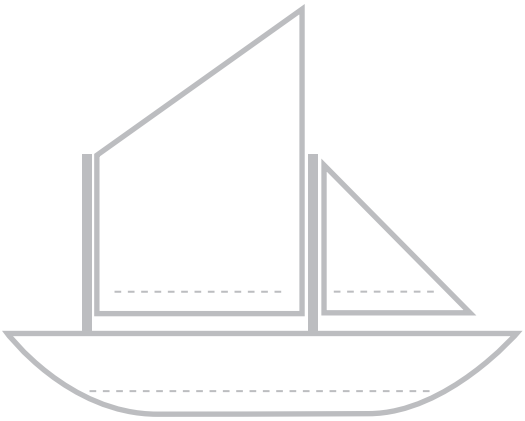

tps

- Use **Think-Pair-Share** to have students identify what this clue means, and randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure	Some words have additional endings. If you're having trouble reading these words, first read the base word, next read the ending, and then read the whole word and figure out its meaning.

- If necessary, remind students that an ending is a letter or group of letters at the end of a word that changes a word's meaning.
- Tell students that they will work with the endings *-ed* and *-ly* this cycle.
- Remind students that the ending *-ed* means something was done in the past and the ending *-ly* means in the manner of.
- Write the word "predicted" on the board.
- Use **Think-Pair-Share** to have students identify the base word and ending and define this word. Randomly select a few students to share. Predicted: *predict + ed; made a prediction in the past.*
- Write the word "usually" on the board.
- Use **Think-Pair-Share** to have students identify the base word and ending and define this word. Randomly select a few students to share. Usually: *usual + ly; in a usual manner.*
- Remind students that they should look out for words that have the endings *-ed* and *-ly* as they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. SR

Student Edition, page 3

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. nervously *nervous + ly; in a nervous manner*

2. assisted *assist + ed; helped in the past*

Building Meaning

insults	convinced	attending	enforce
extremely	eager	summoned	established

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. Eliana was <u>eager</u> to get a letter from her grandma, so she ran to check the mailbox. *Eager* means—

   a. tired.
   b. excited.
   c. silly.
   d. careless.

- 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?**

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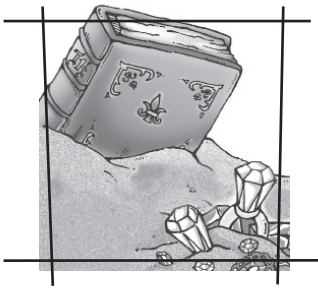

DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> How did the American Revolution impact women and slaves differently than it did many free male Americans?

Listening Comprehension

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

  Yesterday we learned about the importance of the battle at Trenton. We also learned why Valley Forge was important. We learned about some of the lasting effects of the American Revolution and the impact it had on people in years to come.

- 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.

  As we reread the text, we will continue to pay attention to the changing text structures that the authors use to share information. As we identify different text structures, we should note how details are shared in different ways.

- Reread pages 2 and 3, and remind students that you identified the main idea text structure on these pages when you read on day 1. Use **Think-Pair-Share** to have students identify two supporting details for the main idea that the American Revolution greatly impacted Americans. Randomly select a few students to share.

  Remember that on day 1, I said that the main idea text structure is used on pages 2 and 3. What are two supporting details for the main idea? Give students time to discuss. **A supporting detail is that people fought to make their own laws. Another detail is that the Americans won.**

- Reread page 4 aloud, and use **Think-Pair-Share** to have students identify what the sequence text structure describes and a few events in the sequence. Randomly select a few students to share.

  Remember that on day 1, I said that the sequence text structure is used on page 4. Let me look at what I wrote on my sequence chain. I included two events, but after rereading, I see that I missed something important. By May 1607, the first permanent colony in America was settled. I will cross out what I had written in the second box on my sequence chain and write that in the third box instead.

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- Reread pages 5–7 aloud.
- Remind students to think about text structures and strategies that they can use to identify them as they continue reading *The American Revolution*.

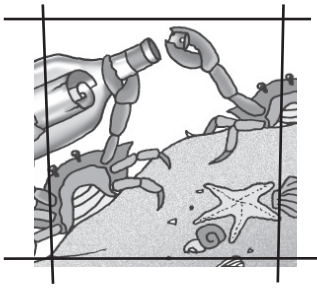
Preview Team Talk

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

Student Edition, page 4

Team Talk

1. How were the Patriots and Loyalists different from each other? |CC|
2. What text structure is used on pages 11 and 12? Support your answer. (Write-On) |TS|
3. Do you think the Patriots were well prepared on April 19, 1775? Why or why not? |DC • CE|
4. On page 16, the authors write "At Concord, the tables were turned." What do you think they mean? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: SR

  pages 8–17 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. How were the Patriots and Loyalists different from each other? |CC|

   100 points = *The Patriots and Loyalists were different from each other because the Patriots were angry at the British, but the Loyalists were on the same side as the British. The Patriots wanted the colonies to have more rights. They did not want the British to control them. The Loyalists wanted to stay British citizens. They supported King George III.* **90 points =** *The Patriots and Loyalists were different from each other because the Patriots were angry at the British, but the Loyalists were on the same side as the British. The Patriots did not want the British to control them. The Loyalists wanted to stay British citizens.* **80 points =** *Patriots were angry at the British, but Loyalists were on the same side as the British.*

2. What text structure is used on pages 11 and 12? Support your answer. (Write-On) |TS|

   100 points = *The main idea text structure is used on pages 11 and 12. The main idea of these pages is that the colonists' anger over taxes led to the Boston Tea Party. I know because of the heading on page 11. There are details on these pages about the Tea Act and the colonists' plan. These details give more information about the main idea.* **90 points =** *The main idea text structure is used on pages 11 and 12. The main idea is that the colonists' anger over taxes led to the Boston Tea Party. There are details on these pages about the Tea Act.* **80 points =** *The main idea text structure is used. The main idea is the colonists' anger led to the Boston Tea Party.*

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Team Talk continued

3. Do you think the Patriots were well prepared on April 19, 1775? Why or why not? |DC • CE|

   100 points = *Yes, I think the Patriots were well prepared on April 19, 1775 because they sent two riders to Lexington. Both Paul Revere and William Dawes were sent to warn the colonial army that the British army was starting to move. The Patriots sent two riders in case one got captured. This way the colonial army would still get the information that they needed. Revere and Dawes even took different routes.* **90 points =** *Yes, I think the Patriots were well prepared on April 19, 1775 because they sent two riders to Lexington. The Patriots sent two riders in case one got captured. This way the colonial army would still get the information that they needed.* **80 points =** *Yes, because they sent two riders.*

4. On page 16, the authors write "At Concord, the tables were turned." What do you think they mean? |DC|

   100 points = *I think the authors mean that what happened at Concord was the opposite of what happened at Lexington. At Concord, there were many colonial soldiers. They were ready to fight, so they did not retreat. At Lexington, there were more British soldiers than colonial soldiers, so the colonial soldiers retreated.* **90 points =** *I think the authors mean that what happened at Concord was the opposite of what happened at Lexington. At Concord, there were many colonial soldiers. They were ready to fight. At Lexington, the colonial soldiers retreated.* **80 points =** *What happened at Concord was the opposite of what happened at Lexington.*

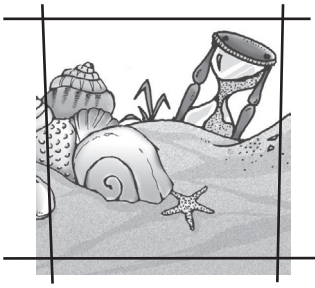
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Aside from rebellion, can you think of other ways that the colonists could have reacted to British control? How does the popular saying, "Don't judge a book by its cover" apply to what the British thought about the colonial soldiers? How do you think the Intolerable Acts got their name?
	– Award team celebration points.	

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

Student Edition, page 1

Page 25 or 17

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

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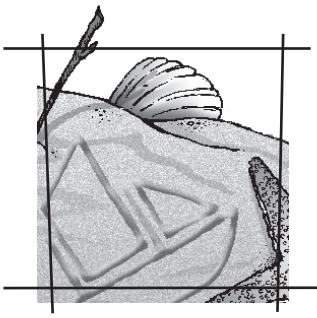
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners 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 (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with a big sail and a little sail).
- Use **Think-Pair-Share** to have students identify the two endings that they are studying this cycle and their meanings. *The ending* -ed *means an action happened in the past, and the ending* -ly *means in the manner of.*
- Use **Team Huddle** to have students identify vocabulary words that have these endings. Use **Random Reporter** to select students to share. *The words* convinced, extremely, summoned, *and* established.
- Have students review the definitions of these words and read the sample sentences in their vocabulary list.
- Point out that the word *extremely* is defined as very. It could also be defined as "in an extreme way."
- Direct students' attention to the sample sentence for *extremely*, and explain that Hector is being careful in an extreme way since he knows that he is clumsy and does not want to drop the dishes that he is carrying.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Student Edition, page 4

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. registered *register + ed; signed up*

2. directly *direct + ly; in a direct manner*

Building Meaning

insults	convinced	attending	enforce
extremely	eager	summoned	established

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.

   Mrs. Duvall <u>*summoned*</u> everyone in her department to the conference room for a meeting.

- 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?**

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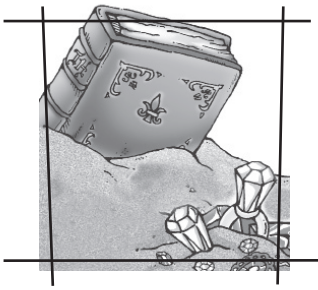

DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> How were the Patriots and Loyalists different from each other?

Listening Comprehension

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

Yesterday we began to reread *The American Revolution*. As we reread, we learned more about how colonists planned for the Boston Tea Party and the impact that it had. We also identified more events in the sequence that led to the first shots that were fired in the American Revolution.

- 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 18–21 aloud, and remind students that you identified the main idea text structure on these pages when you read on day 1.
- Tell students that they should look for supporting details for the main idea when you reread those pages today.
- Use **Team Huddle** to have students identify details about the Declaration of Independence, and use **Random Reporter** to select students to share.

Remember that we identified the main idea of these pages on day 1. We said that the main idea is that the Declaration of Independence is a document about people's rights. What are some details we should add to our idea trees? *Delegates from the colonies met in Philadelphia, Thomas Jefferson did most of the writing, Congress reviewed the draft, and on July 2, 1776, every state except New York voted in favor of it. Women's rights were not mentioned though.*

- Add these details to your idea tree accordingly.
- Reread pages 22 and 23 aloud, and use **Team Huddle** to have students identify what is contrasted. Use **Random Reporter** to select students to share. Display a Venn diagram, and add information from the text.

Think about the pages that I just read. What two things do the authors contrast? *The authors contrast Great Britain with the American colonies. The British Empire had a larger population than the American colonies. The British had the largest navy, but the Americans had hardly any navy.*

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- Point out that the authors do not mention similarities, even though they use the compare-and-contrast text structure. They focus on differences, so there is nothing to put in the middle of the Venn diagram.
- Remind students to think about text structures and the strategies that they can use to identify them as they finish rereading *The American Revolution*.

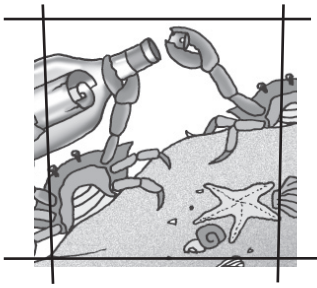
Preview Team Talk

- 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 4

Team Talk

1. How did King Louis XVI's feelings about going to war change? What made him change his mind? |CC • DC|
2. Explain why Valley Forge was important. |DC|
3. What text structure is used on page 30? Support your answer. (Write-On) |TS|
4. Choose a section of text from pages 24–32, and summarize it. Tell which graphic organizer you used to help you summarize. |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 24–32 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. How did King Louis XVI's feelings about going to war change? What made him change his mind? |CC • DC|

   100 points = *King Louis XVI did not want to go to war at first, but then he decided to join the war. At first, he was nervous about fighting against such a powerful country. After the colonial soldiers beat the British at the Battle of Saratoga, King Louis XVI saw that the American army was strong. He decided that France would join the war and support the Americans.* **90 points =** *King Louis XVI did not want to go to war at first, but then he decided to join the war. At first, he was nervous about fighting against such a powerful country. The colonial soldiers beat the British, and King Louis XVI saw that the American army was strong.* **80 points =** *King Louis XVI did not want to go to war at first, but then he decided to join the war. He saw that the American army was strong.*

2. Explain why Valley Forge was important. |DC|

   100 points = *Valley Forge was important because the army spent time preparing for future battles. A German named Baron Von Steuben came to teach fighting skills to the colonists. In the picture on page 26, I see men kneeling on the ground. They are holding rifles the way they probably would during a battle. The army stayed together.* **90 points =** *Valley Forge was important because the army spent time preparing for future battles. A German named Baron Von Steuben came to teach fighting skills. In the picture, I see men holding rifles.* **80 points =** *The army spent time preparing for future battles.*

3. What text structure is used on page 30? Support your answer. (Write-On) |TS|

   100 points = *The cause-and-effect text structure is used on page 30. This page explains the effect the American Revolution had. People in other countries who did not have freedom used this war as a model. Because of the American Revolution, people around the world were inspired to fight for their rights.* **90 points =** *The cause-and-effect text structure is used on page 30. This page explains the effect the American Revolution had. People in other countries who did not have freedom used this war as a model.* **80 points =** *The cause-and-effect text structure. This page explains the effect the American Revolution had.*

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Team Talk continued

4. Choose a section of text from pages 24–32, and summarize it. Tell which graphic organizer you used to help you summarize. |SU|

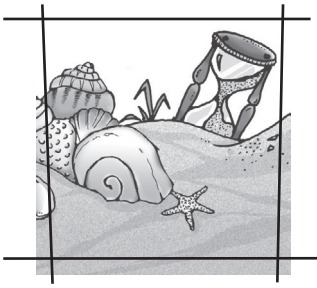
   (Answers will vary.) **100 points =** *Page 27 tells about Yorktown. British troops traveled to Yorktown. American and French forces trapped the British in Yorktown for more than a month. After a long month, a drummer left Yorktown. A British officer walked behind him. The British wanted to surrender. An idea tree helped me summarize this part of the text.* **90 points =** *Page 27 tells about Yorktown. British troops traveled to Yorktown. American and French forces trapped the British in Yorktown for more than a month. After a long month, the British wanted to surrender. An idea tree helped me summarize this part of the text.* **80 points =** *Page 27 tells about Yorktown. The British were trapped in Yorktown for more than a month. I used an idea tree.*

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

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	There were many battles fought during the American Revolution. How do you think the soldiers felt after so much fighting? Explain. You learned about many important documents in U.S. history. Can you think of other historical documents that impact us today?
	– Award team celebration points.	

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

Student Edition, page 1

Page 25, 17, or 30

- 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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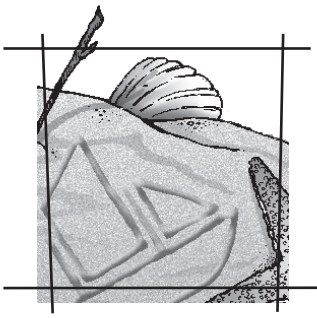

WORD POWER TP

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (base word and ending).
- Direct students' attention to the Word Power Challenge. Have students work in their teams to identify the base word, ending, and meaning of each word.

Word Power Challenge	
	designed
	honestly

- Use **Random Reporter** to select a student to read each word, identify the base word and ending, and define the word. Designed: *design + ed; made a design in the past;* honestly: *honest + ly; in an honest manner.*
- Point out that the ending *-ed* is usually added to a verb to show that something was done in the past. Point out that the ending *-ly* is usually added to an adjective, and this changes the word into an adverb.
- 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 4 and 5

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. abandoned *abandon + ed; left alone*
2. separately *separate + ly; in a separate manner*

Building Meaning			
insults	convinced	attending	enforce
extremely	eager	summoned	established

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. It was extremely hard to find a parking space because many city streets were blocked off for the parade. *Extremely* means—
   a. never.
   b. once.
   c. twice.
   d. very.

- 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?**

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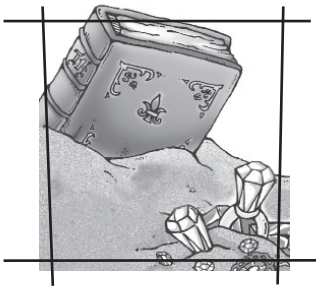


DAY 5

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.

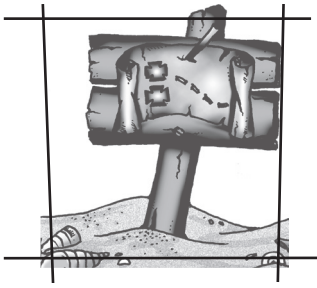
  Today you will read about Abigail Adams, who was married to the second president of the United States.

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

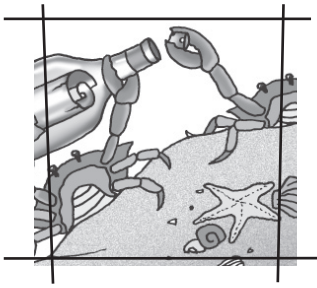
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about text structure.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

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.

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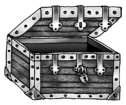
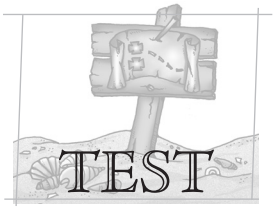
Class Discussion TP

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



Test Passage

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

All About Abigail Adams

Who was Abigail Adams? Married to John Adams, the second president of the United States, Abigail was the second First Lady of the United States. On November 11, 1744, she was born in Weymouth, Massachusetts. As a child, she learned to read and write at home. She really liked reading about history. Abigail and John got married when she was nineteen years old. They had five children.

In 1774, John went to Philadelphia. He spoke at the First Continental Congress. While he was away, he and Abigail wrote letters to each other. In Abigail's letters, she told John about taking care of their farm and teaching their children. These jobs were not always easy. Abigail also gave John advice in her letters. For example, she told him to remember that women should have rights too. She spoke about this often in her life.

When John Adams was elected president, Abigail continued to share her thoughts. She was not too shy to tell people what she thought about politics. Some people called her "Mrs. President." Abigail got this nickname because of her many ideas. Even when John was no longer president, she still read and talked about politics. Abigail and John spent time on their farm after John retired. Abigail died on October 28, 1818.

Sources: www.firstladies.org/biographies/firstladies.aspx?biography=2
www.history.com/this-day-in-history/abigail-adams-urges-husband-to-remember-the-ladies
www.whitehouse.gov/about/first-ladies/abigailadams

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 Abigail Adams. I know this is the topic because the text tells me facts about her, such as when and where she was born. Also, the title is a clue because the title is* All About Abigail Adams.
   15 points = *The topic of this text is Abigail Adams. I know this is the topic because the text tells me facts about her.* **10 points =** *Abigail Adams. The text tells me facts about her.*

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30 points

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

   a. to persuade readers to be like Abigail Adams
   b. to inform readers about Abigail Adams' life
   c. to convince readers that they should write letters
   d. to compare and contrast Abigail Adams and John Adams

   How do you know?

   20 points = *I know this is the intent of the author because the text tells me many facts about Abigail Adams. The text tells about her education, her family, and her interests, including her interest in politics. The author does not compare and contrast or try to persuade readers about anything.* **15 points =** *I know this is the intent of the author because the text tells me many facts about Abigail Adams. The text tells about her education, her family, and her interests, including her interest in politics.* **10 points =** *The text tells me many facts about Abigail Adams.*

20 points

3. What text structure is used in this passage? Support your answer. |TS|

   20 points = *The main idea text structure is used in this passage. The main idea is that Abigail Adams was not afraid to share her opinions. There are many supporting details about who she shared her opinions with.* **15 points =** *The main idea text structure is used in this passage. The main idea is that Abigail Adams was not afraid to share her opinions. There are details.* **10 points =** *Main idea. Abigail Adams shared her opinions. There are details.*

20 points

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

   20 points = *Abigail Adams was born in Massachusetts in 1744. She was the second First Lady, and she was married to John Adams. They had five children. When John went to Philadelphia, she wrote advice to him in letters. Abigail had a lot of opinions, and she was not afraid to share them. Her nickname was "Mrs. President." She died in 1818.* **15 points =** *Abigail Adams was born in 1744. She was the second First Lady, and she was married to John Adams. When John went to Philadelphia, she wrote to him. Abigail had a lot of opinions. She died in 1818.* **10 points =** *Abigail Adams was born in 1744. She was married to John Adams. When John went to Philadelphia, she wrote to him. Abigail had a lot of opinions.*

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 word on your paper. Then write the base word and ending. Write a definition for each word.

5 points 1. similarly *similar + ly; in a similar manner*

5 points 2. tutored *tutor + ed; taught in the past*

5 points 3. sincerely *sincere + ly; in a sincere manner*

5 points 4. demanded *demand + ed; asked for rudely*

Building Meaning

insults	convinced	attending	enforce
extremely	eager	summoned	established

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

10 points = *Will felt extremely tired after running many laps on the hot day.* **5 points =** *Will felt extremely tired after running many laps.* **1 point =** *Will felt extremely tired.*

10 points 6. Tamra was *eager* to share the photos that she took while on vacation.

10 points 7. The queen summoned her servant to bring her a snack. *Summoned* means—

a. called for someone.
b. helped someone.
c. forgot about someone.
d. knew someone.

10 points 8. Mrs. Ribeyro *convinced* her son that it was important to eat fruits and vegetables.

10 points 9. Jasper felt upset when he heard *insults* about his cooking.

10 points 10. After attending summer camp, Aidan made many new friends. *Attending* means—

a. running away from.
b. feeling very shy.
c. taking part in.
d. playing a sport.

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10 points

11. Madeline and her brother *established* that when her door was closed, he shouldn't bother her.

10 points

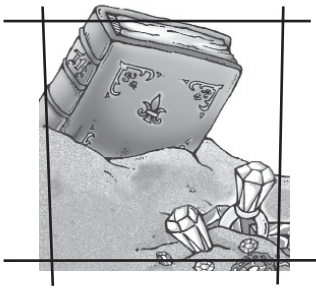
12. Tyrese knew that his dad would enforce their agreement that he had to keep his grades up if he played a sport. *Enforce* means—

    a. keep away from.

    b. make sure something happens.

    c. move closer to.

    d. pretend that something happens.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will pretend that you are a Patriot and write a speech to convince Loyalists to become Patriots.

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

tps

- Introduce the activity, writing a persuasive speech. Use **Think-Pair-Share** to have students identify what *persuade* means and what they do when they want to persuade someone. Randomly select a few students to share.

  What does the word *persuade* mean? Give students time to discuss. **Yes, *persuade* means to try to get someone to do something or to share your viewpoint. If you want to persuade someone, what might you do?** Wait for students' responses. **Those are all things that you might do if you want to persuade someone. It is important to give reasons to show why someone will benefit from sharing your viewpoint.**

- Remind students that they will write a speech today. Use **Think-Pair-Share** to have students discuss any speeches that they may have read or heard and identify what they liked about the speeches. Randomly select a few students to share. *(Answers will vary.)*
- Display the following blackline master of a sample speech, and read it aloud to students. Point out that this is a fictional speech given by a student at a Board of Education meeting.

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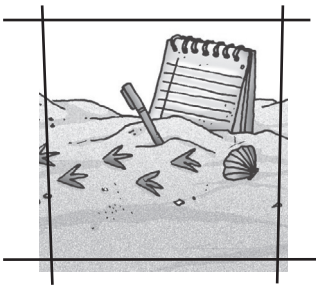
Blackline master provided.

I think students should wear uniforms to school. Every morning, students have to pick out what to wear. This can take a long time. If students wear uniforms, everyone will have on the same outfit. Students will not have to worry about wearing the clothing that is popular. Finally, I think students should wear uniforms because it will save them money. They can buy their uniform and not have to buy any other clothes for school. School uniforms will make things easier for students and save their parents money!

- Tell students that they will begin writing their speeches.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will pretend that you are a Patriot and write a persuasive speech that convinces Loyalists to become Patriots.

- 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 5

Writing Prompt

Pretend that you are a Patriot, and write a persuasive speech that convinces Loyalists to become Patriots. Your speech should be one paragraph that includes three reasons why Loyalists should become Patriots. You should include an introductory sentence that would get a listener's attention and a closing sentence that ties your ideas together. Be sure to write in complete sentences, and use correct grammar, punctuation, and spelling.

Scoring Guide	
The persuasive speech is one paragraph long and convinces Loyalists to become Patriots.	**20 points**
The speech includes three reasons that Loyalists should become Patriots.	**15 points each (45 points maximum)**
There is an introductory sentence that would grab a listener's attention.	**10 points**
A closing sentence tying the ideas together is included.	**10 points**
The speech is written in complete sentences.	**5 points**
Correct grammar, punctuation, and spelling are used.	**10 points**

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

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

- 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.

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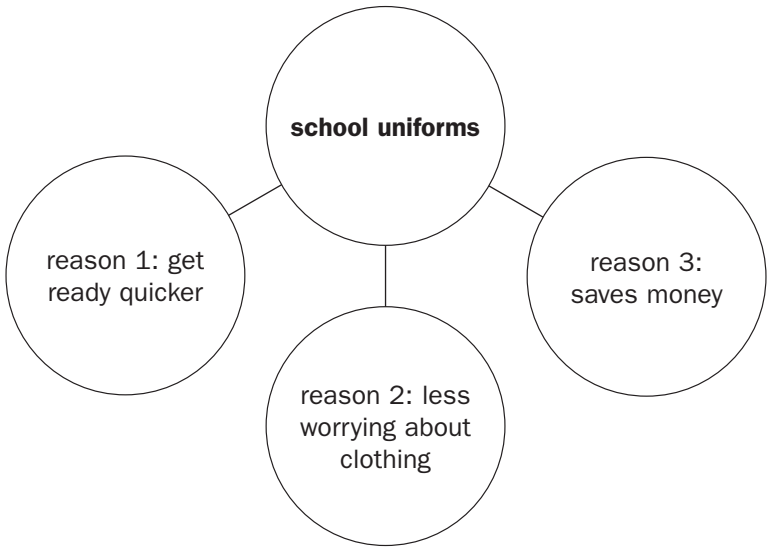
Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Display the blackline master from Build Background again, and use **Team Huddle** to have students look at the scoring guide and the sample speech. Tell them to identify whether anything should be added to the speech, and use **Random Reporter** to select students to share.

  Look at the scoring guide and the sample speech. See if the speech followed all the guidelines. Is there anything that could be added to the speech? *The introductory sentence is not very interesting. It probably would not get a listener's attention.*

- Confirm students' idea, and use **Think-Pair-Share** to have students suggest ways to improve the introductory sentence. Randomly select a few students to share.

  The introductory sentence in the sample speech could be more interesting. It doesn't seem like it would get a listener's attention. How do you think it could be improved? Give students time to discuss. **Those are all great suggestions! To really get a listener's attention, that student could have written something like, "Want to help students get ready quicker and save them money?" or "Consider school uniforms to make students' lives easier!" These sentences are more interesting and would make a listener want to hear more.**

- Point out to students that they are writing a persuasive speech, so it is important for their introductory sentence to grab a listener's attention.
- 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**
- Remind students to check that their partners have included three reasons that would persuade Loyalists to become Patriots. If their partner has not included enough reasons, they should tell their partner to go back and include another one.
- 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.

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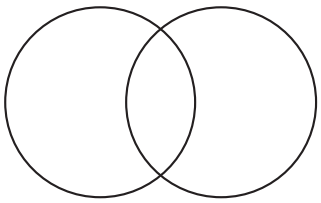
Rewriting

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

Text Structure Chart

Text Structure	Signal Words	Example Question	Example Graphic Organizer
Main idea and supporting details	Main idea is usually stated in a topic sentence. The topic sentence is often the first or last sentence of a paragraph. Ask: What are all the details talking about?	Explain the main idea of this section. Give supporting details or evidence from the text.	Idea tree
Cause and effect	*Because*, *cause*, *reason*, *result*, *why*, *lead to*, *effect*, *happens*, *due to*	What caused people to move west in the mid 1800s?	**Cause** / **Effect**: ? / people moved west
Compare and contrast	*Like*, *unlike*, *similar*, *different*, *although*, *but*, *contrast*, *compare*, *common*	How were the homes on the plains different from the ones back east?	**Homes in West** / **Homes in East** 
Problem and solution	*Problem*, *dilemma*, *issue*, *solution*, *question*, *answer*, *solve*, *deal with*, *struggle*	How do plants solve the problem of living in a desert habitat?	**Problem**: getting enough water / **Solutions**: store water, deep roots, waxy leaves
Sequence	*First*, *begins*, *began*, *starts*, *started*, *steps*, *when*, *second*, *next*, *later*, *during*, *while*, *then*, *third*, *after*, *last*, *finally*, *ends*, *now*	What happens after a law is passed by the Senate?	Event 1 ⋮ Event 2 ⋮ Event 3

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Passage 1

When you think of a violin, you may think of an instrument with many strings. There are actually several parts that make up a violin. There is a neck; a belly, which is what the front of the violin is called; and ribs, which is the name for the sides of the violin. There is also a scroll at the top, but this part is just for decoration. The pegbox is where you put the pegs. Pegs are important because they keep the violin in tune. The chinrest is what the person playing the violin uses to keep the instrument in place. Each part has a different purpose.

Passage 2

A violin is similar to a guitar in some ways and different from a guitar in others. Both a violin and a guitar have strings. Also, both instruments are made of wood. A guitar and a violin can be used to play different types of music. However, a bow is used to play a violin. A guitar is played with a pick or a person's fingers. A violin is held near a person's shoulder when it is played. Unlike a violin, a guitar is held at waist level.

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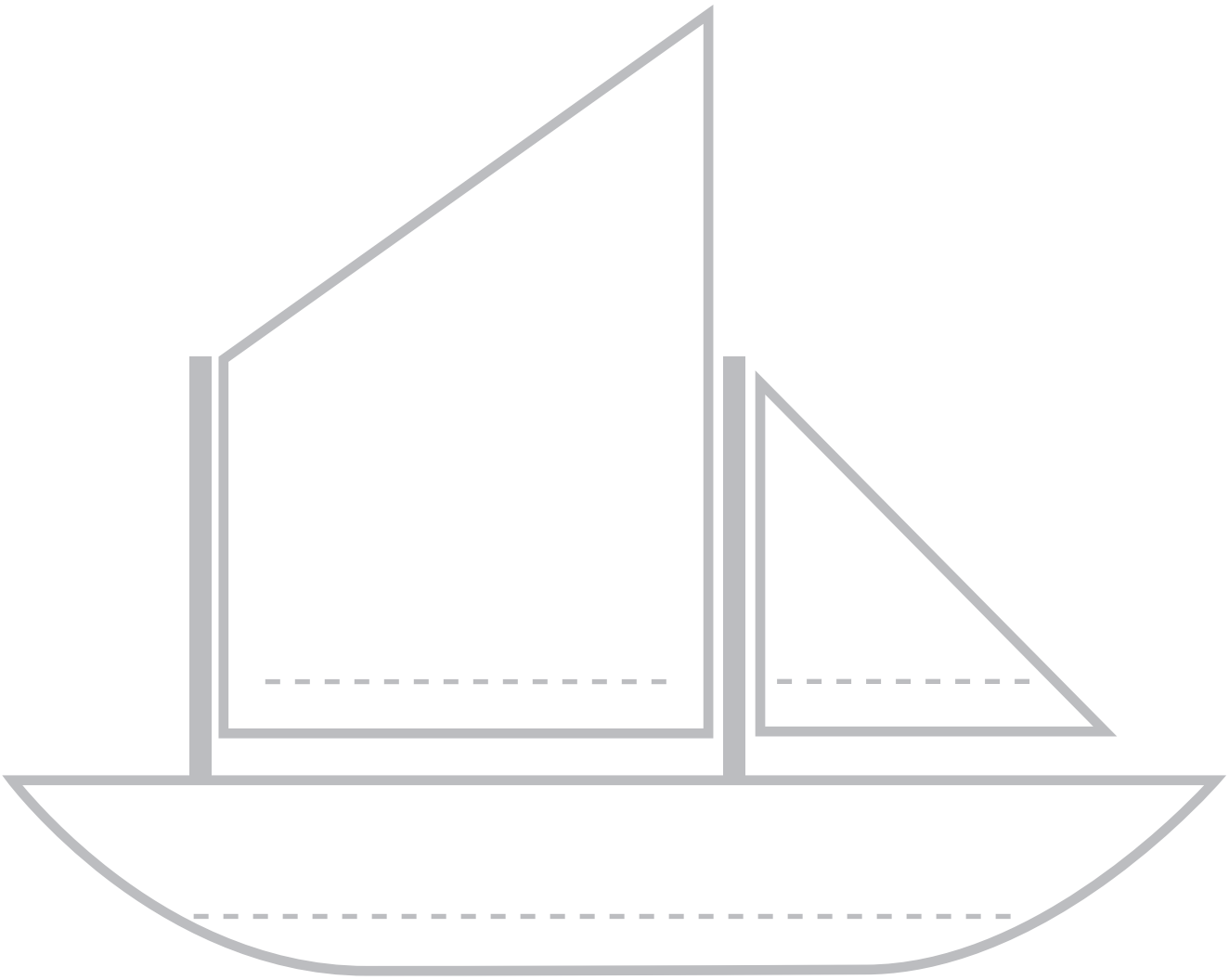
Passage 3

Before playing the violin, there are many steps to follow. First, tighten the bow. Second, use the tuning pegs to tune the violin. This will allow the music you play to sound nice. Once the violin is tuned, pick up the bow and relax your hand so you have control over the bow. If you hold the bow too tightly, it will be hard to move it. Next, stand or sit up very straight. Excellent posture will improve the quality of the music. Finally, bring the bottom of the instrument up to your neck. Get a good grip on the violin. Now you are ready to play!



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I think students should wear uniforms to school. Every morning, students have to pick out what to wear. This can take a long time. If students wear uniforms, everyone will have on the same outfit. Students will not have to worry about wearing the clothing that is popular. Finally, I think students should wear uniforms because it will save them money. They can buy their uniform and not have to buy any other clothes for school. School uniforms will make things easier for students and save their parents money!

Sequence Chain

Title: The American Revolution (p. 4)

Dec. 1606: The London Company was sent to the New World.

↓

May 1707: The first permanent colony was set up in Jamestown, Virginia.

↓

1733: Thirteen British colonies had been founded. Each colony had its own government.

↓

↓

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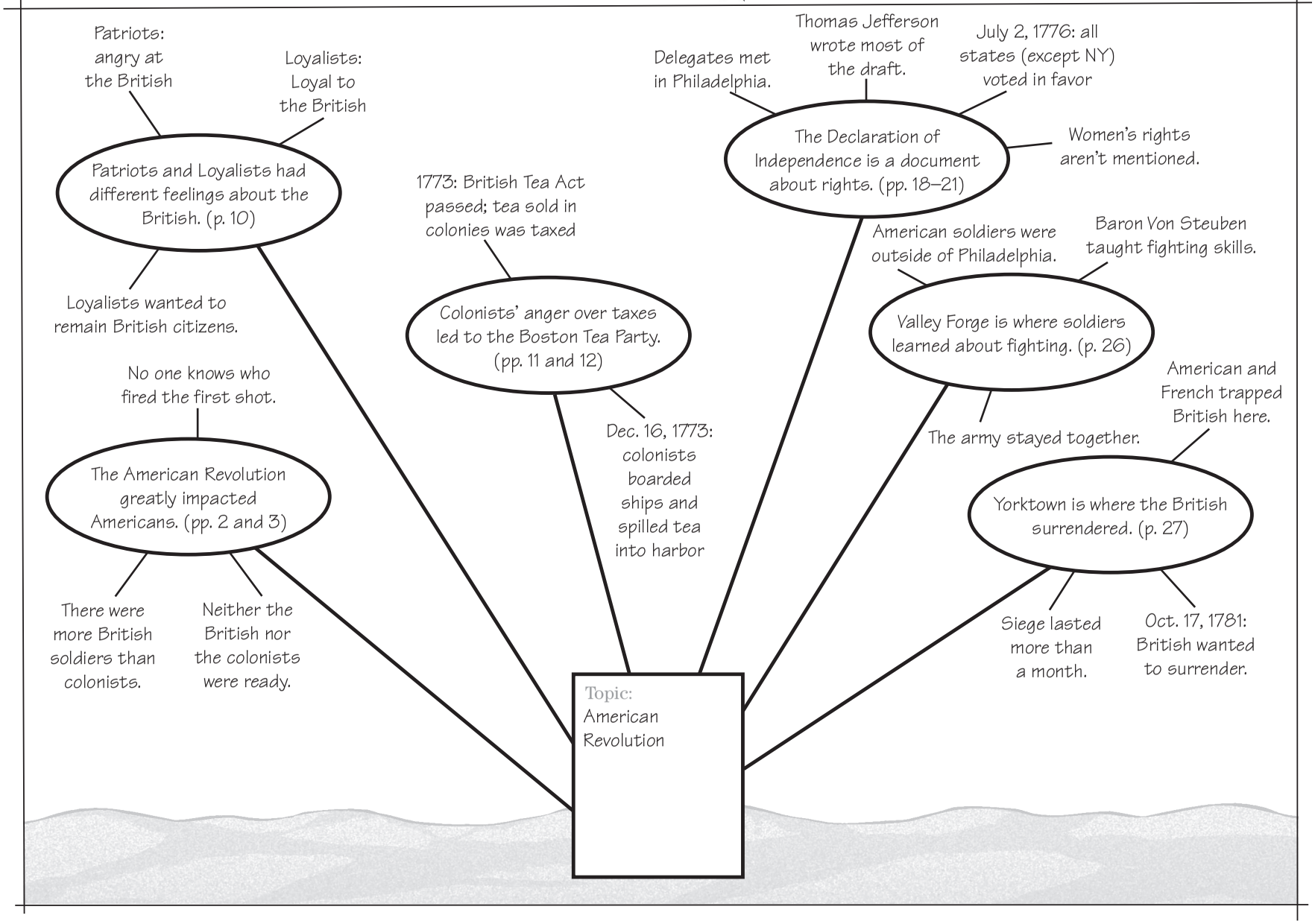
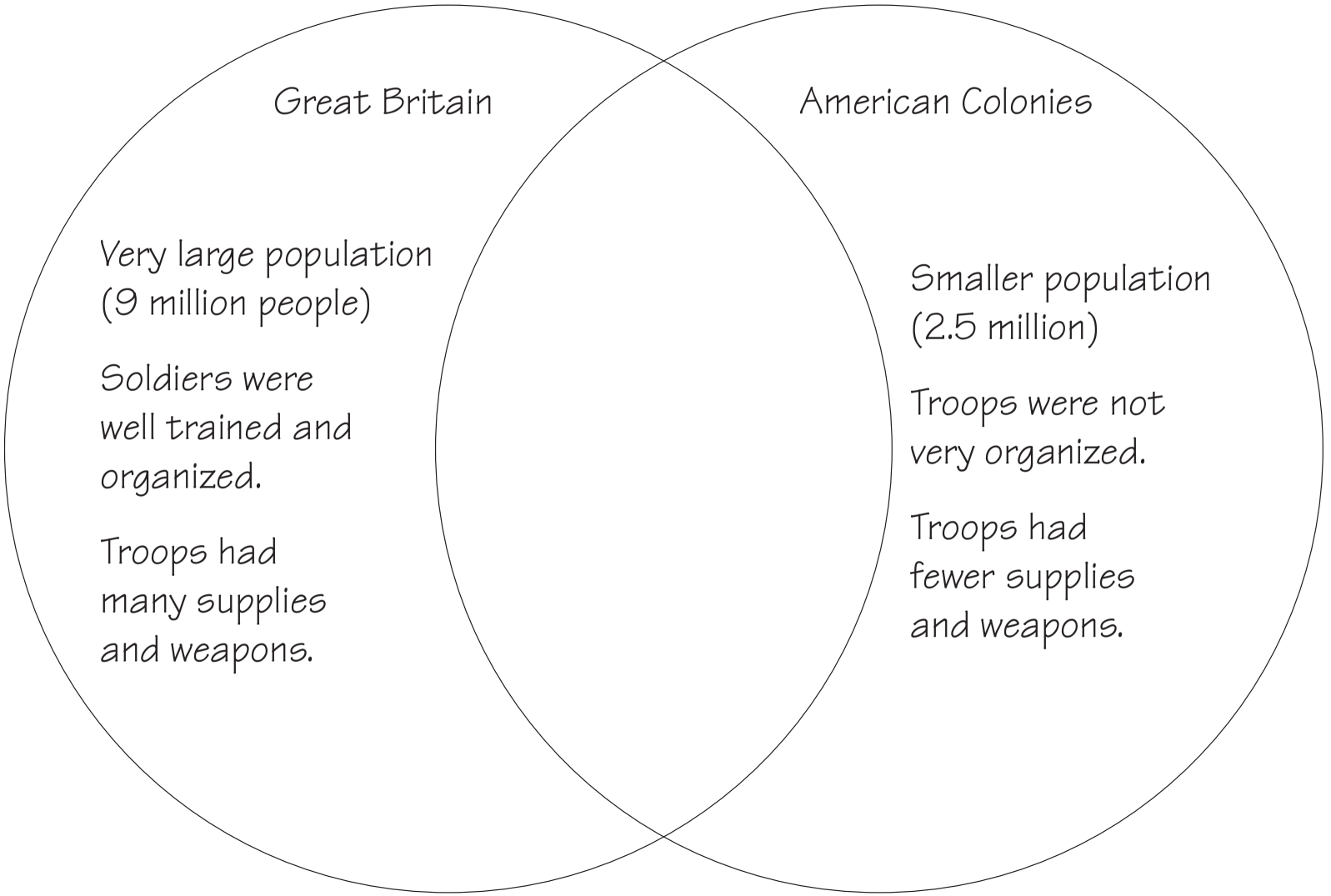
Idea Tree

Title: The American Revolution



Venn Diagram

Title: The American Revolution (pp. 22 and 23)



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T-Chart

Title: The American Revolution

Cause	Effect
The French and the British both wanted control over the same land. (p. 5)	A war broke out.
The colonies' militias became united by the end of the war. (p. 6)	This helped the colonies when they revolted against Britain.
The war cost Britain a lot of money. (p. 6)	The British government tried to raise taxes so they could pay for war.
Colonists wanted to move west of the Appalachain Mountains. (p. 7)	The British worried that there would be more conflict.
British leaders created taxes for the American colonists. (p. 8)	The colonists felt the taxes were unfair and became very angry.
After learning about the Boston Tea Party, King George closed Boston's port. (p. 13)	Boston's economy was bad.
In 1777, Washington's army beat the British at the Battle of Saratoga. (p. 25)	King Louis XVI decided that France would be America's ally in the war. (p. 26)

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 5 / *The American Revolution*
English Language Arts Standards: *Reading: Foundational Skills*
Phonics and Word Recognition RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
English Language Arts Standards: *Writing*
Text Types and Purposes W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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FUNCTIONAL WRITING (1 DAY)

How Did Children Play in Colonial Times?

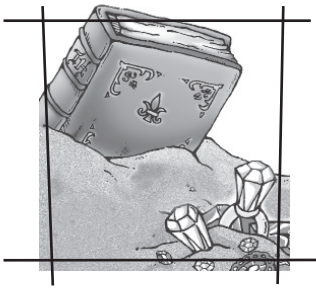
Written by Beverly Stricker
Linked to *The American Revolution*

Summary

Students read directions on how to make a whirligig, which was a common toy in colonial times.

Instructional Objectives

Reading	Word Power
Sequencing (SQ)	**Latin and Greek roots**
Students will use sequencing to understand a set of directions.	Students will use the Latin root *colo* and the Greek root *meter* 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 **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.

  Today we will read *How Did Children Play in Colonial Times?* by Beverly Stricker. As we read, we'll pay attention to the sequence. Good readers use sequencing to help them understand how to do the steps in a set of directions.

- 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 informational texts.
- 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 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 *How Did Children Play in Colonial Times?* Skimming the text, I see a set of directions and a picture of a toy, so I think the topic is a colonial toy.

- Use the items below to build or activate background knowledge about the topic.

  - Use **Team Huddle** to have students recall what they learned in *The American Revolution* and to identify some important events in colonial times. Use **Random Reporter** to have students share responses.
  - Use **Team Huddle** to have students predict what kinds of toys and games children played with in colonial times given the state of technology (i.e., no electricity). Use **Random Reporter** to have students share responses.
  - Use **Team Huddle** and **Random Reporter** to have students discuss if they use directions to play certain games or to use certain toys. Have students identify what is easy about reading directions and what is difficult.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the intent of the author.

  I have identified the topic of *How Did Children Play in Colonial Times?* Now I will 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. I should ask myself questions such as "Does the author want to entertain me?" or "Does the author want to inform me about something?" Because the text includes a set of directions, I think the author wants to inform me about how to do something.

- 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 a sequence chain. 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, and the next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see a set of directions, so I think the best organizer to use is a sequence chain. Display a sequence chain. **What should we write in the boxes?** *We will write the steps of the procedure in the boxes.*

- Point out that the same graphic organizer is often used with functional text because of the nature and purpose of the text.
- 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 9

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

Word and Page Number	Identification Strategy	Definition	Sentence
colonial page 7	chunk: co-lo-ni-al	relating to a colony or settlement	Williamsburg, Virginia is a good example of *colonial* times in America.
devices page 7	base word + ending: device + s	machines or inventions	Today we have many *devices* to help us take care of our homes, such as vacuum cleaners.
compass page 7	chunk: com-pass	tool used to draw a circle	Jake used a *compass* to draw circles on the get-well card he was making for his friend Steve.

Word and Page Number	Identification Strategy	Definition	Sentence
diameter page 7	chunk: di-am-e-ter	a straight line that passes across the width of a circle through its center	The *diameter* of the tree trunk was eight inches.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in functional text.

  As we read this cycle, we will focus on sequencing within the text. We will read a set of directions. For most directions, it is necessary to do the steps in the correct order, or you will get an incorrect result.

- Have students review the text. Point out that most, but not all, sets of directions have numbered or lettered (A, B, C, etc.) steps and that seeing these is a big clue that the text is a procedure of some kind.
- Tell students that we use sequences in our lives every day. Use **Think-Pair-Share** to have students identify everyday situations in which they use sequencing. Randomly select a few students to share. *(Answers will vary.)*
- Display the following blackline master.

Blackline master provided.

1. Spread jelly on a slice of bread.
2. Close the jelly jar.
3. Eat the sandwich.
4. Open the jar of jelly.
5. Add more jelly if desired.
6. Using a spoon, scoop out a spoonful of jelly.
7. Put a second slice of bread on top.

- Use **Team Huddle** and **Random Reporter** to have students arrange the statements in the correct sequence and discuss how the incorrect sequence would have impacted the final result. *(Answers may vary.) The correct sequence is 4, 6, 1, 5, 7, 2, 3. The steps are out of sequence. You can't scoop out jelly if the jar isn't open, and you can't eat the sandwich until the sandwich is made.*
- Tell students that identifying the sequence of events within a text will help them understand it better.

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When we identify a sequence of events within a text, it helps us understand the text better. Identifying sequences within a text is important to fully understand it. One tip for reading directions is to read all the directions first. This will give you the big picture. Then go back, and read each step individually to do each step in the correct order.

- Refer students to the text and use **Think-Pair-Share** to have students identify why there is a section titled "Materials" and how it helps someone understand and follow the directions. Randomly select a few students to share. *The section titled "Materials" lists the things you need to follow the directions. It helps someone follow the directions because the first thing you should do is gather all the materials. Seeing the different materials will help you understand the directions when you do the individual steps.*
- Tell students that they will pay attention to the sequence of events as they read the text.

Preview Team Talk

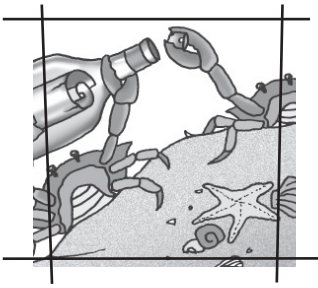
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 10

Team Talk

1. Why should you do step 5 **before** step 6 in the section titled "Directions to Make the Whirligig"? (Write-On) |SQ|
2. What is the purpose of the picture in the directions? |TF|
3. In *The American Revolution*, you learned that King George III closed the Boston port after the Boston Tea Party. Colonists could not always get the goods they wanted. Would a colonial child have been able to get a whirligig? Explain. |DC|
4. Use your sequence chain 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:

  pages 7 and 8 aloud with partners.
- Tell students to add important ideas to the graphic organizer as they read.
- Remind students that they should reread the text and complete each step as they read. Tell them to look for more information or details to help them understand each step and to add that information 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. Why should you do step 5 **before** step 6 in the section titled "Directions to Make the Whirligig"? (Write-On) |SQ|

   100 points = *You need to do step 5 before step 6 because you could not string the whirligig if there weren't any holes for the string.*
   90 points = *You need to do step 5 before step 6 so you can string the whirligig.* **80 points =** *If you didn't, you couldn't string the whirligig.*

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Team Talk continued

2. What is the purpose of the picture in the directions? |TF|

   100 points = *The purpose of the picture is to show what a finished whirligig looks like and how to use it. The picture helps to clarify the written directions.* **90 points =** *The purpose of the picture is to show what a finished whirligig looks like and how to use it.* **80 points =** *To show what a finished whirligig looks like and how to use it.*

3. In *The American Revolution*, you learned that King George III closed the Boston port after the Boston Tea Party. Colonists could not always get the goods they wanted. Would a colonial child have been able to get a whirligig? Explain. |DC|

   100 points = *Yes, a colonial child would have been able to get a whirligig. A whirligig can be made from materials that colonial children probably had at home. The author gives alternate directions for making a whirligig. This toy can be made from string and a button. It is likely that a colonial child could have found a button and string in his or her home. Even though the Boston port was closed, a colonial child could have made this toy at home.* **90 points =** *Yes, a colonial child would have been able to get a whirligig. A whirligig can be made from materials that colonial children probably had at home. This toy can be made from string and a button. It is likely that a colonial child could have found a button and string in his or her home.* **80 points =** *Yes, a colonial child would have been able to get a whirligig. A whirligig can be made from materials at home.*

4. Use your sequence chain to summarize the text. |SU|

   100 points = *To make and use a whirligig, draw and cut out a four-inch-diameter circle, marking the center with a dot. Decorate the circle. Punch two small holes on either side of the center mark, and thread string through the holes. Tie the ends of the string together. Hold the opposite ends of the string, and twist the circle until the string is tight. Pull the string to make the whirligig spin. As it slows down, relax and pull the string again to keep the whirligig spinning. It can also be made with a button.* **90 points =** *To make and use a whirligig, draw and cut out a four-inch-diameter circle, marking the center with a dot. Punch two small holes on either side of the center mark, and thread string through the holes. Tie the ends of the string together. Hold opposite ends of the string, and twist the circle until the string is tight. Relax and pull the string to make the whirligig spin.* **80 points =** *Draw and cut out a circle, marking the center with a dot. Punch two small holes on either side of the center mark, and thread string through the holes. Hold the opposite ends of the string, and twist the circle until the string is tight. Relax and pull the string to make the whirligig spin.*

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

Class Discussion TP

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

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What is the value of making something yourself? How does the whirligig compare and contrast with your favorite toy?
	– 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. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

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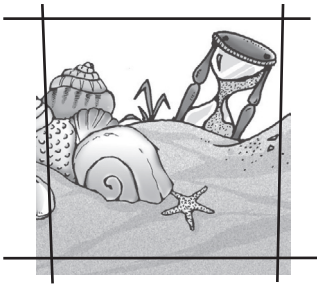


FLUENCY IN FIVE TP

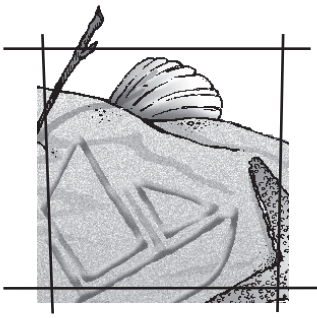
Timing Goal: 5 minutes

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

Student Edition, page 9

"Directions to Make the Whirligig" and "Alternate Directions Using a Button"

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



WORD POWER TP

Timing Goal: 10 minutes

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

Preparation: Display the graphic of the anchor.

- Introduce the Word Power skill by showing a graphic of the anchor. Remind students that an anchor holds a boat in place, much like the roots of a tree hold the tree in place. Remind students that words also have roots.
- Explain that word roots are used to build other words and that understanding word roots can help us define words.

- Reveal the Word Treasure (skill).

Word Treasure

Latin and Greek roots

If you have trouble understanding words, look for Latin or Greek roots in the words to help you figure out their meanings.

tps

- Write the word "colony" on the board, with *colo* directly under the anchor. Tell students that this word includes the Latin root *colo*, which means settlement, farm, or estate. Use **Think-Pair-Share** to have students define the word *colony*. Randomly select a few students to share. *A colony is a settlement established in a new place by people from another country.*

Blackline master provided.

- Write the word "perimeter" on the board, with *meter* directly under the anchor. Tell students that this word includes the Greek root *meter*, which means measure or measurement. Use **Think-Pair-Share** to have students define the word *perimeter*. Randomly select a few students to share. *The perimeter is the length of a boundary enclosing a space; the perimeter of a square or rectangle is the total length of the four sides added together.*
- Point out that this Greek root can also be *metr*.

- Have students identify words in their vocabulary list that have these roots. *The words are* colonial *and* diameter.
- Point out that knowing the word root can help us define the meaning of a word.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Student Edition, page 10

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. Captain John Smith was a <u>colonist</u> in Jamestown, Virginia. *Colonist* means—
   a. lawyer.
   b. doctor.
   c. inventor.
   d. settler.

2. When I am sick, Mom uses a <u>thermometer</u> to check my temperature. *Thermometer* means—
   a. a tool to measure heat.
   b. a tool to measure depth.
   c. a tool to measure length.
   d. a tool to measure weight.

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Building Meaning			
colonial	devices	compass	diameter

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.

   A favorite *colonial* dessert was a pudding called Indian pudding that was made with cornmeal and molasses.

- 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?**

1. Spread jelly on a slice of bread.

2. Close the jelly jar.

3. Eat the sandwich.

4. Open the jar of jelly.

5. Add more jelly if desired.

6. Using a spoon, scoop out a spoonful of jelly.

7. Put a second slice of bread on top.

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Sequence Chain

Title: How Did Children Play in Colonial Times?

With a compass and a pencil or pen, draw a 4"-diameter circle on a piece of cardboard or plastic.

↓

Mark a dot in the center.

↓

Cut out the circle.

↓

Decorate the circle.

↓

Punch a small hole about 3/8" from the center of the circle, and then punch another hole on the opposite side.

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Sequence Chain

Title: How Did Children Play in Colonial Times? cont.

Thread the string through the holes, and tie the ends together.

↓

To play with the whirligig, hold the opposite ends of the string.

↓

Spin the circle around and around until the string is tight.

↓

Pull the ends of the string hard to make the whirligig spin.

↓

Relax and pull the string repeatedly to make the whirligig keep spinning.

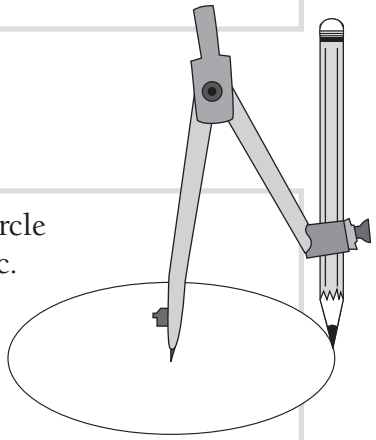
How Did Children Play in Colonial Times?

What did colonial children do for fun? Did they have the same choices that you have today? When children were as young as twelve years old, they could have responsibilities such as farm work or working on a ship. Colonial children were very busy. They helped their families by doing many chores. In the little free time they had, the children made their own toys and made up their own games. They did not have television or other electronic devices to entertain them. Today you will make a toy that was popular in colonial times.

Making a Whirligig

Materials:

- **string, about 2 feet**
- **compass**
- **pencil or pen**
- **ruler**
- **a piece of stiff cardboard or plastic (as from a margarine container), at least 5 inches by 5 inches or at least 5 inches in diameter**
- **scissors**
- **markers, paint, glitter, or other art supplies**



Directions to Make the Whirligig

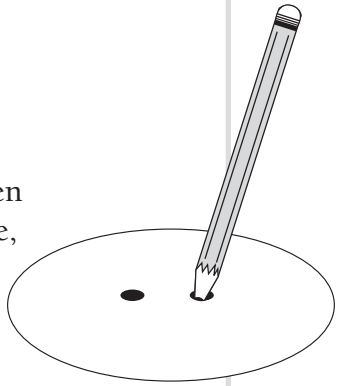
1. Use the compass and pencil or pen to draw a circle 4 inches in diameter on the cardboard or plastic.

2. Mark the center of the circle with a dot.

3. Cut out the circle with scissors.

4. Decorate both sides of the circle, using markers and/or other art supplies. Try different geometric patterns, colors, circular designs, etc.

5. Using the tip of the pencil or pen, punch a small hole about 3/8 inch from the center of the circle. Then punch another hole directly across from the first hole, also 3/8 inch from the center of the circle.



6. Thread the string through the holes, and tie the two ends together. (See the diagram on the next page.)

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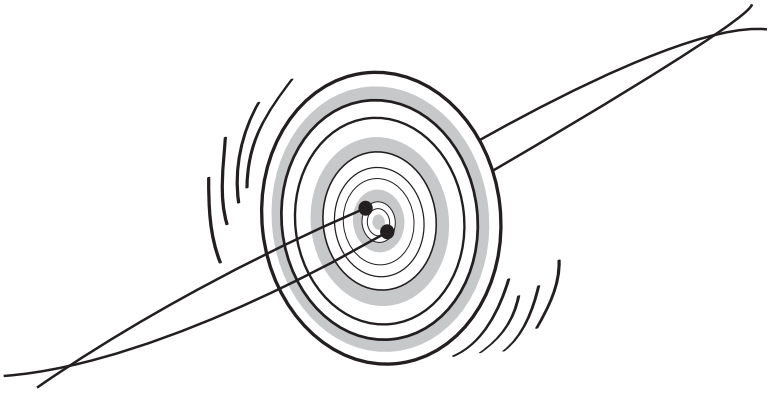
Alternate Directions Using a Button

You can also make a small whirligig by using string and a button. Thread the string through two of the holes in the button, and tie the two ends together. Then follow the directions below.



Directions to Use the Whirligig

1. Hold the opposite ends of the string between your index finger and thumb of each hand.
2. Spin the circle around and around until the string is tight.
3. Pull the ends of the string hard to make the whirligig spin.
4. As the spinning slows down, relax and then pull the string again to make the whirligig continue spinning.

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 5 / *How Did Children Play in Colonial Times?*
English Language Arts Standards: *Reading: Informational Text*
Key Ideas and Details RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
English Language Arts Standards: *Language*
Vocabulary Acquisition and Use L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

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