

Save the Animals

Written by Robert E. Slavin and Richard Gifford
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**Reading
Wings** 4th
Edition

T A R G E T E D
**Treasure
Hunt**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

***Targeted Treasure Hunt:
Save the Animals***

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INFORMATIONAL (9 DAY)

Save the Animals

Written by Robert E. Slavin and Richard Gifford

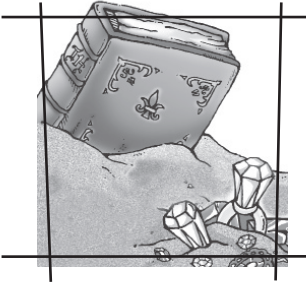
Summary

Animals around the world are endangered for various reasons. However, you don't have to be a scientist or a lawmaker to help save these animals. There are many ways that people can help protect animals and keep their environments safe.

Instructional Objectives

	Reading	Word Power	Writing
	Author's purpose (AP)	Homographs	Write an answer to a research question.
CYCLE 1	Students will identify the authors' implied purpose for writing and select examples that support the authors' intended purpose.	Students will recognize homographs and identify their meanings based on context.	Students will write at least one paragraph with the answers to their research question about endangered animals.

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



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **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 *Save the Animals* by Robert E. Slavin and Richard Gifford. As we read, we'll identify the authors' purpose in writing this text and select examples that support their purpose. Good readers think about an author's purpose so they better understand an informational text and why it was written.

- 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.



I know that the first step in the TIGRRS process is to identify the topic of the text, or what the text is about. A good way to figure out the topic is by paging through the text and looking at text features. It is also helpful to see if any words are repeated. Let me look through the text now. Model how to page through the text. I see the word *endangered* repeated many times. I also see the phrase *endangered animals*. I see many pictures of different animals. I think the topic is animals that are in danger.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students identify some endangered animals, and randomly select a few students to share.
 - Use **Team Huddle** to have students explain why glaciers, forests, and reefs are in danger, and use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students predict ways that they can help save endangered species, and 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.



The second step in TIGRRS is to identify the author's intent, or the reason the author wrote the text. I said that the topic is animals that are in danger. I think the authors probably wrote this text to explain which animals are in danger and why.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the graphic organizer that they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

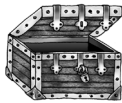
Remember that there are a lot of graphic organizers to choose from when we read an informational text. A good way to choose a graphic organizer is to page through the text again to see how the text is organized. I see that some pages have questions at the top written in large capital letters. Other pages have smaller headings. The headings are probably the main ideas of those pages, and there will probably be more information about these ideas on the pages that give details. When there are main ideas and

details, the best graphic organizer to use is an idea tree. Display an idea tree. I will write “Endangered Animals” in the box that says “Topic” at the bottom. In the circles at the ends of the branches, I will write main ideas. On the smaller lines coming out of the circles, I will write details that tell more about the main ideas. An idea tree will help us keep track of the most important information as we read.

- 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
population page 10	chunk: pop-u-la-tion	group that lives somewhere	China is the largest country in the world and has a <i>population</i> of more than one billion.
reduced page 11	base word + ending: reduc(e) + ed	made smaller	The Earth Club’s weekly cleanup <i>reduced</i> the amount of litter on the beach.
drained page 12	base word + ending: drain + ed	got rid of water	Skylar <i>drained</i> the water from the pot of pasta before serving it.
release page 23	chunk: re-lease	let go	Mr. Tompkins did not <i>release</i> Casey’s hand until they had safely crossed the busy street.
aware page 23	chunk: a-ware	know about something	“I wasn’t <i>aware</i> that soccer practice was going to run late,” Marcel’s mom said.

Word and Page Number	Identification Strategy	Definition	Sentence
provide page 24	chunk: pro-vide	give	Ms. Ling is in charge of refreshments and will <i>provide</i> a snack for the meeting.
ignoring page 25	base word + ending: ignor(e) + ing	not paying attention to	“I am <i>ignoring</i> you because you are calling out instead of raising your hand,” Mr. DiMera told Kalani.
research page 27	chunk: re-search	study to learn more	Jamar decided to <i>research</i> Saturn for his project because he did not know much about that planet.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

For this cycle, we will focus on the authors’ purpose for writing this text. Understanding why the authors wrote this text and what they want readers to learn will help us as we read the text.

- Explain that the author’s purpose differs depending on the type of text that an author writes.

An author’s purpose for writing is different for different kinds of informational text. For example, think about the different types of writing in a newspaper. A news reporter writes an article to inform his or her readers, but a columnist writing for the opinion section wants to convince the readers that the writer’s point of view is correct.

- Display the following passage, and read it aloud to students.

Blackline master provided.

It is tempting to sometimes just throw things away. But before you do, consider recycling. When you recycle, you cut down on the amount of waste that goes to landfills. This is because instead of materials being deposited in landfills, they are repurposed, or reused, in some fashion. This also helps to conserve natural resources, such as timber and water, because recycled materials are used instead of raw materials. Using recycled products to manufacture goods also decreases the amount of pollution that is released into the environment. For example, making paper or aluminum from recycled materials is a cleaner, more efficient process—almost 95 percent less energy is used than when manufacturing using raw materials to make the same product. So the next time you’re about to toss something in the trashcan, recycle it instead!

- Use a **Think Aloud** to identify the authors' purpose and provide examples that support those purposes.

I need to determine the authors' purpose for this text. I think the authors' purpose is to explain the importance of recycling and to persuade readers to recycle. Good readers look for evidence, or examples, that support an author's purpose and points that the author is trying to make. What are examples that support the authors' purpose? Examples that support the authors' purpose of explaining the importance of recycling include the authors' statement that recycling cuts down on waste in landfills and pollution in the environment. An example that supports that the authors are trying to persuade readers to recycle is that the authors ask readers at the beginning and the end of the text to consider recycling. All the facts that the authors provide about recycling not only inform readers about recycling, but give reasons why recycling is important.

- Tell students that they will identify the authors' purpose and provide examples that support this purpose as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Before you begin reading, point out that a book's introduction helps a reader identify the authors' purpose. Remind students of the author's intent that you determined earlier when completing the second step of TIGRRS.

***Save the Animals* begins with an introduction to the text. This is very helpful since our focus is author's purpose. Remember that an introduction is the part of a text that gives readers an idea about what they will read. When we began the TIGRRS process earlier, I said that the authors' intent was to explain which animals are in danger and why. As I read the introduction, I will keep this in mind.**

- Read pages 4 and 5 aloud, and use a **Think Aloud** to confirm the authors' purpose.

Reading the introduction helped me learn more about the authors' purpose for writing this text. I thought that it was to explain which animals are in danger and why. After reading the introduction, I learned that the authors will also explain how people are trying to help animals in danger. As I read further, I will look for information that supports this purpose.

- Read pages 6 and 7 aloud, and use a **Think Aloud** to model how to select an example from the reading that supports the authors purpose.

Remember that one of the authors’ purposes for writing this text is to inform readers about the reasons why some animals are endangered. Let me see if I can find an example that supports this purpose. The authors share a lot of information about blue whales, which almost became extinct. Many blue whales were hunted and killed for their oil. This is why, for a period of time, there were almost no blue whales left, and this is an example that supports the authors’ purpose in writing *Save the Animals*.

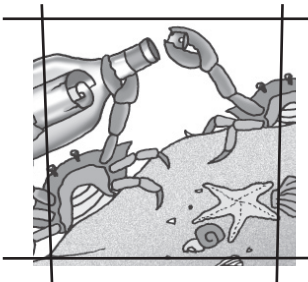
Preview Team Talk

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

Student Edition, page 2

Team Talk
<ol style="list-style-type: none"> 1. Give one example from today’s reading that supports the authors’ purpose for writing. Support your answer. (Write-On) AP 2. Describe the effect that overhunting had on the passenger pigeon. CE 3. What problem did animals that lived in the Florida Everglades face, and how was it solved? PS 4. Compare humans and chimpanzees. CC

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

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

Team Discussion TP

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

Team Talk

1. Give one example from today's reading that supports the authors' purpose for writing. Support your answer. (Write-On) |AP|

(Accept supported answers.) 100 points = The authors' purpose is to give reasons why animals are endangered, and the authors write about the reason that there are not many Siberian tigers left. Since these tigers have valuable fur and people hunt these animals illegally, there are only a few hundred left. Siberian tigers are now extinct in China and Korea. They are only found in Russia now. 90 points = The authors write about the reason that there are not many Siberian tigers left. Since people hunt these animals illegally, there are only a few hundred left. They are only found in Russia. 80 points = There are not many Siberian tigers left because people hunt them illegally.

2. Describe the effect that overhunting had on the passenger pigeon. |CE|

100 points = Due to overhunting, the passenger pigeon became extinct. Years ago, there were billions of this species. Passenger pigeons were easy to catch and were used for cheap food. They were hunted so much that every single passenger pigeon was killed. When there are no more of a species, that species is extinct. 90 points = Due to overhunting, the passenger pigeon became extinct. Years ago, there were billions of this species. Passenger pigeons were easy to catch. Every single passenger pigeon was killed. 80 points = The passenger pigeon became extinct.

3. What problem did animals that lived in the Florida Everglades face, and how was it solved? |PS|

100 points = In the Everglades, farmers drained swamps so they could grow crops on the land. As a result, many fish and birds did not have a place to live, so Florida saved the rest of the Everglade so the animals would still have a place to live. 90 points = Animals that lived in the Florida Everglades did not have homes, so Florida saved the rest of the Everglades. In the Everglades, farmers drained swamps so they could grow crops. Many fish did not have a place to live. 80 points = They did not have homes, so Florida saved the rest of the Everglades.

Team Talk *continued*

4. Compare humans and chimpanzees. ICCI

100 points = *Humans and chimpanzees seem very different, but Jane Goodall found that they do many of the same things. Chimpanzees hug each other and pat each other on the back like humans do. Chimpanzees even make tools that help them get food to eat.* **90 points** = *Humans and chimpanzees seem very different, but Jane Goodall found that they do many of the same things. Chimpanzees hug each other and make tools.* **80 points** = *They hug each other and make tools.*

- 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.

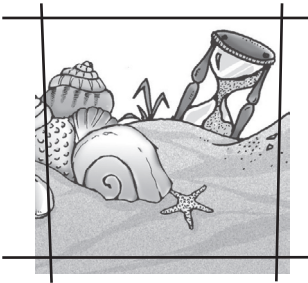
Team Talk Extenders

Aside from being used for food or fur, what are some other reasons that animals are important?
 Why do you think that people continue to harm animal habitats?

- 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.



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.

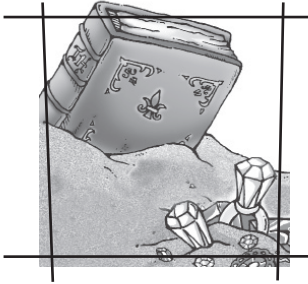
Pages 8 and 9

- 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?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

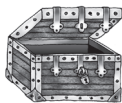
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

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

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

How was the passenger pigeon affected by overhunting?

Listening Comprehension

- Review the topic and the authors' 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 some of the reasons why species become endangered. We also read about the different reasons that animals lose their habitats. A scientist named Jane Goodall worked to save chimpanzees since they were in danger.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 16–18 aloud, and stop to ask questions, make points, and focus students' attention as needed.
- Add main ideas to the idea tree as you come across them in your reading.
- Before continuing to read, point out the section heading on page 19.

The section heading on page 19 asks the question “What are people doing to save endangered animals?” I think there will probably be some information that supports the authors' purpose in this section. We identified the authors' purpose as explaining how people help animals in danger. I will keep this in mind as I read.



- Read pages 19–21 aloud. Use a **Think Aloud** to model how to select two examples from the reading that supports the authors' purpose.

Remember that we said the authors' purpose in writing this text is to explain reasons that animals are in danger and how people are helping them. Let me think about what I just read. Many countries have laws to protect animals in danger of extinction. Some countries have parks that protect animals. These are two examples that show how people try to help endangered animals.

- Add information to the idea tree as needed.

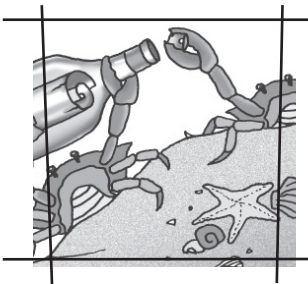
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk
1. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. (Write-On) AP
2. What impact do tourists have on the gorillas living in Uganda? CE
3. Explain why it is so important that there be no construction near bodies of water. DC
4. Why do you think the authors chose to include the section “What can you do to save animals?” AP



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 22–30 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. Give an example from today's reading that supports the authors' purpose for writing. Support your answer. (Write-On) |AP|

(Accept supported answers.) 100 points = One purpose is to tell how people help endangered animals, and the information in today's reading supports the authors' purpose for writing because it explains how protecting the environment helps animals. For example, since trees soak up carbon dioxide, more trees are better for the environment. This is one way that humans can help keep animals safe. 90 points = The authors explain how protecting the environment helps animals. Trees soak up carbon dioxide, so more trees are better for the environment. This is a way that humans can help animals. 80 points = Trees soak up carbon dioxide. The more planted the better.

2. What impact do tourists have on the gorillas living in Uganda? |CE|

100 points = Tourists spend a lot of money to see gorillas in Uganda, and that money helps the gorillas. A trip to see the gorillas costs \$500, and tourists also have to pay for hotels and food. With the money Uganda makes from tourists, this country can buy land to give the gorillas more space to live. 90 points = Tourists spend a lot of money to see gorillas in Uganda, and that money helps the gorillas. A trip to see the gorillas costs \$500. With the money Uganda makes from tourists, they can buy land for the gorillas. 80 points = Tourists spend a lot of money to see gorillas in Uganda, and that money helps the gorillas.

3. Explain why it is so important that there be no construction near bodies of water. |DC|

100 points = Plants that grow near bodies of water act as filters for pollution. This means that dirty water gets cleaned when it travels through the dirt that plants grow in. Construction disturbs and often kills these plants. If buildings are built near water, the plant life dies, the dirty water does not get cleaned, and the fish in the body of water get sick. If humans eat sick fish, they can get sick. 90 points = Plants that grow near bodies of water act as a filter for pollution. This means that dirty water gets cleaned when it travels through the dirt that plants grow in. 80 points = There would not be a filter for pollution.

Team Talk *continued*

4. Why do you think the authors chose to include the section “What can you do to save animals?” [AP]

100 points = *I think the authors chose to include this section because it shows that you do not have to be a scientist or a lawmaker to save animals. The authors give simple tips that anyone can do to save animals. For example, anyone can stop throwing trash in water or can remember to take trash home from the beach.* **90 points** = *I think the authors chose to include this section because it shows that you do not have to be a scientist or a lawmaker to save animals. The authors give simple tips to save animals. Anyone can take trash home from the beach.* **80 points** = *It shows that you do not have to be a scientist or a lawmaker to save animals.*

- 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.
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Team Talk Extenders

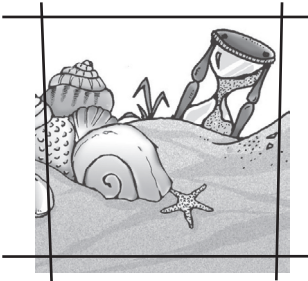
The authors provide ten tips that people can do to save animals. Which tip do you think would be easiest for you to do, and why? Can you think of any other tips?

Why do you think people are willing to pay so much money to see the gorillas in Uganda?

- 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**

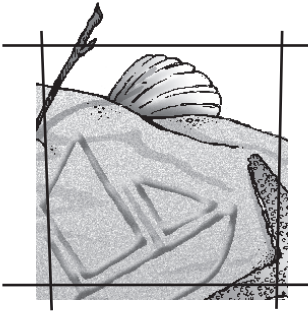
Timing Goal: 5 minutes

- 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 24

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



WORD POWER **TP**

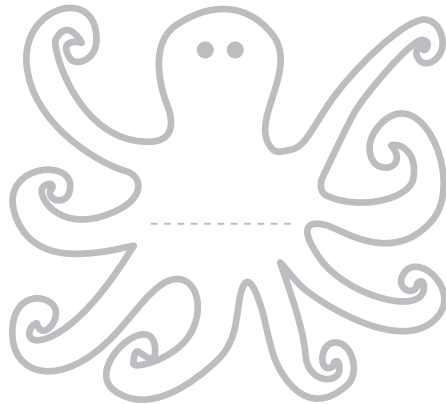
Timing Goal: 10 minutes

Preparation: Display the word *desert*.



- Direct students to the word you have displayed. Use **Think-Pair-Share** to have students identify this word’s meaning. Randomly select a few students to share, and list the definitions on the board or on chart paper. *A hot, dry place; to leave alone.*
- Remind students that some words have more than one meaning and that these words are called homographs, or multiple-meaning words. Point out that these words may or may not sound the same. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homographs, and randomly select a few students to share.
- Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that they can write the multiple meanings they find for a word on them.

Blackline master provided.



- Write the word “wave” on the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share. Write each definition on a leg of the octopus. *To move your hand back and forth to say hello; water coming onto the shore.*
- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs, and explain that they help readers to stop and consider a word and its context. Point out that this helps them make sure they understand the correct meaning of a word.

Word Treasure

Some words may look the same but have more than one meaning. If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

- Tell students that Captain Read More has found a few homographs in this cycle’s vocabulary list, and remind them to look out for these words when they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

1. Read the following sentence.
Mikaila had to pay a fine because her library book was overdue.
Which of the following sentences uses *fine* the same way?
 - a. “I feel fine; thank you for asking,” Mr. Abrams said.
 - b. Gwen’s teacher said that it was fine for students to talk quietly as they worked.
 - c. *You can get a fine if you drive above the speed limit.*
 - d. “Whatever you would like to order for dinner is fine with me,” Brinley told his mom.

2. Read the following sentence.
The base of the cake needs to be strong to support such a tall cake.
Which of the following sentences uses *base* the same way?
 - a. *The base of the castle is made of solid rock that has lasted for years.*
 - b. As soon as Javier hit the ball, he ran to the next base on the field.
 - c. Kacey wanted to base her story on a trip she had taken.
 - d. You should base your decision on what is best for you, not for others.

Building Meaning

population	reduced	drained	release
aware	provide	ignoring	research

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.*

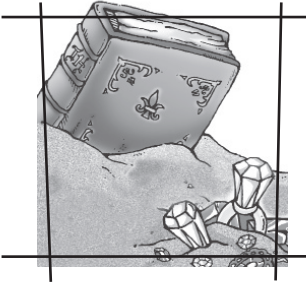
4. Choose the word that best fits in the blank.
Serena was not aware that her dance class was canceled until she got to the studio and read the sign on the door.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

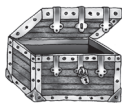
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

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

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

How do tourists affect the gorillas that live in Uganda?

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.

When we read yesterday, we learned that it is important for people to help save animals. There are many ways that people can help. You do not have to be a scientist or a lawmaker to help endangered animals.

- 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 4 and 5 aloud, and remind students that the authors have included many examples in the text that support their purpose for writing.

Remember that when we read the introduction on day 1, it helped us understand the authors’ purpose. We said that the authors wrote this text to explain which animals are endangered and why and how people can help these animals. We have identified many examples that support the authors’ purpose for writing *Save the Animals*.

- Reread pages 6 and 7 aloud, and have students use **Think-Pair-Share** to identify how people helped blue whales when they were in danger of becoming extinct. Randomly select a few students to share.

On day 1, we learned that thousands of blue whales were killed for their oil. Part of the authors’ purpose in writing this text is to explain how people help animals. What did people do to help the blue whales? Allow students time to discuss. Yes, in 1966, a law was passed to ban the hunting of blue whales. What was the result of this law? Wait for students’ responses. That’s right. The blue whale population increased again. Today there are thousands of blue whales in the wild.

- Add supporting details to your idea tree as needed.

Preview Team Talk

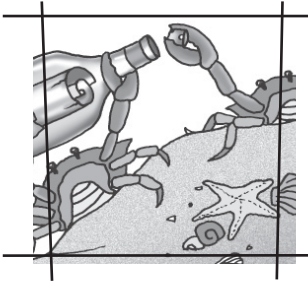
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. Give an example from today's reading that supports the authors' purpose for writing. Support your answer. (Write-On) |AP|
2. On page 10, the authors write that "...the blue fin tuna population has declined by nearly 90 percent since the 1970s." Is this a fact or an opinion? How do you know? |FO|
3. What do you think animals do when they lose their habitat? |DC|
4. Pandas in China are starving because— |CE|
 - a. of the bamboo they eat.
 - b. their habitat has been destroyed for farming.
 - c. they live in the mountains.
 - d. logging was limited in the United States.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

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

Team Discussion **TP**

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

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

Team Talk

1. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. (Write-On) |AP|

(Accept supported answers.) 100 points = The authors wanted to explain why animals are endangered, and the information in today’s reading supports the authors’ purpose for writing because the author explains why the spotted owl became endangered. In states such as Oregon, forests are cut down for lumber. This is dangerous for the spotted owl because these forests are its habitat, so the government limited logging in these areas.

90 points = The information in today’s reading supports the authors’ purpose for writing because the author explains why the spotted owl was in danger. In states such as Oregon, forests are cut down for lumber. This is dangerous for the spotted owl because the owl lives in these forests. The government limited logging in these areas. 80 points = The spotted owl was in danger because forests were cut down.

2. On page 10, the authors write that “...the blue fin tuna population has declined by nearly 90 percent since the 1970s.” Is this a fact or an opinion? How do you know? |FO|

100 points = This statement is a fact. I know because of the phrase “90 percent.” Numbers are a good clue that a statement is a fact because they can be proven. It could be proven that the blue fin tuna population decreased by 90 percent. Scientists could study the numbers of blue fin tuna in different years. 90 points = This statement is a fact. I know because of the phrase “90 percent.” Numbers are a good clue that a statement is a fact because they can be proven. It could be proven that the blue fin tuna population decreased. 80 points = It’s a fact. I know because it can be proven.

3. What do you think animals do when they lose their habitat? |DC|

100 points = When animals lose their habitat, I think they try to find a new one. This is probably difficult because animals need to live in a certain kind of habitat. For example, a polar bear needs to live in very cold temperatures. Monkeys need to live in rainforests where it is warm.

90 points = When animals lose their habitat, I think they try to find a new one. This probably is not easy since animals need to live in a certain kind of habitat. A polar bear needs to live in very cold temperatures.

80 points = I think they try to find a new one. This probably isn’t easy.

Team Talk *continued*

4. Pandas in China are starving because— |CE|
 - a. of the bamboo they eat.
 - b. *their habitat has been destroyed for farming.*
 - c. they live in the mountains.
 - d. logging was limited in the United States.

- 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.

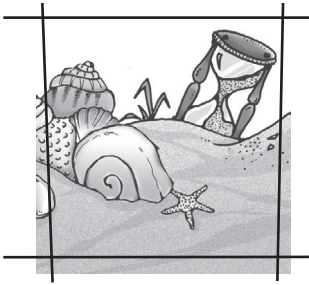
Team Talk Extenders

How are the reasons animals live in a certain habitat similar to or different from the reasons humans live in their habitat?
 Why do you think scientists study animals?

- 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**

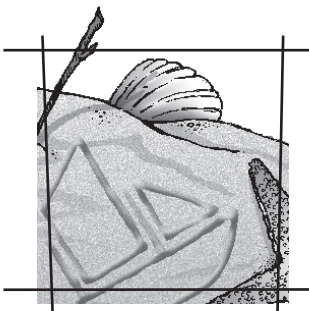
Timing Goal: 5 minutes

- 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 24 or 14

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (homographs) and the Word Treasure clue that Captain Read More uses for homographs (an octopus).
- Use **Think-Pair-Share** to have students identify the homographs in the vocabulary list, and randomly select a few students to share. *The homographs are drained, release, and research.*

Teacher's Note: Instruction in the following bullets may need to be modified depending upon which homograph students identify.



- Display the graphic of the octopus, and write the word “research” in the middle.
- Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share, and list each answer on a different leg of the octopus. *To study to learn more; a study that people do (often in science).*



- Repeat this activity with *drained* and *release*.
- 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

1. Read the following sentence.

Camilla scrambled to catch the bus before it drove away.

Which of the following sentences uses *scrambled* the same way?

- a. When the bell rang, Kelvin scrambled to get to soccer practice on time.
- b. Jazmyn scrambled the eggs by mixing the yellow and white parts.
- c. Before drawing a winner, Drew scrambled the tickets in the jar.
- d. Regina scrambled the tiles in the box for the next time she played the game.

2. Read the following sentence.

“Please shut the door all the way so it does not swing open,” Mr. Munson said.

Which of the following sentences uses *swing* the same way?

- a. Darcie liked to sit on her porch swing and relax at the end of the day.
- b. Ms. Yung’s son liked it when she pushed him high in his swing.
- c. Haley’s earrings swing back and forth when she shakes her head.
- d. You must follow the directions to put the swing together properly.

Building Meaning			
population	reduced	drained	release
aware	provide	ignoring	research

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

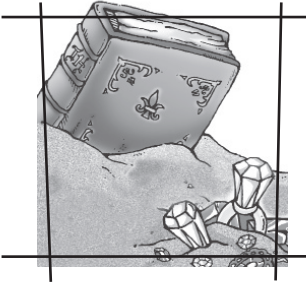
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. “I will research different places before planning our vacation,” Mrs. Enriquez told her family. *Research* means—

- visit to have fun.
- study to learn more.
- visit to meet people.
- study to learn less.

- 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 reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

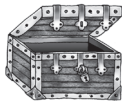
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

Why are the pandas in China starving?

Listening Comprehension

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

Yesterday when we reread, we found details about poaching and loss of habitat, which are two reasons that species are endangered. We also learned more details about how Jane Goodall started programs to help animals in need.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 16 and 17 aloud. Use **Think-Pair-Share** to have students identify why birds were in danger and how people helped them. Then have students explain how this example supports the authors' purpose. Randomly select a few students to share.

Why were some birds, such as bald eagles, in danger of becoming extinct? Allow students time for discussion. **Correct. Some birds were in danger of becoming extinct because of DDT, a chemical in the air. How did people help these birds?** Give students a moment for discussion. **Yes, DDT was banned in the U.S. in 1972. How does this example support the authors' purpose?** Wait for students' responses. **I agree that this example shows why birds were in danger and how people helped them. The authors' purpose is not just to tell which animals are in danger but also to explain how people help them.**

- Reread pages 18–21 aloud, and stop to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students select another example from the reading that supports the authors' purpose. Randomly select a few students to share.

What is another example from the reading that supports the authors' purpose? Wait for students' responses. *(Accept reasonable responses.)* **There are many examples that support the authors' purpose. One example is rising temperatures, which put polar bears in danger.**

Preview Team Talk

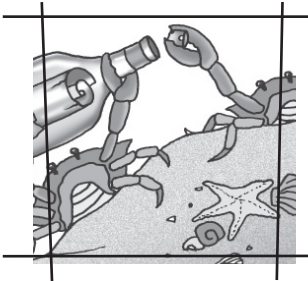
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Teacher's Note: Show the video from Set the Stage again because it will connect to Team Talk question #3.

Student Edition, page 4

Team Talk

1. Give an example from today's reading that supports the authors' purpose for writing. Support your answer. (Write-On) |AP|
2. Why did scientists remove the egg that the mother condor laid? |DC • CE|
3. Do environmental changes impact humans and animals in similar ways? If so, how? |CC • CE|
4. Use your idea tree to summarize *Save the Animals*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 22–30 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. Give an example from today’s reading that supports the authors’ purpose for writing. Support your answer. (Write-On) |AP|

(Accept supported answers.) **100 points** = One purpose is to explain how people can help endangered animals, and the authors explain how using less energy helps animals. When people use a lot of energy, a lot of oil and coal is burned. When people turn off lights they’re not using, it helps save energy. **90 points** = The information in today’s reading supports the authors’ purpose for writing because they explain how using less energy helps animals. When people turn off lights they’re not using, it helps save energy. **80 points** = If people use less energy, it helps animals.

2. Why did scientists remove the egg that the mother condor laid? |DC • CE|

100 points = Scientists removed the egg from the mother condor’s nest because it makes the mother lay more eggs. More chicks were hatched, which was important because there were hardly any condors left.

90 points = Scientists removed the egg from the mother condor’s nest because this makes the mother lay more eggs. More chicks could be hatched.

80 points = So more eggs could be produced.

3. Do environmental changes impact humans and animals in similar ways? If so, how? |CC • CE|

100 points = Environmental changes impact animals and humans in similar ways. When water becomes polluted, people and fish can become sick. Climate change can result in flooding and force both animals and humans from their homes. This is dangerous for animals and humans.

90 points = Environmental changes impact animals and humans in similar ways. When water becomes dirty, both people and fish can become sick. Climate change is dangerous. **80 points** = The impact of changes to the environment can harm animals and humans.

Team Talk *continued*4. Use your idea tree to summarize *Save the Animals*. [SU]

100 points = *There are many reasons that animals have become endangered or extinct. These reasons include overhunting, loss of habitat, and pollution. In many countries, it is illegal to hunt animals. One species that almost became extinct is the blue whale. However, the blue whale population increased after a law was passed banning people from hunting them. People can do many different things to help animals even if they are not lawmakers or scientists. For example, people can clean up their trash and plant trees.*

90 points = *There are many reasons that animals have become endangered or extinct. These reasons include overhunting. In many countries, it is illegal to hunt animals. One species that almost became extinct is the blue whale. A law banned people from hunting them. People can help animals by cleaning up their trash.*

80 points = *There are many reasons that animals have become endangered or extinct. In many countries, it is illegal to hunt animals. A species that almost became extinct is the blue whale. A law banned people from hunting them. People can help animals.*

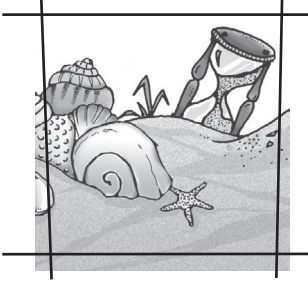
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion [TP]

Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Although human actions play a part in threatening species, they also play a part in helping these species survive. What factors do you think have influenced the behavior of humans over time?</p> <p>Can you think of other ways that people can help reduce pollution in the environment?</p>
	<ul style="list-style-type: none"> - Award team celebration points. - Allow students time to discuss their summaries. - Use Random Reporter to select students to share their summaries. 	
Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

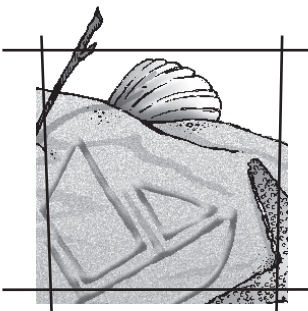
Timing Goal: 5 minutes

- 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 24, page 14, or pages 22 and 23 (stopping at “It is important...”)

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (homographs) and the Word Treasure clue that Captain Read More uses for homographs.
- Use **Think-Pair-Share** to have students identify why Captain Read More wants them to learn homographs, and randomly select a few students to share. *Learning about homographs helps us stop and consider the meaning of the word.*

Preparation: Display the Word Power Challenge.

- Direct students’ attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that belongs in both blanks. Point out that the same word will be used in both blanks because it is a homograph.

Word Power Challenge

After you _____ out your report, let the _____ dry so it does not smear.



- Use **Random Reporter** to select students to share. *The word that belongs in both blanks is print.*
- 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

1. Read the following sentence.

“Excuse me,” CJ said after he bumped into Frankie’s desk.

Which of the following sentences uses *excuse* the same way?

- Mrs. Echevarria did not want to hear Tyler’s excuse for not doing his homework.
- There is no excuse for littering because it is very bad for the environment.
- Brooke used the rainy weather as her excuse for not taking the trash outside.
- Since Marco does not feel well, his mom will excuse him from washing the dishes.*

2. Read the following sentence.

Thalia came in second place at the science fair.

Which of the following sentences uses *second* the same way?

- “Give me one second, and I’ll be right over,” Thomas told his brother.
- The first and second students to enter the room should take the chairs down from the desks.*
- It only takes a second to turn off the light when you leave a room.
- “Does everyone have a second to talk now?” Coach Cross asked after the game.

Building Meaning			
population	reduced	drained	release
aware	provide	ignoring	research

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

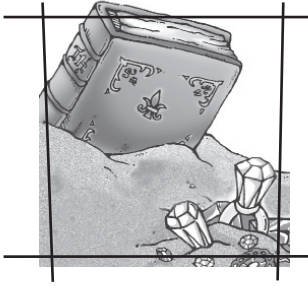
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

California’s population increased in 1848 after gold was found in this state and people moved there.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

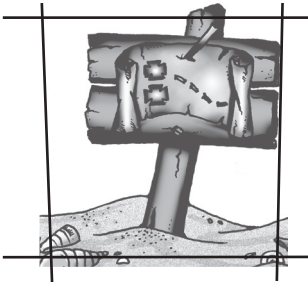
Today you will read about tigers and why they are an endangered species.

Vocabulary **TP**

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

Prepare Students for the Test

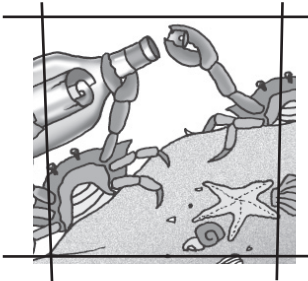
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #3 ask about author's purpose.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

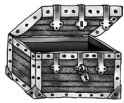
Team Discussion **TP**

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

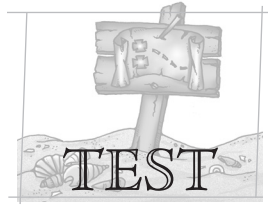


Class Discussion TP

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



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



Test Passage

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

Tigers are an endangered species. There are fewer than 4,000 tigers left in the wild. Tigers live in Asia in places like China and India. Tigers are the largest member of the big cat family.

The illegal hunting of tigers is a big threat to tigers. Hunters poison tigers and set traps. People hunt tigers for their fur. Some parts of the tiger can be used in medicines.

Another problem tigers face is loss of their homes. Tigers lose their homes when people tear down jungles and build homes. Today, tigers live on only seven percent of the land they once did. As tigers lose land, they also lose their food supply.

People have begun to take an interest in protecting tigers. In 1993, a group in China decided that the use of tiger bones was illegal. There are also other groups that work with government officials and business leaders to make protected areas. They hope to repair tiger homes. They have also started a Wildlife Crimes Unit with the goal to stop the illegal trade of tiger parts in the world.

Sources: www.worldwildlife.org/species/finder/tigers/index.html

www.tigersin crisis.com/

www.animals.nationalgeographic.com/animals/mammals/bengal-tiger.html

www.tigersin crisis.com/siberian_tiger.htm

www.wcs.org/saving-wildlife/big-cats/tiger.aspx?gclid=COiLh7eUJx5Qodmm06xA

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 the fact that tigers are an endangered species. I know this is the topic because the text tells facts about tigers and explains why tigers are endangered and what people are doing to solve the problem.* **15 points =** *The topic of this text is the fact that tigers are an endangered species. I know because the text tells the problems they face.*

10 points = *Tigers are endangered. The text tells problems.*

20 points

2. What is the authors' intent? |AP|
- to explain where tigers can be found in nature
 - to persuade poachers not to hunt tigers
 - to tell how tigers can be protected from hunters
 - to explain the problems tigers face and how people try to solve them*

How do you know?

20 points = *I know this is the authors' intent because the text explained that tigers are endangered and face many problems, such as hunters and loss of the tiger's home. The text also told how people are trying to solve this problem.* **15 points** = *I know this is the authors' intent because the text told about hunters, the loss of the tiger's home, and how people are helping.* **10 points** = *The text told about problems tigers face.*

20 points

3. Give an example from the reading that supports the authors' purpose for writing. |AP|

20 points = *The authors' purpose is to explain the problems tigers face, and the author tells about illegal hunting. People want tiger fur, so they poison tigers and set traps. This harms tigers.* **15 points** = *The author tells about illegal hunting. People want tiger fur, so they poison tigers to get it.* **10 points** = *There is illegal hunting because people want tiger fur.*

20 points

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

20 points = *Tigers are an endangered species. They are hunted, and their homes are being destroyed by humans. People sell their fur and bones. Certain groups are helping to solve this problem by making new homes for tigers and passing laws that protect them.* **15 points** = *Tigers are an endangered species. They are hunted for their skins and bones. People are helping them by passing laws.* **10 points** = *Tigers are endangered. People are protecting them.*

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

5 points

1. Read the following sentence.

Miguel decided to research Japan for his social studies project.

Which of the following sentences uses *project* the same way?

- "I project that you should spend twenty minutes for math homework each night," Kari's teacher told her class.
- Evan was excited to share his project since he'd worked so hard on his poster.*
- The city council did not project that the population would increase as much as it did last year.
- The actor needed to project so the audience could hear him.

5 points

2. Read the following sentence.

Jayda was happy to live in such a friendly neighborhood.

Which of the following sentences uses *live* the same way?

- a. “3...2...1, and we’re live,” said the cameraman before the news report.
- b. Carson was happy to watch the football game he taped, but he preferred to watch it live.
- c. *When Mrs. Lucas retired, she decided to live in Florida because she liked the warm climate.*
- d. Watching the live awards show was exciting because no one knew who would win.

5 points

3. Read the following sentence.

The movie Vanessa watched was very sad, and a tear rolled down her cheek.

Which of the following sentences uses *tear* the same way?

- a. *A tear trickled out of Jonah’s eye when he said good-bye to his grandma at the airport.*
- b. Anastasia worried that her sleeve would get caught on something and tear.
- c. Rafael will tear up the papers that he does not need and throw them away.
- d. Omarion was careful not to tear his jeans since they were brand new.

5 points

4. Read the following sentence.

The gust of wind blew the leaves around and ruined Shaun’s neat pile.

Which of the following sentences uses *wind* the same way?

- a. If the bus doesn’t come, Gia’s mom will wind up driving her to school.
- b. The clock in Corey’s kitchen had stopped working, so he had to wind it up again.
- c. “I always wind up hitting the snooze button on my alarm even though I try to get up early,” said Micah.
- d. *Mr. Vasquez knew there would be a lot of wind, so he put a rubber band around his papers to keep them together.*

Building Meaning

population	reduced	drained	release
aware	provide	ignoring	research

10 points

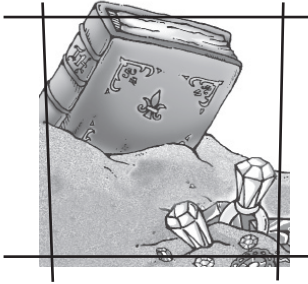
5. Write a meaningful sentence for the word *provide*.

10 points = *Wade’s teacher will provide extra help to students who did not understand the homework.* **5 points** = *Wade’s teacher will provide extra help to students.* **1 point** = *Wade’s teacher will provide extra help.*

10 points

6. When you research a topic, it is good to use many different sources to help you learn.

- 10 points** 7. Lilia was excited when the shoe store reduced the price of the shoes she wanted. *Reduced* means—
- a. studied more.
 - b. *made smaller.*
 - c. studied less.
 - d. made larger.
- 10 points** 8. Benny did not realize that his sister had not seen him wave hello and thought she was ignoring him.
- 10 points** 9. Jaclyn’s dad wrote a note to make her teacher aware that she needed to leave early for a doctor’s appointment. *Aware* means—
- a. to do something.
 - b. to ignore something.
 - c. to find something.
 - d. *to know something.*
- 10 points** 10. Mr. Harris drained all the water in the bathtub so there would not be a leak downstairs.
- 10 points** 11. The city’s population has grown a lot because of all the available jobs.
- 10 points** 12. It is always exciting to release a kite and see how high it flies. *Release* means—
- a. *let go.*
 - b. hold up.
 - c. sit down.
 - d. hold tight.



DAY 6

ACTIVE INSTRUCTION

Set the Stage TP (5 minutes)

- Introduce the main topic of study for this research project.

The main topic of study for our research project is endangered animals.

- Use **Team Huddle** to have students identify one fact about the topic and one thing that they want to learn about the topic. Use **Random Reporter** to share student responses, and record them on chart paper.
- Introduce the research purpose.



Student Edition, page 4

Research Purpose

In this unit, you will ask questions, find information, and present your findings to others.

Team Cooperation Goal TP (5 minutes)

- 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.

Get Organized TP (10 minutes)

- Present the research focus and product.

Student Edition, page 4

Research Focus

How humans can help endangered animals

Research Product

You will write at least one paragraph with the answers to your research question. You will prepare a presentation of your findings and deliver it to your team.

- Display the routine for asking research questions. Review each step. **SR**

Asking Research Questions	
FIRST	Ask as many questions as you can.
NEXT	Write down every question. Turn statements into questions.
NEXT	Make sure that every teammate is ready to share one or two questions with the class.

- Have teams use the routine to ask as many questions about the research focus as possible in five to six minutes.
- Use **Random Reporter** to select a student from each team to share a question or two with the class.
- Explain that the type of questions that they ask can affect their research and the amount of information that they find.

Research is supposed to help you explore a topic in more detail. How you ask a question can impact the amount of information that you find when you research. There are two types of questions: close-ended and open-ended. Close-ended questions have answers with very little detail, such as “yes” or “no.” For example, “Is it sunny outside?” has a one-word answer. Close-ended questions are like our Right There questions because you don’t have to search very far for the answer.

Open-ended questions have longer, more descriptive answers. For example, “What is the best weather for a garden?” Open-ended questions are a lot like our Think questions. You have to search in more than one place for the answer. When you read, both types of questions are important, but open-ended questions are best for research because they require you to find more information and give you more to write about your topic.

Get Ready to Research TP (10 minutes)

- Refer students to the routine for choosing a research question and the Research Question Checklist. **SR**

Choose a research question.	
FIRST	Choose or write up to three open-ended questions about the topic.
NEXT	Take turns reading your questions to your teammates. Use the Research Question Checklist to discuss which question the team should research.
NEXT	Each team chooses one question to research.

Research Question Checklist	
<input type="checkbox"/>	Is the question open-ended?
<input type="checkbox"/>	Will the question help me learn something new about the topic?
<input type="checkbox"/>	Can the question be answered with the materials that I have?
<input type="checkbox"/>	Can I answer the question in a paragraph or page?

- Tell students that they will use resources for their research, including *Save the Animals*. Distribute the materials that students may use.
- Have students follow the routine for choosing a research question for their team. When students finish, check to make sure that each team has chosen one research question.
- Tell students that one step in getting ready to research is to search for information about the topic in the glossary, index, and table of contents of the student text and resource materials, and to use search engines to find information on the Internet.
- Use **Think-Pair-Share** to ask students what key words they might look for during their search.



- Use **Random Reporter** to have students share their ideas. List any suggested key words on chart paper (optional).

Writing to State an Opinion	
The research product states an opinion.	15 points
Reasons that support the opinion are stated.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

Writing to Inform or Explain	
The research product introduces the topic.	15 points
Facts and details support the topic.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

- Refer students to the scoring guides for writing to inform or explain and writing to state an opinion. Explain that they need to choose the appropriate guide based on their question. Post the sample research questions, and model identifying which guide to use. **SR**

Display the sample sentences.

1. What is the best way that people can help endangered animals?
2. If you live far away from endangered animals, how can you help them?

Read the first question. **This question asks about the best way for people to help endangered animals. When I answer it, I will have to state an opinion because not everyone will have the same idea about the best way to help these animals. I will have to include good reasons that support my opinion, so I will use the Writing to State an Opinion scoring guide to help me research this topic and answer my question.**

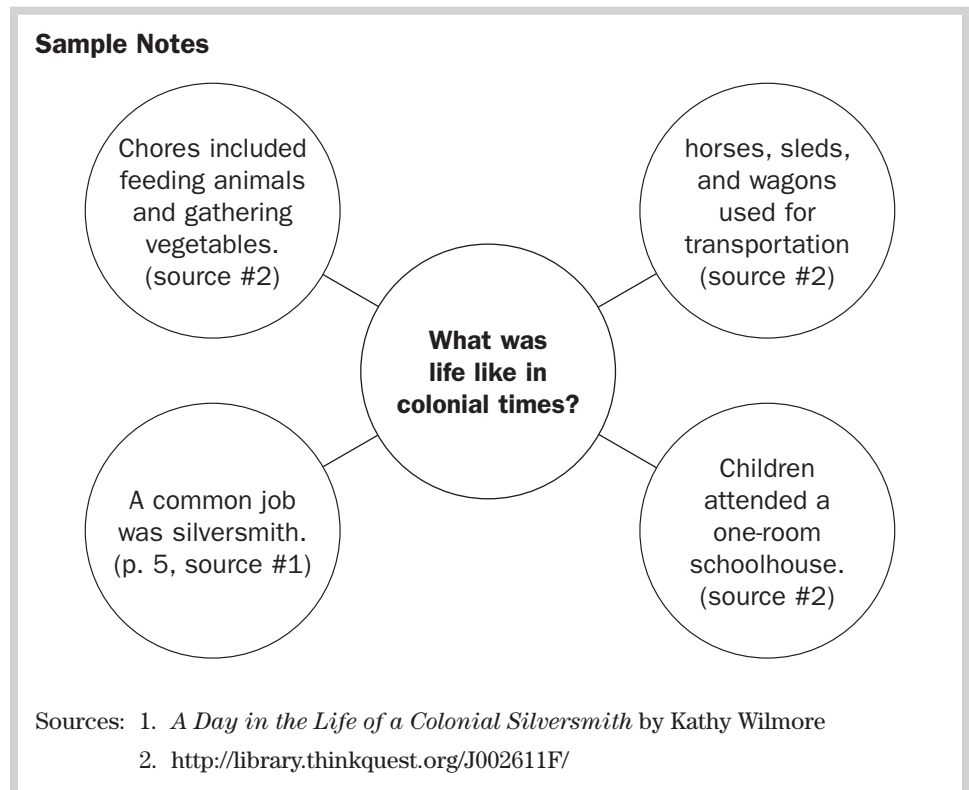
Read the second question. **This question asks how you can help endangered animals even if you live far away from them. When I answer this question, I will need to identify various ways that people can help. I don't need to give an opinion. I need to provide facts that explain how people can help. For this question, I will use the Writing to Inform or Explain scoring guide to help me research this topic and answer my question.**

- Use **Team Huddle** to have students identify which scoring guide they should use and why. Use **Random Reporter** to have students share.
- Award team celebration points.

Interactive Skill Instruction **TP** (25 minutes)

- Present the mini-lesson on paraphrasing, note-taking, and citing sources.
- Remind students about the graphic organizers that they use to record ideas as they read. Explain that taking notes for a research project is similar, except that they must also be sure to write down exactly where the information was found.
- Explain that we can't copy from a book. Point out that we need to paraphrase or put the information in our own words. Tell students that taking notes helps us do that.
- Display the graphic organizer. Tell students that this is a sample organizer for a project where the students will write to explain or inform.

Blackline master provided.



- Point out how the organizer has the question in the middle of the web. Explain that the information branching from the question are the facts or details.

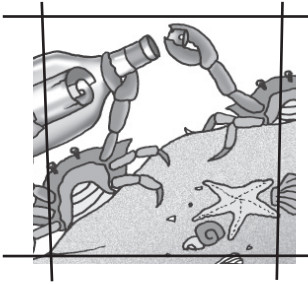
Notice that the question is written in the middle of the organizer. This is the topic of the research product. The facts and details are listed around the question. The page number and source are listed for each fact. I also listed the sources at the bottom of the page.

- Explain how the organizer can also be used when writing to state an opinion. Point out that the question goes in the middle and the reasons that support the opinion go around it.
- Remind students that taking notes and citing sources will help them write their research product.

Start Searching TP (35 minutes)

- Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
- Ask students to write their research question on the graphic organizer page or on the first notecard.

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



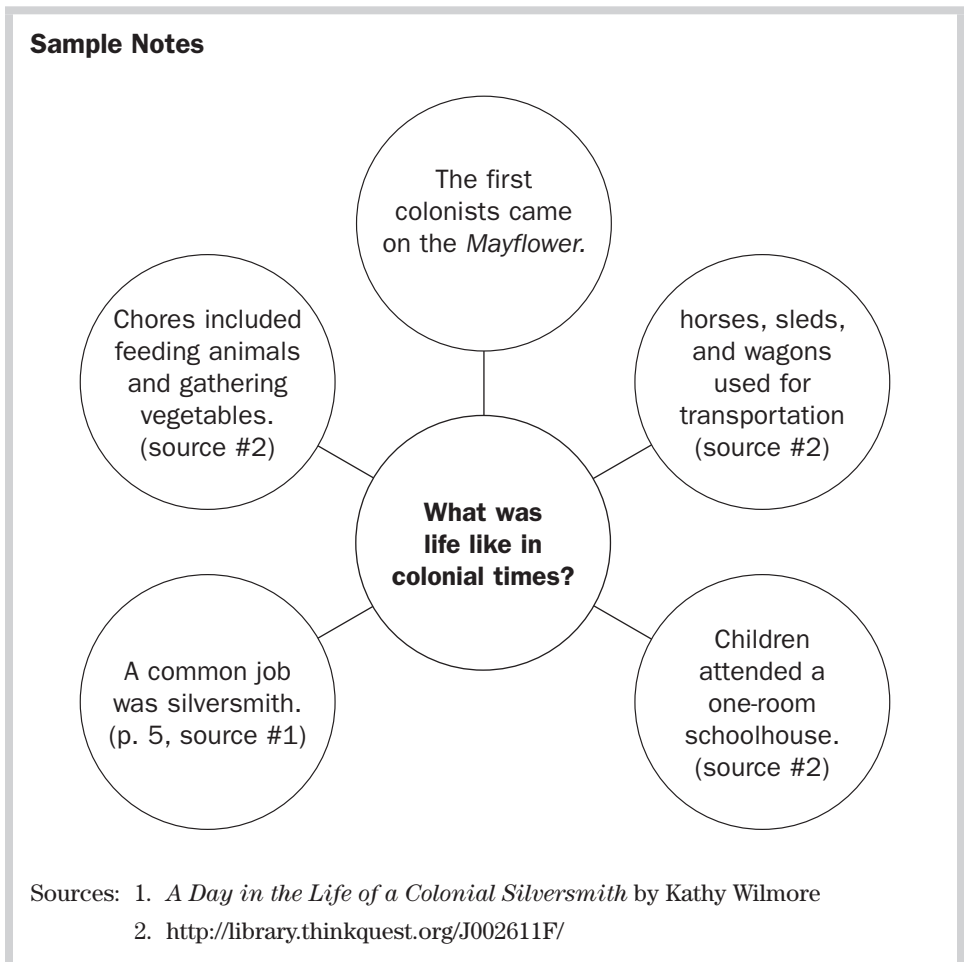
DAY 7

TEAMWORK

Interactive Skill Instruction **TP (15 minutes)**

- Review the research purpose, team goal, and team cooperation goal.
- Have students refer to the scoring guide for their research project. Remind students about their topics and how they will record the information they find and the sources on their organizers.
- Display the sample graphic organizer.

Blackline master provided.





- Point out that you added more notes to the web. Use a **Think Aloud** to identify how one fact does not support the question.

I added another fact to my organizer. Let's take a look at it. "The first colonists came on the *Mayflower*." Does that answer the question "What was life like in colonial times?" Use **Think-Pair-Share to have students respond. **That's right. Although it tells how the colonists arrive in the colonies, it doesn't answer my question about life in colonial times. To answer this question, I need to find facts such as the jobs people did, how they traveled, and how they learned. I will cross that fact out since it does not answer my question. Remember that you should only record facts or reasons that answer your question.****



- Use **Team Huddle** to have students review the graphic organizers they have created to determine if the notes are facts or reasons that support their questions.



- Use **Random Reporter** to have teams share information they still need to find.

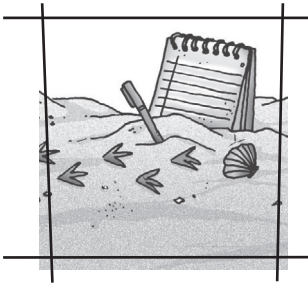
Keep Searching TP (70 minutes)

- Have students use the research materials to continue their search for information, and have them use their graphic organizers or notecards to record relevant information.
- Circulate to check each student's progress.
- Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class.

Class Discussion TP (5 minutes)

- Use **Random Reporter** to have students share an important piece of information, its source, and why they think the information is important.

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



DAY 8

ADVENTURES IN WRITING

Drafting **TP** (45 minutes)

- Tell students that they will use their plans to write a first draft.
- Review the scoring guides for each research purpose. Tell students that they need to check their writing against the scoring guide to make sure that they include all parts of the research product.
- Model how to make a plan for moving notes into the final product. Display your graphic organizer as you think aloud.

According to the scoring guide, I need to introduce the topic. I will do that first. That’s called a topic sentence. My topic is what life was like in colonial times. I will write, “Life was a lot different in colonial times compared with today.” Looking at my notes, I see that I have details about a common job, chores, school, and transportation. These details all tell what life was like during colonial times. After my topic sentence, I will write “Transportation is one way that colonial times were different than today. People usually traveled by horse, sled, or wagon.” Remember that we should put ideas in our own words. I did not copy exactly what I had in my notes, but I used my notes to guide me in writing my answer. Model adding other ideas based on your sample notes, as needed. Then model writing a concluding statement. In the scoring guide, a guideline is to include a concluding statement. I will write, “Education, transportation, and the jobs people did in colonial times were much different compared to life today.” This ties my ideas together.

- Remind students to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their notes in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the 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 each student read his or her writing aloud to a partner to see if 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 TP (10 minutes)

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

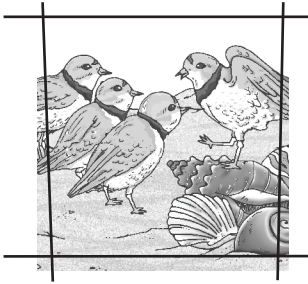
Editing TP (10 minutes)

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

Rewriting TP (25 minutes)

- 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.

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



DAY 9

PRESENT AND EVALUATE



Interactive Skill Instruction **TP** (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Present a mini-lesson on presentation skills. Tell students that good presenters have certain skills. Explain that good presenters make good eye contact, speak clearly, and are heard by all members of the audience.
- Model a lack of presentation skills by reading your research product, missing one or more of the presentation skills. Use **Think-Pair-Share** to have students give you feedback on what skills they observed and which skills they did not observe.
- Repeat the activity, this time modeling all three presentation-skill criteria.
- Explain that these criteria are part of the Research Evaluation form.
- Display the evaluation criteria for a presentation. Explain that team members will give feedback to each presenter by writing on the form. Tell students that you will collect the evaluation forms. **SR**
- Distribute the evaluation forms.

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)

The research product states an opinion.

Reasons that support the opinion are stated.

Linking words and phrases are used to connect ideas.

A concluding statement is included.

Correct punctuation, capitalization, spelling, and grammar are used.

Make a suggestion for improvement:

Writing to Inform or Explain (Note one area of strength.)

The research product introduces the topic.

Facts and details support the topic.

Linking words and phrases are used to connect ideas.

A concluding statement is included.

Correct punctuation, capitalization, spelling, and grammar are used.

Make a suggestion for improvement:

Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

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Present **TP** (45 minutes)

- Tell students that they will present their research to their team. Explain that each team member will have a turn.
- Have students begin their presentations. Students have approximately eight to ten minutes for each presentation.
- Make sure that each student presents and receives evaluations after the presentation.

Team Discussion **TP** (20 minutes)

- When all presentations are finished, have students review the feedback that they received.
- Ask team members to share their strengths and suggestions in each category.

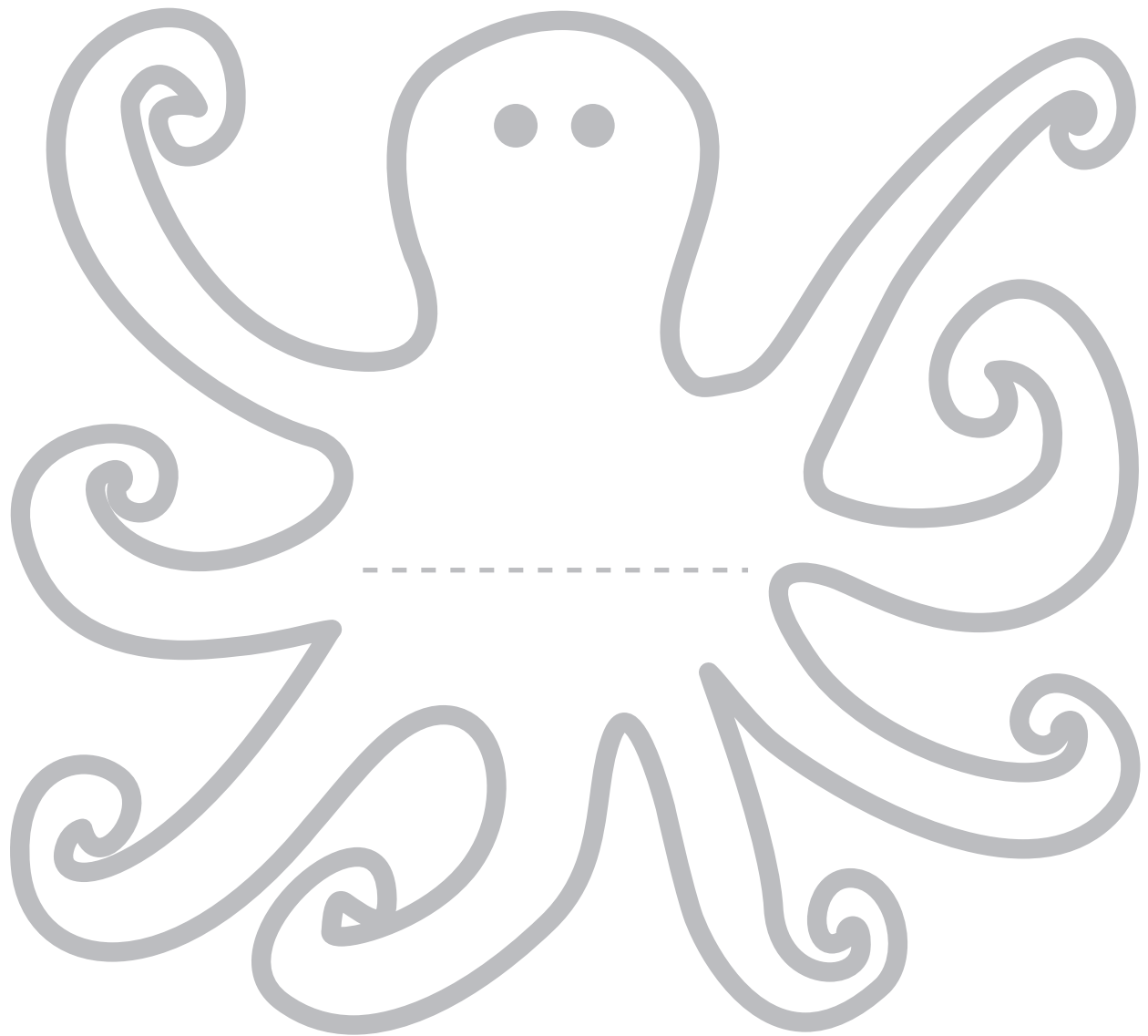
Class Discussion TP (10 minutes)



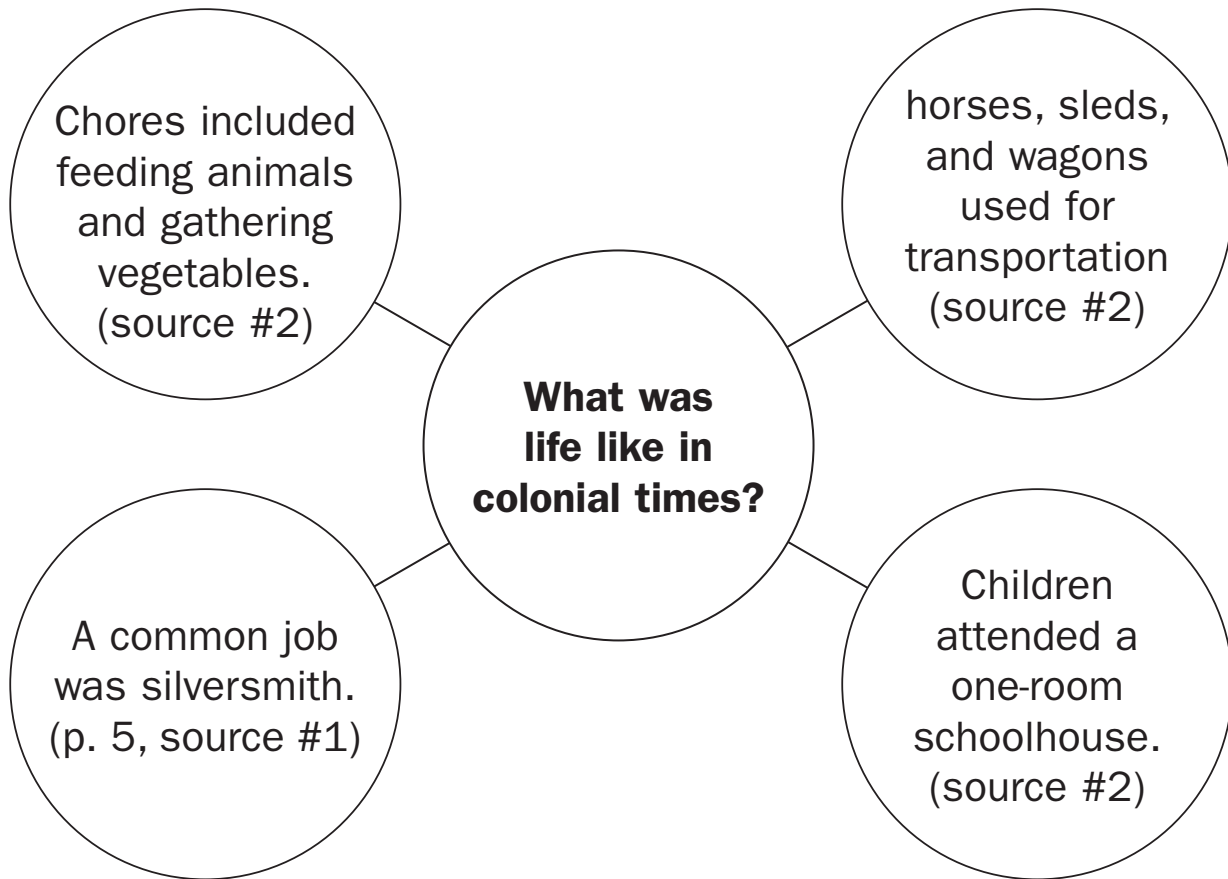
- Use **Random Reporter** to have students share their strengths and areas in need of improvement. Award team celebration points.
- Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next cycle.

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

It is tempting to sometimes just throw things away. But before you do, consider recycling. When you recycle, you cut down on the amount of waste that goes to landfills. This is because instead of materials being deposited in landfills, they are repurposed, or reused, in some fashion. This also helps to conserve natural resources, such as timber and water, because recycled materials are used instead of raw materials. Using recycled products to manufacture goods also decreases the amount of pollution that is released into the environment. For example, making paper or aluminum from recycled materials is a cleaner, more efficient process—almost 95 percent less energy is used than when manufacturing using raw materials to make the same product. So the next time you're about to toss something in the trashcan, recycle it instead!

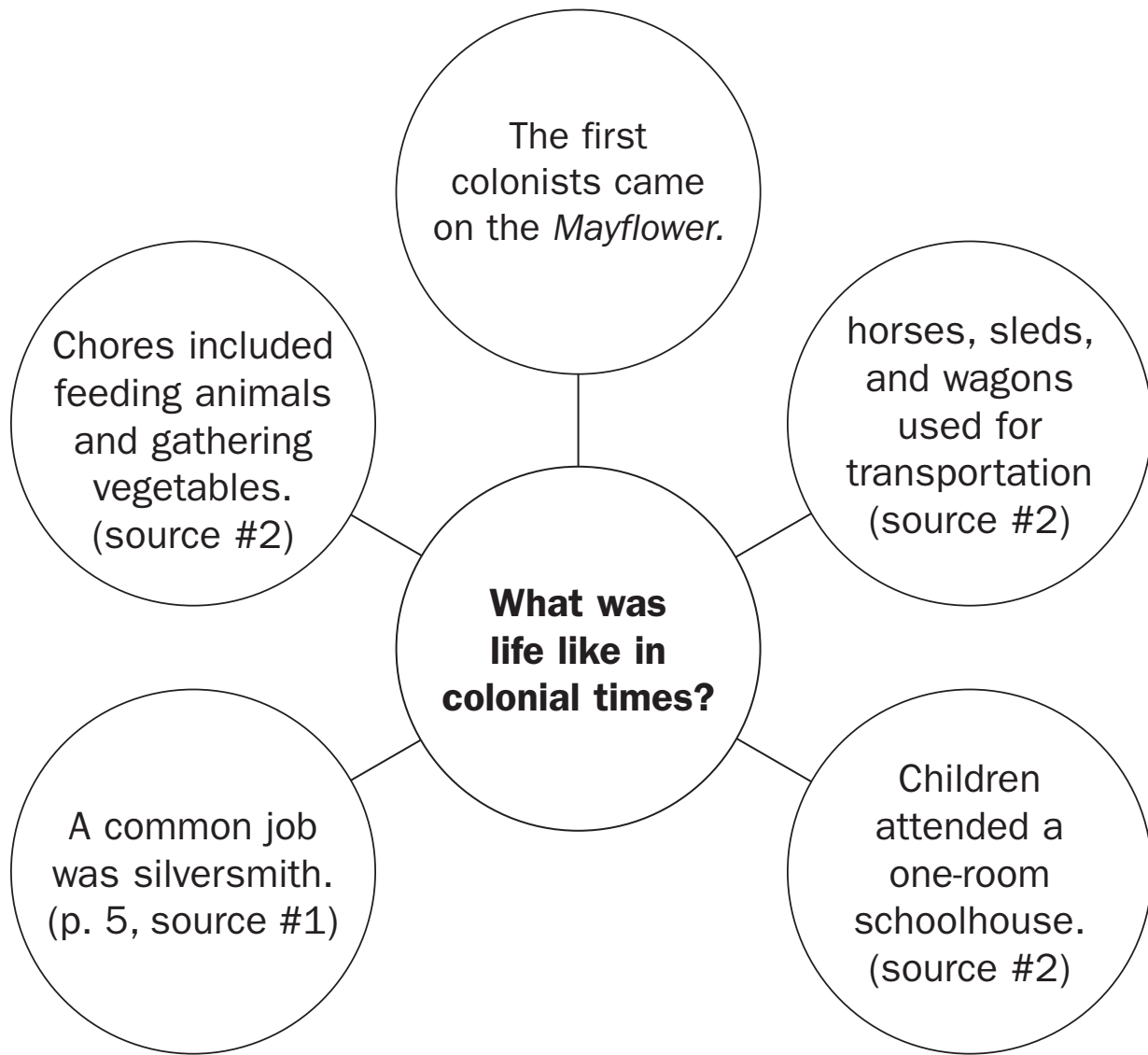


Sample Notes



Sources: 1. *A Day in the Life of a Colonial Silversmith* by Kathy Wilmore
2. <http://library.thinkquest.org/J002611F/>

Sample Notes



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Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)	
The research product states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Writing to Inform or Explain (Note one area of strength.)	
The research product introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Research Skills (Note one or two strengths.)	
Takes clear notes	
Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)	
The research product states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Writing to Inform or Explain (Note one area of strength.)	
The research product introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

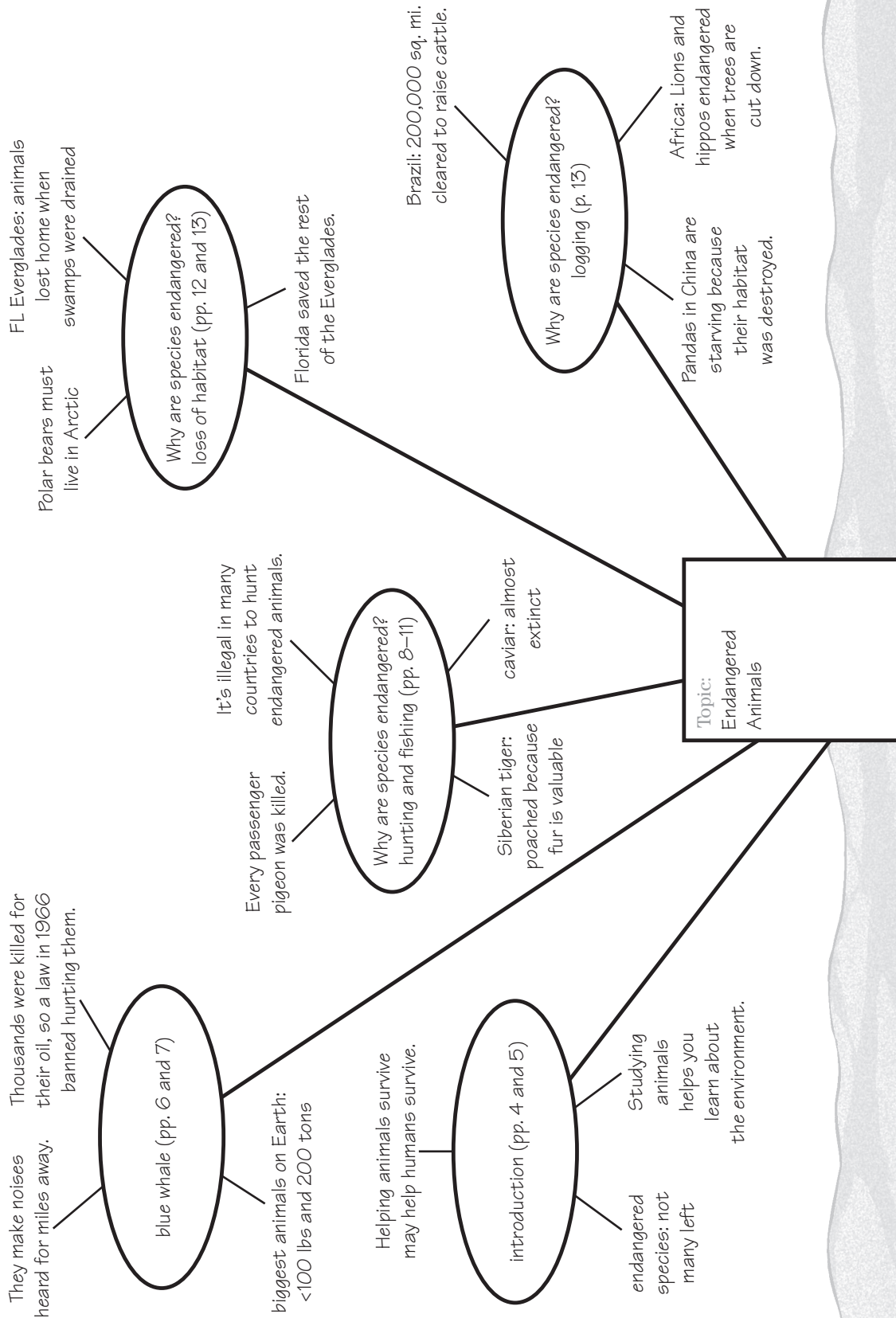
Research Skills (Note one or two strengths.)	
Takes clear notes	
Cites trustworthy sources	
Puts information in own words	

Presentation Skills (Note one or two strengths.)	
Has good eye contact	
Speaks clearly	
Is heard by all members of the audience	



Title: Save the Animals

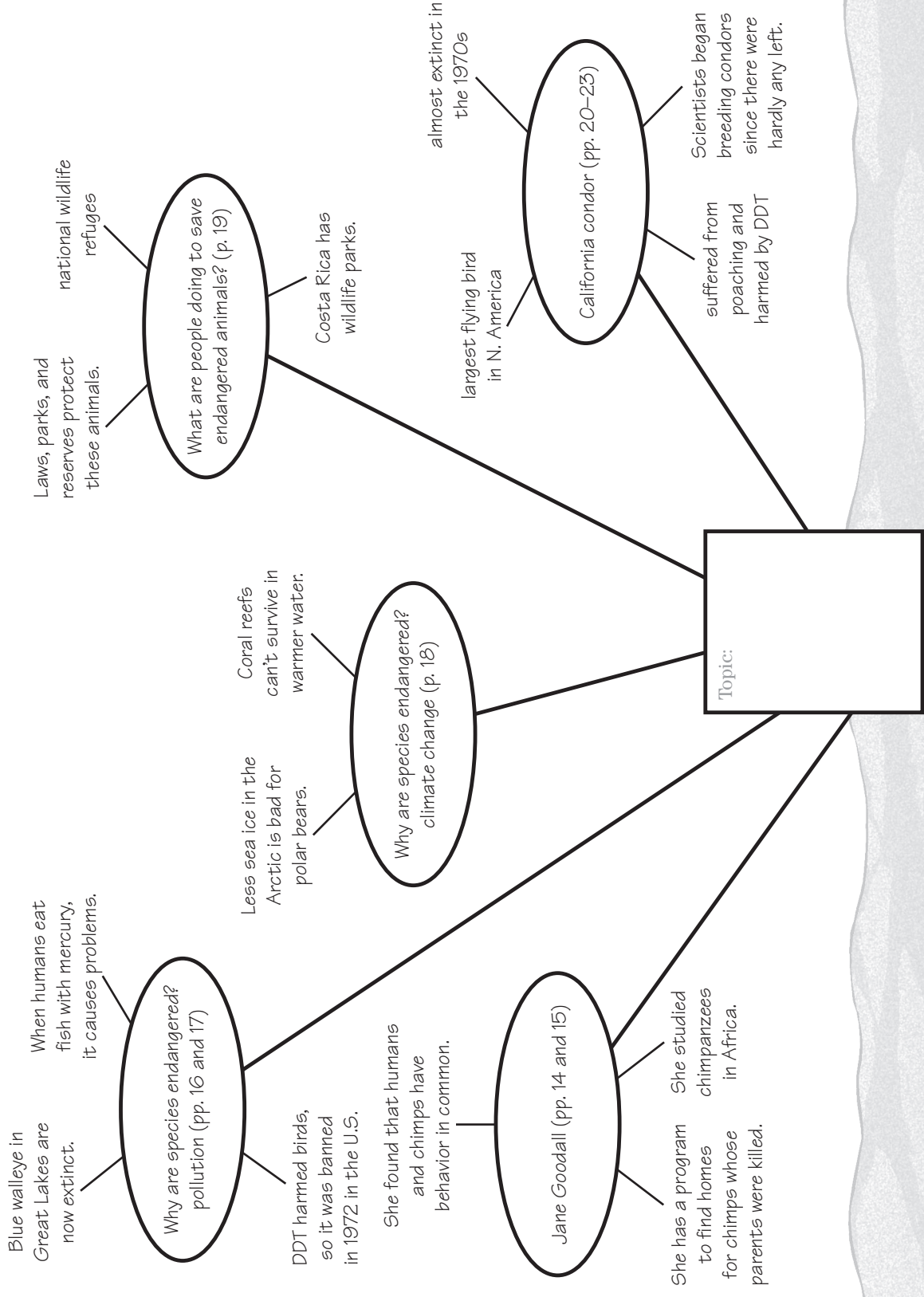
Idea Tree





Title: Save the Animals, cont.

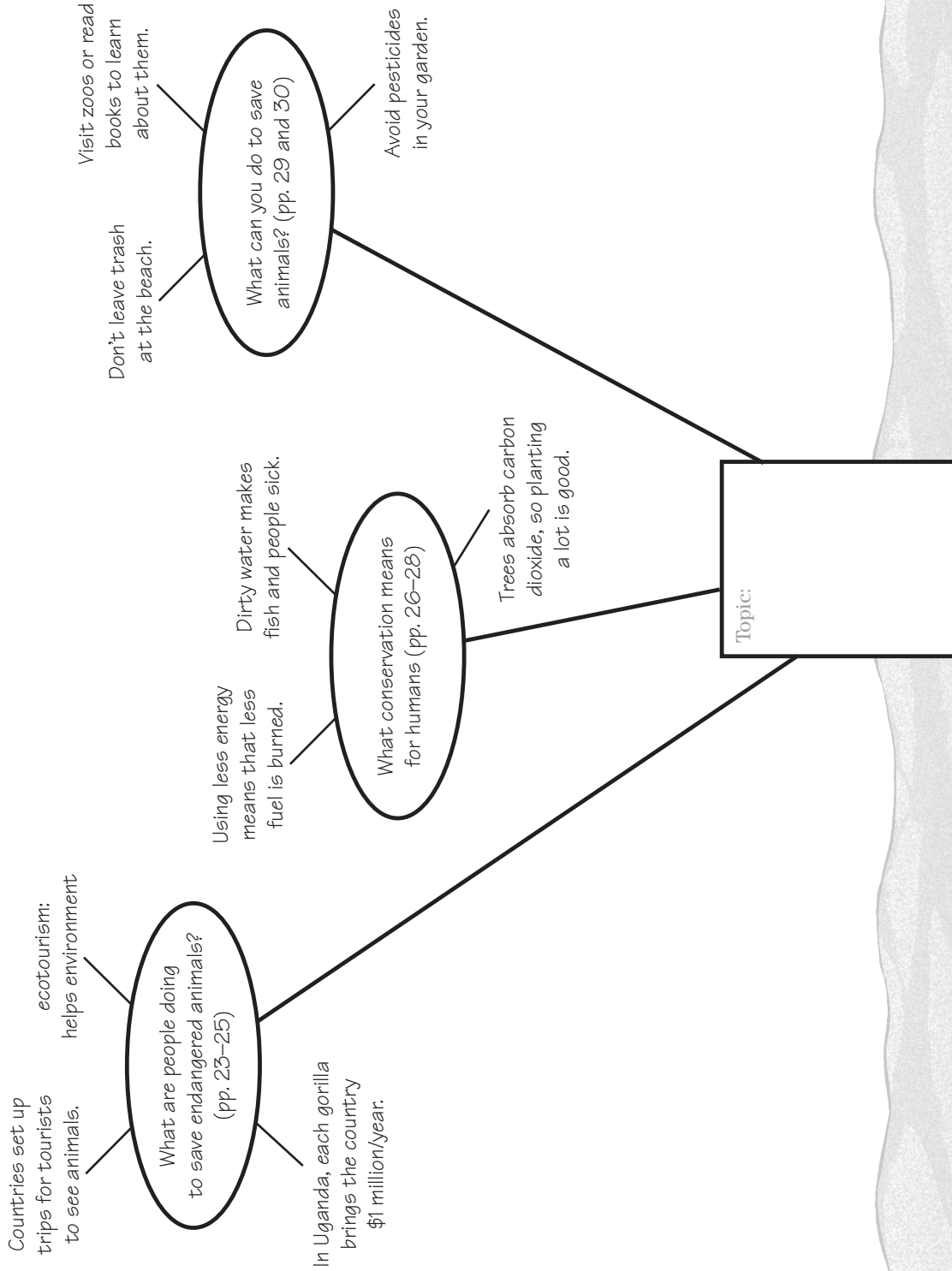
Idea Tree





Title: Save the Animals, cont.

Idea Tree



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 / Save the Animals
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Integration of Knowledge and Ideas</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Research to Build and Present Knowledge</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>English Language Arts Standards: <i>Speaking and Listening</i></p> <p>Presentation of Knowledge and Ideas</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

