Use
Questioning

In the Deep
Night Life
*Odyssey* magazine
Research

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.
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.

Success for All
A Nonprofit Education Reform Organization

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**Use Questioning**

**In the Deep Night Life Odyssey magazine**

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**The Lightning Round**

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

### Strategy Use

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

### Team Talk (oral and written)

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

### Word Power

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

### Fluency

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80</td>
<td>reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

### Summary

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>

### Graphic Organizer/Notes

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80</td>
<td>selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

Reading: Use questioning strategies to help understand information.

Writing: Develop the topic with definitions and concrete details.

Unit Overview

The strategy focus for this unit is questioning. As students read *In the Deep* and articles from *Odyssey* magazine, they will generate Right There and Think questions. Right There questions can be answered with information that appears in one place in the story or text. Think questions, on the other hand, are inferential and require more thought because the answer cannot be found simply by pointing to one place in the text. As students learn to ask more thought-provoking questions that address important ideas, they will also be using skills such as comparing and contrasting, recognizing cause-and-effect relationships, and drawing conclusions.

You will refer students to the Questioning Strategy Card in their team folders. The Questioning Strategy Card is a tool that prompts your students to ask questions about their reading and includes lists of question words and question starters for Think questions. Encourage students to use the Questioning Strategy Card throughout this unit and throughout the year to help them generate questions that improve their comprehension of the text.

Questioning

1. Ask **Right There** questions about what you read. Use Right There question words:
   - Who?
   - What?
   - When?
   - Where?
   - Why?
   - How?

2. Challenge yourself with **Think** questions. Use Think question starters:
   - What do you think about...?
   - How do you know that...?
   - Why or why not?
   - What do you predict...?
   - What conclusion can you draw...?
   - How does this compare to...?

3. Why is this question important to your understanding of the text?

*Right There* questions:
- can be answered using only the story or text.
- can be answered from one passage or page.

*Think* questions:
- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.
Teamwork and Class Discussion:
In this unit, teams will be generating questions, discussing those questions, and choosing the one question that they think is the most important for understanding the story. During the Lightning Round, have several Random Reporters present their teams’ question and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!) Award additional team celebration points to the team with the winning question.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how asking the question helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a strategy that was used to answer the question (Right There or Think).</td>
</tr>
<tr>
<td>80</td>
<td>identifies a question that a team member had reading the text.</td>
</tr>
</tbody>
</table>

Unit Topic/Content
In this unit, students will read the book *In the Deep* by Mary Kay Carson and various articles from *Odyssey* magazine. *In the Deep* provides a window into the mysterious world of the deep sea. Students will learn about the conditions at the bottom of the ocean and the strange creatures that live there. The articles from *Odyssey* magazine are organized under the theme of night life and cover topics such as circadian rhythms and body clocks, bats and their impact on the environment, and alligator behavior.

Text and Media Selections
Internet/Media Options
To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.
## At a Glance

### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 4–7</td>
<td>(Embedded) Background video: “Deep Ocean”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 12–15</td>
<td>(Embedded) Background video: “Steve Blair: Shark Scientist,” Dragonfly TV</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 20 and 21</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
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</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 19–21</td>
<td>(Embedded) Background video: “Science Nation: Biological Clocks”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 20–22</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 22–25</td>
<td>(Embedded) Background video: “Science Nation: Batty for Bats”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 34–38</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>page 38</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**

Today students will start reading *In the Deep* and learn about conditions at the bottom of the ocean. The Big Question for this cycle asks students what they think life is like in the very deep ocean. This question prompts students to think about the main topic of *In the Deep*. As students discuss the Big Question, encourage them to think about what they already know about ocean life.

In this lesson, you will also introduce the Questioning Strategy Card that will help students formulate both Right There and inferential Think questions.

**Active Instruction**

(22 minutes)

**Big Question**

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What do you think it is like in the very deep ocean? How might the animals and plants that live at the bottom of the ocean be different from the ones that live near the top or in shallow water?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   "**What do you think it is like in the very deep ocean? How might the animals and plants that live at the bottom of the ocean be different from the ones that live near the top or in shallow water?**"

   "I think it is probably very dark in the deep ocean. The animals that live down there probably have eyesight that is good in the dark. Also, if any plants live down there, they probably don’t need much sunlight."

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.
Use Questioning

4. Distribute copies of the book. Have students preview the text. Use **Think-Pair-Share** to ask:

**Is this literature or informational text? How do you know?**

*This text is informational. The table of contents, chapter titles and headings, and diagrams are evidence that the text is informational.*

5. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.

6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them predict the author's intent. Randomly select a few students to share.

7. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to:
   - Venn diagram
   - timeline/sequence chain
   - T-chart
   - web
   - outline

   Use **Think-Pair-Share** to ask:

   **Which graphic organizer(s) will work best with this text? Why?**

   *I think an outline will be a good graphic organizer for this text. It is organized into chapters with different main ideas. We can use an outline to list the main ideas and write the details underneath them.*

   **T:** The deep ocean and the animals that live there  
   **I:** To provide information about the deep ocean and the animals that live there  
   **G:** An outline

8. To build background, show the video “Deep Ocean.” Use **Think-Pair-Share** to debrief the video.

**What did you learn about the deep ocean?**

*We learned that the deep ocean is below 1,000 feet deep. The temperature is near freezing, there is no light, and it has 110 times the atmosphere of Earth’s surface. The deep ocean is very difficult to explore because of these conditions, but there is life in the deep ocean.*

**Interactive Read Aloud**

1. This cycle our reading objective is to use questioning strategies to help understand information.

   Good readers ask themselves questions before, during, and after reading to help better understand the text. Some questions are **Right There** questions that are simple to answer because the answer can be found by pointing to one place in the text. Other questions are **Think** questions that require more thought because the answer cannot be found simply...
by pointing to one place in the text. A reader must put together information from several places in the text and make inferences to answer a Think question.

Point out that answers to Think questions provide reasons, evidence from the text, or both.

2. Display and introduce the Questioning Strategy Card, which can be found in the team folder. Tell students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Refer to the Right There question words and the Think question starters on the card, and review them.

**Questioning**

1. Ask **Right There** questions about what you read. Use Right There question words:
   - Who?
   - What?
   - When?
   - Where?
   - Why?
   - How?

2. Challenge yourself with **Think** questions. Use Think question starters:
   - What do you think about…?
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   - What do you predict…?
   - What conclusion can you draw…?
   - How does this compare to…?

3. Why is this question important to your understanding of the text?

Right There questions:
- can be answered using only the story or text.
- can be answered from one passage or page.

Think questions:
- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.

Point out to students that there is no rule about when to stop and ask themselves a question about what they are reading. Suggest that a good guideline might be to pause briefly at the end of each paragraph and do a self-check to see if they have any questions about what they just read.

3. Read page 4 aloud. A sample Think Aloud follows.

**Sample Think Aloud**

As I read this section and looked at my Questioning Strategy Card, I thought of a question using the word why. My question was “Why is the deep ocean mysterious?” I can answer that one. According to the text, it's mysterious because few people ever see it. This is a Right There question because I can point to the answer in the text. I also thought of a more challenging question, "What kinds of animals live in the deep ocean?" I think most of this book will be about these animals, so answering this question will help me better understand the text.
4. Use **Think-Pair-Share** to ask:

   **What kinds of animals live in the deep ocean?**

   *The text says strange animals live in the deep ocean and shows pictures of fish called a fangtooth and an oarfish. I think we need to get more information to really answer this question.*

   Explain that this was an example of a Think question because you can’t point to one place in the text that says “These are the animals that live in the deep ocean.” The reader will have to get more information in other places in the text and will have to think about the answer.

5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Encourage use of the Questioning Strategy Card as students formulate questions about their reading.

   Have students read page 5. Use **Think-Pair-Share** to ask:

   **What is another question you could ask that will help you understand the text? What is the answer?**

   *Which zone does most sea life live in? Most sea life lives in the sunlit zone.*

   **Is this a Right There or Think question? How can you tell?**

   *It is a Right There question. I can find the answer by pointing to one place in the text.*

   Use **Random Reporter** to debrief.

6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

   A sample graphic organizer follows.
Sample Graphic Organizer

In the Deep

I. Ocean creatures
   A. Life is scarce in deep ocean
   B. Deep-ocean creatures are scarce.

II. Ocean zones
   A. Sunlit zone: top–180 meters
      1. Most ocean life lives here.
      2. Sunlight helps animals/plants grow.
   B. Twilight zone: 180 meters–1,000 meters
      1. Light is dusky, no plants grow here
      2. Sperm whale, lantern fish, etc.
   C. Dark zone: 1,000 meters and below
      1. No light at all
      2. Giant squid, gulper eel, etc.

Teamwork

(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 6 and 7 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

1. **What is the difference between the Sunlit Zone and the Dark Zone? [MI]** (Team Talk rubric)
   - **100 = The Sunlit Zone** receives a lot of light from the sun, and the Dark Zone receives no sunlight. The sunlight enables plants and sea animals to grow. **Most ocean life lives in the Sunlit Zone; however, some sea creatures also live in the Dark Zone.**
   - **90 = The Sunlit Zone** gets a lot of light from the sun, and the Dark Zone gets no sunlight. The sunlight helps plants and sea animals to grow.
   - **80 = The Sunlit Zone** gets a lot of light from the sun, and the Dark Zone gets no sunlight.

2. **Why don’t any plants grow in the Twilight Zone? [MI]** (Team Talk rubric)
   - **100 = No plants grow in the Twilight Zone because it is too dark. This zone starts 180 meters below the surface. At that depth, the sunlight has faded, and plants need light to grow.**
   - **90 = No plants grow in the Twilight Zone because it is too dark. This zone starts 180 meters below the surface.**
   - **80 = No plants grow in the Twilight Zone because it is too dark.**

3. **Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? (Write) [DC]** (strategy-use rubric)
   - **(Answers will vary.)**
   - **100 = How are deep-sea creatures adapted to living so far below the surface? This is a Right There question because the answer is stated on one page in the text. Asking the question helped me figure out that deep-sea creatures have developed things like huge eyes for seeing with little light.**
   - **90 = How are deep-sea creatures adapted to living so far below the surface? This is a Right There question because the answer is stated on one page in the text.**
   - **80 = How are deep-sea creatures adapted to living so far below the surface?**

4. **What are conditions like in the very deep ocean? [MI]** (Team Talk rubric)
   - **100 = In the very deep ocean, temperatures are almost freezing, and it is very dark. In addition, there is a lot of pressure from all the water above. Animals that live in the deep ocean must be adapted to survive in these conditions.**
   - **90 = In the very deep ocean, temperatures are almost freezing, and it is very dark. There is a lot of pressure from all the water above.**
   - **80 = In the very deep ocean, temperatures are almost freezing, and it is very dark.**
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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**Class Discussion**

(18 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

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Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Lesson 2

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**

Today students will read about some creatures in the deep ocean that create their own light and others that use strange body parts to lure their prey close enough to eat.

Encourage use of the Questioning Strategy Card as students formulate questions about their reading.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrive</td>
<td>thrive (THRYV)</td>
<td>to grow strong and healthy</td>
<td>Lin’s vegetable garden needs warm weather and rain to thrive.</td>
</tr>
<tr>
<td>adapted</td>
<td>a-dapt-ed (uh-DAPT-id)</td>
<td>adjusted to something</td>
<td>Desert plants have adapted to their environment and need less water than plants that grow in the rainforest.</td>
</tr>
</tbody>
</table>

*continued*
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>predator (noun) page 8</td>
<td>pred-a-tor (PRED-uh-ter)</td>
<td>an animal that hunts other animals for food</td>
<td>The wolf is a <em>predator</em> that hunts in a pack.</td>
</tr>
<tr>
<td>prey (noun) page 10</td>
<td>prey (PRAY)</td>
<td>an animal that is hunted for food</td>
<td>Small fish are often <em>prey</em> for larger fish and other sea creatures.</td>
</tr>
<tr>
<td>lure (verb) page 10</td>
<td>lure (LOOR)</td>
<td>to attract something</td>
<td>Elizabeth used a bowl of tuna fish to <em>lure</em> the stray kitten out from under the house.</td>
</tr>
<tr>
<td>devours (verb) page 11</td>
<td>de-vours (dih-VOWRZ)</td>
<td>eats quickly</td>
<td>Whenever our mom brings home ice cream, my little brother <em>devours</em> it before anyone else even gets a taste.</td>
</tr>
<tr>
<td>scavengers (noun) page 13</td>
<td>scav-en-gers (SKAV-in-jers)</td>
<td>animals that eat dead plants or animals</td>
<td>Vultures are <em>scavengers</em> that often eat animals that have been killed by cars.</td>
</tr>
<tr>
<td>resident (noun) page 16</td>
<td>res-i-dent (REZ-i-dent)</td>
<td>something that lives in a particular place</td>
<td>Richard was a <em>resident</em> of Houston until he moved to Austin for college.</td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and reading objective.

4. Refer students to today’s reading, pages 8–11 in *In the Deep*.

5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
6. (Optional) Introduce and show the video “Deep Sea Vents and Life’s Origins.” Use Think-Pair-Share to debrief the video.

How are deep sea vents created?

*Molten rock heats up sea water, and the hot water rises. The hot water contains dissolved metals. When the dissolved metals hit the cold water at the bottom of the ocean, the metals harden and form chimneys.*

Plants on the earth’s surface use sunlight for energy to grow. Where does energy for life come from in the deep sea?

*Energy for life in the deep sea comes from chemicals around the deep sea vents. Microbes use stored energy in the chemicals to grow.*

**Interactive Read Aloud**

1. Refer students to the reading objective.

   **Remember that as we read In the Deep, we will use questioning strategies to check our comprehension. Good readers ask themselves questions before, during, and after reading to help them better understand what they read.**

   Remind students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Point out the Right There question words and the Think question starters on the card.

2. Before reading, model using the Questioning Strategy Card to ask a question. Read page 8 (paragraph 1) aloud. A sample Think Aloud follows.

   **Sample Think Aloud**

   *(Before reading) In the last lesson, we read that deep-sea creatures have adapted by developing huge eyes to see in the dim light at the bottom of the ocean. I’m going to use my Questioning Strategy Card to come up with a question before I start reading today. (Refer to the Questioning Strategy Card.) Hmmmm. One of our question words is *how*. That makes me think of the question “How else have deep-sea creatures adapted to live at the bottom of the ocean?” I think that if I can answer this question, it will help me better understand the text.*

   *(Read page 8, paragraph 1 aloud.) I think I just found the answer to my question. Some deep-sea creatures are bioluminescent and create their own light. This is an adaptation to living in a dark world.*

3. Use Think-Pair-Share to ask:

   **Is the question I asked a Right There or a Think question? How do you know?**

   *You asked a Right There question. I know because it can be answered from one passage in the text.*
4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 8 (paragraph 2).

Use Think-Pair-Share to ask:

Based on what you just read, what is a question you could ask that will help you better understand the text? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, “How do deep-sea predators use bioluminescent light to hunt?”

Is your question a Right There or a Think question?

It might be a Right There question, but I can’t tell because I haven’t found the answer yet. I will need to read on to find out.

Use Random Reporter to debrief.

5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>In the Deep</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Conditions at bottom of ocean</td>
</tr>
<tr>
<td><strong>A.</strong> High pressure</td>
</tr>
<tr>
<td><strong>B.</strong> Dark</td>
</tr>
<tr>
<td><strong>C.</strong> Animals adapt</td>
</tr>
<tr>
<td>1. Huge eyes</td>
</tr>
<tr>
<td>2. Flabby muscles/weak bones</td>
</tr>
<tr>
<td>3. Bioluminescent (make own light)</td>
</tr>
</tbody>
</table>

**Teamwork tp**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 9–11 aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? (Write) [DC] (strategy-use rubric)</td>
</tr>
<tr>
<td>(Answers will vary.)</td>
</tr>
<tr>
<td>100 = How does the hatchet fish's line of blue lights help it? This is a Think question because I had to read the information and then think about it to figure out the answer. Asking it helped me understand that because the hatchet fish's blue lights make it almost invisible, it is hard for predators to see it.</td>
</tr>
<tr>
<td>90 = How does the hatchet fish's line of blue lights help it? This is a Think question because I had to read the information and then think about it to figure out the answer.</td>
</tr>
<tr>
<td>80 = How does the hatchet fish's line of blue lights help it?</td>
</tr>
</tbody>
</table>

continued
Team Talk Questions continued

2. Why do comb jellies have darkly colored stomachs? [DC] (Team Talk rubric)
   100 = A comb jelly has a dark stomach to hide any glowing animals that the comb jelly may have just eaten. This characteristic helps comb jellies hide from animals that would hunt them. This is another example of an adaptation to living in the dark conditions of the deep ocean.
   90 = A comb jelly has a dark stomach to hide any glowing animals that the comb jelly may have just eaten. This helps comb jellies hide from animals that would hunt them.
   80 = A comb jelly has a dark stomach to hide any glowing animals that the comb jelly may have just eaten.

3. How do the flashlight fish’s headlights work? [MI] (Team Talk rubric)
   100 = The flashlight fish’s headlights are located under its eyes and can be covered up with a special eyelid. These headlights are used to search for food and signal other flashlight fish. This is a useful ability to have in dark waters.
   90 = The flashlight fish’s headlights are located under its eyes and can be covered up with a special eyelid. These headlights are used to search for food and signal other flashlight fish.
   80 = The flashlight fish’s headlights are located under its eyes and can be covered up with a special eyelid.

4. How does the angler fish get its food? [MI] (Team Talk rubric)
   100 = The angler fish eats animals that are attracted to the rod with a glowing lure that grows out of its head. Also, the angler fish has a wide mouth and expanding stomach that allow it to eat animals that are almost as big as it is. These are good adaptations for hunting and eating other animals.
   90 = The angler fish eats animals that are attracted to the rod with a glowing lure that grows out of its head. The angler fish has a wide mouth and expanding stomach that allow it to eat animals that are almost as big as it is.
   80 = The angler fish eats animals that are attracted to the rod with a glowing lure that grows out of its head.

5. What is an example of a predator? What is an example of prey? Can a predator also be prey? Explain your answer. [CV]
   A bear is an example of a predator. A rabbit is an example of prey. A predator could also be prey. For example, some fish hunt smaller fish, but they are also hunted by larger fish.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion (15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

3. Show the video “Fluency.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrive</td>
<td>thrive (THRYV)</td>
<td>to grow strong and healthy</td>
<td>Lin’s vegetable garden needs warm weather and rain to thrive.</td>
</tr>
<tr>
<td>adapted</td>
<td>a-dapt-ed (uh-DAPT-id)</td>
<td>adjusted to something</td>
<td>Desert plants have adapted to their environment and need less water than plants that grow in the rainforest.</td>
</tr>
<tr>
<td>predator</td>
<td>pred-a-tor (PRED-uh-ter)</td>
<td>an animal that hunts other animals for food</td>
<td>The wolf is a predator that hunts in a pack.</td>
</tr>
<tr>
<td>prey</td>
<td>prey (PRAY)</td>
<td>an animal that is hunted for food</td>
<td>Small fish are often prey for larger fish and other sea creatures.</td>
</tr>
<tr>
<td>lure</td>
<td>lure (LOOR)</td>
<td>to attract something</td>
<td>Elizabeth used a bowl of tuna fish to lure the stray kitten out from under the house.</td>
</tr>
<tr>
<td>devours</td>
<td>de-vours (dih-VOWRZ)</td>
<td>eats quickly</td>
<td>Whenever our mom brings home ice cream, my little brother devours it before anyone else even gets a taste.</td>
</tr>
<tr>
<td>scavengers</td>
<td>scav-en-gers (SKAV-in-jers)</td>
<td>animals that eat dead plants or animals</td>
<td>Vultures are scavengers that often eat animals that have been killed by cars.</td>
</tr>
<tr>
<td>resident</td>
<td>res-i-dent (REZ-i-dent)</td>
<td>something that lives in a particular place</td>
<td>Richard was a resident of Houston until he moved to Austin for college.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**

In today’s reading, students will learn about predators, scavengers, and invertebrates in the deep ocean.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**

On page 4 of *In the Deep*, the text refers to the deep ocean as a “mysterious realm.” I’ve heard that word *realm* before and wondered what it means. From the context in this sentence, it sounds like *realm* must be some kind of location or place. I’m going to check the dictionary to find out the exact definition. (Consult the dictionary.) It looks like I was right. *Realm* has a few meanings, but kingdom seems to be the one that fits. The text is comparing the deep ocean with a kingdom. Some synonyms include *empire, land, and territory*. I also see that *realm* is probably related to the Latin word *regimen*, which means system of government.
Sample Word Map

definition:
kingdom

realm

related to Latin
regimen—system of
government

synonyms:
empire, land, territory

might mean some
kind of place

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 12–15 in In the Deep.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
6. Introduce and show the video “Steve Blair: Shark Scientist.” Use Think-Pair-Share to debrief.

What did you learn about sharks and the work of shark scientists?

(Answers will vary.) I learned that some sharks, like the leopard shark, have small mouths and little teeth and are harmless to humans.
Interactive Read Aloud

1. Read page 12 aloud. Use Think-Pair-Share to prompt use of the skill or strategy. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Read page 12 through the line ending “…that swims by.”) A lot of deep-sea fish have mouths that open really wide. That’s interesting. I’m going to use my Questioning Strategy Card again to come up with a question before I continue to read.</td>
</tr>
<tr>
<td>(Refer to the Questioning Strategy Card.) One of our question starters is “Why?”. This makes me think of the question “Why do a lot of deep-sea fish have mouths that open really wide?”</td>
</tr>
<tr>
<td>(Read the rest of the paragraph.) The text says that in the deep ocean, days or weeks can go by between meals. It seems to me that these fish need to have mouths that open really wide because there is not a lot of food at the bottom of the ocean, so, these fish need to be able to eat big creatures to survive.</td>
</tr>
</tbody>
</table>

2. Use Think-Pair-Share to ask:

**Is the question I asked a Right There or a Think question? How do you know?**

You asked a Think question. I know because it took you more thought to answer it. The text didn’t say the answer in one place.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Encourage use of the Questioning Strategy Card as students formulate questions about their reading.

Have students read the rest of page 12 and the first paragraph on page 13.

Have students use the Questioning Strategy Card to ask themselves questions. Each student should write one Right There and one Think question. Pairs should pick one of each partner’s questions to ask the team. With their teams, students should ask and answer the questions.

Use Random Reporter to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.
Sample Graphic Organizer

In the Deep

IV. Bioluminescent animals
   A. Some animals make their own light with chemicals.
      1. Help creatures find food, signal mate, hide

V. Lures
   A. Some animals lure food with special body parts like long whiskers or fins.

VI. Deep-sea hunters
   A. Many deep-sea fish have spiky teeth and jaws that open wide.
   B. Lantern sharks hunt in packs like wolves.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 13–15 aloud with partners.

2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
Use Questioning

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? (Write) [DC] (strategy-use rubric) (Answers will vary.)

100 = How do lantern sharks hunt like wolves? This is a Think question because I had to read the information in the text and think about it to figure out the answer. Asking this question helped me understand how lantern sharks hunt in packs and surround their prey like wolves.

90 = How do lantern sharks hunt like wolves? This is a Think question because I had to read the information in the text and think about it to figure out the answer.

80 = How do lantern sharks hunt like wolves?

2. Why do you think deep-sea fish have to eat whatever they find? [DC] (Team Talk rubric) (Answers may vary.)

100 = I think deep-sea fish have to eat whatever they find because there are not many other animals to eat in the deep ocean. This is why deep-sea fish have features such as big mouths and expandable stomachs. Adaptations such as these help these fish eat large animals.

90 = I think deep-sea fish have to eat whatever they find because there are not many other animals to eat in the deep ocean. This is why they have features such as big mouths and stomachs that stretch.

80 = I think deep-sea fish have to eat whatever they find because there are not many other animals to eat in the deep ocean.

3. Which graphic organizer did you use to record your notes? What points did you record about how scavengers get their food? How did your organizer help you understand the text? [MI] (graphic organizer/notes rubric)

100 = I used an outline. Scavengers eat tiny bits of dead animals and plants. This debris is called marine snow. The organizer helped me keep track of the details.

90 = I used an outline. Scavengers eat tiny bits of dead animals and plants. This debris is called marine snow.

80 = I used an outline. Scavengers eat tiny bits of dead animals and plants.

continued
Team Talk Questions continued

4. What is unusual about a siphonophore? [MI] (Team Talk rubric)
   100 = A siphonophore looks like a single animal but is really a colony of animals. The parts of its body are individual animals. Each animal has a specific job to do.
   90 = A siphonophore looks like a single animal but is really a colony of animals. The parts of its body are individual animals.
   80 = A siphonophore looks like a single animal but is really a colony of animals.

5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]
   ________ came from miles around to feed on the body of the dead deer. Scavengers. Animals that would feed on a dead deer would be scavengers.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**
   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**
Today students will read about the battles between giant squid and sperm whales and the history of deep-sea exploration.

In preparing students for team discussion, encourage the teams to use their Questioning Strategy Cards to formulate good Think questions. Be sure to explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 16–19 in *In the Deep.*
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

6. Introduce and show the video “Ed Lyman: Whale Scientist.” Use **Think-Pair-Share** to debrief.

   **What information did you learn about whales and the work of a whale scientist?**

   *(Answers will vary.)* I learned that a humpback whale migrates from Alaska to Hawaii. These whales can weigh 45 tons. I also learned that whales sometimes get entangled in crab pots and fishing lines and have to be cut free.

### Interactive Read Aloud

1. Read page 16 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **Based on what I just read, what is a question you could ask that will help you better understand the text? Use your Questioning Strategy Card if you need help coming up with a question.**

   *One question is, “Why do giant squid and sperm whales fight?”*

   **Is your question a Right There question or a Think question? How does asking it help you understand the text?**

   *This is a Think question because the text doesn’t just say the answer. Asking this question helped me understand that giant squid and sperm whales fight because sperm whales hunt giant squid. I figured this out when I read that giant squid have been found in the stomachs of sperm whales.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Encourage use of the Questioning Strategy Card as students formulate questions about their reading.

   Have students read the rest of page 17. Use **Think-Pair-Share** to ask:

   **What is another question you could ask that will help you better understand the text?**

   *One question is, “How have sperm whales adapted to life in the deep?”*

   **Is your question a Right There question or a Think question? How does asking it help you understand the text?**

   *This is a Think question. I can’t point to a place in the text for the answer. Asking this question helped me understand that one way that the sperm whale has adapted to life in the deep is its ability to stay underwater for more than an hour.*

   Use **Random Reporter** to debrief.
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the Deep</strong></td>
</tr>
<tr>
<td>VII. Scavengers</td>
</tr>
<tr>
<td>A. Eat bits of dead animals and plants</td>
</tr>
<tr>
<td>B. Debris falling from Sunlit Zone called marine snow</td>
</tr>
<tr>
<td>VIII. Invertebrates</td>
</tr>
<tr>
<td>A. Animals w/o backbones</td>
</tr>
<tr>
<td>1. Octopuses, arrowworms, jellyfish, etc.</td>
</tr>
<tr>
<td>IX. Sperm whales/Giant squid</td>
</tr>
<tr>
<td>A. Fight in the deep sea</td>
</tr>
<tr>
<td>B. Sperm whale is deepest-diving whale, stay under water more than hour</td>
</tr>
<tr>
<td>C. Both up to 18 meters long</td>
</tr>
</tbody>
</table>

Teamwork (20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 18, 19, and 22 aloud with partners.

2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

4. Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? (Write) [DC] (strategy-use rubric)
   
   (Answers will vary.)

   100 = We think the most important question that we discussed is, “How are deep-sea creatures adapted to living so far below the surface?” This is the most important question because so much of the book is about how deep-sea creatures are able to survive so far underwater. The question helped us think about the different abilities and characteristics that these animals have developed to live in the deep ocean.

   90 = We think the most important question that we discussed is, “How are deep-sea creatures adapted to living so far below the surface?” This is the most important question because so much of the book is about how deep-sea creatures are able to survive so far underwater.

   80 = We think the most important question that we discussed is, “How are deep-sea creatures adapted to living so far below the surface?”

2. Describe sperm whales. [MI] (Team Talk rubric)

   100 = Sperm whales are 15 to 18 meters long and weigh more than 35 to 45 tons. Additionally, they dive deeper than any other whales and can stay down for more than an hour. Sperm whales also hunt large prey and have been found with giant squid in their stomachs.

   90 = Sperm whales are 15 to 18 meters long and weigh more than 35 to 45 tons. They dive deeper than any other whales and can stay down for more than an hour.

   80 = Sperm whales are 15 to 18 meters long and weigh more than 35 to 45 tons.

   continued
3. What changed people’s minds about deep-sea life? [MI] (Team Talk rubric)
   100 = When a broken telegraph cable was pulled up from the ocean floor, people began to believe that life existed in the deep sea. The cable was covered with sea creatures. Scientists on the HMS Challenger also learned more about the deep sea by collecting mud from the ocean bottom and dragging nets in deep water. Evidence collected from the deep ocean demonstrated that creatures could live there.
   90 = When a broken telegraph cable was pulled up from the ocean floor, people began to believe that life existed in the deep sea. The cable was covered with sea creatures. Scientists on the HMS Challenger also learned more about the deep sea by collecting mud from the ocean bottom and dragging nets in deep water.
   80 = When a broken telegraph cable was pulled up from the ocean floor, people began to believe that life existed in the deep sea.

4. How did humans first reach the deep sea? [MI] (Team Talk rubric)
   100 = Humans first reached the deep sea in a bathysphere. The bathysphere is a diving ball with small windows. The inventor of the bathysphere and his partner used it to travel almost a kilometer beneath the ocean surface and observe the creatures that lived there.
   90 = Humans first reached the deep sea in a bathysphere. The bathysphere is a diving ball with small windows.
   80 = Humans first reached the deep sea in a bathysphere.

5. Write a summary of the text that you read today. (Write) (summary rubric)
   100 = There is evidence that giant squid and sperm whales fight deep in the ocean, although no one has observed this. Both animals are larger than a big truck. People began to believe that life existed in the deep sea when a telegraph cable was pulled up with creatures on it. Humans first reached the deep sea and observed the life there in a bathysphere.
   90 = There is evidence that giant squid and sperm whales fight deep in the ocean. Both animals are larger than a big truck. Humans first reached the deep sea and saw the life there in a bathysphere.
   80 = There is evidence that giant squid and sperm whales fight deep in the ocean. Humans first went to the deep sea in a bathysphere.

6. In which of the following sentences is the word thrive used incorrectly? [CV]
   A. Babies thrive when they eat healthy food and get a lot of rest.
   B. The grass in our backyard began to thrive during the drought.
   C. People in the town started to thrive after they increased their exercise.
   D. Our class fish did not thrive when we fed them too much.
7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

8. If some teams finish ahead of others, have them practice their fluency.

9. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use Random Reporter to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

3. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?
   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

• Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Develop the topic with definitions and concrete details.

**Teacher Background**

The goal of this writing task is to have students use concrete details and definitions as they explain how scavengers get their food. During Model a Skill, demonstrate how students can use a web to make notes about details and definitions to include in their responses.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and writing objective.

4. Refer students to the writing prompt and the writing objective for this cycle. Remind students that the text they read during this cycle included concrete details and definitions. Explain that today they will use concrete details and definitions as they respond to the writing prompt.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how deep-sea creatures get their food. Use definitions and concrete details in your answer.</td>
</tr>
</tbody>
</table>

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to write to explain information on a topic. I know this because it asks me to explain how deep-sea creatures get their food.*

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td><strong>Style</strong></td>
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<td>• Include details or examples that help a reader make a mind movie.</td>
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<tr>
<td><strong>Mechanics</strong></td>
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<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
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</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: to develop the topic with definitions and concrete details?**

*The Ideas guideline to develop the topic with relevant details is related to our writing objective. The Organization guideline to provide facts, examples, or events that help a reader understand the information also relates to the writing objective.*

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

Tell students that a web can be a useful graphic organizer to keep track of details and definitions as a part of the planning, or prewriting, step in the writing process. Model taking notes in a web about details and definitions related to giant squid. A sample graphic organizer follows.

Model planning using a graphic organizer.

### Sample Graphic Organizer

| Detail: world's largest invertebrate, up to 18 meters long |
| Definition: deep-sea giant invertebrate w/ long tentacles |

---

**Teamwork**

(20 minutes)

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

**Team Discussion**

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.
Use Questioning

Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to develop the topic with definitions and concrete details.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer include facts and examples to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to include concrete definitions and details in your writing? Do you think they improved your response to the writing prompt?

Answers will vary.
**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

Explain how deep-sea creatures get their food. Use definitions and concrete details in your answer.

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Lesson 6

**Reading Objective:** Use questioning strategies to help understand information.

**Writing Objective:** Develop the topic with definitions and concrete details.

**Teacher Background**
During today's cycle test, students will continue to use questioning strategies to check their comprehension. In the test passage from the text, students will read about modern submersibles that scientists use to study the deep sea.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Prepare Students for the Test**

(5 minutes)

**Partner Review**
1. Remind students that they have been practicing using questioning strategies to help them understand information and developing a topic with concrete details and definitions. Use Think-Pair-Share to ask:

   **What have we done this cycle to practice these skills?**

   *We have created and answered questions in Team Talk. In our writing project, we have written answers that included definitions and details.*
Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #2 and #3 ask about using questions to help understand information.

4. Ask students to identify key words or phrases in question #2.

   2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? [DC]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   **Today you will read about underwater vehicles that scientists use to study the deep sea.**

**Test (30 minutes)**

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork (10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

• Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Use Questioning

Cycle 1 Test

Directions: Read *In the Deep*, pages 20 and 21. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. What is the topic?

   5 points = *The topic is vehicles used for underwater exploration.*

   What is the author’s intent?

   5 points = *The intent of the author is to provide information about vehicles used for underwater exploration.*

   Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]

   10 points = *Submersibles are used for undersea exploration. They can move from place to place and carry research tools. Scientists also use robot subs because deep-sea dives are dangerous. Robot subs can fit in small places and send back pictures to the scientists.*

2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? [DC]

   20 points = *Why are submersibles an improvement over bathyspheres and bathyscapes? This is an important question because this information would explain how the technology for undersea research has improved over the years. This question helps me understand that modern submersibles are more mobile and carry more research equipment than the old undersea vessels.*

   15 points = *Why are submersibles an improvement over bathyspheres and bathyscapes? This is an important question because this information would explain how the technology for undersea research has improved over the years.*

   10 points = *Why are submersibles an improvement over bathyspheres and bathyscapes?*
3. Write a question about something you read earlier in the text. Then answer the question, and tell whether it is a Right There question or a Think question and why. [DC]

20 points = Which zone does most ocean life live in? Most ocean life lives in the Sunlit Zone. This is a Right There question because I can point to the answer in one place in the text.

15 points = Which zone does most ocean life live in? Most ocean life lives in the Sunlit Zone. This is a Right There question.

10 points = Which zone does most ocean life live in? Most ocean life lives in the Sunlit Zone.

4. How are deep-sea scavengers different from hunters? [DC]

20 points = Deep-sea scavengers are sea creatures that eat marine snow, which is tiny bits of plants and animals that fall down from the Sunlit Zone. Hunters catch and eat live prey. Scavengers are more passive than hunters in getting their food.

15 points = Scavengers are sea creatures that eat tiny bits of plants and animals that fall down from the Sunlit Zone. Hunters catch and eat live prey.

10 points = Scavengers are sea creatures that eat tiny bits of plants and animals. Hunters catch and eat live prey.

5. How did people first reach the deep sea? [MI]

20 points = People first reached the deep sea using a bathysphere. A bathysphere is a diving ball that was invented in the 1930s. The inventor of the bathysphere was able to go almost one kilometer under the ocean surface and observe deep-sea creatures in their own environment for the first time.

15 points = People first reached the deep sea using a bathysphere. A bathysphere is a diving ball that was invented in the 1930s.

10 points = People first reached the deep sea using a bathysphere.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
How do we know that giant squid and sperm whales do battle if no one has ever seen them fight? Use definitions and concrete details in your answer.

Even though no one has seen a battle between a giant squid and a sperm whale, we know that it occurs because people have found physical evidence of such a fight. Giant squid have long arms, called tentacles, with suckers running up and down them. These suckers have left scars as large as dinner plates on sperm whales. In addition, giant squid have been found in the stomachs of sperm whales. Based on this evidence, scientists have been able to determine that sperm whales and giant squid fight in deep ocean waters.
The following guide is used to score part II of the cycle test.

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<tr>
<td><strong>Writing Objective</strong></td>
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<tr>
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</table>

**Part III. Vocabulary** (100 points)

1. Which of the following is NOT an example of a predator? Explain why. [CV]
   A. shark  
   B. lion  
   C. wolf  
   D. squirrel

   A squirrel does not hunt other animals. It eats nuts and other plants.

2. Sometimes stores will offer big discounts to ________ more customers to come in and shop.
   Choose the word that belongs in the blank. [CV]
   A. prey  
   B. lure  
   C. devours  
   D. thrive

3. Write a meaningful sentence using the word devours. [CV]
   Accept responses that show the student knows the meaning of the word and can use it in a sentence. For example: My cat devours his food and then comes begging for more.

4. In which of the following sentences is the word scavengers used incorrectly? [CV]
   A. The scavengers tracked the buffalo for hours as they hunted it.
   B. Some fish are scavengers that only eat bits of dead animals and plants.
   C. Scavengers can help to keep an area clean by eating the dead animals.
   D. Two scavengers fought over the dead armadillo in the road.
5. Write a meaningful sentence using the word **thrive**. [CV]

   Accept responses that show the student knows the meaning of the word and can use it in a sentence. For example: I have to water my bean plants every day if I want them to **thrive**.

6. The coyote stalked its _______ using its excellent sense of smell.

   Choose the word that belongs in the blank. [CV]
   A. lure
   B. predator
   C. prey
   D. thrive

7. Write a meaningful sentence using the word **resident**. [CV]

   Accept responses that show the student knows the meaning of the word and can use it in a sentence. For example: As a resident of the apartment building, Sasha had to pay rent every month.

8. Polar bears’ thick fur make them well _______ to very cold weather.

   Choose the word that belongs in the blank. [CV]
   A. devours
   B. prey
   C. thrive
   D. adapted

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

   A **realm** is a kingdom. People across the realm celebrated when the baby princess was born.

10. As used in the sentence “The ocean can be divided into three layers, or zones, of life,” **zones** most nearly means— [CV]

    A. water.
    B. surfaces.
    C. areas.
    D. waves.

   Explain how you figured out the meaning of **zones**.

   *I used the context. The passage sounds like it is talking about different areas in the ocean, so zones must mean areas.*
<table>
<thead>
<tr>
<th>Question Codes</th>
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<tbody>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

**Vocabulary**
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.
   - Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.
4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork (25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

<table>
<thead>
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<th>Read and Respond Questions</th>
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<tbody>
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<tr>
<td>2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3. Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4. Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5. Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion (15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.

2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.

3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.

4. Collect students’ Read and Respond forms, and pass out new forms.

5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council meeting.

**Teacher Background**
In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.

**Active Instruction**

(2 minutes)

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Celebrate/Set Goals**

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students’ scores.

   - **What was your team’s highest score?**
   - **What score do you want to improve?**
   - **What can the team do to improve that score?**
   - Use Random Reporter to ask:

     - **What is your team’s goal for the next cycle? Why did you choose that goal?**
     - Accept supported answers.
5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

### Class Council

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use Random Reporter to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

### Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
Lesson 1

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**

Today students will start reading the article “Days of Our Lives” in *Odyssey* magazine and learn about the body clocks that control many organisms’ daily rhythms.

The Big Question for this cycle asks students about the differences between animals that are active during the day and those that are active at night. This question prompts students to begin thinking about the theme shared by the articles they will read this cycle. As students answer this question, encourage them to think about the special skills, abilities, or characteristics that animals need depending on when they are most active.

In this cycle, as they did in Teamwork in lesson 4 of the previous cycle, partners will formulate Think questions, and teams will discuss the questions and choose the one they think is the most important to better understand the text. Teams will share their questions during the Lightning Round, and students will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

**Active Instruction**

(22 minutes)

**Big Question**

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** How do you think animals that are active at night are different from animals that are active during the day?

**Set the Stage**

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   How do you think animals that are active at night are different from animals that are active during the day?

   *I think animals that are active at night probably have very good eyesight. Prey animals are probably darker in color so they are harder to see in the dark. Night animals are probably also used to cooler temperatures.*
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the texts, authors, and reading objective.

4. Have students preview the magazine. Use **Think-Pair-Share** to ask:

   **Is this literature or informational text? How do you know?**

   *This text is informational. The table of contents, article titles and headings, and diagrams are evidence that the text is informational.*

5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic of the article and identify clues and predict the author’s intent. Randomly select a few students to share.

6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to ask:

   **Which graphic organizer(s) will work best with this text? Why?**

   *It looks like the text presents main ideas and details. I think an outline will be a good way to keep track of the main ideas in the article and the supporting details.*

   **T:** Animals that are active at night
   **I:** To provide information about animals that are active at night
   **G:** An outline

7. Explain to students that the article they will begin reading today is about the internal body clocks that many animals, including humans, have. Tell students that our body clocks are influenced by the cycle of day and night. This day-night cycle is called a circadian cycle.

   Show the video “Science Nation: Biological Clocks.” Use **Think-Pair-Share** to debrief the video.

   **Why does the scientist think it is important to study biological clocks?**

   *It is important because the day-night cycle affects how our bodies respond. For example, the time of day or night that a person has surgery or receives a cancer drug can make a difference.*

**Interactive Read Aloud**

1. Refer to the reading objective, and review the skill if necessary.

2. Read page 19 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **What is a question you could ask that will help you understand the text? What is the answer?**
One question is, “Why do the animals become active when it starts to get dark?” I don’t know the answer yet.

Is it a Right There or Think question? How can you tell?

I don’t know yet because I haven’t found the answer.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Encourage use of the Questioning Strategy Card as students formulate questions about their reading.

Have students read page 19 (paragraph 2). Use Think-Pair-Share to ask:

What is another question you could ask that will help you understand the text? What is the answer?

What would happen if humans didn’t have built-in alarm clocks? If humans didn’t have built-in alarm clocks, our daily rhythms would be thrown off. We might go to sleep as the sun comes up or get hungry at strange times.

Is it a Right There or Think question? How can you tell?

It is a Think question. I had to think about the information that we just read to answer it.

Use Random Reporter to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Days of Our Lives</strong></td>
</tr>
<tr>
<td>I. Body clocks</td>
</tr>
<tr>
<td>A. Many organisms have built-in alarm clocks.</td>
</tr>
<tr>
<td>B. Genes produce chemicals that help control waking, sleeping, temp., etc.</td>
</tr>
<tr>
<td>C. Circadian rhythms = daily rhythms</td>
</tr>
</tbody>
</table>
Use Questioning

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 19 (paragraph 2)–21 (not including the section titled “Light Up Your Life”) aloud with partners.

2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the story. The team with the winning question will receive additional team celebration points.
### Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? *(Write) [DC]* 
   (strategy-use rubric)  
   *(Answers may vary.)*

   **100 =** We think the most important question that we discussed is, "What would happen to our body clocks if we were kept in the dark?" This is the most important question because much of this section of text is about organisms' body clocks. This question helped us understand that our body clocks would probably get thrown off, and it would affect our daily rhythms if we were kept in the dark.

   **90 =** We think the most important question that we discussed is, "What would happen to our body clocks if we were kept in the dark?" This is the most important question because much of this section of text is about organisms' body clocks.

   **80 =** We think the most important question that we discussed is, "What would happen to our body clocks if we were kept in the dark?"

2. What happens when people travel across several time zones? *(MI)* *(Team Talk rubric)*

   **100 =** At first, when people travel across time zones, their bodies keep the same time as the old time zone. They might get up or get hungry at the same time as in their old time zone. However, after a few days, their body clocks reset, and they adjust to the new time zone.

   **90 =** At first, when people travel across time zones, their bodies keep the same time as the old time zone. They might get up or get hungry at the same time as in their old time zone.

   **80 =** At first, when people travel across time zones, their bodies keep the same time as the old time zone.

3. Which graphic organizer did you use to record your notes? What points did you record about clock genes? How did your organizer help you understand the text? *(MI)* *(graphic organizer/notes rubric)*

   **100 =** I used a web. When clock genes are turned on, they make chemicals that control an organism’s daily cycles. The web helped me figure out the main ideas and details.

   **90 =** I used a web. When clock genes are turned on, they make chemicals that control an organism’s daily cycles.

   **80 =** I used a web.  

*continued*
4. Why is the timing of when a silk moth comes out of its cocoon so important? [DC] (Team Talk rubric)

100 = This timing is important because the silk moth’s wings have to dry completely so it can fly the same night. The silk moth only lives for four days, so missing one night of flying is a big deal. According to the text, that situation would make it less likely that the moth will find a mate.

90 = This timing is important because the silk moth’s wings have to dry completely so it can fly the same night. The silk moth only lives for four days, so missing one night of flying is a big deal.

80 = This timing is important because the silk moth’s wings have to dry completely so it can fly the same night.

5. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

8. If some teams finish ahead of others, have them practice their fluency.

9. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion (18 minutes)

Lightning Round

1. Use Random Reporter to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.
2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

3. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 2

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**
In today’s readings, students will learn about Seasonal Affective Disorder (SAD) and begin an article about bats.

**Active Instruction**  
(25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>nocturnal</td>
<td>noc-tur-nal</td>
<td>active at night</td>
<td>In Karen’s neighborhood, you can see nocturnal animals, such as skunks and raccoons, walking down the street on any night.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(nok-TUR-nul)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>perceive</td>
<td>per-ceive</td>
<td>to become aware</td>
<td>Deer use their sense of hearing to perceive any dangerous animals in the area.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(per-SEEV)</td>
<td>through the senses</td>
<td></td>
</tr>
<tr>
<td>page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diminished</td>
<td>di-min-ish-ed</td>
<td>decreased</td>
<td>The sound from the cars on the freeway diminished as we walked farther away.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(dih-MIN-isht)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Word List

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>internal</td>
<td>in-ter-nal</td>
<td>located on the inside</td>
<td>Most computers have an <em>internal</em> fan that helps to keep them cool.</td>
</tr>
<tr>
<td>ecosystem</td>
<td>ec-o-sys-tem</td>
<td>a community of living things</td>
<td>Scientists often study frogs to determine whether their <em>ecosystem</em> is healthy.</td>
</tr>
<tr>
<td>toxic</td>
<td>tox-ic</td>
<td>poisonous</td>
<td>Some toads have <em>toxic</em> skin that keeps other animals from trying to eat them.</td>
</tr>
<tr>
<td>voracious</td>
<td>vo-ra-cious</td>
<td>very hungry</td>
<td>Kim’s dog has a <em>voracious</em> appetite and will eat anything that is put in her bowl.</td>
</tr>
<tr>
<td>submerged</td>
<td>sub-merged</td>
<td>underwater</td>
<td>On hot days, the hippopotamus keeps most of its body <em>submerged</em> in the river to cool off.</td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.

4. Have students preview today’s text. Use **Think-Pair-Share** to ask:

   **Is this literature or informational text? How do you know?**

   *This text is informational. The title, photo, and caption are evidence that the text is informational.*

5. Prompt students to identify the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author’s intent. Randomly select a few students to share.
6. Use **Think-Pair-Share** to ask:

**Which graphic organizer(s) will work best with this text? Why?**

*I think an outline would work best because the author is explaining and presenting main ideas and details.*


<table>
<thead>
<tr>
<th>T:</th>
<th>I:</th>
<th>G:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The effect of light</td>
<td>To provide information about the effect of light on the biological clock</td>
<td>An outline</td>
</tr>
</tbody>
</table>

**Interactive Read Aloud**

1. Read page 20 (section titled “Light Up Your Life,” paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   Based on what I just read, what is a question you could ask that will help you better understand the text? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.

   One question is, “What do you predict will help people deal with SAD?” I predict that getting more light will help people deal with SAD.

   **Is it a Right There or Think question? How can you tell?**

   *It is a Think question. I know this because I used one of the Think question starters to come up with it. Also, I had to think about information that I read in the text and make a prediction to answer it.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 20 (section titled “Light Up Your Life,” paragraphs 2 and 3).

   What is another question you could ask that will help you understand the text? What is the answer?

   *Why does more light help people with SAD? Scientists aren’t sure but think the light might help to reset people’s body clocks.*

   **Is it a Right There or Think question? How can you tell?**

   *It is a Right There question. I was able to find the answer in one place in the text.*

   Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

   A sample graphic organizer follows.
Sample Graphic Organizer

**Days of Our Lives**

I. Body clocks
   D. Human body clock like watch, loses time
   E. Reset by sunlight
   F. When turned on, clock genes control daily cycles
   G. Silk moths used to study body clocks
      1. Short life closely timed to circadian clock

II. SAD
   A. Long nights/short days can cause SAD
   B. More light might help by resetting body clock

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**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 20 (section titled “Light Up Your Life,” paragraph 4)–22 (paragraph ending “…time grooming them”) aloud with partners.

2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the story. The team with the winning question will receive additional team celebration points.

### Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? *(Write) [DC]* (strategy-use rubric)

   (Answers may vary.)

   100 = *We think the most important question that we discussed is, “Where in the U.S. would SAD be a bigger problem?” This is the most important question because the whole section is about SAD. This question helped us understand that SAD would probably be a bigger problem in states like Alaska or North Dakota.*

   90 = *We think the most important question we discussed is “Where in the U.S. would SAD be a bigger problem?” This is the most important question because the whole section was about SAD.*

   80 = *We think the most important question we discussed is “Where in the U.S. would SAD be a bigger problem?”*

2. How can too much light be harmful? Support your answer with evidence from the text. *[SA]* (Team Talk rubric)

   100 = *Too much light at the wrong times can change our sleep cycles. Also, according to the text, it can hurt our immune systems. For these reasons, scientists are researching what type of light can help with SAD without causing other problems.*

   90 = *Too much light at the wrong times can change our sleep cycles. It can hurt our immune systems.*

   80 = *Too much light at the wrong times can change our sleep cycles.*

3. Why would there be more mosquitoes if there were fewer bats? *[DC]* (Team Talk rubric)

   100 = *There would be more mosquitoes if there were fewer bats because bats eat mosquitoes. According to the text, bats eat about half of their weight each day. Bats make life more comfortable for people because they eat so many mosquitoes.*

   90 = *There would be more mosquitoes if there were fewer bats because bats eat mosquitoes. Bats eat about half of their weight each day.*

   80 = *There would be more mosquitoes if there were fewer bats because bats eat mosquitoes.*

   *continued*
Team Talk Questions continued

4. How are bats different from other mammals? [MI] (Team Talk rubric)

100 = Bats are different from other mammals because they are the only mammals that can really fly. A bat’s arm, palm, finger bones, and ankle are connected by a thin membrane. This membrane forms wings that enable the bat to fly.

90 = Bats are different from other mammals because they are the only mammals that can really fly. A bat’s arm, palm, finger bones, and ankle are connected by a thin piece of skin.

80 = Bats are different from other mammals because they are the only mammals that can really fly.

5. perceive submerged

Is it harder to perceive whales from a boat when they are submerged? [CV]

Yes. When whales are underwater, it is harder to see or hear them.

5. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

8. If some teams finish ahead of others, have them practice their fluency.

9. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.
Use Questioning

Teams vote on the most important question.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use Random Reporter to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

3. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
<table>
<thead>
<tr>
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<td>(adjective)</td>
<td>(nok-TUR-nul)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>perceive</strong></td>
<td>per-ceive</td>
<td>to become aware</td>
<td>Deer use their sense of hearing to perceive any dangerous animals in the area.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(per-SEEV)</td>
<td>through the senses</td>
<td></td>
</tr>
<tr>
<td>page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>diminished</strong></td>
<td>di-min-ish-ed</td>
<td>decreased</td>
<td>The sound from the cars on the freeway diminished as we walked farther away.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(dih-MIN-isht)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>internal</strong></td>
<td>in-ter-nal</td>
<td>located on the inside</td>
<td>Most computers have an internal fan that helps to keep them cool.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(in-TUR-nul)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ecosystem</strong></td>
<td>ec-o-sys-tem</td>
<td>a community of living things and their environment</td>
<td>Scientists often study frogs to determine whether their ecosystem is healthy.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(EK-oh-sis-tum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>toxic</strong></td>
<td>tox-ic</td>
<td>poisonous</td>
<td>Some toads have toxic skin that keeps other animals from trying to eat them.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(TOK-sik)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>voracious</strong></td>
<td>vo-ra-cious</td>
<td>very hungry</td>
<td>Kim’s dog has a voracious appetite and will eat anything that is put in her bowl.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(vaw-REY-shus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>submerged</strong></td>
<td>sub-merged</td>
<td>underwater</td>
<td>On hot days, the hippopotamus keeps most of its body submerged in the river to cool off.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(suhb-MURJD)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**

Today students will finish reading an article about bats and learn about bats’ diet and habitat, echolocation, and their impact on the environment.

**Active Instruction** *(25 minutes)*

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**

On page 20 of the article “Days of Our Lives,” the text says that the sun synchronizes our biological clocks. This sounds like important information from this article, but I don’t know what synchronizes means. I’m going to look in the dictionary for the definition. (Consult the dictionary.) Synchronizes has a few definitions. I think the one that matches the way it is used in the text is “make things work at the same time.” I see that synchronizes also has some synonyms—coordinates, orchestrates, and matches. I also see that synchronize comes from the Greek word synchronizein, which means “be of the same time.” A meaningful sentence that uses synchronizes would be “The bell at the end of the day synchronizes the time when all the students are dismissed to go home.”
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.
   
   **T:** Bats
   **I:** To provide detailed information about bats
   **G:** An outline

5. To build background, show the video “Science Nation: Batty for Bats.” Use **Think-Pair-Share** to debrief the video.

**What new information did you learn about bats?**

*We learned that their wings have a framework that looks like a human hand. They can use their wings in a way no other flying animal can. Scientists are studying the mechanics of bat flight as models for designing new aircraft.*
Interactive Read Aloud

1. Read page 22 (paragraph beginning “Flying takes lots…”)–24 (line ending “…through the cold winter.”) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

Based on what I just read, what is a question you could ask that will help you better understand the text? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, “What conclusion can you draw about the climates where bats live?” I conclude that bats live in both warm and cold climates because some live in the tropics and some hibernate when insects are scarce in the winter.

Is it a Right There or Think question? How can you tell?

It is a Think question. I know this because I used a Think question starter, and the answer isn’t just stated in the text. You have to put together the information and draw a conclusion.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 24 (paragraph ending “…tents from leaves.”).

What is another question you could ask that will help you understand the text? What is the answer?

What conclusion can you draw about why people are often scared of bats? I think many people are afraid of bats because some species suck blood and bats get into houses and roost in the attic.

Is it a Right There or Think question? How can you tell?

It is a Think question. I know this because the answer isn’t just stated in the text. You have to figure it out.

Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers. Use Random Reporter to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer

Batty About Bats

I. Bats
   A. Only flying mammals
   B. Eat half their weight/day
      1. Different diets: fruits, insects, frogs, fish, etc.
      2. Some suck blood
   C. Some hibernate; some migrate
   D. Hang upside down and roost in trees, attics, or make leaf tents
Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 24 (paragraph beginning “Bats roost by…”) and 25 (including sections “Bats vs. Moths” and “Bats in the Lab”) aloud with partners.

2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the story. The team with the winning question will receive additional team celebration points.
Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? (Write) [DC] (strategy-use rubric)
   (Answers may vary.)
   100 = We think the most important question that we discussed is, “In what ways are bats helpful to humans?” This is the most important question because it helped us understand one of the author’s main points. That main point is that bats are helpful to humans not only because they eat many insect pests that would destroy crops, but also because they pollinate plants so the plants produce fruit.
   90 = We think the most important question that we discussed is, “In what ways are bats helpful to humans?” This is the most important question because it helped us understand one of the author’s main points.
   80 = We think the most important question that we discussed is, “In what ways are bats helpful to humans?”

2. What is the evidence that bats are smart? [MI] (Team Talk rubric)
   100 = Bats actively hunt for food, and mother bats move their pups for protection. In addition, some bats even build shelters. Behavior like this indicates that bats are intelligent.
   90 = Bats actively hunt for food, and mother bats move their pups for protection. Some bats even build shelters.
   80 = Bats actively hunt for food, and mother bats move their pups for protection.

3. How do bats help the ecosystem? [MI] (Team Talk rubric)
   100 = Bats help the ecosystem by eating insects that would destroy farm crops. This could lead to starvation for many people. Also, bats help to spread seeds and pollinate plants. In these ways, bats are very beneficial for agriculture.
   90 = Bats help the ecosystem by eating insects that would destroy farm crops. This could lead to starvation for many people. Bats help to spread seeds to plants.
   80 = Bats help the ecosystem by eating insects that would destroy farm crops.

4. How do moths protect themselves from bats? [MI] (Team Talk rubric)
   100 = Moths drop to the ground when they think they hear bats. Some moths also make a clicking sound that could jam the bats’ sonar or indicate to the bat that the moths are toxic. Moths have developed several defense mechanisms against bats.
   90 = Moths drop to the ground when they think they hear bats. Some moths also make a clicking sound that could jam the bats’ sonar or indicate to the bat that the moths are toxic.
   80 = Moths drop to the ground when they think they hear bats.

5. What is an antonym for the word toxic? [CV]
   The word harmless is an antonym for toxic.
5. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

8. If some teams finish ahead of others, have them practice their fluency.

9. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

   Award additional team celebration points to the team with the winning question.

2. Use Random Reporter to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

3. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**
Today students will read about alligators and their environment, hunting behaviors, and beneficial impact on the Everglades ecosystem.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they reread their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?.”
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.
   - **T:** Alligators
   - **I:** To provide detailed information about alligators
   - **G:** An outline

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 34–38 in the text.

Students begin the TIGRRS process by predicting the topic and author’s intent and choosing a graphic organizer.
Interactive Read Aloud

1. Read pages 35 and 36 (ending at “…what they’ve done.”) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   Based on what I just read, what is a question you could ask that will help you better understand the text? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.

   One question is, “What kinds of animals do alligators hunt?” Alligators hunt nocturnal animals.

   Is it a Right There or Think question? How can you tell?

   It is a Right There question because the answer is stated in the text on page 35 where it says “at night when it hunts for food.”

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 36 (paragraph 1).

   What is another question you could ask that will help you understand the text? What is the answer?

   What kinds of ecosystems do alligators live in? Alligators live in swampy ecosystems.

   Is it a Right There or Think question? How can you tell?

   It is a Think question. The text doesn’t state it in one place. I had to think about the information I read in the first paragraph about the alligator sleeping near the swamp’s edge in Everglades National Park.

   Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use Random Reporter to debrief. Add student responses to the graphic organizer.

   A sample graphic organizer follows.

   **Sample Graphic Organizer**

   **Creature from the Black Lagoon**

   I. Alligators
      A. Grow to more than 10 ft. long, more than 75 y.o.
      B. Live in south Florida, swampy areas
      C. Hunt at night
      D. Use sun’s energy to digest food
Teamwork
(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 36 (paragraph 2)–38 (not including section titled “Alligator or Crocodile?”) aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the story. The team with the winning question will receive additional team celebration points.
Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important question to ask to better understand the text? Why? [Write] (strategy-use rubric)

   (Answers may vary.)

   100 = We think the most important question that we discussed is, “Why don’t alligators deserve a reputation as dumb killers?” This is the most important question because answering it explains facts about the alligator’s intelligence and behavior. Answering the question helped us understand that alligators are not dumb but have very keen senses and brains that are able to think and learn.

   90 = We think the most important question that we discussed is, “Why don’t alligators deserve a reputation as dumb killers?” This is the most important question because answering it explains facts about the alligator’s intelligence and behavior.

   80 = We think the most important question that we discussed is, “Why don’t alligators deserve a reputation as dumb killers?”

2. How are alligators well equipped for survival? Support your answer with evidence from the text. [SA] (Team Talk rubric)

   100 = Alligators are intelligent, and they have a good sense of smell. According to the text, they also have sharp hearing and excellent day and night vision. These characteristics and abilities help alligators survive in their environment.

   90 = Alligators are intelligent, and they have a good sense of smell. They also have sharp hearing and excellent day and night vision.

   80 = Alligators are intelligent, and they have a good sense of smell.

3. How do alligators hunt? [MI] (Team Talk rubric)

   100 = Alligators hunt by hiding and waiting. They lie underwater with only their eyes, ears, and nose showing. Then when prey comes by, the alligator springs forward to catch it. An alligator will consume anything that fits in its mouth.

   90 = Alligators hunt by hiding and waiting. They lie underwater with only their eyes, ears, and nose showing. Then when prey comes by, the alligator springs forward to catch it.

   80 = Alligators hunt by hiding and waiting.

continued
Team Talk Questions continued

4. Write a summary of the text that you read today. (Write) [MI] (summary rubric)

100 = Alligators hunt at night and rest during the day while digesting their food. They have been pushed into populated areas by human development. Alligators are well equipped for survival, with intelligence and well-developed senses of hearing, smell, and sight. They hunt by hiding in the water and waiting for prey to come by. Alligators help the Everglades ecosystem by creating watering holes that other animals use during dry periods. There are many more alligators than crocodiles in the United States.

90 = Alligators hunt at night and rest during the day while digesting their food. They have been pushed into populated areas by human development. Alligators are well equipped for survival, with intelligence and well-developed senses of hearing, smell, and sight. They hunt by hiding in the water and waiting for prey to come by.

80 = Alligators hunt at night and rest during the day while digesting their food. They have been pushed into populated areas by human development. Alligators are well equipped for survival, with intelligence and well-developed senses of hearing, smell, and sight.

5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]

Mice are ______ creatures that look for food at night.

Nocturnal. If mice are active at night looking for food, that makes them nocturnal.

5. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

8. If some teams finish ahead of others, have them practice their fluency.

9. Award team celebration points for good team discussions that demonstrate 100-point responses.
Use Questioning

Class Discussion (20 minutes)

Lightning Round

1. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

   Award additional team celebration points to the team with the winning question.

2. Use Random Reporter to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

3. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Develop the topic with definitions and concrete details.

**Teacher Background**
The goal of this writing task is to have students use concrete details and definitions as they explain how bats use echolocation. During Model a Skill, remind students that they can use a web to make notes about details and definitions to include in their responses.

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**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Refer students to the writing prompt and the writing objective for this cycle. Remind students that the text they read during this cycle included concrete details and definitions. Explain that today they will use concrete details and definitions as they respond to the writing prompt.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do bats use echolocation? Use definitions and concrete details in your answer.</td>
</tr>
</tbody>
</table>

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to explain information on a topic. I know this because it asks me to describe how bats use echolocation.*

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
</tr>
<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: to develop the topic with definitions and concrete details?**

*The Ideas guideline to develop the topic with relevant details is related to our writing objective. Also, the Organization guideline to provide facts, examples, or events that help a reader understand the information relates to the writing objective.*

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

1. Point out that today’s writing prompt and writing objective ask students to include details and definitions. Use Think-Pair-Share to ask:

   Which graphic organizer can be useful when a writing prompt or objective asks you to include details and definitions?

   *A web organizer can be useful when answering a prompt like this.*

2. Encourage students to create a web to record details and definitions as they plan their responses to the writing prompt.

Teamwork (20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion (30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to develop the topic with definitions and concrete details.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.
For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer include facts and examples to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

**Reflection on Writing**

Have students reflect on their use of the writing process. Ask:

- **How did creating and using a graphic organizer work for you? How did it help you write your draft?**
  
  *Answers will vary.*

- **What was the most useful feedback that you received? How did it affect your revisions?**
  
  *Answers will vary.*

- **Did you find it easy or difficult to include concrete definitions and details in your writing? Do you think they improved your response to the writing prompt?**
  
  *Answers will vary.*

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - **How many points did your team earn today?**
   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

How do bats use echolocation? Use definitions and concrete details in your answer.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
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<tbody>
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<td><strong>Mechanics</strong></td>
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<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>
Lesson 6

Reading Objective: Use questioning strategies to help understand information.

Writing Objective: Develop the topic with definitions and concrete details.

Teacher Background

During today’s cycle test, students will continue to use questioning strategies to help them understand information. In the test passage from the text, students will read about the differences between alligators and crocodiles.

Active Instruction

(5 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading and writing objectives.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing using questioning strategies to help them understand information and developing answers with concrete details and definitions. Use Think-Pair-Share to ask:

   **What have we done this cycle to practice these skills?**

   *We have created and answered questions in Team Talk. In our writing project, we wrote answers that included definitions and details.*
Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #2 and #3 ask about using questions to help understand information.

4. Ask students to identify key words or phrases in question #2.

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   **Today you will read about the differences between alligators and crocodiles.**

**Test**

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork
(10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion
(10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 2 Test

Use Questioning

**Directions:** Read the section “Alligator or Crocodile?” on page 38. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. What is the topic?
   
   5 points = The topic is the differences between alligators and crocodiles.

   What is the author’s intent?
   
   5 points = The intent of the author is to provide information about how alligators and crocodiles are different.

   Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]
   
   10 points = American crocodiles are rare. You can tell crocodiles and alligators apart because alligators have blunt snouts, are darkly colored, do not have bottom teeth showing, and live in freshwater in the southeastern U.S. Crocodiles have slender snouts, are more lightly colored, have bottom teeth showing, and live mostly in saltwater in Florida.

2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? [DC]
   
   20 points = An important question is “Is it more likely that you will see an alligator or a crocodile?” This is an important question because it asks about the differences in numbers for the two animals. This question helped me understand that it is more likely that I will see an alligator because there are a lot more of them in the U.S., and they are more widespread in freshwater habitats. Crocodiles live in saltwater in Florida Bay and are much rarer.

   15 points = An important question is “Is it more likely that you will see an alligator or a crocodile?” This is an important question because it asks about the differences in numbers for the two animals.

   10 points = An important question is “Is it more likely that you will see an alligator or a crocodile?”
3. Write a question about something you read earlier in the text. Then answer the question, and tell whether it is a Right There question or a Think question and why. [DC]

20 points = How do bats help people? Bats help people by eating a lot of pesky insects such as mosquitoes. People also study bats to learn about their echolocation and use the information to develop sonar. This is a Think question because the information to answer it is in different places, and it takes more thought to answer it.

15 points = How do bats help people? Bats help people by eating a lot of pesky insects such as mosquitoes. People also study bats to learn about their echolocation and use the information to develop sonar. This is a Think question.

10 points = How do bats help people? Bats help people by eating a lot of pesky insects such as mosquitoes. People also study bats to learn about their echolocation and use the information to develop sonar.

4. How do our body clocks get reset? [MI]

20 points = Our body clocks get reset by sunlight. Each day our bodies’ schedule matches to the Earth’s daily cycle. Researchers believe that the cells in our bodies can detect sunlight, but they don’t know how.

15 points = Our body clocks get reset by sunlight. Each day our bodies’ schedule matches to the Earth’s daily cycle.

10 points = Our body clocks get reset by sunlight.

5. What has forced alligators into populated areas? [MI]

20 points = Development has forced alligators into populated areas. The alligators have been pushed out of their territory in south Florida. As this has happened, there has been more contact with humans, which has probably led to more alligator attacks.

15 points = Development has forced alligators into populated areas. The alligators have been pushed out of their area in south Florida.

10 points = Development has forced alligators into populated areas.
Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How do bats fly in the dark? Use definitions and concrete details in your answer.

*Bats use echolocation to fly in the dark. Echolocation is when bats make high-frequency cries and then interpret the echoes that come back. In this way, bats are able to create maps of their environment. According to the text, bats are also able to identify how far away targets are and to classify them based on sound. Echolocation is an extremely useful ability for bats.*

The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
<th>0–25 pts.</th>
</tr>
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<tbody>
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<td>0–10 pts.</td>
</tr>
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<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
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</tr>
<tr>
<td><strong>Writing Objective</strong></td>
<td>0–15 pts.</td>
</tr>
<tr>
<td>• Develop the topic with definitions and concrete details.</td>
<td></td>
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</tbody>
</table>
Part III. Vocabulary (100 points)

1. **toxic** ecosystem
   What would the effect of *toxic* chemicals be for an *ecosystem*? [CV]
   *Toxic chemicals would be poisonous for animals and plants in an ecosystem.*

2. What is an antonym for the word *diminished*? [CV]
   *The word increased is an antonym for diminished.*

3. We saw a dolphin _______ with only its blowhole visible above the water.
   Choose the word that belongs in the blank. [CV]
   - A. nocturnal
   - B. voracious
   - C. submerged
   - D. internal

4. Write a meaningful sentence using the word *voracious*. [CV]
   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Goats are known as voracious animals that will eat anything.*

5. What is a synonym for the word *perceive*? [CV]
   *The word detect is a synonym for perceive.*

6. Owls are _______ animals with very good eyesight at night.
   Choose the word that belongs in the blank. [CV]
   - A. nocturnal
   - B. internal
   - C. toxic
   - D. diminished

7. Write a meaningful sentence using the word *internal*. [CV]
   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Human bodies have an internal skeleton.*

8. You have to be careful picking and eating mushrooms because some are extremely _______.
   Choose the word that belongs in the blank. [CV]
   - A. voracious
   - B. internal
   - C. ecosystem
   - D. toxic
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

Synchronizes means make things work at the same time. The teacher synchronizes when all the students go to the water fountain so kids aren’t getting up during class.

10. As used in the sentence “When food gets scarce in areas outside the tropics, some bat species migrate,” migrate most nearly means— [CV]

A. thrive.
B. communicate.
C. fight.
D. travel.

Explain how you figured out the meaning of migrate.

It made sense that if bats have trouble finding food in one area, they would travel to another. So migrate must mean travel.
Lesson 7

**Reading Objective:** Use questioning strategies to help understand information.

**Teacher Background**
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

(20 minutes)

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.
   
   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork (25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2.</td>
<td>Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3.</td>
<td>Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4.</td>
<td>Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5.</td>
<td>Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6.</td>
<td>Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion (15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council meeting.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

Active Instruction

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals

1. Distribute scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.

   What was your team’s highest score?

   What score do you want to improve?

   What can the team do to improve that score?

   Use Random Reporter to ask:

   What is your team’s goal for the next cycle? Why did you choose that goal?

   Accept supported answers.
5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

---

**Class Council**

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use Random Reporter to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

---

**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   What did this game require your brain to do?

   How will use of this skill improve your success in other classes?
Sample Word Map
Cycle 1

**realm**
- **definition:** kingdom
- **synonyms:** empire, land, territory
- Related to Latin *regimen*—system of government
- Might mean some kind of place

Sample Word Map
Cycle 2

**synchronizes**
- **definition:** make things work at the same time
- Comes from Greek *synchronizein*—be of the same time
- The bell at the end of the day synchronizes the time when all the students are dismissed to go home.
- Synonyms: coordinates, orchestrates, matches
1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.

2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.

3. The teacher cycle record form has also been modified for the research unit.
   - Track student completion of the research steps, using check marks to indicate done or not done.
   - Note the writing purpose that each student selects to evaluate the individual research presentations.
   - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
   - Record tallies for completion of Read and Respond homework.

4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students’ Internet access and needs to choose a product that is appropriate for your class.

Unit Overview
This research unit follows the level 5 unit Use Questioning: *In the Deep* and the Night Life issue *Odyssey* magazine.

The focus for this unit is: living in the dark. This focus provides the motivation for students to generate questions and to stimulate new thinking about the book read in the previous unit.

You will teach a mini-lesson on presentation skills.
Lesson 1

Teacher Background

A speech or presentation has two parts: the content and the delivery. Being comfortable speaking in front of others takes practice. In this lesson, students learn the same rules that expert presenters use to create memorable events.

Preview the information in the Guide to Giving Great Presentations provided below and in the student edition.

Optional Media: These two videos are great examples of expert presenters putting these student guidelines to good use. In the first example, a narrator points out the elements that Steve Jobs used to engage an audience.

The second video has no narrator. Students will recognize that the speaker in this TED Talk knows and loves her topic. They will see that she chose her words and analogies carefully to make her ideas stick with an audience that may not be expert in her field.

www.youtube.com/watch?v=RHX-xnP_G5s

www.huffingtonpost.com/2012/02/28/best-ted-talks_n_1307131.html

If you are unable to show the videos, a sample presentation is provided for you to model and students to evaluate.

Sample Presentation

We love to hate sharks. Many people are afraid of them, but should we be? I would like to tell you why I am afraid for sharks, not afraid of them. There are 200 kinds of sharks in the world. The whale shark is the largest living fish and can grow up to sixty feet long, but it eats only small fish and plankton. All types of sharks have excellent eyesight, a good sense of smell, and a streamlined shape, making them efficient predators. Although sharks are often shown attacking people in the movies, not all sharks are dangerous to humans. Most eat fish, plankton, and other marine life. Some are shy. Most sharks live so deep in the ocean they are not a threat to people. Between 2004 and 2008 there were four shark attack fatalities in the United States. It is much more likely to be injured at the beach by a coconut falling on your head or a lightning strike than by a shark.

Sharks have been living in the oceans of the world for more than 400 million years, but now sharks are in trouble. I am afraid for them because according to the International Union for Conservation on International Trade in Endangered Species, fifty different species of sharks are listed as endangered. This means that sharks represent the greatest percentage of threatened marine species in the world. One reason that sharks are in trouble is the terrible practice of shark finning. Fishermen cut off the fins and leave the animals in the water to die. The fins are sold to make an Asian delicacy called shark fin soup, which can sell for up to $100 per bowl. As more people in developing countries can afford this soup, more sharks are brutally killed to produce the soup. It is estimated that up to 73 million sharks are killed this way every year. But you can help. Many conservation organizations are working to outlaw this practice. Educate yourself and your friends about this issue. Support the work of people who are trying to save the sharks, or the scariest thing of all may happen—no more sharks swimming in our oceans.
Active Instruction

Generate Questions (15 minutes)

1. Post the research purpose and focus. Have students write their focus-related questions as they enter the classroom.

<table>
<thead>
<tr>
<th>Research Purpose:</th>
<th>In this unit, you will ask questions, find and organize information, and present your findings to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Focus:</td>
<td>Living in the dark</td>
</tr>
</tbody>
</table>

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
   - Ask as many questions as you can.
   - Do not stop to answer, discuss, or judge the questions.
   - Write down every question just as you hear it.
   - If a teammate makes a statement, turn it into a question.

3. Use Random Reporter to select a student from each team to share a question or two.

Prioritize and Improve Your Questions (10 minutes)

1. Present the research product:

| Research Product: | You will write at least one page that answers your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three-minute presentation of your written information. |

2. Present the materials that students will use to research their questions.

3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.

4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).

6. Use Random Reporter, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.
7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.

8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.

9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.

10. Tell students to initial each step of the writing process as it is completed during the unit.

Interactive Skill Instruction (25 minutes)

1. Present the mini-lesson on presentation skills. Use Think-Pair-Share to ask:

   **What comes to mind when you hear that you have to speak in front of a group of people?**

   *Answers will vary.* (Record student responses on the board.) Summarize by polling how many students imagine a positive experience and how many imagine a negative experience.

2. Explain that the very best way to make presenting to a group fun and rewarding is to be prepared. Direct students to the Guide to Giving Great Presentations in their student editions, and review each point.

   **Guide to Great Presentations**

   When you give a presentation:

   1. **Become an authority.**
      - Get excited about your topic and your research. Know your topic well. When you show your enthusiasm, your audience will follow your lead, as well. The best way to show that you care about your topic is to know your topic and engage the audience.
      - Be prepared.

   2. **Rehearse.**
      - Practice your entire presentation. Repeat the hard parts until they are smooth.
      - Practice your voice and your body language with members of the audience as if you were talking with them one to one.
      - Use your hands to gesture.
      - Start the presentation; practice pronunciation words that you don’t usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.

   3. **Never apologize.**
      - Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn’t know your presentation like you do, and they want you to do well.

   4. **Visualize success.**
      - Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as um and like. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience; strive to keep a natural, conversational pace.

   To turn your research into an audience-pleasing presentation:

   1. **Write an attention-grabbing introduction.**
      - Use a famous quote.
      - Ask a question.
      - Have the audience make a mental movie.
      - State an interesting fact.
      - Tell an interesting story.

   2. **Connect your ideas.**
      - In the middle, give evidence to support each point.
      - Leave enough time for a memorable ending.
      - Summarize the important ideas and why they are important to the audience.
      - State a final surprising or interesting story or fact.
      - End with a bonus; tell one more important point.
      - Thank the audience.

3. Refer students to the evaluation form in their folders, and review with students if necessary.
4. Use the sample presentation or show a video of a speech or presentation to the class (see the optional media list in the Teacher Background section). Use **Think-Pair-Share** to have students evaluate it using the evaluation form and the information in the guide.

5. Use **Random Reporter** to share evaluations, and then award team celebration points.

6. Tell students that the best way to feel comfortable when speaking to a group is to practice. Explain that they will have time to practice with their teammates and that they may also practice in front of a mirror and in front of family or friends. Explain that being confident comes from knowing your topic well.

7. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

**Start Digging** (10 minutes)

1. 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. Refer them to the sample notecards and web in their student editions.

2. Ask students to write the research question in the center of the web or on the first notecard.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.

4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Guide to Great Presentations

When you give a presentation:

1. **Become an authority.**
   - Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.

2. **Rehearse.**
   - Practice the entire presentation. Repeat the hard parts until they are smooth.
   - Practice how you will engage the audience with your body language.
   - Make eye contact with members of the audience as if you were talking with them one to one.
   - Use your hands to gesture.
   - Before the presentation, practice pronouncing words that you don’t usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
   - If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.

3. **Never apologize.**
   - Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn’t know your presentation like you do, and they want you to do well.

4. **Visualize success.**
   - Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

1. **Write an attention-grabbing introduction.**
   - Use a famous quote.
   - Ask a question.
   - Have the audience make a mind movie.
   - State an interesting fact.
   - Tell an interesting story.

2. **Connect your ideas.**
   - In the middle, give evidence to support each point.

3. **Leave enough time for a memorable ending.**
   - Summarize the important ideas and why they are important to the audience.
   - State a final surprising or interesting story or fact.
   - End with a bonus; tell one more important point.
   - Thank the audience.
Lesson 2

Teamwork

Keep Digging: Search and Process (50 minutes)
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

4. Spot check the Read and Respond homework.

5. 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 prior to class discussion.

Class Discussion (10 minutes)
1. Use Random Reporter to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.

2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Lesson 3

Teamwork

During this class period, students review their research and write an answer to their questions.

**Put It All Together: Draw Conclusions, Write, and Practice** (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have each student make a plan for his or her written product and review it with a teammate.

3. Ask each student to draft his or her written product. Have students record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

**Team Feedback** (20 minutes)

1. Have each team member share his or her presentation with another member of the team.

2. Ask team members to use the evaluation form to give feedback.

3. Tell students to make improvements and prepare for their presentations.

4. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

5. Spot check the Read and Respond homework.

**Class Discussion** (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.

2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.
Lesson 4

**Present and Evaluate**

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have two minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

**Present** (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.

3. Designate group assignments, and pass out evaluation forms.

4. Have students move to their designated groups. Begin the presentations.

5. Make sure that each student presents and receives evaluations after the presentation.

**Team Discussion** (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.

2. Ask team members to share their strengths and suggestions in each category.
Class Discussion (10 minutes)

1. Review each target and ask for a show of hands indicating areas of strength and areas that need improvement.

2. Use Random Reporter to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.

3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.

4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.

5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.

6. Generate the teacher cycle record results report to review team and class averages for the unit.

Remind students of the Read and Respond homework assignment.
| Writing Purpose (circle one): | Writing Quality: Note one area of strength, and give evidence to support your choice. |
|-----------------------------|===================================================================================|
| To inform or explain         | Make a suggestion for improvement and a reason for your suggestion.                |

<table>
<thead>
<tr>
<th>Research Skills (Note one or two strengths):</th>
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</thead>
<tbody>
<tr>
<td>Answers a focused question</td>
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<tr>
<td>Uses multiple sources</td>
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<tr>
<td>Quotes and paraphrases sources</td>
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<tr>
<td>Cites trustworthy sources</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Presentation Skills (Note one or two strengths):</th>
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</thead>
<tbody>
<tr>
<td>Good eye contact</td>
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<tr>
<td>Good volume</td>
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<tr>
<td>Clear pronunciation</td>
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<tr>
<td>Enthusiastic presentation</td>
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# Use Questioning

## Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

### Level 5  Use Questioning

<table>
<thead>
<tr>
<th>English Language Arts Standards: Reading: Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>Ri.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
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<table>
<thead>
<tr>
<th>English Language Arts Standards: Reading: Science and Technical Subjects</th>
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</thead>
<tbody>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</td>
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<thead>
<tr>
<th>English Language Arts Standards: Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>W.6.2-2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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</tbody>
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<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
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<tbody>
<tr>
<td>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
</tr>
<tr>
<td>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
</tr>
<tr>
<td>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<th>English Language Arts Standards: Speaking and Listening</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
</tr>
<tr>
<td>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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</table>
Media Acknowledgements

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