Literature

Make Connections

Love That Dog

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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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:

- **100** gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
- **90** gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
- **80** identifies a problem that a team member had understanding the text.

### Team Talk (oral and written)
The Random Reporter:

- **100** gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
- **90** gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
- **80** uses full sentences to clearly and correctly answer the question.

### Word Power
The Random Reporter:

- **100** gives a 90-pt. response and expands on the meaning, for example, identifies:
  - related words
  - a second meaning
  - a word connotation
  - an antonym
- **90** gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
- **80** tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

### Fluency
The Random Reporter:

- **100** gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
- **90** gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
- **80** reads a short passage and pronounces most of the words correctly.

### Summary
The Random Reporter:

- **100** gives a 90-pt. response and uses key vocabulary correctly.
- **90** gives an 80-pt. response and clearly connects relevant ideas in a logical order.
- **80** presents main ideas and important details in his or her own words and without personal opinion.

### Graphic Organizer/Notes
The Random Reporter:

- **100** gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
- **90** gives an 80-pt. response and includes main points or events and important details.
- **80** selects a graphic organizer that is appropriate for the text.
Unit Objectives

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Draw inferences from the text, and cite evidence to support inferences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td>Analyze and choose words and phrases from the text that support your point.</td>
</tr>
</tbody>
</table>

Unit Overview

The objective for this unit is for students to be able to draw inferences from the text and cite evidence to support those inferences. As part of the evidence, students will analyze the author's word choice and its impact on meaning in the text. Being able to draw inferences is a critical skill in becoming a good reader, as it enables the reader to make deeper, richer, and more authentic connections to the text.

The author writes this book from the perspective of Jack, a character in the book. As students analyze word choice, they will focus on the words that Jack uses when he writes. This will help them to develop the general understanding that authors choose certain words to convey meaning to the reader.

Unit Topic/Content

*Love That Dog* by Sharon Creech is a book written in the form of a journal from the perspective of Jack. Jack is a student who, at the beginning of the book, isn't interested in writing poetry and has a hard time understanding the poems that his teacher, Miss Stretchberry, shares with the class. With his teacher's encouragement, Jack begins to connect with the poetry and starts writing his own. We learn about his yellow dog, Sky, and the devastating loss Jack feels when Sky is hit and killed by a car. Jack writes a letter to ask his favorite poet, Walter Dean Myers, to visit his school, and Jack is thrilled when the poet agrees. Jack is delighted and inspired by the author's visit and writes a thank-you letter to the author to express his gratitude and joy. Jack also shares a secret poem with the author, a poem that was inspired by Mr. Myers's poem “Love That Boy.”

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

#### Love That Dog

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<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
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<td>Lesson 2</td>
<td>pages 10–19</td>
<td>(Embedded) “Fluency”</td>
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<td>Lesson 3</td>
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<td>Lesson 4</td>
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<td>Lesson 5</td>
<td>writing in response to reading</td>
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<td>Lesson 6</td>
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<td>Lesson 8</td>
<td>Getting Along Together</td>
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<tr>
<td>Lesson 1</td>
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<td>Lesson 2</td>
<td>pages 54–63</td>
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<td>Lesson 3</td>
<td>pages 64–72</td>
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<tr>
<td>Lesson 4</td>
<td>pages 73–81</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>pages 82–86</td>
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<tr>
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</table>
Lesson 1

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**Teacher Background**

In today’s reading, we are introduced to Jack, the central character in the story. Jack is a student who is not interested in poetry and tells his teacher, Miss Stretchberry, that only girls write poetry. Jack is also quite critical of the first few poems the teacher shares with the class and doesn’t understand them. In this section, Jack mentions the blue car splattered with mud for the first time.

The Big Question for this cycle is intended to start a dialogue about poetry and creative writing. Encourage students to think about writing that they have done and how it has allowed them to share feelings, special events, or other parts of their lives. The main objective is to get students to talk about the fact that writing enables us to share memories (whether fond or painful), which can be cathartic and healing and/or inspiring and joyful.

**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:** Robert Penn Warren wrote: “How do poems grow? They grow out of your life.” What do you think this means?

**Set the Stage**

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

   **Robert Penn Warren wrote:** “How do poems grow? They grow out of your life.” What do you think this means?

   *You can take an experience from your life and write a poem about it, like the first day of school or about your first crush.*

   Invite students to give examples of times when they used creative writing to share experiences in their lives.
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.

4. Distribute copies of Love That Dog. Have students preview the text. Use Think-Pair-Share to ask:

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

   *The text is literature. Students will cite evidence that the text is literature such as the use of the words a novel, in the subtitle of the book.*

   **After previewing Love That Dog, what do you think the book will be about? Explain the clues that you used to make this prediction.**

   *Accept reasonable responses. For example, from the title and the illustration on the cover, I think the book will be about a character who loves a dog. The text looks like poems with dates on them. The first page has a boy's name, Jack, and his teacher and classroom so I think it is his notebook or journal.*

**Interactive Read Aloud**

1. This cycle our reading objective is to draw inferences from the text and cite evidence to support those inferences with information from the text.

   **As we read, it is important to analyze and record the statements that the characters make to better understand them. We should also think about our own experiences and background knowledge to help us make better inferences. Making inferences will help us to make deeper connections with the text and to better understand the characters, events, conflicts, and themes of the story.**

2. Read pages 1 and 2 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th><strong>Sample Think Aloud</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The first thing that I notice about this text is that it is written in a style that is different from what I am used to reading. This book is written like a journal. It has dates at the top of each entry. The first page tells me that Jack is the journal's writer, and he seems to be writing to his teacher, Miss Stretchberry.</td>
</tr>
<tr>
<td>In this first section of text, I notice that Jack has some really negative feelings about poetry. He says, “Boys don’t write poetry, girls do.” Jack also says his brain is empty; he doesn’t understand the poem; any words can be poems; and he doesn’t like it. I will record these statements on my graphic organizer because I think they are important to understanding how Jack feels about poetry. Now, I know that when I don’t like or understand something, I get frustrated with it. Based on the statements Jack has made, as well as my own knowledge, I can make an inference. My inference is that Jack is frustrated with poetry because he doesn’t really understand it.</td>
</tr>
</tbody>
</table>
3. Use Think-Pair-Share to ask:

How do a character’s words and actions give you a better understanding of the character?

What a character says and does in the text helps you to better understand the character because it gives you more information about them, how they behave and react to situations, etc.

How does making inferences help us to better understand the characters/action in the text?

When we make inferences, we make connections to the text based on what we know and what we have read, so it helps us to better understand the story.

4. Model creating a graphic organizer, such as a character chart, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Character</th>
<th>Character’s Statements</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>“Boys don’t write poetry, girls do.”</td>
<td>When I don’t have ideas, it means I am not interested or don’t have experience with the topic.</td>
<td>doesn’t like poetry, doesn’t understand it</td>
</tr>
<tr>
<td></td>
<td>“Brain’s empty.”</td>
<td>If I don’t understand or like something, I get frustrated with it.</td>
<td>has nothing to write about</td>
</tr>
<tr>
<td></td>
<td>“I don’t understand the poem.”</td>
<td></td>
<td>has no experience with poetry</td>
</tr>
<tr>
<td></td>
<td>“Any words can be a poem.”</td>
<td></td>
<td>is frustrated with poetry</td>
</tr>
<tr>
<td></td>
<td>“I don’t like it.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain to students that as they read they should record important statements and/or actions by the character and their own thoughts or experience to assist them in drawing inferences about the story.

5. Point out that at the end of the book are the poems Miss Stretchberry is having her students read. As they continue reading the book, challenge partners to find and read about the poems Jack is commenting on.

6. 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 3–5 in partner pairs, and note Jack’s statements and inferences they can make about him. Use Random Reporter to debrief.
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 6–9 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How is the format of Love That Dog different than most of the other texts that you have read? Why might the author have chosen to write the book this way? Give specific examples from the text in your answer. [AC, AP, DC] (Team Talk rubric)</td>
</tr>
</tbody>
</table>

100 = Love That Dog is different from most of the texts that I have read because it is written like a diary or a journal. Each entry has a date, just like a diary does. Also, this text is different because it seems like Jack is writing to his teacher at times, so maybe it is supposed to be like a response journal. Another way this book is different is that each entry seems like a poem, even though the words don’t rhyme. I think the author chose to write the text this way so we could see Jack’s viewpoint and feelings better and so we could see that the book is mostly about poetry and writing poems.

90 = This book is different than most of the books that I have read because Jack is writing it like a diary or a journal, with dates at the top. Also, it is written like poetry. I think the author chose to write the book this way so we could understand what Jack is thinking.

80 = This book is like a diary or a journal, so Jack tells you what he is thinking. |

continued
Team Talk Questions continued

2. On pages 6 and 7, what is Jack’s mood when he writes this entry?
   A. irritated
   B. excited
   C. joyful
   D. scared

What words and language did the author use to help you understand how Jack was feeling? Use specific evidence from the text to support your answer. (Write) [DC, AC, SA] (Team Talk rubric)

100 = The author uses questions like “Why?” and “What was up with?” to show that Jack is irritated. The author also includes the words “I don’t want to” to express that Jack is finished writing that poem. Through the use of questions and statements, the author shows that Jack is irritated.

90 = I can tell that Jack is irritated because when I read the text, it sounds like he is a little mad and has an attitude. He asks questions like “Why?” Jack says he doesn’t want to write about the blue car.

80 = Jack asks questions and says that he doesn’t want to write more.

3. How does Jack feel about poetry? How do you know? Use evidence from the text to support your answer. [MI, DC, SA] (Team Talk rubric)

100 = Jack doesn’t like poetry and doesn’t seem to understand it. I know this because on the first page, Jack says, “Boys don’t write poetry, girls do.” Then, Jack says in the text that he doesn’t get the poems about the snowy woods and the tiger. Also, Jack says that if the wheelbarrow and chicken poem is a poem, then anything with short lines is a poem. So, I know that Jack doesn’t like poetry and isn’t interested in it.

90 = Jack doesn’t like poetry and thinks it doesn’t make sense. I know this because he says only girls write poetry and that he doesn’t get the poems the teacher reads.

80 = Jack doesn’t like poetry and says so.

4. What in the text tells you that the blue car is important to Jack? Use information from the text to support your answer. [MI, SA] (Team Talk rubric)

100 = I know that the blue car is important to Jack because in the text, the first poem he writes is about it. Also, Jack says that so much depends on the blue car, and then he writes another poem about it. This tells me that the blue car is important to Jack for some reason.

90 = I know that the blue car is important to Jack because he writes two poems about it and says so much depends on it.

80 = The blue car in the poems is important to Jack.

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), notes that they added to their graphic organizers, and words 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

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 2

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**Teacher Background**

In this section, Jack is starting to be more interested in the poetry that Miss Stretchberry shares with the class. When his teacher encourages the class to write about a pet, Jack shares that he used to have a pet but doesn’t want to write about it. Jack connects with a poem for the first time when he reads the “small” dog poem, and he shares that the dog in the poem reminds him of his yellow dog. While Jack allows Miss Stretchberry to put his poems on the board, he does not want her to put his name on them.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students 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>depends (verb) page 3</td>
<td>de-pends (dih-PENDS)</td>
<td>relies upon something else</td>
<td>Your success on the test depends on how much you have studied the material.</td>
</tr>
<tr>
<td>splattered (verb) page 4</td>
<td>splat-tered (SPLAT-erd)</td>
<td>splashed or scattered upon impact</td>
<td>The paint splattered all over the floor when I dropped the bucket.</td>
</tr>
</tbody>
</table>

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.

Introduce vocabulary.
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<th>Sample Sentence</th>
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</thead>
<tbody>
<tr>
<td>anonymous</td>
<td>a-non-y-mous</td>
<td>without any name given</td>
<td>Someone wrote an anonymous letter to the editor that detailed the mistakes the writer had made in the article.</td>
</tr>
<tr>
<td>tottery</td>
<td>tot-ter-y</td>
<td>shaky, unstable</td>
<td>The baby lamb was tottery and leaned against his mother for balance.</td>
</tr>
<tr>
<td>pasture</td>
<td>pas-ture</td>
<td>an area covered with grass used for the feeding of livestock; grassland</td>
<td>The cows were in the pasture, grazing on the tall grass.</td>
</tr>
<tr>
<td>shelter</td>
<td>shel-ter</td>
<td>a building serving as a temporary home or residence for homeless or abandoned people or animals</td>
<td>My mom and I went to the animal shelter to adopt a cat for my little sister's birthday.</td>
</tr>
<tr>
<td>caution</td>
<td>cau-tion</td>
<td>alertness and care in a possibly dangerous situation</td>
<td>The blinking sign on the road said to be alert for falling rocks and to proceed with caution.</td>
</tr>
<tr>
<td>straggly</td>
<td>strag-gly</td>
<td>growing or hanging in an untidy, messy way</td>
<td>The old man’s beard was badly in need of a trim as it was straggly and long.</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.
Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. This cycle our reading objective is to make inferences while we read and to support those inferences with information from the text. Explain to students that making inferences enables us to become better readers because we are able to make deeper connections with the text.


   **Sample Think Aloud**

   I see that Jack is letting Miss Stretchberry display his poetry, but he doesn’t want his name on them, he wants to remain anonymous. I know that when I am feeling uncomfortable or unsure about something, I may not want people to know that I did it, because I am not feeling confident in my abilities. I think that Jack isn’t feeling confident about his poetry, so he doesn’t want his name on his poems. I will add Jack’s statements to my graphic organizer, and my own thoughts, which will help me to make an inference about Jack and how he is feeling about writing.

   Although Jack acknowledges that his words look good when they are typed up, he also states that he can’t write a POEM about a pet. I think the fact that Jack put the word poem in capital letters is significant. It lets me see that Jack is still resistant to writing poetry, and that he doesn’t have a very favorable view of poems. I will write that down as an inference.

   Additionally in this section of the text, Jack says that he doesn’t want to write about the pet that he used to have. I wonder why? Maybe something happened to the pet and it is hurtful to Jack to think about it. I know when my dog ran away and we couldn’t find him that I didn’t want to talk about it because it made me so sad to think about it. Maybe that is how Jack feels, too. I will record that on my chart as another inference.

   As I read further into the text, I may learn new things that will change my inference. I can always add to my inferences, or change them altogether if I need to, as new information occurs or characters change in the story.

3. **How can thinking about Jack’s statements and making inferences about him help us to better understand and connect with the text?**

   When we think about a character’s statements, we are connecting with the text and understand a character’s actions and words better as they relate to the story.

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.
Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Character</th>
<th>Character's Statements</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>“Yes, you can put my poems on the board.”</td>
<td>When I’m not feeling confident or unsure about something, I may not want people to know that I did something until I am sure it is “right.”</td>
<td>Jack is still resistant to writing poetry.</td>
</tr>
<tr>
<td></td>
<td>“Don’t put my name on them.”</td>
<td>When something is painful, I don’t want to write or talk about it for a while.</td>
<td>Jack is embarrassed and not sure he wants people to know that he wrote the poems.</td>
</tr>
<tr>
<td></td>
<td>“They look nice typed up.”</td>
<td></td>
<td>Jack doesn’t want to write about the pet he used to have because maybe thinking about it makes him sad.</td>
</tr>
<tr>
<td></td>
<td>“Especially I can’t write a POEM.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I don’t want to write about it.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain that as students read, they should record important statements and/or actions by the character and their own thoughts or experience, to assist them in drawing inferences about the story. Also, tell students to look for specific words that might help them make inferences.

5. Have partner pairs continue reading to page 15, stopping to point out the skill, ask questions, or focus students’ attention as necessary.

Use Think-Pair-Share to elicit discussion by asking the following:

**On page 14, why do you think Jack puts the first sentence in italics?**

*Maybe he is quoting his teacher, or maybe he thinks that it is silly to pretend he still has that pet.*

**How can analyzing why Jack uses particular fonts, text styles, capital letters, etc. help us to understand him better?**

*Because it shows us what is important to him, like he might use capital letters for ideas or words that are important to him.*

**Why might an author use italicized print, different fonts, or capital letters in their writing?**

*They might use them to show that words are special or important, or to convey a particular feeling.*
Teamwork

(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 16–19 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think Jack uses small text in his poem on pages 15 and 16? Why is the significance of the small text? [AC, DC] (Team Talk rubric)</td>
<td></td>
</tr>
<tr>
<td>100 = I think Jack uses the small text in his poem to illustrate that he liked the small poems they read. In the text, Jack said that he liked the small poems. Also, the small text helps me to envision what the small poems may have looked like to Jack. The small text is significant because Jack liked the small poems, and because it shows how small the text was.</td>
<td></td>
</tr>
<tr>
<td>90 = Jack uses smaller text for the word small to draw attention to the fact that the poem was small and to show that with the little text. I think this helps the reader to picture the small text in the poems that Jack is talking about.</td>
<td></td>
</tr>
<tr>
<td>80 = Jack uses small text for the word small to show that it is small.</td>
<td></td>
</tr>
</tbody>
</table>

continued
## Team Talk Questions continued

2. What pet did Jack used to have? How does the author help us to make an inference about the pet that Jack had? Use information from the text to support your answer. *(Write) [DC, AC, SA]* (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Jack used to have a yellow dog. I know this because <em>in the text</em> Jack says that his yellow dog used to lie down like the dog in the poem they read about. Jack also says that his dog would chomp at flies and sleep in his loose skin, just like the dog in Miss Valerie Worth's poem. So, this shows me that Jack used to have a yellow dog that did similar things to the dog in the poem.</td>
</tr>
<tr>
<td>90</td>
<td>I can tell that Jack used to have a yellow dog because the author has Jack say that his yellow dog used to do the same things as the dog in the small dog poem by Miss Valerie Worth.</td>
</tr>
<tr>
<td>80</td>
<td>Jack had a yellow dog.</td>
</tr>
</tbody>
</table>

3. Why do you think Jack doesn't want to write about the yellow dog that he had? Use information from the text to support your answer. *[DC, SA]* (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>I think that Jack doesn’t want to write about the yellow dog that he used to have because maybe it makes him feel sad when he thinks about it. I used to have a cat, and she ran away, and it made me sad to think about it. <em>Also, in the text</em> Jack says that he doesn’t want to write about the pet he used to have, and he doesn’t want to pretend that he still has it. So, maybe Jack doesn’t want to share what happened to his dog because when he thinks about it, it hurts.</td>
</tr>
<tr>
<td>90</td>
<td>I think Jack doesn’t want to write about his dog because he doesn’t have the dog anymore and maybe he misses him. That’s why he says in the text that he doesn’t want to write about the pet he used to have.</td>
</tr>
<tr>
<td>80</td>
<td>Jack doesn’t want to write about the yellow dog he had.</td>
</tr>
</tbody>
</table>

4. Do you agree with Miss Stretchberry that what Jack is writing in his journal is poetry? Why or why not? Support your answer with information from the text. *[AA, AC, SA]* (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Yes, I agree with Miss Stretchberry that what Jack is writing in his journal is poetry because the lines are short like stanzas in poetry. <em>Also, in the text</em> on page 3, Jack says that if the wheelbarrow and chicken poem is a poem, then any words can be a poem—you just have to make short lines. <em>Additionally, on page 18, Jack says that he guesses his writing does look like a poem when you type it up like that.</em> So, I think that what Jack is writing is poetry.</td>
</tr>
<tr>
<td>90</td>
<td>Yes, Jack is writing poetry because the lines are short like in poems. Jack says that if the wheelbarrow and chicken poem is a poem, then any words can be a poem. You just have to write short lines.</td>
</tr>
<tr>
<td>80</td>
<td>Jack is writing poetry in his journal with short lines.</td>
</tr>
</tbody>
</table>
Team Talk Questions continued

5. What word from the vocabulary list belongs in the blank? How do you know? [CV]
   The writer of the letter did not put a name on it, as he or she wished to remain ________.
   The word that belongs here is anonymous, since the sentence says that the writer did not put his or her name on the letter.

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), notes that they added to their graphic organizers, and words 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

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><strong>Word</strong></th>
<th><strong>Pronunciation</strong></th>
<th><strong>Definition</strong></th>
<th><strong>Sample Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>depends</td>
<td>de-PENDS</td>
<td>relies upon something else</td>
<td>Your success on the test <em>depends</em> on how much you have studied the material.</td>
</tr>
<tr>
<td>splattered</td>
<td>SPLAT-erd</td>
<td>splashed or scattered upon impact</td>
<td>The paint <em>splattered</em> all over the floor when I dropped the bucket.</td>
</tr>
<tr>
<td>anonymous</td>
<td>uh-NON-uh-muhs</td>
<td>without any name given</td>
<td>Someone wrote an <em>anonymous</em> letter to the editor that detailed the mistakes the writer had made in the article.</td>
</tr>
<tr>
<td>tottery</td>
<td>TOT-uh-ree</td>
<td>shaky, unstable</td>
<td>The baby lamb was tottery and leaned against his mother for balance.</td>
</tr>
<tr>
<td>pasture</td>
<td>PAS-cher</td>
<td>an area covered with grass used for the feeding of livestock; grassland</td>
<td>The cows were in the <em>pasture</em>, grazing on the tall grass.</td>
</tr>
<tr>
<td>shelter</td>
<td>SHEL-ter</td>
<td>a building serving as a temporary home or residence for homeless or abandoned people or animals</td>
<td>My mom and I went to the animal <em>shelter</em> to adopt a cat for my little sister's birthday.</td>
</tr>
<tr>
<td>caution</td>
<td>KAW-shuhn</td>
<td>alertness and care in a possibly dangerous situation</td>
<td>The blinking sign on the road said to be alert for falling rocks and to proceed with <em>caution</em>.</td>
</tr>
<tr>
<td>straggly</td>
<td>STRAG-lee</td>
<td>growing or hanging in an untidy, messy way</td>
<td>The old man’s beard was badly in need of a trim as it was <em>straggly</em> and long.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**Teacher Background**

In today’s reading, Jack shares his confusion over “The Pasture” poem by Robert Frost and also reflects on the fact that the poets are “making a picture with words” and people think they are poems when they are typed up a certain way. Jack also shares a memory of when he and his father went to an animal shelter and adopted his yellow dog.

**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. 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**

The word slobber is interesting to me, and I want to learn more about it. It reminds me of the word slob and has the word slob in it. I know that a slob is someone who is sloppy and messy, so maybe slobber has something to do with being messy or a slob. I will check the dictionary to see what the definition is. I see that the definition for slobber is saliva dribbling from the mouth. Knowing this helps me to envision Jack’s dog when Jack says that he had slobber coming from his mouth. I wonder what synonyms this word has. Oh, I see, some synonyms for slobber are drool, dribble, and spittle. What sentence could I make with this word? I know that babies slobber a lot, so my sentence is: The baby got slobber all over his toy when he was chewing on it.
Sample Word Map

saliva dribbling from the mouth
Synonyms: drool, dribble, spittle

slobber

Sounds like slob, reminds me of someone being sloppy or a slob
The baby got slobber all over his toy when he was chewing on it.

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. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. This cycle our reading objective is to draw inferences from the text and cite evidence to support those inferences with information from the text.
Teacher: Read aloud and think aloud to model target skill or strategy use.

Students: Actively listen.

### Sample Think Aloud

The first thing that strikes me is Jack says he “really really really” did NOT get “The Pasture” poem. I know that when I repeat words or use capital letters, it is usually because I am trying to emphasize a point. I think Jack is trying to emphasize to Miss Stretchberry that he didn’t understand the poem at all and really isn’t interested in it.

Also on this page, Jack criticizes “The Pasture” poem and says at the end, “I mean REALLY.” This tells me that Jack thinks the poem is ridiculous. I know that when I think something is ridiculous, I say, “Really?”, so I think Jack thinks that way about “The Pasture” poem.

Now, moving on to page 22, I see that Jack is thinking about poetry and making some conclusions. He is thinking that perhaps the poet who wrote the wheelbarrow poem was making a picture with words, and maybe someone typed it up and it looked like a poem, so everybody thought it was one. I will add the idea that Jack is thinking that poems are word pictures to my graphic organizer. I know that when I am trying to make sense of something that I don’t understand, I think about it and try to relate to it in some way. I think this is what Jack is doing here...he is trying to understand and make sense of poetry.

3. **Why is it important to use our own experiences and thinking when we make an inference while we are reading?**

   *Because that way, we can connect better with the character, and identify with what they are thinking or feeling.*

   **How does knowing how I think or feel about something help me to understand a character better?**

   *I can relate better with a character when I think about how I would feel or have felt in a similar situation. I can put myself in their shoes, to understand their words, their actions, and the events in the story clearer.*

4. **Model creating a graphic organizer, such as a story map, and making notes.**

   A sample graphic organizer follows.
5. Explain to students that as they are reading, they should be recording important statements and/or actions by the character, as well as their own thoughts or experiences, to assist them in drawing inferences about the story. Also, tell students to look for specific words that might help them to make inferences.

6. 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 partner pairs read pages 23 and 24, stopping to point out the skill, ask questions, or focus students’ attention as necessary. Students should record information from the reading onto the graphic organizer, adding to, changing, or creating inferences based on the character’s statements and what they know (their prior experience). Use Random Reporter to debrief.
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 25–27 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. How do you think Jack is feeling about poetry now? How have his feelings about writing poetry changed since the beginning of the school year, and what makes you infer that? Use information from the text to support your answer. [DC, SA]

100 = I think Jack is feeling much better about poetry, and I think that he is getting more confident about his writing since his teacher is putting it up on the board. Also, I can tell that Jack likes poetry more now because he is writing a lot more. In the text at the beginning of the book, he said he didn’t want to write, and he had nothing to say, but now he is opening up more and sharing personal experiences in his writing. So that tells me that Jack is enjoying and appreciating poetry more now.

90 = Jack likes poetry better now and sees that his writing really is poetry, because Jack is writing a lot more now than he did in the beginning.

80 = Jack feels better about poetry, and he is writing poetry in his journal.

continued
2. How are Jack’s father’s words on page 25 similar to words in “The Pasture” by Robert Frost? Use information from the text to support your answer. [RE, SA] (Team Talk rubric)

100 = Jack’s father’s words are similar to “The Pasture” poem because they use similar words when they are going somewhere. For example, in Robert Frost’s poem, he says, “I shan’t be gone long—You come too,” and Jack’s father says, “We won’t be gone long—You come too” when he and Jack are going for a drive. The words Jack’s father uses on page 25 are just like the words used in the poem.

90 = Jack’s father says pretty much the same things as “The Pasture” poem because he tells Jack that they won’t be gone long on the drive, you come, too, and that is the same thing Robert Frost’s poem said.

80 = Jack’s father and Robert Frost say the same things.

3. What does the italicized type on pages 26 and 27 represent, and why do you think the author chose to use italics for these words? Use evidence from the text to support your answer. (Write) [DC, AC, SA] (Team Talk rubric)

100 = The italicized type on pages 26 and 27 represents what the dogs at the shelter seem to be saying to Jack when he goes there with his father to pick out a dog. Also, the italicized type is used to show what the yellow dog might be saying to Jack if he could talk. I think the author chose to use italics so that they stand out to the reader. In these ways, the reader can tell that the words are important in the text.

90 = The italicized text shows what the dogs at the shelter and the yellow dog might be saying to Jack because when Jack and his father go to the shelter, Jack imagines what the dogs are saying. I think the author used italics to show that the words are important.

80 = Italicics show that the words are different and important.

4. How does Jack’s poem about getting his yellow dog from the shelter end? Why do you think he chose to end his poem this way? [DC, SA] (Team Talk rubric)

100 = Jack’s poem ends really sadly because in the text Jack says that the other dogs that don’t get chosen will be killed. I think Jack might have ended his poem like that because he was thinking about all the other dogs there, and he was wishing he could take them all home. I think he was feeling sorry for the other dogs. I know when we went to the shelter and got a cat, I felt so sad about all the other cats that we couldn’t take, so maybe that is how Jack is feeling, too.

90 = Jack’s poem ends sadly because he says the other dogs will be killed if they don’t get homes. I think Jack was feeling sorry for the other dogs, and that is why he ended his poem like that.

80 = Jack’s poem is sad at the end.

5. Which of your vocabulary words has the word unkempt as a synonym and the word neat as an antonym? [CV]

Straggly because it means the same as unkempt, and neat is the opposite of straggly.
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), notes that they added to their graphic organizers, and words 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.

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: Draw inferences from the text, and cite evidence to support inferences.

Teacher Background
In this section’s reading, Jack expresses that he likes the poem “Street Music” and writes a poem about his own street. Jack also shows interest in shape poems that Miss Stretchberry shares and creates a dog-shaped poem about his yellow dog.

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. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
Interactive Read Aloud

1. Read page 28 and the poems “Street Music” and “The Apple” in the back of the book aloud.

2. What does Jack tell Miss Stretchberry to do with the poem he wrote about his yellow dog?

   _He tells her that she can type it up, but leave off the part about the dog getting killed._

   What color paper does Jack suggest Miss Stretchberry use, and why do you think he suggests this color?

   _Jack suggests yellow paper maybe because his dog was yellow, and he thinks that his poem will look the best on that color paper._

3. Have students read pages 29 and 30, and use Think-Pair-Share to ask the following:

   What title does Jack suggest?

   _Jack says that maybe the title should be YOU COME TOO._

   On page 30, what does Jack tell the teacher she forgot to do again?

   _Jack tells the teacher she forgot to leave more space between the lines like he did when he wrote it._

   By suggesting the paper color, a title, and the spacing of his poem, what does this tell you about how Jack is feeling about his writing?

   _It tells me that Jack is taking ownership of his writing, and that he envisions his poems a certain way, and that’s how he wants his writing presented._

   Explain to students that as they are reading, they should be recording important statements and/or actions by the character, and their own thoughts or experiences, to assist them in drawing inferences about the story. Also, tell students to look for specific words that might help them to make inferences.
Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Character</th>
<th>Character's Statements</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>suggests yellow paper for background color of poem suggests a title for the poem wants certain spacing on the poem</td>
<td>When I am invested in something, I picture the way I want it in my mind. When I am taking ownership and pride in my ideas, I care about how those ideas are represented.</td>
<td>Jack has pictured his poem in his mind, and he is taking pride and ownership in it. Jack is invested in his poetry and wants it represented in a particular way.</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: 
   pages 31–37 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. Which words does Jack use to help the reader hear what his street sounds like? What do you picture in your mind as you read these words? Use information from the text to support your answers. **(Write) [DC, AC, SA]** (Team Talk rubric)

   **100 =** Jack uses the words *whisp*, *meow*, and *swish* to describe the music of his street. By using these words *in the text*, I am better able to picture what his street sounds like because I can *imagine* in my mind quiet sounds like these. I think the *whisp* sound is probably a tree, the *meow* is a cat, and the *swish* might be coming from someone sweeping with a broom. The words Jack uses help me *create a mind movie* of what his street looks and sounds like.

   **90 =** Jack uses *whisp*, *meow*, and *swish* to show what his street sounds like.
   
   I picture a quiet street with a cat meowing and trees blowing quietly in the breeze.

   **80 =** Jack's street is quiet, not like a city street, with quiet sounds.

2. Why do you think Jack chose to write a poem about his street?

   A. He doesn’t like his street and the noise.
   B. *He was inspired by the poem “Street Music.”*
   C. He wanted the teacher to come to his house.
   D. He wanted to tell the kids in his class about his street.

   Use evidence from the text to support your answer. **[DC, MI, SA]** (Team Talk rubric)

   **100 =** I know that Jack wrote about his street right after saying that he liked the poem they had read that day about street music in the city. *In the text*, Jack describes his street, using similar phrasing as in the poem “Street Music.” *This shows me that Jack was inspired by the poem “Street Music,” and he decided to write about his own street.*

   **90 =** Jack said that he liked the poem they had read that day that was about street music, so he wrote a poem that was a lot like the poem they read in class called “Street Music.”

   **80 =** Jack wrote about the sounds on his street after he read the poem “Street Music.”

3. Based on what you have read so far, what inference can you make about how Jack feels about his yellow dog? Use information from the text to support your inference. **[DC, RE, SA]** (Team Talk rubric)

   **100 =** I can tell that Jack really loves his yellow dog because Jack wrote two poems about him. *Also*, I can tell that Jack loves his yellow dog because *the text stated* that Jack picked him from the shelter out of all the dogs that they had there. *This tells me that Jack loves his yellow dog, so I know he cares a lot about him.*

   **90 =** I can tell that Jack loves his yellow dog because he keeps talking about him in the text, and he wrote two poems about him.

   **80 =** Jack loves his yellow dog.
Team Talk Questions continued

4. On page 35, what do you think Jack meant when he said that his brain was “pop-pop-popping”? How do these words help you to get a sense of how Jack feels about the shape poems? Use information from the text to support your answer. [DC, AC, SA] (Team Talk rubric)

100 = I think what Jack meant in the text was that his brain was energized, and that he thought that the shape poems were really cool and different. I think Jack wanted to do a shape poem, too, and that his brain was popping with ideas when he saw the shape poems. The words pop-pop-popping make me think of popcorn, and that’s how I think Jack’s brain was acting, popping with ideas.

90 = Jack meant that his brain was popping with ideas. The words pop-pop-popping help me to picture Jack’s brain looking at the shape poem, and how much he liked shape poems.

80 = Jack’s brain was “pop-pop-popping” because he really liked the shape poems.

5. What question can you create using two of your vocabulary words? [CV]

Did you use caution when you walked on the sidewalk with paint splattered all over it?

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), notes that they added to their graphic organizers, and words 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 5

**Writing Objective:** Analyze and choose words and phrases from the text that support your point.

**Teacher Background**
In today’s writing, students will be making an inference about Miss Stretchberry based on what they have read in Jack’s journal. Since we only read from Jack’s perspective, students will have to base their inferences on what Jack has implied about his teacher in the text and what they know and have experienced with teachers personally.

**Active Instruction**

**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. Students will identify the character that has made the biggest impact on Jack’s change of perspective toward poetry, and the specific actions of the character that have prompted the change in Jack’s viewpoint.
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 has Jack’s view of poetry changed, and how has Miss Stretchberry helped to change Jack’s viewpoint? Use specific evidence from the text to support 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 us to make a point about the reading and support it because it asks “how has Jack’s view of poetry changed, and how has Miss Stretchberry helped to change Jack’s viewpoint?”*

6. Refer students to the following writer’s guide in their student editions. Point out that writing a literary response 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 a Literary Response</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
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<tr>
<td>• Support your point with evidence from the text.</td>
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<td><strong>Organization</strong></td>
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<tr>
<td>• Begin by making a clear point about an aspect of the literary work.</td>
</tr>
<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
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<td>• End with a closing statement.</td>
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<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
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Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

**Which guideline relates to our writing objective: analyze and choose words and phrases from the text that support your point?**

*Under Ideas: Support your point with evidence from the text. Also under Organization: In the middle, support your point with examples and evidence from the text.*

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. Explain to students that in this cycle we have been analyzing the words and phrases the characters have used to make inferences. Tell students that we will identify words and phrases that support how Jack’s viewpoint of poetry has changed in the text, and how Miss Stretchberry has contributed to his change in thinking about poetry.

2. Have students turn with you to page 4 in the text. Read page 4 aloud. Model your thinking with the following Think Aloud.

   **Sample Think Aloud**

   I am looking for words or phrases that support that Jack’s viewpoint of poetry has changed.

   Jack’s words are interesting to me here. He says, “Okay, here it is, but I don’t like it.” Jack’s words show me that he has written the poem but doesn’t like it. So, let me think about this. In the beginning of the text, Jack says that he won’t write poetry. But, this passage of text clearly shows me that he HAS written a poem. So, Jack’s thinking about poetry is obviously changing. He has written a poem, yet says that he doesn’t like it.

   Also on this page, Jack asks Miss Stretchberry to promise not to read the poem or put it on the board. This tells me that even though Jack has written a poem, he isn’t quite ready to share.

3. Explain to students that to support their point about Jack’s change of mind about poetry, they should read passages of the text to find similar examples of Jack’s thinking. Remind them to also look for specific actions that Miss Stretchberry has done to help change Jack’s mind.

**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 a literary response and the writing objective—analyze and choose words and phrases from the text that support your point.

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

For example, ask:

- Does the writer introduce a clear point about an aspect of the literary work?
- Is the organization clear: beginning with a clear point, supported in middle with evidence from the text, ending with a closing statement?
- Does the writer quote words, phrases, and dialogue from the text to support the point?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer analyze and choose words and phrases from the text that support his or her point?

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 evidence from the text to support your point?

Do you think the evidence from the text was effective in supporting your point?

*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 has Jack’s view of poetry changed, and how has Miss Stretchberry helped to change Jack’s viewpoint? Use specific evidence from the text to support your answer.

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Lesson 6

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**Writing Objective:** Analyze and choose words and phrases from the text that support your point.

**Teacher Background**

Today’s cycle test challenges students to draw inferences and to make connections to the text by analyzing word choices and supporting the inferences with information from the text.

Students will read a section of text in which Jack allows Miss Stretchberry to add his name to a poem for the first time. Jack expresses that he is embarrassed when his classmates compliment him on his poem and wonders why a student doesn’t want their name on a poem that is shaped like a tree. Jack wonders if the student thinks, as he previously did, that perhaps their words are not poems. For the first time, we learn that Jack’s yellow dog’s name was Sky, and Jack shares how much he likes Walter Dean Myers’s poem “Love That Boy,” as it reminds him of how his father calls him and how he used to call his yellow dog.

**Active Instruction**

*(5 minutes)*

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rereate 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.
Partner Review
1. Remind students that they have been practicing drawing inferences from the text and supporting those inferences with information from the text. They have also been analyzing and choosing words or phrases from the text that support their point. Tell students that they will use this skill 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 #1, #3, #4, and #5 ask about drawing inferences.

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

4. Jack uses all capital letters in some words. What purpose does this serve for the reader, and why do you think the author uses this in the text? Use specific examples from the text to support your answer. [DC, AC, SA]

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 a section of Love That Dog and will use the information provided in the text to draw inferences, make conclusions, and build meaningful connections with the text.
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**

**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**

**Lightning Round**

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.

   **What have you used in this cycle to help you to make inferences?**

   We have used the characters’ words, the language they use, what we know, and our own experiences.

   **How can an author’s choice of words help you to make an inference about the text?**

   An author’s word choice helps us to know what the characters are thinking and to get inside of their heads, so to speak. We can get an idea of their thoughts and feelings from their words the author uses.

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.
Part I. Comprehension (100 points)

1. On page 38, Jack tells Miss Stretchberry that she can put his name on his dog-shaped poem. Why do you think Jack is now willing to have his name on his work and not remain anonymous? Use evidence from the text to support your answer. [DC, SA]

20 points = I think that Jack is now willing to have his name on his work because he feels more confident about his writing, he sees that poems come in all shapes and forms, and he feels better about having others in the class read his poetry. Likewise, I think Jack is proud of his dog poem because it is the first time in the text that he allows his name to be written on a poem. I think Jack is now enjoying poetry and wants to participate more in sharing his work.

15 points = At the beginning of the book, Jack didn’t want his name on his poems because he said that he wasn’t sure they were right or people might think they weren’t good. Now, Jack wants his name on the poems because he feels better about them and wants people to know that he is the author.

10 points = Jack feels better about writing poems and wants his name on them for the class to see what he wrote.

2. What poem does Jack say that he “sure liked”?
   A. “The Apple”
   B. “Love That Boy”
   C. “Dogs, Dogs, Dogs”
   D. “Trees”

Why does Jack connect with this poem? Use information from the text to support your answer. [MI, SA]

20 points = Jack connects with this poem because he sees words that he and his dad both used. In the text, on page 44, Jack says that his dad calls him in the morning, “Hey there, son!” just like in the poem. Also, Jack says that when he had his yellow dog, he would call him just like that, “Hey there, Sky!” So Jack is connecting with this poem because he can relate to the familiar wording the author uses in the poem.
15 points = Jack sees words in the poem that he and his dad both used. He says that his dad calls him the same way as in the poem. Jack says that he called his dog, Sky, like that, too. He would say, “Hey there, Sky!”

10 points = Jack sees words in the poem that he and his dad both used.

3. Jack often uses double words in the text, like “really really.” Why do you think the author chose to have Jack speak this way, and what purpose does it serve in the text? [DC, AC, AP]

20 points = I think the author chose to have Jack speak this way to show that Jack likes something a lot, and that he has connected with something. For example, on page 38, Jack says that maybe his poem would look “really really good on yellow paper.” This shows that Jack is emphasizing that he wants Miss Stretchberry to put the poem on yellow paper, and by saying, “really really,” he is encouraging her to do that. The purpose of the double words is to show how much Jack feels, and it places extra emphasis on the words and feelings.

15 points = Jack says things like “really really” to show that he feels strongly about something. I think the author had Jack speak this way to show that he really likes something, just like Jack said he “really really” liked the tree poem.

10 points = “Really really” is better than “really” because it is two “reallys” and means more. The author shows that Jack likes it a lot.

4. Jack uses all capital letters in some words. What purpose does this serve for the reader, and why do you think the author uses this in the text? Use specific examples from the text to support your answer. [DC, AC, SA]

20 points = The purpose of all capital letters in some words is to draw emphasis to those words and to help the reader see that they are very important words. For example, on page 31, Jack has the word LOUD in all capital letters to show that it is really loud music. Also, on page 34, Jack puts the word BIG in all capital letters because he wants the reader to see that the car was in a BIG hurry, that it was going fast. I think the author uses this to show emphasis on words and to bring attention to those words.

15 points = Jack uses all capital letters for some words to show that they are important. On page 31, Jack has the word LOUD in all capital letters to show that the music was really loud. The author uses this to show the reader that the word Jack has in capital letters is extreme, like VERY loud or big.

10 points = The capital letters are big and show the words are important.
5. Why do you think the author chose to write this book in the format she did? Do you think the author could express the same ideas if it was written like a story? Explain. [DC, AC, SA]

20 points = I think that the author chose to write the book in the format of a journal so she could better express Jack’s personal ideas. For example, in the text, Jack writes from his own perspective, in the first person. In this way, the reader is better able to understand Jack’s feelings and thoughts because they are coming directly from Jack. If the author had written the book like a story, we would not have been able to “peek inside” Jack’s brain and know what he was thinking and feeling.

15 points = I think that the author chose to write the book in the format of a journal so she could better express Jack’s personal ideas. The reader is better able to understand his feelings and thoughts since they are coming directly from Jack.

10 points = I think that the author chose to write the book in the format of a journal so she could better express Jack’s personal ideas.

Part II. Writing (100 points)
Write at least a paragraph to answer the following question:
Jack has thoughts about boys not writing poetry and what poems should look like. Do you think Jack is correct in his beliefs about poetry? Use words and phrases from the text to support your point.

No, I do not think that Jack is correct in his beliefs about poetry for a few reasons.

First, in the text, Jack says that boys don’t write poetry, girls do. However, Miss Stretchberry proves him wrong by sharing poems that were written by men, including Robert Frost, William Blake, and Walter Dean Myers. She proved that boys actually do write poems. Next, Jack thought that since some poems didn’t actually look like poems that they were not poems. But Miss Stretchberry shows Jack poems that have different forms and shapes, such as “Street Music” and “The Apple.” This proves that poems can take any form and shape, so that belief was wrong, as well.

For these reasons, I disagree with Jack’s thoughts about only boys writing poetry and what poems should look like.
The following guide is used to score part II of the cycle test.

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<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Analyze and choose words and phrases from the text that support your point.</td>
</tr>
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</table>

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

1. What is a synonym for the word *caution*? What is an antonym for the word *caution*? [CV]

* A synonym for caution is care. An antonym for caution is carelessness.

2. In which of the following sentences is the word *anonymous* used incorrectly? [CV]
   A. *My teacher put my name on my paper so it could be anonymous.*
   B. The author of the poem is anonymous, and we can’t find out who wrote it.
   C. My teacher said that we could write comments without our name so they would be anonymous.
   D. The letter wasn’t signed with a name, and the writer wished to remain anonymous.

3. A _______ is a place for farm animals to graze.
   Choose the word that belongs in the blank. [CV]
   A. trough
   B. trowel
   C. pasture
   D. plantation
4. Use two vocabulary words in a question. [CV]

If there is a tornado warning, should we seek shelter and use caution?

5. What is a synonym for the word tottery? What is an antonym for the word tottery? [CV]

A synonym for tottery is unstable. An antonym for tottery is stable.

6. In which of the following sentences is the word straggly used incorrectly? [CV]

A. My big, straggly cat hates to get a bath and have her fur brushed.
B. The young man’s straggly pants needed a belt to help keep them up.
C. We had to throw out the straggly rug when it got burrs from the field on it.
D. My mom told me to brush my hair because it looked knotty and straggly.

7. When we rode through the puddle, our bikes and legs got ________ with dirty water.

Choose the word that belongs in the blank. [CV]

A. glimpsed
B. flattered
C. sampled
D. splattered

8. Use two vocabulary words in a question. [CV]

Did the tottery calf follow his mother into the pasture?

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]

One of the words we explored this week was glazed, which means to give a smooth, shiny coating to, as in the ice glazed the road, making it shiny and slippery.

10. As used in the sentence, “That’s just how my yellow dog used to lie down, with his tongue all limp and his chin between his paws,” the word limp most nearly means— [CV]

A. drooping.
B. stiff.
C. bent.
D. narrow.

Explain how you figured out the meaning of limp.

Students will explain their thinking. For example, I used the context. The passage talks about how the dog would lie down with his chin between his paws, so he must be tired and his tongue is all limp, like it is drooping.
<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
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</tbody>
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Lesson 7

Reading Objective: Draw inferences from the text, and cite evidence to support inferences.

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 during this cycle in class they have been drawing inferences from the text and citing evidence to support those inferences. 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.
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.

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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

Teams 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.

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

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

**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**

(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 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?**
Lesson 1

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**Teacher Background**

In today’s reading, we learn more about Sky, Jack’s yellow dog, and the connection Jack had with his pet. Also, Jack is pleased when Miss Stretchberry puts “Inspired by Walter Dean Myers” on a secret poem that he has written, which Jack feels uses so many of the author’s words. Jack also wonders if Walter Dean Myers is a real person, and if so, if his teacher thinks the author would ever come to their school.

**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:** Read this anonymous quote: “Poetry, even the act of itself, has the power to heal, to inspire, to give wings to our thoughts and words.” In what ways does poetry give our words wings? What do you think the author means by this?

**Set the Stage**

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

   **In what ways does poetry give our words wings? What do you think the author means by this?**

   "I think the author means that poetry makes our words fly, like Jack’s, on the paper. It gives our thoughts and ideas flight and helps them to take off. Poetry gives images to our words and helps the reader to see what we see and to feel what we feel."

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. Review the text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
Interactive Read Aloud


2. Use Think-Pair-Share to ask the following:
   
   **Why do you think Jack continues to focus on his dog, Sky?**
   
   *I think Jack focuses on his dog because he misses him, and he is thinking about him.*
   
   **What information does this give us about Jack?**
   
   *It shows us how much Jack loved his dog and how much he is thinking about Sky.*

3. Have students read pages 48 and 49 with partners.

   Use Think-Pair-Share to ask the following:
   
   **What do you think Jack’s secret poem could be about, and what makes you think that?**
   
   *I think the secret poem is about Jack’s dog, Sky, because that’s all he seems to think or write about.*
   
   **Do you think writing and sharing about Sky has helped Jack? How?**
   
   *Yes, I think it has because since Jack has been talking and writing about Sky, he seems happier, more cheerful, and more interested in poetry and writing.*
   
   **Based on that, what inference could you make about the themes of this book?**
   
   *Maybe that writing about something can help you to feel better, and sharing feelings helps us to heal.*

Explain to students that as they read, they should be taking notes, which will assist them in making inferences about the themes and author’s purpose of the text. Also point out to students that they can modify and add inferences to the table as they read and get more information from the text. Also, tell students to look for specific words that might help them to make inferences.
Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Character</th>
<th>Character's Statements</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>describes Sky in detail, and things they did together wrote a secret poem</td>
<td>When I am thinking about something, I write and talk about it a lot. When I’m not sure I want to share something, I keep it secret until I’m ready to share it.</td>
<td>Jack is really focused on Sky and is thinking about him a lot. Jack’s secret poem is about Sky, and maybe what happened to him. Writing about our feelings makes us feel better.</td>
</tr>
</tbody>
</table>

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 50–53 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. Why does Jack say he likes that Miss Stretchberry put “Inspired by Walter Dean Myers” on his secret poem? Use support from the text in your answer. [MI, SA] (Team Talk rubric)

100 = Jack says that he likes that Miss Stretchberry put “Inspired by Walter Dean Myers” on his secret poem so people won’t perceive him as a copycat but will know that he was inspired by the author’s words. Jack likes that Miss Stretchberry added that, and it validates Jack borrowing the author’s words.

90 = Jack doesn’t want the other students to think he copied off Mr. Myers, so he was glad his teacher put “inspired by” on his poem.

80 = Jack didn’t copy Walter Dean Myers’s words, he was inspired by them.

2. Why do you think Jack doesn’t want the teacher to put his poem up on the board yet? Why do you think Jack calls this poem his “secret poem”? Use information from the text to support your answer. [DC, SA] (Team Talk rubric)

100 = I think that Jack doesn’t want Miss Stretchberry to put his poem up yet because maybe he is embarrassed about it, like it might be really personal to him. Also, I think that Jack might not want it up yet because he doesn’t want anyone to see it, in case the author comes to their school. In the text, Jack said that it uses too many of Walter Dean Myers’s words, so he is afraid the author will get mad. I think Jack calls this poem his “secret poem” because he had it in an envelope all taped up so no one would see it.

90 = I think Jack doesn’t want the teacher to put his poem up yet because he thinks that the other students will think that he copied Mr. Myers’s words. I think he calls this his “secret poem” because it is personal and he wants to keep it to himself right now.

80 = Jack doesn’t want the teacher to put his poem up yet because it is his secret poem.

3. What do you think Jack is saying no to on page 53? Use information from the text to support your answer. (Write) [DC, RE, SA] (Team Talk rubric)

100 = I think Jack is saying no to Miss Stretchberry asking Jack to contact Mr. Walter Dean Myers to see if he would come to their town, to their school, and to their class. I think this because on page 51, Jack asks Miss Stretchberry if Walter Dean Myers is a real, live person, and then on page 52, he asks if she thinks the author might come to visit them at their school. Based on this information, I think Jack wants Mr. Myers to come to their school and our class but wants Miss Stretchberry to contact Mr. Myers.

90 = I think that Jack is saying no to Miss Stretchberry asking Jack to write a letter to Mr. Myers. I think Jack wants Miss Stretchberry to write the letter since she is a teacher. On page 52, Jack asks his teacher if she thinks Mr. Myers would come to visit them, so I think she wants Jack to write him a letter and ask him to come.

80 = Jack says he won’t do it, and Miss Stretchberry should do it because she is a teacher.
Team Talk Questions continued

4. What does it mean to be “inspired” by something? How is being “inspired” by something different than copying? Use information from the text to support your answer. [CV, DC, SA] (Team Talk rubric)

100 = When you are “inspired” by something, it means that you want to do something similar to it. For instance, in the text, Jack said that Mr. Myers’s words “inspired” him, so he used some of the same kinds of words as the author did. Being “inspired” is different than copying because you are just borrowing the words, and you are giving the author credit for the words by saying that it was “inspired by” whomever the author was. So, being “inspired” is different than copying because you are not trying to make the words seem like yours. You are just writing similar words as an author.

90 = Being “inspired” by something or someone means that you want to do something like they do. In the text, Jack writes a poem that is very similar to Walter Dean Myers, and he was “inspired by” the poet to write the same kind of words. It is different than copying because you are saying that you are “inspired by” this author and that the words are not really yours.

80 = Jack was “inspired” by Mr. Myers, and he didn’t copy the words, he borrowed them.

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), notes that they added to their graphic organizers, and words 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

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 2

Reading Objective: Draw inferences from the text, and cite evidence to support inferences.

Teacher Background
Jack writes a letter to Walter Dean Myers, the author who inspired him greatly with his poem “Love That Boy.” Jack asks the author to come to his school, sharing convincing reasons for the author to visit. Miss Stretchberry informs Jack that it may be months before Mr. Myers answers, if he answers at all, which disappoints Jack.

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>inspired</td>
<td>in-spi-red</td>
<td>influenced by, being moved to action by someone or something</td>
<td>My painting for art class was inspired by Monet’s painting, “Water Lilies.”</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(in-SPAHY-uhrd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>publisher</td>
<td>pub-li-sher</td>
<td>a person or company whose business is making and printing books, magazines, etc.</td>
<td>The publisher of the children’s book was Random House Publishers.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(PUHB-li-sher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 50</td>
<td>page 61</td>
<td></td>
<td></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>squashed</td>
<td>squashed (SKWOSH-D)</td>
<td>pressed flat, crushed</td>
<td>I accidentally squashed my neighbor’s flowers when I fell into his flowerbed.</td>
</tr>
<tr>
<td>attention</td>
<td>at-ten-tion (Uh-TEN-shuhn)</td>
<td>careful listening or watching, fixing one’s mind on something</td>
<td>My attention wandered during the commercial break, and I started thinking about what I wanted to eat for dinner.</td>
</tr>
<tr>
<td>heaving</td>
<td>heav-ing (HEEV-ing)</td>
<td>raising or lifting</td>
<td>The runner’s chest was heaving as he tried to catch his breath after running the length of the track.</td>
</tr>
<tr>
<td>honored</td>
<td>hon-ored (ON-erd)</td>
<td>proud to do something</td>
<td>The soldier said he was very honored to be recognized by the president at the military award presentation.</td>
</tr>
<tr>
<td>sprouting</td>
<td>sprout-ing (SPROUT-ing)</td>
<td>appearing suddenly and in large numbers</td>
<td>The flowers were sprouting up all over the meadow.</td>
</tr>
<tr>
<td>flattered</td>
<td>flat-ered (FLAT-erd)</td>
<td>pleased by respect, affection, or admiration shown</td>
<td>My teacher said she was flattered that she had been chosen as a candidate for Teacher of the Year.</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. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
Interactive Read Aloud

1. Read pages 54 and 55 aloud.

2. Use Think-Pair-Share to ask the following:

   Why do you think Jack changed his mind and decided to write to the author? What does this show you about Miss Stretchberry?

   I think Jack changed his mind because Miss Stretchberry convinced him that the author would rather hear from a student than a teacher. This shows me that Miss Stretchberry is persuasive and is good at getting Jack to do things, like write about his dog, write poetry, share poetry, and write a letter to the author, Mr. Myers.

3. Have partners read page 56 aloud. Use Think-Pair-Share to ask the following:

   What does Jack list on page 56, and what does this show you about Jack?

   He lists all the things that Mr. Myers probably has to do. Miss Stretchberry probably told him that writers are very busy and have lots of things to do besides writing words. Jack doesn’t want to bother Mr. Myers because he knows he is a very busy person, who has a lot to do.

   Explain to students that when a person is considerate, it means that he or she thinks about other people’s needs and feelings. Remind students that earlier in the text, Jack asked Miss Stretchberry to leave off the part about the dogs getting killed when she posted his poem, because he didn’t want the other kids to get sad.

   Based on this information, would you conclude that Jack is a considerate person? Why or why not?

   Yes, I think that Jack is considerate and thinks about other people’s needs and feelings.

   Remind students that as they read, they should be taking notes, which will assist them in making inferences about the text. Also point out to students that they can modify and add inferences to the table as they read and get more information from the text. Tell students to look for specific words that might help them to make inferences.
**Sample Graphic Organizer**

<table>
<thead>
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<th>Character</th>
<th>Character's Statements/Actions</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Stretchberry</td>
<td>encourages Jack to write a letter to Walter Dean Myers to ask him to come visit their school</td>
<td>Teachers are usually skilled at getting students to open up and share what’s troubling them.</td>
<td>Miss Stretchberry is persuasive and convinces Jack to write a letter to Mr. Myers, asking him to come and visit their school.</td>
</tr>
<tr>
<td>Jack</td>
<td>asks Miss Stretchberry to leave off the part about the dogs being killed thinks about all that Mr. Myers has to do</td>
<td>When I worry or think about someone else’s feelings or needs, it means I am being considerate of them.</td>
<td>Jack is a considerate person who thinks about other people’s feelings and needs.</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: *pages 57–63 aloud with partners.*

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does Miss Stretchberry tell Jack to try to convince him to write to Mr. Walter Dean Myers, and is she able to convince him? How do you know? Use evidence from the text to support your answer. (Write) [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Miss Stretchberry tries to convince Jack to write to Mr. Walter Dean Myers by telling him that she thinks the author would like to hear from a boy who likes his poems. Miss Stretchberry is able to convince Jack to write to the author because on page 55 in the text, Jack is writing a letter to Mr. Walter Dean Myers. That tells me that Miss Stretchberry was able to convince Jack to write to the author.</td>
</tr>
<tr>
<td>90 = Miss Stretchberry convinces Jack to write to the author by telling him that Mr. Walter Dean Myers would like to hear from a boy who likes his poems. Jack writes the letter, so I know that Miss Stretchberry talked him into it.</td>
</tr>
<tr>
<td>80 = Jack writes a letter to Mr. Walter Dean Myers so he will come to their school.</td>
</tr>
<tr>
<td>2. From what you can infer from Jack’s writing, which adjective would best describe Miss Stretchberry?</td>
</tr>
<tr>
<td>A. unapproachable</td>
</tr>
<tr>
<td>B. indifferent</td>
</tr>
<tr>
<td>C. uninterested</td>
</tr>
<tr>
<td>D. persuasive</td>
</tr>
<tr>
<td>Use information from the text to support your answer. [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = I can tell that Miss Stretchberry is persuasive because she persuades Jack to do things. In the beginning of the book, Jack didn’t want to write poetry and thought it was just for girls, but Miss Stretchberry convinces him to try it. Also, Jack said he wasn’t going to write about the pet he used to have, but Miss Stretchberry encourages him to write about his yellow dog, and Jack does. Additionally, Miss Stretchberry persuades Jack to write to Walter Dean Myers after he told her he wouldn’t. There are many examples that show she is persuasive.</td>
</tr>
<tr>
<td>90 = I know Miss Stretchberry is persuasive because she persuades Jack to do things. She persuades Jack to write the letter to the author, even after he said no, no, no. Also, Miss Stretchberry gets Jack to write poetry, after he told her he wouldn’t.</td>
</tr>
<tr>
<td>80 = Miss Stretchberry is persuasive and gets Jack to do things.</td>
</tr>
</tbody>
</table>
3. What does Jack tell the author to try to get him to come to their school? Do you think Jack provides good reasons, and do you think he will be able to convince Mr. Myers to come to their school? Use information from the text to support your answer. [MI, SA] (Team Talk rubric)

100 = To convince the author to come to their school, Jack tells Mr. Walter Dean Myers that there are kids at the school who like his poems, that the school is clean, that there are mostly nice people at the school, and that Miss Stretchberry would probably make brownies for him. I think Jack’s reasons are compelling. I think that Mr. Myers will come because he probably wants to see the kids who like his poems.

90 = Jack tells the author things that might make him come, like the school is clean and the people are nice. I think he will visit the school.

80 = Jack wants the author to come to their school and read his poems to the kids. I think Mr. Myers will come.

4. How can you tell from Jack’s writing that Miss Stretchberry is doubtful about the author coming to their school, and what kinds of things does she tell Jack that indicate she doubts the author will visit? Use information from the text to support your answer. [DC, SA] (Team Talk rubric)

100 = I can tell from Jack’s writing that Miss Stretchberry is skeptical about the author coming to their school because in the text she tells Jack that it could take months for Mr. Myers to answer the letter, if he answers it at all. Also, Miss Stretchberry tells Jack that the letter has to go to his publishing company, that there are hundreds of letters, and that he could be on vacation, sick, or very busy with other things. All of these statements make it appear that Miss Stretchberry doubts the author will visit.

90 = I know Miss Stretchberry is doubtful because she tells Jack that Mr. Myers might not answer for months, if he answers the letter at all. She tells him that the author is probably very busy.

80 = Miss Stretchberry doesn’t think the author will come to the school.

5. Which of your vocabulary words has respected as a synonym and disrespected as an antonym? [CV]

Honored, because respected means the same as honored, and disrespected is the opposite of honored.

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), notes that they added to their graphic organizers, and words 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.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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<tbody>
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<td>inspired</td>
<td>in-spi-red</td>
<td>influenced by, being moved to action by someone or something</td>
<td>My painting for art class was inspired by Monet's painting, “Water Lilies.”</td>
</tr>
<tr>
<td>publisher</td>
<td>pub-li-sher</td>
<td>a person or company whose business is making and printing books, magazines, etc.</td>
<td>The publisher of the children's book was Random House Publishers.</td>
</tr>
<tr>
<td>squashed</td>
<td>squashed</td>
<td>pressed flat, crushed</td>
<td>I accidentally squashed my neighbor's flowers when I fell into his flowerbed.</td>
</tr>
<tr>
<td>attention</td>
<td>at-ten-tion</td>
<td>careful listening or watching, fixing one's mind on something</td>
<td>My attention wandered during the commercial break, and I started thinking about what I wanted to eat for dinner.</td>
</tr>
<tr>
<td>heaving</td>
<td>heav-ing</td>
<td>raising or lifting</td>
<td>The runner's chest was heaving as he tried to catch his breath after running the length of the track.</td>
</tr>
<tr>
<td>honored</td>
<td>hon-ored</td>
<td>proud to do something</td>
<td>The soldier said he was very honored to be recognized by the president at the military award presentation.</td>
</tr>
<tr>
<td>sprouting</td>
<td>sprout-ing</td>
<td>appearing suddenly and in large numbers</td>
<td>The flowers were sprouting up all over the meadow.</td>
</tr>
<tr>
<td>flattered</td>
<td>flat-tered</td>
<td>pleased by respect, affection, or admiration shown</td>
<td>My teacher said she was flattered that she had been chosen as a candidate for Teacher of the Year.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Draw inferences from the text, and cite evidence to support inferences.

Teacher Background

In today’s reading, Jack begins using a computer to type up his poems, with the help of Miss Stretchberry. Jack types a heart-breaking poem, “My Sky,” which details how his dog, Sky, was hit and killed by a blue car on Jack’s street.

Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Active Instruction

(15–25 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. 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

I have chosen to explore the word *poems* because I would like to learn more about it. It's a word that comes up often in the text, and I would like to see what the dictionary says about this word, the origins of the word, and the different forms of the word. (Model verifying the definition of the word *poems* in the dictionary.)

I see that the dictionary gives some different definitions of the word *poems*, which is a noun. I think the definition that fits this context best are pieces of writing that usually have figurative language and are written in separate lines that often have a repeated rhythm and sometimes rhyme. Some related words are *compositions*, *creations*, *writings*, *poetry*, *rhymes*, and *verses*. The dictionary also says that poems also come in many different types and forms. My sentence for this word is: We wrote poems in English class about a special time in our lives.

Sample Word Map

- poems come in many different types and forms
- related words: compositions, creations, writings, poetry, rhymes, verses
- We wrote poems in English class about a special time in our lives.
- pieces of writing that usually have figurative language and are written in separate lines that often have a repeated rhythm and sometimes rhyme

Review Vocabulary Vault.

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. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 64 and 65 aloud.

2. Use Think-Pair-Share to ask the following:

   - **On page 64, what do you think Jack is trying not to think about?**
     
     *I think he is trying not to think about Mr. Myers answering the letter, because on page 63, Jack said he should just forget it and not think about it.*

   - **Jack says, “When you are trying not to think about something, it keeps popping back into your head.” What else could Jack be trying not to think about, but keeps coming up in his writing?**
     
     *I think Jack is also thinking about Sky dying, and he wants to not think about it, but it keeps coming up in his mind, that’s why he keeps writing about it in his poems.*

   - **What do you think Jack could do to help him to not think about Sky so much?**
     
     *Maybe if Jack would write about what happened to Sky, he would get over it and wouldn’t think about it as much.*

3. Have student pairs read pages 66 and 67 and answer the following using Think-Pair-Share:

   - **What does Jack want Miss Stretchberry to teach him to do and why?**
     
     *Jack wants Miss Stretchberry to teach him how to use the computer so he can type up his own words.*

   - **Based on this information, how do you think Jack is feeling about writing poetry, and do you think he will continue to write?**
     
     *I think Jack is really interested in poetry and will continue to write because he wants to use the computer and write up his own words, which tells me he is interested in writing more poetry.*

   Explain to students that as they are reading, they should be recording important statements and/or actions by the character, as well as their own thoughts or experiences, to assist them in drawing inferences about the story.
**Partner pairs:** Identify important events or details to add to the graphic organizer.

<table>
<thead>
<tr>
<th>Character</th>
<th>Character's Statements/Actions</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>“When you are trying not to think about something, it keeps popping up in your head and you can’t help it.” wants Miss Stretchberry to teach him how to use the computer so he can “type up his own words”</td>
<td>When I am trying not to think of something, I end up thinking of it anyway. When I want to learn more about something, it means that I am very interested in that particular subject.</td>
<td>Jack can’t stop thinking about Mr. Myers answering his letter. Jack also keeps thinking about Sky, because he keeps writing about him. Jack is very interested in poetry and will continue writing more poetry on the computer.</td>
</tr>
</tbody>
</table>

**Teamwork**

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 68–72 aloud with partners.

   (if skipping over Interactive Read Aloud, pages 64–72)

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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.

Cue students to use their student routines for partner reading, word power, and fluency.
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><strong>1.</strong> What words in the poem does Jack repeat, and how does this technique by the author help the reader to better envision what Jack is describing? Use information from the text to support your answer. [AC, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = In the text, Jack writes “chasing chasing chasing,” “wag-wag-wagging,” “slob-slob-slobbering,” and “walk-walk-walking.” This technique by the author helps the reader to better envision what is going on because it draws emphasis to the action. You can feel that there is action going on, and you can picture the movement in your head. When reading these repeated words in the text, I can picture Sky chasing and wagging and slobbering. By Jack repeating words in the poem, I am better able to picture the action going on.</td>
</tr>
<tr>
<td><strong>90</strong> = Jack repeats words like chasing, wagging, slobbering, and walking. I think the author uses this strategy to help you see the picture of the action in your head, like a movie.</td>
</tr>
<tr>
<td><strong>80</strong> = Jack repeats words that happen over and over again. I can see it like a movie in my brain.</td>
</tr>
</tbody>
</table>

continued
2. In his first poem, Jack said that everything depends on the blue car splattered with mud. What significance does the blue car have to Jack, what does he mean when he says everything depends on it, and why do you think he chose to write about it? Use information from the text to support your answer. (Write) [DC, RE, SA] (Team Talk rubric)

100 = The blue car is significant to Jack because the text said it was going extremely fast down his street and hit his dog, Sky. I think Jack means that everything depends on the blue car because he sees it in his mind and thinks about it a lot, and he has written about it several times in the text. I think Jack chose to write about the blue car because Sky getting killed hurt Jack a lot, and he probably thinks that if the blue car was going slower and was more careful, Sky would probably still be alive. Everything depends on the blue car, because if the car never came down that street, Jack's dog might still be alive.

90 = The blue car is important to Jack because the driver was going too fast and hit Jack's dog, Sky, and killed him. Jack probably thinks about Sky getting killed and wishes the blue car had slowed down or gone down another street so Sky would still be alive.

80 = The blue car was going too fast and hit Jack's dog, Sky, and killed him. Jack thinks about that blue car a lot.

3. In the beginning of the book, Jack said that he didn't want to write about his dog. Why do you think Jack has now decided to write about Sky, and how do you think writing about it made him feel? Use support from the text in your answer. [DC, MI, SA] (Team Talk rubric)

100 = I think that Jack has now decided to write about Sky because maybe at the beginning of the year, it was still too soon after Sky died, and Jack didn’t want to think about it because it hurt so much. Since Jack's first entry of the text was in September, and it is now May, I know that some time has gone by, and I think Jack is now ready to share what happened. Writing about it probably makes Jack feel a lot better.

90 = Jack didn’t want to write about Sky at first because it made him feel sad to think about it. Since the entries show there has been some time that has passed, I think Jack is now ready to share it.

80 = Jack misses Sky, and it hurts to think about what happened to him.
4. Foreshadowing is a literary technique that is used to hint or suggest at something that occurs later in the text. How did the author use the blue car and Jack’s information about his street as foreshadowing to Sky’s death? Use information from the text to support your answer. [AC, SA] (Team Talk rubric)

100 = I think the author used foreshadowing when Jack said in his first poem that “everything depends on the blue car.” Also, in the text, Jack talked about how fast the blue car drove, and how when he plays in the street, the kids have to watch out for cars that come. Additionally, Jack said that there are caution signs at each end of his street, but sometimes the cars pay no attention and speed down the road anyway. So, the author foreshadowed Sky’s death by having Jack introduce the blue car early in the book and by talking about cars on his street driving fast.

90 = The author used foreshadowing by having Jack bring up the blue car early in the book and saying that everything depends on the blue car. Also, Jack said that cars drive down his street really fast, so I had a feeling something bad was going to happen to Jack’s yellow dog.

80 = I knew Sky was going to get hit by a car at the beginning of the book.

5. Write a meaningful sentence using the word flattered. [CV]

The teacher was flattered that she was chosen for the Best Teacher of the Year Award.

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), notes that they added to their graphic organizers, and words 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

(20 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 who 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:** Draw inferences from the text, and cite evidence to support inferences.

**Teacher Background**

In today’s section, Jack learns that Walter Dean Myers is coming to their school, and Jack is thrilled and excited as the class prepares for the author to come. Following Mr. Myers’s visit to their classroom, Jack shares how wonderful he felt having the author come to their classroom.

**Teacher’s Note:**

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

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**Active Instruction**

(15–25 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. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 73–76 aloud.

2. Use **Think-Pair-Share** to ask the following:

   **On page 73, what do you think Miss Stretchberry asked Jack?**
   
   *I think she asked him if she could put his poem about Sky up on the board.*

   **What news does Jack get that is exciting to him?**
   
   *Jack finds out that Walter Dean Myers is coming to their school for a visit.*

   **Based on his reaction to this news, and specific words in the text, do you think Jack believed the author would actually come to their school for a visit?**
   
   *No, I don’t think Jack thought the author would come because he said “Wow!” over and over again, like he was totally shocked that Mr. Myers said he would come.*

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Character</th>
<th>Character’s Statements/Actions</th>
<th>What I Know/My Experience</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>says “WOW!” over and over</td>
<td>When I am shocked, I say, “Wow.”</td>
<td>Jack is shocked and surprised that Mr. Myers, the poet, has agreed to come to their school for a visit.</td>
</tr>
</tbody>
</table>
Teamwork

(20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: *pages 77–81 aloud with partners.* *(if skipping over Interactive Read Aloud, pages 73–81)*
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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

<table>
<thead>
<tr>
<th>1. How does Jack feel about Walter Dean Myers coming to his school, and how do Jack’s words help you to infer how he feels? Use information from the text to support your answer. <em>(Write) [DC, SA]</em> (Team Talk rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 = <em>I can tell that Jack is thrilled</em> for Walter Dean Myers to come to his school because <em>in the text</em>, on page 75, Jack says “WOW!” over and over, and he says that hearing that the author is coming was the best news ever. <strong>Also,</strong> on page 79, Jack says that he can’t sleep and he can’t wait for Mr. Myers to come. I know that when I am thrilled about something, I get so excited that I can’t sleep!*</td>
</tr>
<tr>
<td>90 = <em>Jack is excited that Mr. Myers is coming to the school because he says “WOW!” when he finds out that Mr. Myers is coming and he says that he can’t wait.</em></td>
</tr>
<tr>
<td>80 = <em>Jack is excited Mr. Myers is coming to their school.</em></td>
</tr>
</tbody>
</table>

continued
### Team Talk Questions continued

2. Which adjective best describes how Jack felt during Mr. Myers's visit?
   
   A. joyful  
   B. curious  
   C. disappointed  
   D. bored  

Use information from the text to support your answer. [SA] (Team Talk rubric)

100 = I know the answer is joyful, because joyful means very happy and full of joy, and in the text, on page 80, Jack says he NEVER EVER heard anyone talk like Mr. Myers. Also, on page 81, Jack says his blood was bubbling, his head was buzzing, and he wanted to keep Mr. Myers at his school forever. This tells me that Jack was very joyful during the author’s visit.

90 = Jack was joyful because he was super happy during the author’s visit. On page 81, Jack said he wanted to keep Mr. Myers at his school forever.

80 = Jack was joyful during Mr. Myers’s visit.

3. How has Jack’s thinking of poetry changed over the course of the text, and how has Walter Dean Myers helped to change Jack’s view of writing poetry? Use support from the text in your answer. [DC, RE, SA] (Team Talk rubric)

100 = Jack’s thinking of poetry has completely changed since the beginning of the text because in the beginning, Jack said that he wouldn’t write any poetry because only girls write poetry. In addition, Jack kept saying that he didn’t understand or get poems, and he thought any words could be poetry, as long as the lines are short. Now, Jack is writing and enjoying poetry and is very excited that Walter Dean Myers, a poet, is coming to their school. Mr. Myers has helped to change Jack’s view, because Jack sees that boys can write poetry, and Jack identifies with the author’s poem “Love That Boy.” On page 44, Jack says he connects with the poem because it reminds him of how his father calls him, and how he used to call his yellow dog. In these ways, Jack’s thinking has changed.

90 = Jack used to think poetry didn’t make sense and that only girls write poetry. He said he wouldn’t write any poetry. Now, Jack likes poetry, and he writes it. Mr. Myers has helped to change Jack’s view of poetry because Jack really likes his poem “Love That Boy,” and it reminds him of how his father calls to him and how he used to call his dog. Jack is super excited that Mr. Myers is coming to their school, so that tells me he loves poetry now.

80 = Jack likes poetry now and writes it. Jack likes Mr. Myers’s poem “Love that Boy.”

continued
4. What do you think the author’s purpose was in writing this text? Use evidence from the text to support your answer. [AP, SA] (Team Talk rubric)

100 = *I think the author’s purpose in writing this text was to show people who have had something tragic happen to them that they can heal through writing and being creative. Just like in the text, Jack felt better and happier after he wrote the poem about Sky dying. I think the author wants the reader to see that when we get our feelings out, it helps us to be encouraged and to recover from a sad event.*

90 = *I think the author’s purpose in writing this text is for people to see that even when bad things happen, you can get better and happier, and that writing or talking about your feelings can help you. Jack got better and happier in the text as he started to share and write more.*

80 = *The author wants people to write poetry so they feel better about something bad happening.*

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

I felt ________ when we saw the masks at the art gallery, so I went home and tried to make one myself.

Inspired, because the person wanted to create a mask after seeing them at an art gallery.

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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), notes that they added to their graphic organizers, and words 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**

(20 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 5

**Writing Objective:** Analyze and choose words and phrases from the text that support your point.

**Teacher Background**

Students will be making inferences about the themes of the text and will be citing specific evidence to support their inferences.

**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 text, author, and writing objective.
4. Students have been using information from the text, and their prior knowledge and experience, to make inferences about the story. In this writing project, students will identify a theme of the book and will support with information from the text.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Read the prompt aloud.

Write the prompt:

**Writing Prompt**

Identify one theme from the book, and support it with evidence from the text.

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 us to write a literary response—to tell a theme of the book and then to support our ideas.

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

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**Writing a Literary Response**

| **Ideas** | • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.  
• Support your point with evidence from the text. |
| --- | --- |
| **Organization** | • Begin by making a clear point about an aspect of the literary work.  
• In the middle, support your point with examples and evidence from the text.  
• End with a closing statement. |
| **Style** | • Choose and quote words, phrases, and dialogue from the text to support your point. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |

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

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

Which guideline relates to our writing objective: analyze and choose words and phrases from the text that support your point?

Under Ideas: Support your point with evidence from the text. Under Organization: In the middle, support your point with examples and evidence from the text.

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**

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.
Model with students how to go back over their notes to complete their graphic organizer, identifying a theme of the text and citing textual evidence and support for their thinking.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack shared about Sky dying, and he felt better.</td>
</tr>
<tr>
<td>Jack becomes excited as he writes more.</td>
</tr>
<tr>
<td>Opening up and sharing our hurts helps us to heal.</td>
</tr>
</tbody>
</table>

**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 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.
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 a literary response and the writing objective—analyze and choose words and phrases from the text that support your point.

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

For example, ask:

- Does the writer identify a theme of the text?
- Is the organization clear: beginning with a clear point, supported in middle with evidence from the text, ending with a closing statement?
- Does the writer quote words, phrases, and dialogue from the text to support the point?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer analyze and choose words and phrases from the text that support their point?

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 support your point with evidence from the text?

*Answers will vary.*
Celebrate team successes!

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

Identify one theme from the book, and support it with evidence from the text.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
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<td><strong>Style</strong></td>
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<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
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</table>
Lesson 6

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**Writing Objective:** Analyze and choose words and phrases from the text that support your point.

**Teacher Background**

Today’s cycle test challenges students to apply what they have learned about drawing inferences from the text and citing evidence to support their inferences.

Students will be reading the final section of the text, which is a letter from Jack to Walter Dean Myers. The letter thanks the author for coming to their school, and Jack shares how much he enjoyed the visit and ends with “from your number one fan.” Jack also includes his secret poem, “Love That Dog,” which was inspired by Mr. Myers’s poem, “Love That Boy.”

**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 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 drawing inferences by analyzing word choices and supporting those inferences with evidence from the text.

   Use Think-Pair-Share to ask the following:

   **To make an inference, what should I be considering?**

   *You should consider what the character says and does, what language and words the author uses, and also your own experience or knowledge.*

   Tell students that they will use this skill 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 #1, #2, #3, and #5 ask about drawing inferences.

4. Ask students to identify key words or phrases in question #5.

5. Do you think that writing poetry has helped Jack to cope with his sad feelings about Sky dying? How do you know? Use evidence from the text to support your answer. [DC, SA]

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 the final section of your text, *Love That Dog*.

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.

   What impact does Walter Dean Myers’s poem and visit have on Jack?

   Jack is inspired by the author’s poem and thrilled about his visit to the school.

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.
Make Connections

Cycle 2 Test

Make Connections

Directions: Read *Love That Dog*, pages 82–86, 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. How does Jack feel about Mr. Myers after his visit? What does Jack say in his letter that helps you to know how he feels about Mr. Myers? Use specific examples from the text to support your answer. [DC, MI, SA]

   20 points = Jack really admires Mr. Myers and looks up to him even more after he comes to visit Jack’s class. I know this because in his letter, Jack says how great Mr. Myers’s voice is and that Mr. Myers has the best voice he has ever heard. Jack also says thank you over and over, so I know that he is feeling very grateful and admires Mr. Myers. Additionally, Jack says that he is Mr. Myers’s number one fan. In conclusion, Jack’s positive thoughts show that Jack likes Mr. Myers.

   15 points = Jack really likes Mr. Myers a lot because in his letter Jack says what a great voice and laugh Mr. Myers has. Also, Jack says that he is Mr. Myers’s number one fan.

   10 points = Jack likes Mr. Myers even more after the visit.

2. Which adjective do you infer would best describe Jack’s mood during Mr. Myers’s visit to his class?

   A. preoccupied
   B. uninterested
   C. excited
   D. awkward

   Use information from the text to support your answer. [DC, SA]

   20 points = I know excited best describes Jack’s mood because on page 75 in the text, Jack says that finding out Mr. Myers was coming to the school was the “best best BEST news ever.” Also, on page 79, Jack says that he can’t wait, and he can’t sleep because he is so excited about Mr. Myers coming. These examples show me that Jack is very excited for Mr. Myers to come and visit his class.

   15 points = I know that Jack is excited during Mr. Myers’s visit because Jack says “Wow!” over and over in the text because he is so happy that Mr. Myers is coming to their school.

   10 points = Jack is excited when Mr. Myers comes to the school.
3. What words does Jack italicize in his letter to Mr. Myers? What purpose do you infer that the italicized print serves in Jack's letter, and why do you think the author used italics for these particular words? Use information from the text to support your answer. [DC, AC, AP]

20 points = The words that Jack italicizes in his letter are flattered, inspired by, Mr. Walter Dean Myers, and Jack. In the text, when Jack's teacher told Jack these words, he had them in italics then, too, so I think Jack likes these words and wants to show they are important. Also, I think Jack italicized them to show the connection between his poems and Walter Dean Myers' poem.

15 points = Jack italicizes the words flattered, inspired by, Mr. Walter Dean Myers, and his name, Jack. I think the author uses italics to bring attention to these words and to show that they are important to Jack.

10 points = The author uses italics for important words.

4. What does the word anonymous mean in this story, and based on what you read in this text, why might an author wish to be anonymous? Why did Jack want his early poems to be anonymous? Use information from the text to support your answer. [CV]

20 points = In this story, the word anonymous means without any name. Based on what I read in this text, I think authors might wish to be anonymous because they don't want their name on their work because they might be afraid that it isn't good enough or maybe it is embarrassing for them. For example, Jack wanted his early poems to be anonymous because he told Miss Stretchberry that he thought his writing wasn't really poetry and that it wasn't good enough. So, that's why Jack wanted to be anonymous.

15 points = Anonymous means without any name. Jack wanted his early poems to be anonymous because he wasn't sure that he had done the poetry correctly and that it wasn't any good. I think authors might want to be anonymous because they might not think their writing is very good.

10 points = Anonymous poems don't have names on them. Jack didn't want his name on his first poems.
5. Do you think that writing poetry has helped Jack to cope with his sad feelings about Sky dying? How do you know? Use evidence from the text to support your answer. [DC, SA]

20 points = Yes, I think that writing poetry has helped Jack to cope with his sad feeling about Sky dying because at the beginning of the book, Jack didn’t want to write about anything. He said that his brain was empty, and he had nothing to write about. Miss Stretchberry wanted the students to write about a pet they had, but Jack said that he didn’t want to write about the pet he used to have. Later in the book, Jack writes about Sky, and I can tell it made him feel better because he seems a lot happier at the end of the book, after he wrote about Sky.

15 points = Jack feels better after writing poetry because he was able to share how sad he was about Sky dying. At first, Jack didn’t want to write about anything, including the dog he used to have. At the end, Jack feels better and is happier once he got his sad feelings about Sky out in the poem.

10 points = Jack’s dog, Sky, got killed by a car, and at the end of the book, he writes a poem about it, so he feels better.

Part II. Writing (100 points)
Write at least a paragraph to answer the following question:
Does the title of this book accurately reflect the themes of the story? Why or why not? Use specific examples from the text to support your answer.

Yes, the title of the book accurately reflects the themes of the book, which are healing and being inspired by others.

For example, the title of the text, Love That Dog, represents the poem that Jack wrote in the book about his dog, Sky. The poem in the book was titled “Love That Dog,” and writing and sharing the poem helped Jack to heal from Sky’s death. Additionally, it relates to Walter Dean Myers’s poem “Love That Boy,” which inspires Jack to share what happened to Sky and to, in turn, heal. Walter Dean Myers’s poem reminds Jack of how he used to call his dog, Sky, and it is this poem that helps Jack to open up and share his feelings about his pet’s death.

In these ways, the title of the book accurately reflects the themes of healing and being inspired by others.
The following guide is used to score part II of the cycle test.

### Writing a Literary Response

<table>
<thead>
<tr>
<th></th>
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<tr>
<td><strong>Organization</strong></td>
<td>Begins by making a clear point about an aspect of the literary work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the middle, supports the point with examples and evidence from the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ends with a closing statement</td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Quotes words, phrases, and dialogue from the text to support the point</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Uses correct punctuation, capitalization, spelling, and grammar</td>
<td>0–10 pts.</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
<td>Analyze and choose words and phrases from the text that support your point.</td>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>

### Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *inspired*. [CV]
   
   *Accept reasonable responses that show students know the meaning of the word and can use it correctly. For example, the artist inspired me to create a painting of a landscape.*

2. The ________ produced the books for the retail book stores.
   
   Choose the word that belongs in the blank. [CV]
   
   A. publisher
   B. salesman
   C. publication
   D. producer

3. What is a synonym for *flattered*? What is an antonym for *flattered*? [CV]
   
   A synonym for *flattered* is *honored*. An antonym for *flattered* is *disrespected*.

4. Use two vocabulary words in a question. [CV]
   
   *Did the sprouting flowers get squashed by the dog?*

5. Write a meaningful sentence using the word *honored*. [CV]
   
   *Accept reasonable responses that show students know the meaning of the word and can use it correctly. For example, I felt very honored when I won the award for my painting.*
6. We had to step around the ________ vegetables so we didn’t crush them.

Choose the word that belongs in the blank. [CV]
   A. squashed
   B. inspired
   C. sprouting
   D. towering

7. What is a synonym for straggly? What is an antonym for straggly? [CV]
   A synonym for straggly is matted. An antonym for straggly is tidy.

8. Use two vocabulary words in a question. [CV]
   Were you flattered and honored when your cheerleading squad won first place?

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]
   We explored the word combinations, which means the results or product of combining or grouping two or more things, as in we used several different combinations of patterns in our art projects.

10. As used in this excerpt, “an orchestra of rolling drums and battle blasts assaulting my ears,” the word assaulting most nearly means— [CV]
    A. huddling.
    B. hurting.
    C. hurrying.
    D. honoring.

   Explain how you figured out the meaning of assaulting.
   Students will explain their thinking. For example, I used the context. The passage talks about not loud noises, rolling drums, and battle blasts, so I think assaulting means hurting, because it is hurting their ears.
Lesson 7

**Reading Objective:** Draw inferences from the text, and cite evidence to support inferences.

**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.
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>
<tr>
<th>Read and Respond Questions</th>
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<tbody>
<tr>
<td>1. Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<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

**Objective:** 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**
(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 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?**
Word Power Journal Sample Entries

Sample Word Map
Cycle 1

saliva dribbling from
the mouth

Synonyms:
drool, dribble, spittle

Sounds like slob, reminds
me of someone being
sloppy or a slob

The baby got slobber
all over his toy when
he was chewing on it.

Sample Word Map
Cycle 2

pieces of writing that usually
have figurative language and
are written in separate lines
that often have a repeated
rhythm and sometimes rhyme

Poems come in many
different types
and forms

Related words:
compositions, creations,
writings, poetry, rhymes, verses

We wrote poems in
English class about a
special time in our lives.
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.

<table>
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<th>Level 5 Make Connections</th>
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<td><strong>English Language Arts Standards: Reading: Literature</strong></td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
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</tbody>
</table>

**English Language Arts Standards: Writing**

**Text Types and Purposes**

W.6.3-4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Media Acknowledgements

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