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.
Author’s Message

Seedfolks

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.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
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</table>

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

<table>
<thead>
<tr>
<th>Summary</th>
<th>Graphic Organizer/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>
Unit Objectives

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Analyze how the characters’ viewpoints and experiences support the author’s message.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td>Draw evidence from literary text to support a conclusion.</td>
</tr>
</tbody>
</table>

Unit Overview

In this unit, students will analyze how characters’ points of view and experiences support the author's message: in this case, how a community action can transform individuals. Students will read a text in which each character tells the story of how he or she became involved with a community garden. Students also will analyze how the experience changes each character and how their transformations support the author's message.

The writing objective is to draw evidence from the literary text to support a conclusion. Through the unit, students will be engaged in writing to connect the characters’ points of view to the author’s message.

Unit Topic/Content

*Seedfolks* by Paul Fleischman tells how a community garden helps solidify a community and brings people of various ages, cultures, and ethnicities together for a common purpose—bettering themselves and their neighborhood.

The author’s message of transformation through community action is presented through the different characters, each of which provides a distinct voice and viewpoint.

Text and Media Selections

Internet/Media Options

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

Seedfolks

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 1–10</td>
<td>(Embedded) Background video: “Community Garden” (4 min. 46 sec.)</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 11–22</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 23–35</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 36–44</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 45–50</td>
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</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
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</tr>
</tbody>
</table>

Seedfolks

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Pages 51–58</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 59–65</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 66–72</td>
<td></td>
</tr>
<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 82–87</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
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<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Analyze how the characters’ viewpoints and experiences support the author’s message.

**Teacher Background**
This lesson’s reading introduces the reader to the first character in the story, Kim. Kim’s family came to the United States from Vietnam. Her father dies before she is born. To feel more connected to her father, a farmer, Kim decides to plant beans in an abandoned lot next to her family’s apartment building. Even though she is afraid of the rats and trash, Kim shows her bravery and overcomes her fears to plant the seeds. The reader is also introduced to Ana, an elderly woman who lives in the apartment building. She grows suspicious when she sees Kim in the abandoned lot and decides to find out what the girl is up to. When Ana unearths the beans, she feels guilty and regretful that she disturbed the child’s plants.

The purpose of the Big Question is to get students thinking about what it takes for a person to do great things. Students should understand that people do not have to wait to be great to do great things, that they can do great things now, just as they are.

Show the video “Community Garden” to build background about what a community garden is and to begin thinking about how the “common ground” of a community garden affects the members of a community.

**Active Instruction**

(22 minutes)

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

**The Big Question:**
“To achieve greatness: start where you are, use what you have, do what you can.”
—Arthur Ashe, tennis champion and civil rights activist

Can you think of an example of something that started out small and turned into something great? Based on this quote, do you think that you have to wait to be great before you can do something great? Explain your answer.
Set the Stage

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

   Can you think of an example of something that started out small and turned into something great? Based on this quote, do you think that you have to wait to be great before you can do something great? Explain and support your answer.

   I remember when my friend and I started a toy donation for Christmas toys. It started out in just our neighborhood, and then our school got involved and it got bigger and bigger.

   I don’t think you have to wait to do something great. Just like Arthur Ashe said, you can start where you are, use what you have, and do what you can do. One person can make a big difference.

   Use Think-Pair-Share to continue peer discussion of the Big Question.

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 they earn team celebration points during the Lightning Round.

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

4. Distribute copies of Seedfolks. 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 novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.

   Have partners preview Seedfolks to predict what it is about. Use Think-Pair-Share to ask:

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

   Accept reasonable responses. For example, the book will be about people who like seeds, people who plant things, some people starting a garden.

5. Explain to students that this book is made up of many chapters and that each chapter is another character’s story. Further build interest by sharing that this text centers on an abandoned lot and plants.

6. Use Think-Pair-Share to ask:

   What could plants and an abandoned lot have in common?

   People could put plants in an abandoned lot and could grow things there.
   They could put plants in the lot and turn it into a park.
7. Show video “Community Garden.” Use Think-Pair-Share to debrief the video.

Why do you think the community garden is important to people in the video?

The community garden is a green space away from the city streets. People can plant vegetables for food; the garden is a meeting place where people get together to work and talk; kids can play and learn about plants.

Point out that the people in the video transformed a vacant lot into a garden. Explain that the book they are about to read is about a garden and how it transforms or changes the people in a community.

Interactive Read Aloud

1. This cycle our reading objective is: analyze how the characters’ viewpoints and experiences support the author's message. Explain that an author uses characters—what they do, how they feel, and what they learn—to express a big idea or message. Each character in the book they are about to read will tell a story from his or her viewpoint. Tell students that to analyze the character’s viewpoint, they can ask: What is the character’s situation? What is the character feeling? What action does the character take?

2. Have students think about these questions as you read the first story aloud.

3. Read pages 1–4 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I just read Kim’s story. What is her situation? I learned that her father died before she was born. How does she feel about that? She says she has no memories to cry over, like her mother and sisters do. She wonders if her father’s spirit even knows that she exists. Kim says she wants to show her father’s spirit that she is his daughter. What action does Kim take? She goes to a vacant lot, digs some holes, and plants some lima bean seeds. Why does she do that? She says that her father will see her planting seeds as he did when he was a farmer in Vietnam. She will show him that she is his daughter and can grow things too. So I think Kim planting the seeds is the beginning of a garden.</td>
</tr>
</tbody>
</table>

4. Introduce the graphic organizer to students:

As we begin to read Seedfolks, I think it will be very helpful for us to use a graphic organizer to organize information about the different characters. As I looked through the book, I noticed that there are many characters in this text, so using a graphic organizer will help us keep track of all the characters and what we learn about them. In time, we will also see some clues about the author’s message.
5. Model creating a graphic organizer, such as the table below, and making notes. A sample graphic organizer follows:

<table>
<thead>
<tr>
<th>Character</th>
<th>Character’s Situation</th>
<th>Character’s Feelings</th>
<th>Action Character Takes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim</td>
<td>Kim’s father died before she was born, so they never knew one another.</td>
<td>Wants her father’s spirit to know she exists.</td>
<td>Goes to vacant lot and plants seeds like her father when he was a farmer in Vietnam. Wants to show her father’s spirit that she is his daughter.</td>
</tr>
</tbody>
</table>

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 page 5 to page 6, stopping at the end of paragraph 1. Use Random Reporter to debrief.

What is Ana’s situation? What have you learned about Ana?

Ana likes to look out her window. It is like a TV to her. She has witnessed a lot of change so far. She discusses how she has watched people move in and move out. She says they only stay until they have enough money to leave. I think the author’s message will have something to do about change, since the neighborhood has changed.
Team Discussion

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

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

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

Team Talk Questions

1. What does Ana mean when she says she has “seen history out this window”? Use support from the text in your answer. (Write) [DC, AP, SA] (Team Talk rubric)

   100 = When Ana says that she has “seen history out this window,” she means that she has seen the neighborhood change a lot over the years. In the text, Ana says that she was only four when they moved there in 1919, and, on page 6, she explains all the things that she has seen change in the neighborhood over the years. So, Ana has seen the history of the neighborhood change as various groups of people have come and gone from the neighborhood and as factories and buildings have closed and been abandoned. In this way, Ana has viewed history from her window.

   90 = Ana means that she has seen a lot of changes in the neighborhood over the years, for example different types of people come and go. Ana has watched buildings and factories close and become abandoned and new languages and new people come and go from her window.

   80 = Ana has watched the neighborhood change over the years from her window.

2. Whom do you think Ana is watching out the window? Use information from the text to support your answer. [DC, SA] (Team Talk rubric)

   100 = Ana is watching Kim out the window. I know that she is watching Kim because evidence from the text verifies this. On page 7, the text says, “Down in the lot, a little black-haired girl, hiding behind that refrigerator. She was working at the dirt and looking around suspiciously all the time.” Then, on page 9, it says that Ana dug up the dirt and found a white bean. Back on page 4 in the text, it says that Kim had planted beans, which tells me that it was Kim that Ana was watching out the window.

   90 = I know that Ana is watching Kim from her window. I know this because the text says that Kim has black hair and planted beans in the garden. Ana saw a girl with black hair, and when she dug in the dirt, she found a white bean.

   80 = Ana watched Kim plant beans from her window.

continued
3. On page 8, Ana says, “My curiosity was like a fever inside of me.” What does she mean by this statement, and what does this tell you about Ana? Use information from the text to support your answers. [DC, SA] (Team Talk rubric)

100 = When Ana says this, I think she means that she has to know what the little girl in the garden is up to. On page 8, Ana says that she will solve this case herself. This tells me that she thinks of herself as an investigator. Page 8 also tells me that she used to work for the parole department, so she thinks suspiciously of people. When she sees Kim digging in the garden, she assumes that she is hiding drugs, money, or a gun. Since Kim is only nine years old, this tells me that Ana probably thinks everyone is up to no good. Since she watches everyone in the neighborhood, I think she is nosy and wants to know what everyone is doing. When Ana says that her curiosity was like a fever, she means that she is dying to know what Kim is burying, and that tells me that she is a suspicious and curious person.

90 = Ana means that she really wants to know what Kim is burying, and she can’t wait to go down and check it out. She watches everyone in the neighborhood and seems to know everything that is going on, so I think she is nosy and bored.

80 = Ana thinks Kim is hiding something, so she is going to go down and find out what she has buried. I think Ana is a nosy old person.

4. How does Ana feel after she digs up the beans? What does she realize? [DC] (Team Talk rubric)

100 = Ana feels terrible and sorry after she digs up the beans. She says, “the truth of it slapped me full in the face.” The girl was not burying drugs, money, or a gun. She was just planting seeds. Ana realizes that her suspicions about the girl were wrong and that she had jumped to a conclusion about her. She tries to repair the damage to the girl’s plants.

90 = Ana feels bad about digging up Kim’s beans. In the text, Ana says she feels like she “ripped out a page of the girl’s diary” after she dug up the beans.

80 = Ana feels bad about digging up the beans.

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 that a team member added to the word power journal.

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

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

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

(18 minutes)

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: Analyze how the characters' viewpoints and experiences support the author’s message.

Teacher Background

In this lesson, the reader is introduced to two new characters, Wendell and Gonzalo. Wendell is a school janitor who lost his son and wife. He helps Kim’s plants by watering them and is inspired to create positive change by her example. Gonzalo is an eighth grade student who moved two years ago from Guatemala. His uncle, Tio Juan, can’t speak English, doesn’t have a job, and stays in the apartment all day. Gonzalo must stay with his uncle after school. Gonzalo loses respect for his uncle, considers him like a child, and is embarrassed by him. When they go to the lot, Gonzalo learns that his uncle has amazing skills as a food grower. Gonzalo is humbled and regains respect for his uncle.

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><strong>pods</strong></td>
<td>pod-s (pod-s)</td>
<td>parts of certain plants that hold the seeds</td>
<td>Pods split open when they are ripe.</td>
</tr>
<tr>
<td><strong>trowel</strong></td>
<td>tr-ow-el (TRA-owl)</td>
<td>a small tool with a scoop-shaped blade used for planting</td>
<td>My mom used the <em>trowel</em> to dig holes for her flowers.</td>
</tr>
<tr>
<td><strong>troughs</strong></td>
<td>tr-ough-s (trof-s)</td>
<td>a long, deep narrow box usually used for plants or feeding livestock</td>
<td>I planted my flowers in <em>troughs</em> and placed them in my garden.</td>
</tr>
<tr>
<td><strong>compromised</strong></td>
<td>com-pro-mised (KOM-pre-miz-ed)</td>
<td>having settled a disagreement or argument by each party giving up some of their demands</td>
<td>When I didn’t want to eat my spinach, my mom and I compromised so I only had to eat half of it.</td>
</tr>
<tr>
<td><strong>plantation</strong></td>
<td>plan-ta-tion (plan-TAY-shen)</td>
<td>a large estate or farm where one crop is grown</td>
<td>A <em>plantation</em> was usually in the South and generally grew cotton, tobacco, or rice.</td>
</tr>
<tr>
<td><strong>funnel</strong></td>
<td>fun-nel (FUN-el)</td>
<td>a utensil that has a wide cone at one end and a thin tube at the other</td>
<td>When a <em>funnel</em> is used, something can be poured into a container with a small opening without spilling.</td>
</tr>
<tr>
<td><strong>sharecropper</strong></td>
<td>share-crop-per (SHAIR-krop-er)</td>
<td>a tenant farmer who pays as rent a share of the crop</td>
<td>The <em>sharecropper</em> gave a portion of corn to the owner of the land as rent.</td>
</tr>
<tr>
<td><strong>pitchfork</strong></td>
<td>pitch-fork (PICH-fawrk)</td>
<td>a large, long-handled fork for manually lifting and pitching hay, stalks of grain, etc.</td>
<td>My dad used a <em>pitchfork</em> to toss the hay bales into the wagon.</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. This cycle our reading objective is: analyze how the characters’ viewpoints and experiences support the author’s message.
2. Read pages 11–15 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>So what is Wendell’s situation? He has lost his son and wife to tragic events. He thinks about them and all the things that bother him. But from Kim’s actions, he realizes that there are some things you can change. On page 15, Wendell thinks, “But a patch of ground in this trashy lot—I can change that. Can change it big.” So far, all three characters have changed in some way because of the planting of beans by Kim.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

**How has the planting of the beans changed the three characters we have read about so far?**

*Kim feels closer to her father after starting the garden. Ana has learned not to be so suspicious and wants to help. Wendell has learned that there are things you can change, and he has more hope.*

Explain to students that as they read the text, they should be mindful of how the author’s message is being conveyed through the characters’ experiences and stories.
4. Model following a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How is the garden changing the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana</td>
<td>Elderly, watches changes out her window, lonely, suspicious</td>
<td>Digs up Kim's seeds</td>
<td>Learns she was wrong to be suspicious; wants to help the plants grow</td>
</tr>
<tr>
<td>Wendell</td>
<td>Experienced tragedy, lost his wife and son</td>
<td>Waters the bean plants; plans to plant</td>
<td>Realizes that there are things he can't change, but things that he can change, he becomes hopeful</td>
</tr>
</tbody>
</table>

5. Partner Practice: Student partner pairs use the read aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have partners read page 16 aloud.

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

**What can you infer about Wendell and how he feels about the garden from his actions on this page?**

Wendell's actions show that he is interested in planting in the garden because he moves the garbage and picks a spot that isn't too shady. Also, Wendell brings a shovel home from work on Monday, which makes me think that he is planning to dig and work in the garden.

Use **Random Reporter** to debrief.

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**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 17–22 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. What problem does Gonzalo have, and how is his thinking transformed at the end? Support your answer with information from the text. (Write) [DC, AP, SA] (Team Talk rubric)

- **100** = Gonzalo’s problem is that he has to watch his uncle, Tío Juan, after school because his uncle doesn’t speak English and can’t work. Gonzalo is embarrassed by his uncle and has little respect for him. On page 19, Gonzalo says he “led him home, holding his hand, the way you would with a three-year-old.” By the conclusion of the chapter, Gonzalo regains respect for his uncle when he sees what a capable farmer Tío Juan is, and Gonzalo thinks positively about his uncle again.

- **90** = Gonzalo is tired of taking care of his uncle, Tío Juan, who can’t speak English. Gonzalo says on page 19 that Tío Juan just wanders around the apartment all day, like a kid in diapers. Gonzalo feels more respect for his uncle when he sees that he can grow food in the garden.

- **80** = Gonzalo is tired of watching his uncle, Tío Juan, who can’t speak English. Gonzalo thinks better of his uncle when he sees that he is a good farmer.

2. How is Tío Juan’s life transformed by the garden, and how does he change in the chapter? Use support from the text in your answer. [RE, SA] (Team Talk rubric)

- **100** = Tío Juan’s life is transformed by the garden because even though he can’t speak English, he was a farmer in Guatemala, and now he can grow plants again and help others in the garden too. Tío Juan changes in this chapter because he starts off almost helpless, and Gonzalo compares him to a baby. By the end of the chapter, Tío Juan is contributing to the garden and assisting others. He feels successful and confident again.

- **90** = Tío Juan becomes a farmer again and is helping others grow things. He changes because before he just stayed inside all the time and couldn’t do anything, but now he goes to the garden and works.

- **80** = Tío Juan is a farmer, and he can grow plants in the garden. He helps others now.
3. How does Tío Juan's point of view help support the author's message? Use information from the text to support your answer. [DC, AP, SA] (Team Talk rubric)

100 = Tío Juan **overcomes** his **inability** to understand English to be **successful** and to **contribute** to the garden and community. **Since** he was a farmer in Guatemala, Tío Juan is able help others to plant, and he can make a positive **impact**. Tío Juan's viewpoint supports the author's message of **overcoming** your problems and **transforming** your life into something positive, so you can work together with and help others.

90 = Tío Juan’s point of view supports the author’s message because Tío Juan is able to overcome his problem of not speaking English to help others in the garden. Even though he can’t speak English, he is able to help people with their plants by using gestures with his hands.

80 = Tío Juan helps others even though he can’t speak English.

4. On page 17, Gonzalo says, “The older you are, the younger you get when you move to the United States.” What do you think he means by this statement, and how does this relate to Tío Juan’s story? Use evidence from the text to support your answer. [DC, RE, SA] (Team Talk rubric)

100 = I think Gonzalo means that older **immigrants** who come to this country have a harder time learning a new language and learning to live in a new country. It’s more of a **struggle** for older people to **adapt** to new ways of life. Tío Juan didn’t know English and couldn’t work or really do anything here, so he became kind of like a baby even though he was an older man. In this manner, Tío Juan seems young even though he is old.

90 = Gonzalo means old people have a hard time learning new things, like a new language. Tío Juan has a hard time learning things, and he couldn’t even go out, so he became like a baby here.

80 = Old people have trouble with new things. Tío Juan didn’t know English, so he was helpless.

5. What do most of the vocabulary words have in common? [CV]

Most of them relate to farming or gardening. They sound like words a farmer would use.

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 that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

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

Class Discussion (15 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>pods (noun)</td>
<td>pod-s (pod-s)</td>
<td>parts of certain plants that hold the seeds</td>
<td>Pods split open when they are ripe.</td>
</tr>
<tr>
<td>trowel (noun)</td>
<td>tr-ow-el (TRA-owl)</td>
<td>a small tool with a scoop-shaped blade used for planting</td>
<td>My mom used the trowel to dig holes for her flowers.</td>
</tr>
<tr>
<td>troughs (noun)</td>
<td>tr-ough-s (trof-s)</td>
<td>a long, deep narrow box usually used for plants or feeding livestock</td>
<td>I planted my flowers in troughs and placed them in my garden.</td>
</tr>
<tr>
<td>compromised (verb)</td>
<td>com-pro-mised (KOM-pre-miz-ed)</td>
<td>having settled a disagreement or argument by each party giving up some of their demands</td>
<td>When I didn’t want to eat my spinach, my mom and I compromised so I only had to eat half of it.</td>
</tr>
<tr>
<td>plantation (noun)</td>
<td>plan-ta-tion (plan-TAY-shen)</td>
<td>a large estate or farm where one crop is grown</td>
<td>A plantation was usually in the South and generally grew cotton, tobacco, or rice.</td>
</tr>
<tr>
<td>funnel (noun)</td>
<td>fun-nel (FUN-el)</td>
<td>a utensil that has a wide cone at one end and a thin tube at the other</td>
<td>When a funnel is used, something can be poured into a container with a small opening without spilling.</td>
</tr>
<tr>
<td>sharecropper (noun)</td>
<td>share-crop-per (SHAIR-krop-er)</td>
<td>a tenant farmer who pays as rent a share of the crop</td>
<td>The sharecropper gave a portion of corn to the owner of the land as rent.</td>
</tr>
<tr>
<td>pitchfork (noun)</td>
<td>pitch-fork (PICH-fawrk)</td>
<td>a large, long-handled fork for manually lifting and pitching hay, stalks of grain, etc.</td>
<td>My dad used a pitchfork to toss the hay bales into the wagon.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Analyze how the characters' viewpoints and experiences support the author’s message.

Teacher Background
Leona and Sam are introduced as characters in the story. Leona is an African American mother with two kids in high school. She becomes a community activist when she becomes determined to have the city clean up the trash-filled lot. Sam is a friendly older man who wants to have a positive effect on others’ lives.

Active Instruction

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

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud
I heard several students mention the word transformation as we were in our groups for discussions. I really want to know more about this word, as I think it is important in understanding the author’s message, and it appears to be a theme of this book. It is a really interesting word to me, as I see that it has the word form in the middle and trans at the beginning. It makes me think of the word transformer, like the movie where robots change forms. I think, based on what I already know, that this word relates to changing. I will check the dictionary to see if I am correct.
Sample Word Map

<table>
<thead>
<tr>
<th>transformation</th>
<th>form: shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>related words:</td>
<td></td>
</tr>
<tr>
<td>transaction, translate, transfer</td>
<td></td>
</tr>
<tr>
<td>has trans at beginning; reminds me of transformers, robots that change shapes and forms</td>
<td></td>
</tr>
<tr>
<td>trans: across</td>
<td></td>
</tr>
</tbody>
</table>

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: analyze how the characters’ viewpoints and experiences support the author’s message
2. Read pages 23–28 aloud. A sample Think Aloud follows.
3. In this story, the author uses the characters’ problems and how they overcome those problems to support his message to the reader. To better understand the author’s message as readers, we need to understand the struggles each character has and how they deal with those struggles.

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

   **Was Leona’s idea of bringing in the trash from the lot a wise decision? Why or why not?**

   *Yes, because she was able to go right in and speak to someone instead of waiting, as she had to do on the phone.*

5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How is the garden changing the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leona</td>
<td>is sick of the abandoned lot filling up with trash, decides to do something about it, but can’t get through to anyone on the phone</td>
<td>Leona goes to the Public Health Department with bag of stinky garbage from the lot, then able to meet with someone</td>
<td>She doesn’t give up, keeps pushing on</td>
</tr>
</tbody>
</table>

6. Have partners read pages 29 and 30, stopping at the end of the first paragraph. Use **Think-Pair-Share** to ask the following:

   **What can you infer about Sam based on the information you just read?**

   *I can tell that Sam likes words because he said that studying words is one of his hobbies. I can tell that Sam is kind and friendly because he speaks to the woman in the garden and smiles at her.*
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 29–35 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. Based on your notes and the reading you did today, would you consider Leona and Sam problem-solvers? Support your answer with information from the text. [DC, RE, SA] (Team Talk rubric)

   100 = Yes, Leona and Sam are problem-solvers because they both help to solve problems in the text. Leona goes to the Health Department to solve the problem of the trash-filled lot, and Sam solves his problem of not being able to dig himself by hiring a teenager to do it. They support the author’s message of hope and community because they try to make their community better and they don’t give up; they keeping believing in change. So, in conclusion, Sam and Leona are problem-solvers.

   90 = Yes, because Leona solves the problem of the lot being filled with trash, and Sam hires someone to plant for him, since he can’t. They support the author’s message because they don’t give up; they try to make other people’s lives better and they care about their community.

   80 = Leona and Sam are problem-solvers because they both solve problems in the book. They keep trying to make the community better.

continued
2. On page 35, Sam says, “From Paradise, the garden was turning back into Cleveland.” What do you think he means by this? Support your answer with information from the text. [DC, SA] (strategy-use rubric)

100 = I think Sam means that the garden was like Paradise when everyone was working together and supporting one another, and it was like the Garden of Eden. But then the homeless man came back and was angry that his couch was gone, so he started ripping out people’s plants. Then the police were called, and people were concerned about their plants and vegetables being taken. On page 35, the text says that people started putting up fences, signs, and even barbed wire. So, the garden turned back into a place like Cleveland, like the city, where they were afraid and were trying to keep people away.

90 = I think Sam means that the garden had started out pretty and everyone was nice to each other. After the homeless man ripped people’s plants out and the police had to come, the gardeners got scared and started putting up fences and barbed wire to keep people out. It became like the city, where people were afraid of being robbed.

80 = I think Sam means that the garden is like the city now.

3. On page 30, why does Sam call the park “paradise”? What does the word mean, and what are its origins? Use evidence from the text to support your answer. [CV, SA] (Team Talk rubric)

100 = Sam calls the park “paradise” because page 30 says that he sees the three walls surrounding the lot and the beautiful garden, and it reminds him of the word paradise. The word paradise comes from a Persian word that means walled park. So, Sam concludes that the garden is like paradise.

90 = Sam thinks the garden is like a paradise. He sees the three walls and beautiful garden, and he thinks it is like paradise, which comes from a Persian word meaning walled park.

80 = Paradise means walled park in Persian. Sam sees the walls and pretty garden, like paradise.

4. How does Sam “sew up rips in the neighborhood”? How is Sam like the garden in helping the community? Use examples from the text in your answer. (Write) [DC, AP, SA] (Team Talk rubric)

100 = Sam says he sews up rips in the community because the text says that he smiles at people, starts up conversations, is friendly, and tries to get people in the community talking to one another. Sam and the garden are similar because they both bring people in the neighborhood together, talking and getting along. In these ways, Sam helps the community and brings people together, like the garden.

90 = Sam helps “sew up rips in the neighborhood” by being nice to people, smiling at them, and trying to get them to talk to each other. He is like the garden in that they both help to bring people closer together in the community.

80 = Sam is friendly, and he helps people get closer, just like the garden.
Team Talk Questions continued

5. Which vocabulary word belongs in the blank? How do you know? [CV]
   A ________ usually grew one specific crop and was most commonly located in the
   south part of the country.
   Plantation, because a plantation is a farm that mainly grew one crop. Plantations
   were mostly located in the southern states.

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 that a team
   member added to the word power journal.

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

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

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

Class Discussion

(15 minutes)

Lightning Round

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

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

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

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

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

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

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

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

**Reading Objective:** Analyze how the characters' viewpoints and experiences support the author’s message.

**Teacher Background**

Today’s reading focuses on Virgil. Virgil is a boy whose family is from Haiti. His father is a taxi cab driver who decides to try to get rich by growing lettuce and selling it in restaurants. Virgil helps his father with the lettuce so that they can sell it and Virgil can get a new bike. Virgil finds a locket in the garden with a picture of a girl who reminds him of a goddess of crops that he learned about in school. At the end of the chapter, Virgil asks the girl to help their lettuce.

**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 pages 36–40 aloud.

2. Use Think-Pair-Share to ask:

   **What new character have we met in this section of the text and what is his problem?**

   *The new character is Virgil, whose dad promised him a new bike from the money they will make growing the lettuce. But the lettuce is not doing well.*

   **Based on what you know about the author’s message and how other characters have developed in the story, do you think Virgil will be able to overcome his problem? Why or why not?**

   *Based on the characters so far, I think Virgil will overcome the problem of the lettuce dying, because the other characters have found ways to overcome their problems. I think someone in the garden will help Virgil and his dad to grow healthy lettuce.*

3. Use Think-Pair-Share to ask:

   **If the lettuce doesn’t thrive and is unsellable, how else could Virgil solve his problem of not having money for his new bike?**

   *Maybe he could grow another crop, or he could work for someone in the garden and make money that way.*

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How is the garden changing the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virgil</td>
<td>His father disappoints Virgil when he lies to his old third grade teacher, doesn’t know how to grow lettuce, can’t sell the lettuce because it’s dead and can’t buy Virgil the bike he promised him</td>
<td></td>
<td></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 41–44 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. On page 40, why does Virgil say that he felt embarrassed? Use information from the text to support your answer. [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = On page 40, Virgil says that he felt embarrassed because he and his father have planted so much ground. Virgil also says that no one else’s garden is “a quarter the size of ours.” So, Virgil is aware that he and his father have taken significantly more land than anyone else and is embarrassed by that fact.</td>
</tr>
<tr>
<td><strong>90</strong> = Virgil is embarrassed that he and his father took so much land. Virgil realizes that their spot is much bigger than anyone else’s in the garden.</td>
</tr>
<tr>
<td><strong>80</strong> = Virgil is embarrassed that they took a lot of land in the garden.</td>
</tr>
</tbody>
</table>

continued
2. Who is Miss Fleck, and why does Virgil’s father lie to her? How does this create conflict in Virgil? Use information from the text to support your answer. [RE, DC, SA] (Team Talk rubric)

100 = Miss Fleck is Virgil’s old third grade teacher. Virgil’s father lies to her because he has taken up a lot of space in the garden with his lettuce plants, and he tells Miss Fleck that he is planting lettuce for relatives, which isn’t true. This causes Virgil to be mad at his father, and then he pities him. On page 40, Virgil says that he is used to kids lying and making mistakes, but not grown-ups. That tells me that Virgil is disappointed in and angry at his father for lying, which creates a conflict in their relationship.

90 = Virgil’s father lies to Miss Fleck, Virgil’s old third grade teacher, because he is using the large piece of land to grow lettuce to sell. He tells her that the lettuce is for relatives, but that is a lie. Virgil gets angry at his father for lying.

80 = Miss Fleck was Virgil’s third grade teacher. Virgil’s dad lies so he can sell more lettuce. Virgil is mad at his dad for lying.

3. What does Virgil find in the garden? What does Virgil do with his find at the end of the chapter, and how does he think it will help to overcome his problem? Use evidence from the text to support your answer. (Write) [DC, AP, SA] (Team Talk rubric)

100 = Virgil finds a heart-shaped locket with a girl’s picture inside. Virgil keeps the locket. Virgil sees similarities between the girl in the locket and a goddess of crops that he learned about in school, so at the end of the chapter, he asks the girl in the locket to help save their lettuce. Virgil is convinced that the girl in the picture can resolve the problem of the lettuce dying.

90 = When Virgil is digging in the garden, he finds a small locket with a girl’s picture in it. Virgil asks the girl to save their lettuce at the end of the chapter, because she looks like a goddess that he learned about in school.

80 = Virgil asks the girl in the locket to help save the lettuce. He finds the locket in the garden.
### Team Talk Questions continued

4. On page 42, Virgil says that the lettuce is like having a new baby in the family, and he is like its mother. Explain what he means by this statement and why the lettuce is so important to Virgil. Use information from the text to support your answer. [DC, SA] (Team Talk rubric)

**100 =** Virgil says this because he has to take good care of the lettuce and watch it closely, just like you would with a little baby. Virgil waters the lettuce every morning and cares for the lettuce. The lettuce is **critically** important to Virgil because his father promised that Virgil could get a new bike with the money that they make from the lettuce. So, Virgil is monitoring the lettuce and caring for it **diligently.**

**90 =** Virgil is caring for the lettuce like a mom would with a baby. He waters it every morning and makes sure it is okay. The lettuce is important to Virgil because his dad promised Virgil he would get him a new bike with the money they made from selling it.

**80 =** Virgil takes care of the lettuce. He wants a new bike with the money from selling the lettuce.

5. How is the garden like a pod? [CV]

> The garden is like a pod because good things are springing out of it, just like seeds come out of a pod.

> New things are developing and growing out of something old, just like new seeds spring from a pod.

---

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 that a team member added to the word power journal.

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

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

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

(15 minutes)

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

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

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

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

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

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

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

**Writing Objective:** Draw evidence from literary text to support a conclusion.

**Teacher Background**
In this writing project, students will be asked to connect a character's point of view to their conclusion of the author's message in the story, and to support that conclusion with evidence from the text.

**Active Instruction**
(10 minutes)

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. **We have been reading this book with the purpose of identifying how the characters’ experiences and points of view support the author’s message. Today we will draw evidence from literary text to support a conclusion.**
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>Choose one of the characters in the book. Explain the character’s viewpoint. What action does the character take? How does the garden change this character? How does this character support the author’s message about community and personal transformation?</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?**

**Write a literary response because it asks us to make a point about characters and support it.**

6. 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.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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</thead>
<tbody>
<tr>
<td>Ideas</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>
</tr>
<tr>
<td>Organization</td>
</tr>
<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>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
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</table>

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

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

**Which guidelines relate to our writing objective: draw evidence from the text to support a conclusion?**

*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. Under Style: choose and quote from the text to support your point.*
Use **Think-Pair-Share** to ask:

**Why is it important to support our conclusions with reasons?**

*It makes your conclusion make sense and backs up your thinking.*

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**

Explain to students that to find the information that will help them, they should reflect back on their notes on the character they will be focusing on, rereading if necessary, to gather evidence to support their conclusion of the author’s message.

Have students take out sticky notes to use for marking important evidence in the text that will support their conclusions of the author’s message. If necessary, model this using Leona as an example.

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How this character supports the author’s message about community and personal transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leona</td>
<td>Gets fed up with garbage covering the abandoned lot, wants the city to clean it up</td>
<td>Leona follows through and doesn’t give up on getting the lot cleaned up</td>
<td>Shows that when people see something wrong, they should not give up until it is changed. Leona helps to get garden started, which transforms the entire community</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/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

(20 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—draw evidence from literary text to support a conclusion.

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

For example, ask:

- Does the writer introduce his or her conclusion about the author’s message?
- Does the writer support his or her conclusion with good textual reasons?
- Does the writer include a closing statement in support of his or her conclusion?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use description and dialogue to reveal a character’s viewpoint?
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 difficult to support your conclusions with evidence from the text?**
  
  *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.

The top team chooses a cheer.

Celebrate team successes!

Remind students of the Read and Respond homework assignment.
Author’s Message

Writing Prompt

Choose one of the characters in the book. Explain the character’s viewpoint. What action does the character take? How does the garden change this character? How does this character support the author’s message about community and personal transformation?

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Lesson 6

**Reading Objective:** Analyze how the characters' viewpoints and experiences support the author’s message.

**Writing Objective:** Draw evidence from literary text to support a conclusion.

**Teacher Background**

Today’s cycle test challenges students to analyze how the characters’ viewpoints and experiences support the author’s message and asks them to draw a conclusion and provide textual evidence for their conclusion.

The reading for the test revolves around the character Sae Young. Sae Young is from Korea and owns a dry cleaning store. Her husband died young, and she has no children. She survives an attack and beating in her store but is too afraid to leave her apartment for months afterward. The garden makes Sae Young want to be around people again and makes her feel as though she is part of a family again.

**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.

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 review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.
Partner Review

1. Remind students that they have been practicing drawing conclusions about the author’s message by identifying the characters’ points of view in the text, analyzing the characters in regard to the author’s message, and drawing evidence from literary text to support those conclusions.

   Use Think-Pair-Share to ask:

   **Which character do you think best illustrates the author’s message, and why?**

   *Answers may vary.*

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 and #2 ask about how the characters’ viewpoints and experiences support the author’s message.

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

   **2. What is Sam’s idea for solving the problem of transporting water? Why do you think the author may have included this detail in the story, and how does it support his message of community? Use supporting information from the text in your answer.** [DC, AP, 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 about another character in the text.**

Test

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

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

Class Discussion
(10 minutes)

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

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 1 Test

Author's Message

Directions: Read Seedfolks, pages 45–50, and answer the following questions on a separate piece of paper. Some of the questions are from today’s reading, and others are from all the readings we have done so far. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. On page 45, Sae Young says, “I always like being with people.” On the next page, Sae Young says, “I no more like to be with people, like before.” What occurs that causes this change in Sae Young? Use information from the text to support your answer. [DC, AP, SA]

20 points = Sae Young says she doesn’t want to be around people anymore because she was attacked in her dry cleaning store. On page 46, Sae Young tells about a man who comes into her shop with a gun, robs her, and injures her severely. This causes Sae Young to be afraid of people and not want to be around people anymore.

15 points = Sae Young doesn’t want to be with people anymore after she is attacked in her dry cleaning shop by a man with a gun. Sae Young becomes afraid of people and doesn’t leave her apartment.

10 points = Sae Young is afraid of people after she gets beaten up in her shop.

2. What is Sam’s idea for solving the problem of transporting water? Why do you think the author may have included this detail in the story, and how does it support his message of community? Use supporting information from the text in your answer. [DC, AP, SA]

20 points = Sam’s idea for solving the problem of transporting water is to have a contest to let children under twelve come up with the ideas, and he offers $20 for the best one. I think the author included this detail in the story because it shows how Sam helps the community to come together. In the text, Sae Young says that Sam talks to everyone, which demonstrates how he reaches out to others in the community. By including all the children in the neighborhood, Sam brings the community together. This supports the author’s message of pulling together and overcoming difficulties. Sam’s idea validates the author’s message of teamwork and community action to solve problems.

15 points = Sam decides to have a contest to let the kids in the neighborhood come up with an idea for solving the water problem. In the text, Sam says that since the adults can’t solve the problems, they should let the children try, and he offers $20 for the best idea. I think that the author included this to show how Sam is helping to bring the people in the community together, and it supports his message of teamwork and community action.
10 points = Sam has a contest and lets the children come up with ideas for getting the water to the garden. The author wants to show how the community is coming together, which is his message in the text.

3. Why does Sae Young provide funnels for the garden?
   A. to help with planting the seeds
   B. to use the extra money she has
   C. as a way to keep weeds out of the garden
   D. to make it easier to fill the containers

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

20 points = Sae Young provides funnels for the garden because the people of the garden are having difficulty getting the water into the containers. On page 49, Sae Young says after the thunderstorm fills the garbage cans, people were struggling to transfer the water from the pots into the narrow containers. That’s why Sae Young provides funnels for the garden.

15 points = Sae Young buys funnels for the garden so the people can pour the water into the containers easier. Sae Young says in the text that it was hard to pour the water from the pots into the narrow containers.

10 points = Sae Young gets funnels so the people can pour the water into the containers easier.

4. Do you think that Sae Young feels good about being able to provide the funnels for the garden? Use information from the text to support your answer. [DC, SA]

20 points = Yes, I think that Sae Young feels good about being able to provide the funnels for the garden because on page 50, the text says, “I put one by each garbage can. That day I see man use my funnel. Then woman. Then many people. Feel very glad inside. Feel part of garden. Almost like family.” This tells me that providing the funnels helps Sae Young to feel connected to the others and that she is part of the garden project, which makes her feel good.

15 points = Yes, I think that Sae Young feels good about being able to provide the funnels for the garden because it helps the people to water their gardens. I know that when I help others, it makes me feel good, so I think Sae Young feels good too. Also, in the text it says that she feels like she has a family again.

10 points = Yes, I think that providing the funnels makes Sae Young feel good because it feels good to help others.
5. Analyze this quote: “By helping others, we help ourselves.” Think about Sae Young and her experiences in the text. Does her story prove this quote to be accurate, and if so, how? Explain your reasoning, and support your answer with information from the text. [DC, SA]

20 points = Yes, Sae Young’s story supports this quote because before she went to the garden, she was isolated and alone. She was afraid of people and didn’t want to be around them. When Sae Young goes to the garden, she is able to help others by providing funnels that she buys at the store. By helping them, Sae Young is actually helping herself too. She feels better, happier, and like she is part of a family again. Also, by helping the other people in the garden water their gardens, Sae Young is helping get water to her own garden too. So Sae Young’s story does prove that when we help others, we really do help ourselves.

15 points = Sae Young’s story proves that when we help others, we help ourselves because Sae Young gives funnels to the people in the garden, which helps them. But by giving the funnels, Sae Young actually feels better herself, and she says she feels like she is part of a family.

10 points = By helping others, we help ourselves because Sae Young gives the people funnels, and that helps her too.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
Explain Sae Young’s viewpoint. What is Sae Young’s situation, what hardships has she faced, and what action does she take? How does the garden change Sae Young, and how does she support the author’s message about community and personal transformation?

Sae Young’s problem is that she was attacked in her dry cleaning store, and she stayed in her apartment for months because she was afraid of people. The text says Sae Young isolated herself in her apartment and only went to the store to get food, and then went immediately home. When Sae Young starts going to the garden and growing plants, she likes it there and feels comfortable around people again. She says being around the people there feels like being around a warm fire in winter. Sae Young helps them by getting funnels for pouring water, and she begins to feel like they are her family. Sae Young’s viewpoint supports the author’s message of hope and transformation because she overcomes her fear and becomes part of the community. In conclusion, Sae Young struggles and has problems, but she is able to overcome them to be part of the garden.
The following guide is used to score part II of the cycle test.

<table>
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<th>Writing a Literary Response</th>
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<td>• Ends with a closing statement</td>
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</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Draw evidence from literary text to support a conclusion.</td>
</tr>
</tbody>
</table>

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

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

   Accept a response that shows that the student understands the meaning of the words. For example: What crop did the sharecropper grow on the plantation?

2. In which sentence is the word *sharecropper* used incorrectly? [CV]
   
   A. The sharecropper designed where the plants in the garden would go.  
   B. My great grandfather was a sharecropper on a tobacco farm.  
   C. Sometimes a sharecropper would be given land on which to build a home.       
   D. A farm does not generally have a sharecropper anymore.

3. When my friend and I couldn’t decide on which sport to play, we ________ and played both for a set amount of time.

   Choose the word that belongs in the blank. [CV]
   
   A. deliberated  
   B. promised  
   C. compromised  
   D. discussed

4. Choose two vocabulary words to use in a question. [CV]

   Accept a response that demonstrates that the student understands the meaning of the words. For example: Would a farmer use a pitchfork to throw hay into the troughs?
5. In which sentence is the word *pods* used incorrectly? [CV]
   A. The bean *pods* broke open and sprouted little green stems.
   B. *We saw the pods swimming in the pond behind the garden.*
   C. The recipe called for pea *pods* to be used in the salad.
   D. When the *pods* opened, we could see the seeds inside.

6. I used a _______ to pour the water into the water jug.
   Choose the word that belongs in the blank. [CV]
   A. trough
   B. trowel
   C. pitchfork
   D. funnel

7. Choose two vocabulary words to use in a question. [CV]
   Accept a response that demonstrates that the student understands the meaning of the words. For example: Can we use a funnel to pour the bean *pods* into the jar?

8. In which of the following sentences is the word *trowel* used incorrectly? [CV]
   A. *I used a trowel to eat my cereal in the morning.*
   B. The farmer used a trowel to dig holes for the seeds.
   C. A trowel usually has a scoop on one end and a handle on the other.
   D. My dad used a trowel to dig holes for planting the tomato plants.

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]

   Passengers, which means people who are traveling in a car, bus, train, ship, airplane, etc. and are not driving. For example: We were passengers on the bus to New York City.
10. As used in the sentence “Sae Young was using a needle and thread to make alterations to a pair of pants when a man came busting in to the dry cleaning store,” alterations most nearly means— [CV]
   A. burning.
   B. changes.
   C. damages.
   D. scars.

Explain how you figured out the meaning of alterations.

Students will explain their thinking. For example, I used the context. The passage talks about Sae Young using a needle and thread, so I know that she must be making changes to the pants.

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
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<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
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<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
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<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Analyze how the characters’ viewpoints and experiences support the author’s message of the text.

**Teacher Background**

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

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

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

**Vocabulary**

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

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

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

Team Discussion

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

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

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

Teacher’s Note:

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

Read and Respond Questions

<p>| | |</p>
<table>
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| **1.** | Is your selection informational or literature? Summarize your reading.  
(summary rubric) |
| **2.** | Why did you choose this reading? What is your purpose for reading?  
(Team Talk rubric) |
| **3.** | Choose a word, phrase, or passage that you did not understand at first. How did you figure it out?  
(strategy-use rubric) |
| **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) |
| **5.** | Would you recommend this selection to others to read? State your opinion, and support it with reasons.  
(Team Talk rubric) |
| **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) |
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?

---

Two-Minute Edit

Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.
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:** Analyze how the characters’ viewpoints and experiences support the author’s message of the text.

**Teacher Background**

This lesson’s reading focuses on Curtis, a young African American man who plants tomatoes in the garden to try to prove to his old girlfriend, Lateesha, that he can think about people other than himself. Curtis wants to show Lateesha that he has changed from an egotistical body-builder to a caring and capable man.

**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:* Think about this quotation from Thich Nhat Hanh, a Buddhist monk from Vietnam: “When the rain of compassion falls, even a desert becomes an immense green ocean.” Use your own words to explain what you think he means by this statement. Do you agree or disagree? Give an example from the book or one from your own life to support what you think.

**Set the Stage**

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

   Think about this quotation from Thich Nhat Hanh, a Buddhist monk from Vietnam: “When the rain of compassion falls, even a desert becomes an immense green ocean.” Use your own words to explain what you think he means by this statement. Do you agree or disagree? Give an example from the book or one from your own life to support what you think.

   *I think he means that when we are kind and helping others, we can change something bad into something good.*

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

   **How can showing compassion help to solve someone’s problem?**

   *When you are compassionate, you are being kind and understanding, which may help someone who needs to talk to someone.*
Use **Think-Pair-Share** to ask:

**Which character or characters in the text demonstrate compassion?**

*Sam shows compassion because he tries to be kind and smile at people to make their lives better.*

1. 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.

2. Introduce the text, author, and reading objective.

3. 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.

   Explain to students that during today’s reading, we will be learning about how showing compassion for others can change and transform lives.

**Interactive Read Aloud**

1. Read pages 51–53 aloud, stopping after the second paragraph on page 53.

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

   **What is Curtis like before Lateesha cuts him loose?**
   
   *Curtis is conceited and thinks he is all that because he has big muscles and gets lots of attention from girls.*

   **How has Curtis changed in the last five years?**
   
   *He has grown up a lot, and he wants a wife. He decides to find Lateesha and win her back.*

   **Is Lateesha interested in Curtis? How do you know?**
   
   *No, because she turns her back on him in the street and doesn’t want to hear anything he has to say.*

   **What plan does Curtis come up with to show Lateesha that he has changed?**
   
   *He decides to grow tomatoes for her to show her that he can think about others and be kind and responsible.*

3. Have students read, starting at the third paragraph on the bottom of page 53, through the bottom of page 55.
4. Use **Think-Pair-Share** to ask the following:

**What is happening to Curtis as he is tending to the tomatoes and working in the garden?**

*He is not thinking about himself as much. He stops working out and stops taking his shirt off.*

**On page 55, what does Curtis do to take the attention off of himself when girls walk by and make comments?**

*When the girls say, “Looking fine” to him, Curtis points to the tomatoes and says, “Sure is.”*

**What does this show you about how Curtis is changing?**

*This shows me that Curtis is less selfish and conceited and that he is not thinking about himself anymore, but he is thinking about Lateesha and her tomatoes.*

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How is the garden changing the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtis</td>
<td>Wants to show his old girlfriend, Lateesha, that he has changed and that he can be responsible and thoughtful of others’ feelings</td>
<td>Plants tomatoes because he knows Lateesha loves them; Stops working out and taking his shirt off</td>
<td>Curtis is less conceited, is not thinking about himself as much, is thinking about Lateesha and her tomatoes</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 56–58 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>
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<th>Team Talk Questions</th>
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<tr>
<td>1. What does Curtis mean when he says, “No chance for words. So I decided to give her some deeds instead”? Use information from the text to support your answer. [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Curtis means that Lateesha won’t talk to him, so he will demonstrate that he cares for her through his actions. In the text, Curtis says that he is planting the tomatoes directly under her window so she can see them and know that he is waiting for her. Curtis’s deeds will show Lateesha that he loves her and that he has changed.</td>
</tr>
<tr>
<td>90 = Curtis is going to show Lateesha that he cares about her and that he is different. Since she won’t talk to him, he is going to show her he cares by growing tomatoes for her in the garden.</td>
</tr>
<tr>
<td>80 = Lateesha won’t listen to Curtis, so he grows tomatoes for her.</td>
</tr>
</tbody>
</table>

2. How does Curtis’s point of view support the author’s message of hope and transformation? Use evidence from the text to support your answer. (Write) [DC, AP, SA] (Team Talk rubric)
| 100 = Curtis’s point of view supports the author’s message because he overcomes his selfishness and ego to reach out and do something kind and generous. Curtis starts growing tomatoes for Lateesha and stops working out and taking his shirt off to prove he is not conceited. Curtis supports the author’s message because he continues to hope that Lateesha will want him back, and he transforms into a more mature and selfless individual. In these ways, Curtis’s viewpoint supports the author’s message. |
| 90 = Curtis overcomes his problems to show Lateesha he is a better person and has changed. Curtis starts growing tomatoes for Lateesha and is not interested in working out anymore. He supports the author’s message because he has hope and he changes in the story. |
| 80 = Curtis wants Lateesha back, so he plants tomatoes and has hope that she will see that he is different. |

continued
3. Who is Royce, and how does he come to be in the garden? Explain the agreement between Royce and Curtis. How does their agreement mutually benefit them? Use support from the text in your answer. [RE, DC, SA] (Team Talk rubric)

100 = Royce is a fifteen-year-old whose father beat him and threw him out, so he started staying in the garden at night. Curtis finds Royce there one morning and buys him breakfast. Curtis buys Royce a sleeping bag and gives him money for food for the week if he agrees to take care of Curtis's tomatoes. This agreement helps Curtis protect his tomatoes and helps Royce to have food and shelter. Royce and Curtis develop a partnership to help each other.

90 = Royce is a teenager who sleeps in the garden because his father hit him and kicked him out. Curtis helps Royce to get food and gets him a new sleeping bag, and Royce takes care of Curtis's tomatoes.

80 = Royce is a teenager who stays in the garden because he got kicked out of his house. Royce protects Curtis's tomatoes. They help each other.

4. Is Lateesha interested in what Curtis is doing in the garden? How do you know? Use evidence from the text in your answer. [DC, SA] (Team Talk rubric)

100 = Yes, Lateesha is interested in what Curtis is doing in the garden because on page 58, the text says that Curtis looks up at her window and she is watching him from her window. This tells me that Lateesha wants to see what Curtis is doing and is interested in seeing what he is up to.

90 = Lateesha is interested in what Curtis is doing. The text says she is watching Curtis in the garden from her window to see what he is doing.

80 = Lateesha is interested in what Curtis is doing and wants to see the plants.

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 that a team member added to the word power journal.

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

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

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion (18 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

   • 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:** Analyze how the characters’ viewpoints and experiences support the author’s message of the text.

**Teacher Background**
This lesson’s reading is focused around Nora, a British nurse, who cares for Mr. Myles, an elderly and infirmed individual who has suffered two strokes and has become disengaged from life. Nora brings Mr. Myles to the garden, shows compassion and caring for him, and helps him to become involved in the garden planting.

**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>
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<tbody>
<tr>
<td>vegetating</td>
<td>ve-ge-ta-ting</td>
<td>being passive or unthinking</td>
<td>I was vegetating and watching the clouds go by.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(VEJ-ah-tate-ing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>declined</td>
<td>de-clin-ed</td>
<td>failed in strength or value,</td>
<td>My grandmother’s health had declined, and she had to stay in the hospital.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(dee-CLIYND)</td>
<td>deteriorated</td>
<td></td>
</tr>
<tr>
<td>page 60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>haphazard</td>
<td>hap-haz-ard</td>
<td>lacking order or planning,</td>
<td>Some of the gardens were haphazard and lacked any sort of organization.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(HAP-haz-erd)</td>
<td>random</td>
<td></td>
</tr>
<tr>
<td>page 61</td>
<td></td>
<td></td>
<td></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.

continued
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<td>I was the solitary student in the library.</td>
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<td>crev-ic-es</td>
<td>tiny cracks forming openings</td>
<td>The beetles ran into the crevices of the rock.</td>
</tr>
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<td>immigrants</td>
<td>im-mi-grant-s</td>
<td>persons who migrate from another country, usually for permanent residency</td>
<td>Polish immigrants moved to the United States to look for work.</td>
</tr>
<tr>
<td>homesteaded</td>
<td>home-stead-ed</td>
<td>acquired or settled on land as a homestead, or place to live</td>
<td>Pioneers homesteaded in the valley and worked the land.</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 59–61 aloud.

2. Use Think-Pair-Share to ask:
   - **What is Mr. Myles’ situation?**
     
     *He is elderly and has had two strokes.*
   
   - **What captures Mr. Myles’ attention on the walk he takes with Nora?**
     
     *The garden captures his interest. He points to it and wants to go in, so Nora takes him into the garden.*
   
   - **What does Nora do to help Mr. Myles participate in the garden?**
     
     *Nora gets a plastic trash barrel, a shovel, and some flower seeds so Mr. Myles can plant in the garden.*

Sample Graphic Organizer

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<td>Mr. Myles</td>
<td>Is elderly and sickly, has had two strokes, seems depressed and uninterested in life</td>
<td>Wants to go to the garden, shows interest in the planting going on, With Nora’s help and supplies, is able to plant flowers in the garden</td>
<td>Shows interest in life again</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 62–65 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.
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. Nora says, “We mustn’t stop living before our time.” What do you think she means by this, and how does this statement support the author’s message? Use information from the text to support your answer. [DC, AP, SA] (Team Talk rubric)

   100 = I think Nora means that people shouldn’t give up, even when they are elderly or sick. They should keep persevering. This supports the author’s message of hope, transformation, and overcoming problems and setbacks. For example, even though Mr. Myles is sick and has had two strokes, Nora keeps trying to get him to take part in life and to be interested in what is going on around him. The author uses this to support his message of not giving up, overcoming problems, and not losing hope.

   90 = Nora means that people shouldn’t give up and act like they are dead when they are still living. In the text, Nora says she is forever telling Mr. Myles not to stop living before his time. This supports the author’s message of not giving up when you have problems, but continuing to have hope for change.

   80 = Nora means don’t give up, which is what the author’s message is.

continued
2. What country is Nora from?
   A. United States
   B. Canada
   C. England
   D. Mexico

Use support from the text to prove that your answer is correct. [SA] (Team Talk rubric)

100 = Nora is from England because the text says that she is British. I know that people who are British are from England, because the Americans fought the British in the American Revolution. Also, Nora says that back in England, mothers would push babies in prams in winter gales. Nora’s language is different because she uses unfamiliar words, like pram and gales, and she says sophisticated words like proper, commanded, declined, haphazard, and tremolo. In this way, Nora’s language differs from the other characters’ language.

90 = Nora is from England because it says that she is British, and I know British people are from England, so I know my answer is correct. Nora’s language is different because she sounds really smart and uses bigger words, like commanded, declined, and tremolo.

80 = Nora is from England because she is British.

3. Analyze this statement: “We, like our seeds, were now planted in the garden.” Why do you think the author chose these words for Nora, and how does it support his message? Use information from the text to support your answer. [Write] [DC, AP, SA] (Team Talk rubric)

100 = This statement means that now Nora and Mr. Myles are part of the garden community who care and look out for one another. On page 65, it says that if Nora and Mr. Myles didn’t come to the garden for a few days, the other people would ask about them to see if they were okay. This means that they are concerned about the people in the garden and care about them like family. I think the author chose these words for Nora to show the connection the people in the garden now have for each other and how close they have become. This supports his message of people pulling together to build something positive and overcome their difficulties.

90 = This means that Nora and Mr. Myles are a part of the garden and that the people there care for them. I think the author chose these words for Nora because he wants the reader to see that the people are coming together, like a family. In the text, it says that they would ask if they didn’t see someone in the garden they usually see. This supports his message of everyone pulling together and pitching in to help the community.

80 = They are part of the garden, just like the plants. The people care about them. This supports the author’s message of community.
Team Talk Questions continued

4. On page 63, Nora states, “the ancient Egyptians prescribed walking through a garden as a cure for the mad. It was a mind-altering drug we took daily.” Explain what she means by this and how it relates to the author’s message in the story. [DC, AP, SA] (Team Talk rubric)

100 = I think that Nora means that being outdoors and being around nature is inspiring and healing, just like medicine. On page 63, after Nora brings Mr. Myles down to visit the garden, she says that his “eyes gained back some of their life.” The people who plant in the abandoned lot on Gibb Street grow happier and full of hope, just as if they were taking medicine. This goes along with the author’s message of healing problems through pulling together and working for a common purpose.

90 = I think that Nora means that being outdoors and in nature is helpful to a person’s mind and health. I know when my mom was feeling sad, she decided to take a walk and then she felt better. Being outdoors is healthy and makes most people feel happier. This supports the author’s message of overcoming difficulties.

80 = I think that Nora means that being in gardens and outside makes you feel better and happier, like medicine. This relates to the author’s message of overcoming problems.

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

_______ come to this country with many adversities to overcome, but can transform their lives with hard work and determination.

I think it is immigrants, because they have a lot of problems to overcome, like not speaking English and they can transform their lives when they come to this country.

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 that a team member added to the word power journal.

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

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

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

Cue students to discuss strategy use, graphic organizers, and word power journals.
Class Discussion (15 minutes)

Lightning Round

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

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

3. Show the video “Team Talk Response.”

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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<td>de-clin-ed (dee-CLIYND)</td>
<td>failed in strength or value, deteriorated</td>
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<td>lacking order or planning, random</td>
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<td>alone, by itself</td>
<td>I was the <em>solitary</em> student in the library.</td>
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<td>crev-ic-es (KREV-is-es)</td>
<td>tiny cracks forming openings</td>
<td>The beetles ran into the <em>crevices</em> of the rock.</td>
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<td>im-mi-grants (IM-i-gruhnts)</td>
<td>persons who migrate from another country, usually for permanent residency</td>
<td>Polish <em>immigrants</em> moved to the United States to look for work.</td>
</tr>
<tr>
<td>homesteaded</td>
<td>home-stead-ed (HOME-sted-ed)</td>
<td>acquired or settled on land as a homestead, or place to live</td>
<td>Pioneers <em>homesteaded</em> in the valley and worked the land.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Analyze how the characters’ viewpoints and experiences support the author’s message of the text.

Teacher Background

In this lesson, we will read about Maricela, a sixteen-year-old Mexican girl who is pregnant. Maricela is very unhappy with her condition and feels alone, fat, and rejected. When she begins working in the garden through a teen pregnancy program, Maricela meets Leona and forms a bond with her. Leona helps Maricela to overcome her negative feelings about her situation by helping her to see the connection Maricela has to nature and the evolutionary process.

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 was thinking about the word *vegetating*. I like that it sounds like *vegetable*, and it makes me think about things in a garden. I wonder if that is why the author used this word when he was writing from Nora’s point of view. I thought that the word means growing, like vegetables, but I will check in the dictionary to make sure. The dictionary says that the word means to grow in as in the manner of a plant, or to be passive and unthinking. When Nora uses this word, she is referring to her father “vegetating in his chair by the fire.” So, in the context of the story, I see that the author means that Nora’s father is just sitting there, doing nothing and watching the fire.

Sample Word Map

- Reminds me of: vegetable, being like a vegetable
- Related words: vegetate, vegetable, vegetation

vegetating

- ating, action of being like a vegetable?

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 66–69 aloud, stopping at the end of the first paragraph at the bottom of the page.

2. Use Think-Pair-Share to have partners discuss the following:

   What is Maricela’s situation? How does Maricela feel about her situation?

   *She is a teenager, is Mexican, and is pregnant. She is unhappy about it, feels alone, and doesn’t want the baby.*

   On page 67, what program does Maricela join, and what does this show about her?

   *She joins a program for pregnant teens to take them to the doctor and help them get their G.E.D. It shows that she wants to be educated and to succeed. She wants to improve her life.*

   How does Maricela push through her feelings about planting in the garden?

   *She does it anyway, even though she doesn’t want to and doesn’t like it.*

3. Explain that sometimes it’s not so much the problem itself, but how we feel and think about the problem. We need to change our thinking, and that’s exactly what Maricela needs to do.

   Share with students that we will use a graphic organizer to explore this concept more deeply.

   **Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How is the garden changing the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maricela</td>
<td>Maricela feels isolated, alone, and judged because she is a teenager and is pregnant. She is miserable and doesn’t want the baby</td>
<td>Joins pregnant teen program Works in the garden with other pregnant teenagers</td>
<td></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 69 (starting at the second paragraph at the bottom of the page)–72 aloud with partners.
   (if skipping Interactive Read Aloud, pages 66–72)
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.

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. Who is the character that Maricela refers to on page 70 as running through the garden? What clues in the text prove that your answer is correct? [DC, SA] (Team Talk rubric)
   - A. Royce
   - B. Curtis’s friend
   - C. Wendell
   - D. Virgil’s father

   100 = I know that Virgil’s father is the character that Maricela is referring to because on page 39, Virgil says that his father is planning to grow lettuce to sell to fancy restaurants. The text also explains that Virgil’s father drives a taxi, just like the guy who is running through the garden. Virgil’s father plans to pick the baby lettuce as soon as it is ready and then race it over to his cab so that it will be extra fresh. With this information, I can infer that Virgil’s father is the character that Maricela sees racing through the garden and picking lettuce.

   90 = Virgil’s father is the character that Maricela sees running through the garden, because the text says that he drives a cab and is growing baby lettuce to sell to restaurants to make money. It also says that the restaurants want the lettuce fresh, so he has to rush it over to his cab and then go sell it.

   80 = Maricela is referring to Virgil’s father, who is growing lettuce to sell.

2. With whom does Maricela develop a friendship in the garden, and how does this friendship help Maricela? [RE, SA] (Team Talk rubric)

   100 = Maricela develops a friendship with Leona in the garden. This friendship helps Maricela because now she has someone she can share her feelings with, and she’s not so isolated. On page 71, Maricela says that Leona knows she doesn’t want to be pregnant and that she can talk to Leona about it. Leona also helps Maricela by telling her she should feel honored to be carrying a new life. On page 72, Maricela says for a moment she stops wishing her baby would die. So, Leona helps Maricela to overcome her feelings about the pregnancy and to see herself as a part of the world of nature.

   90 = Maricela becomes friends with Leona, and she tells her the feelings she has about being pregnant. Leona helps Maricela to feel better about carrying the baby and to see that she is part of the process of nature, which is millions of years old.

   80 = Maricela and Leona become friends. Leona helps Maricela feel better.
3. How is Maricela’s point of view important in supporting the author’s message? Use support from the text in your answer. (Write) [DC, AP, SA] (Team Talk rubric)

100 = Maricela’s point of view is important in supporting the author’s message because she overcomes her negative feelings about her pregnancy and begins to appreciate the new life growing in the garden and inside of her. On page 72, Maricela says that she realizes she is part of nature and part of a system that is much older and stronger than the city system. This supports the author’s message of overcoming difficulties and transforming your situation and thinking into something positive.

90 = Maricela’s point of view is important because she used to think negatively of the pregnancy, but she overcomes those feelings and turns them into something positive. In the text, Maricela says that she begins to see that she is part of something older and stronger; she is part of nature.

80 = Maricela stops thinking negative thoughts about her baby and starts thinking better, which supports the author’s message.

4. On page 72, what happens in the garden during the power failure? As a result, what connection does Maricela learn that she has with nature? Use information from the text to support your answer. [RE, SA] (Team Talk rubric)

100 = During the power failure, everybody keeps working. In the text, Maricela says an old man keeps on working as if nothing has happened, and she also says it is so quiet that it’s “weird.” Leona tells her that the garden doesn’t need electricity, that it is part of nature, and that nature runs on rain, seasons, and sunlight. Maricela discovers from Leona that she is also part of the system of nature. It is during the power failure that Maricela sees her contribution of bringing new life into the world.

90 = People keep working in the garden when the power goes out. Maricela thinks that it is weird how quiet the garden is. Leona tells Maricela that nature doesn’t run on electricity and that Maricela is a part of nature.

80 = The garden is quiet during the power outage, and people keep working. Maricela is connected to nature.

5. Before she meets Leona, do you think that Maricela feels that she is “solitary” even though she is around other people? Explain your thinking. [CV]

Yes, I think Maricela feels solitary because she has isolated herself, feels alone and doesn’t seem like she wants to be around anyone until she meets Leona.

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 that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(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 grades.

   • 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:** Analyze how the characters' viewpoints and experiences support the author's message of the text.

**Teacher Background**

In this lesson's reading, we are introduced to Amir, an Indian immigrant who manages a fabric store. We learn more about Royce, a black teenage boy who helps others in the garden. During a barbeque and harvest celebration, the people in the garden trade their harvests and celebrate the community.

**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 73–77 aloud.
2. Share that Amir’s viewpoint gives us more information about particular stereotypes the people in the community had toward one another before they knew each other through the garden.
3. Use Think-Pair-Share to ask:

   **Before the experience of the garden, how did people in the community interact?**
   
   *They avoided each other; no one wanted to help anyone else.*

   **How has the garden changed people’s attitudes and perceptions?**
   
   *People used to think badly of each other. Some had negative stereotypes and were afraid of one another. Now they are more open and accepting of each other. They used to not want to help anyone, and now they are helping each other.*

   **What positive effect has the garden had on the entire community?**
   
   *People are happier, look out for one another more, and support each other.*
4. Explain to students that they will use a graphic organizer to show how the community has been transformed by the garden and how things have changed, including people’s ideas and feelings toward each other.

## Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Character</th>
<th>Situation and feelings (viewpoint)</th>
<th>Action the character takes</th>
<th>How is the garden changing the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who planted in the garden</td>
<td>People avoided each other. No one helped one another. Wouldn’t chase a criminal to help another person Had negative stereotypes of ethnic groups</td>
<td>Protect each other’s plants Chase down a robber who takes a woman’s purse</td>
<td>People now reaching out to each other, helping one another Appreciate each other’s differences, draw on each other’s experiences and skills</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 Interactive Read Aloud, pages 73–81)*

#### 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. Explain what Amir means by the following statement: “But the garden’s greatest benefit, I feel, was not relief to the eyes, but to make the eyes see our neighbors.” How does this align with the author’s message of building community between the characters of the story? Use information from the text to support your answers. (Write) [DC, AP, SA] (Team Talk rubric)

   **100 =** Amir means that even though the garden is lovely to look at and pleasing to the eyes, the best thing about it is how it has caused the neighbors to really see each other, instead of just passing by as strangers. Before the garden, the neighbors didn’t think well of each other and stereotyped each other by age, color, culture, etc. Since the garden started, the neighbors **appreciate** and help each other, and they think of each other like a family. Just like Amir says on page 76, when you are in the garden, you feel that you are part of a community. **This goes along with the author’s message of overcoming differences and racism to come together as a community.**

   **90 =** Amir means that the garden is pretty, but the best thing about it is that the neighbors now really know each other, instead of just passing by like strangers. Amir says that they are like a family now that they watch out for one another. This aligns with the author’s message of overcoming stereotypes and misjudgments and coming together for a common goal and purpose.

   **80 =** Amir means the garden is not only good to look at, but it is also good because the neighbors have come together and have formed a community.

2. On page 81, Amir reminds the elderly Italian woman of an incident that happened in his store the year before. Describe the incident, how the woman reacts to Amir reminding her of it, and why you think the author included this in Amir’s story. Use information from the text and what you know about the author’s message to support your answer. [DC, AP, SA] (Team Talk rubric)

   **100 =** Amir reminds the old Italian woman of when she had come into his store and claimed that she received incorrect change back. When Amir came out to the register, she called him a “dirty foreigner,” even though she was an immigrant herself. When Amir shares this, the old woman feels terrible and apologizes over and over, saying, “Back then, I didn’t know it was you...” I think the author included this in Amir’s story to support his message of **conquering differences and stereotypes. Amir demonstrates how people in the garden are open to everyone and to supporting and helping one another.**

   **90 =** Amir tells the old Italian woman about how she had come into his store a year ago. She said she had gotten wrong change and called him a “dirty foreigner.” The old woman feels bad, apologizes several times, and says she didn’t know it was Amir back then. I think the author included this to support his message of overcoming negative feelings and problems, to build a community of people who love and help each other.

   **80 =** Amir tells the old Italian lady that she had come into his store and talked down to him. She feels bad about it. The author included it to support his message of overcoming differences.

continued
### Team Talk Questions continued

<table>
<thead>
<tr>
<th>3.</th>
<th>Why do you think the author chose to use immigrants in this story? How do immigrants and their struggles support the author’s message in the story? Support your answer with information from the text. [DC, AP, SA] (Team Talk rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>I think the author decided to use immigrants in this story because they demonstrate how people can work together and get along even when they are diverse, which supports the author’s message of community. Just as in the text, immigrants have to overcome many struggles to come to America, and this supports the author’s message of overcoming problems. For example, Tío Juan can’t speak English, but he can still help others and make the community better. Immigrants come to America full of hope to change themselves, and that supports the author’s message of hope and transformation.</td>
</tr>
<tr>
<td>90</td>
<td>The author uses immigrants to show that even though people are different, they can all come together and form a community. Immigrants in the story, like Tío Juan, who can’t speak English, have to overcome problems and have hope, which supports the author’s message.</td>
</tr>
<tr>
<td>80</td>
<td>Immigrants are all different, but they can still work together to be better and make a community. They have hope and solve problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>What celebration occurs on page 80, and how does it come about? What do the people of the garden do during the celebration, and how is it important to the author’s message of community? [DC, AP, SA] (Team Talk rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>On page 80, the people of the garden have a harvest festival. It comes about when a Mexican man builds a brick barbecue and he and his friends roast a pig on it. More people gather and bring food and drinks. The people of the garden talk and laugh together, eat food, and trade their harvests. This supports the author’s message of transformation and community because it shows how the people of the garden have become so close with one another.</td>
</tr>
<tr>
<td>90</td>
<td>A harvest festival happens on page 80 when people start coming to the garden to eat and drink together. The people give each other food and have fun. The festival shows how the people now like each other and how much closer the community is, which supports the author’s message of coming together and overcoming problems.</td>
</tr>
<tr>
<td>80</td>
<td>The people have a harvest festival and give food away. They have overcome their problems and are like a family now, which supports the author’s message.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>How has the vegetating garden helped the elderly people who used to sit, just vegetating? Explain your thinking. [CV]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The growing garden has helped the old people because they have something pretty to watch, and it gives them a reason to get out and walk around. Like Mr. Myles, they now have a reason to become more involved in the community and be around other people.</td>
</tr>
</tbody>
</table>

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 that a team member added to the word power journal.

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

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

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

Class Discussion

(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 grades.

   • 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:** Draw evidence from literary text to support a conclusion.

**Teacher Background**
Students will make connections to the characters’ viewpoints and will explain how they support the author’s message in the text.

**Active Instruction** (10 minutes)

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Choose two characters that we have read about in this story, and analyze these characters’ point of view. What conclusion can you draw about how these characters and their points of view support the author’s message? Use information from the text in your answer.

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?**

*Write a literary response; it asks us to draw a conclusion about a character and support it.*

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>• Support your point with evidence from the text.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<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>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<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>
</tr>
</tbody>
</table>

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

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

If necessary, model using sticky notes or highlighting to identify evidence that supports conclusions about the author’s message.

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.
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—draw evidence from literary text to support a conclusion.

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

For example, ask:

- Does the writer begin with a clear conclusion about the author’s message?
- Are the supporting reasons clear?
- Does the writer include a closing statement at the end?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use words and phrases that help the audience see how the reasons are related to the claim?

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 difficult to support your conclusions with reasons from the text?

*Answers will vary.*

How did you determine what your final closing statement would be?

*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

Choose two characters that we have read about in this story, and analyze these characters' point of view. What conclusion can you draw about how these characters and their points of view support the author's message? Use information from the text in your answer.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
</tr>
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<tr>
<td><strong>Ideas</strong></td>
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<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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<tr>
<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>
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<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
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<tr>
<td>• End with a closing statement.</td>
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<td><strong>Style</strong></td>
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<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
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<tr>
<td><strong>Mechanics</strong></td>
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<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
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Lesson 6

**Reading Objective:** Analyze how the characters’ viewpoints and experiences support the author’s message of the text.

**Writing Objective:** Draw evidence from literary text to support a conclusion.

**Teacher Background**

Today’s cycle test challenges students to use what they have learned about identifying different characters’ points of view to draw conclusions about the author’s message and to draw evidence from the text to support those conclusions.

Today we will read about the final character in the book, Florence. In this chapter, we learn that Florence’s great-grandparents were freed slaves who fled to Colorado to get away from “cotton-growing country.” Her ancestors become the first black family in that county, and her father refers to them as “seedfolks” because of their pioneering spirit. Florence is proud and protective of the garden, though she does not grow plants there. Her point of view allows us to learn more about the garden’s future and how it becomes a permanent part of the community.

Students will reread Florence’s chapter, pages 82–87, and the first chapter in the text, pages 1–5.

**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.
Partner Review

1. Remind students that they have been practicing drawing conclusions about the author's message by identifying speakers' points of view in the text, analyzing how different speakers in the text contribute to the author's message, and drawing evidence from literary text to support those conclusions. Remind students that they have used a graphic organizer to help them make connections between the characters' points of view and how their stories support the author's message.

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 #3 and #4 ask about the author's message.

4. Ask students to identify key words or phrases in question #3.

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

Today you will reread sections of your text, *Seedfolks*, to draw conclusions about the author's message based on the different characters’ points of view. You will also draw evidence from the text to support those conclusions.

---

3. On page 86, Florence says, “You can’t see Canada across Lake Erie, but you know it is there. It’s the same with spring. You have to have faith, especially in Cleveland.” Explain what she means by this statement and how it supports the author’s message of overcoming difficulties and obstacles to transform yourself and others. [DC, AP, SA]
Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.

**Teamwork**
(10 minutes)

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

**Class Discussion**
(10 minutes)

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

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

---

**Celebrate**

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

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

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

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

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

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

Author’s Message

Directions: Read *Seedfolks*, pages 82–87, and answer the following questions on a separate piece of paper. Some of the questions are from today’s reading, and others are from the previous sections we have read in the unit. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is Florence’s relationship to the garden? Use information from the text to support your answer. [RE, SA]

   20 points = *Florence’s relationship to the garden is that she watches over it, is proud of it, and protects it. Florence calls herself “a watcher” because she has arthritis and can’t work in the garden. After watching the others work together in the garden, she becomes both proud and protective of the garden. On page 84, she describes how she stopped a man who was taking tomatoes from someone else’s plants. Even though she can’t work in the garden, Florence supports the garden by watching over it and protecting it.*

   15 points = *Florence’s relationship to the garden is that she watches over it. She feels proud of the garden and wants to protect it from harm. In the book, it said that she yelled at a man when he tried to take a tomato.*

   10 points = *Florence’s relationship to the garden is that she watches it and tries to protect the plants when she can.*

2. What does the term *seedfolks* mean in the story? [CV]

   A. people who bought seeds around the time of the early settlers
   B. special seeds used in the garden to help sick people to recover from illnesses
   C. *people who are the first to do something, paving the way for others to follow*
   D. a technique for keeping seeds in the dirt

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

   20 points = *I know that seedfolks refers to people who are first to do something. On page 83, Florence says that her father called his family seedfolks because they were the first black family in the county that they moved to in Colorado. This tells me that they paved the way for the rest of the family, and other black families. Also, on page 83, Florence says, “I think of them when I see any of the people who started the garden on Gibb Street. They’re seedfolks too.” This supports my answer that the term seedfolks means people who are the first to do something and pave the way for others to follow.*
15 points = I know my answer is correct because in the text, Florence says that her father called her grandfather’s family the seedfolks because they were the first black family to move to a county in Colorado. That tells me that they were the first to do that and that they paved the way for others to follow.

10 points = Seedfolks are people who do something before anyone else and pave the way for others to follow, just like Florence’s family and the people who started the garden on Gibb Street.

3. On page 86, Florence says, “You can’t see Canada across Lake Erie, but you know it is there. It’s the same with spring. You have to have faith, especially in Cleveland.” Explain what she means by this statement and how it supports the author’s message of overcoming difficulties and obstacles to transform yourself and others. [DC, AP, SA]

20 points = I think that Florence means that it is important to not give up when you face problems, even if they appear impossible to solve. In winter, everything looks dead and bleak, but you can have hope knowing that spring is coming. On page 86, Florence says, “Snow in April always breaks your heart.” This shows me that she is connecting winter to sadness. On the next page, Florence explains that after the snow melted, “It was a joy to get out again. Just to walk without wearing a heavy coat and boots felt like flying.” This supports the author’s message of having hope and overcoming obstacles to transform yourself and others. Spring brings hope, just as the garden brought hope.

15 points = I think Florence means that it is important to not give up, even when things look bad and tough. Even when it is cold and nothing grows, there is always hope that spring will arrive. In the text, Florence says that it snowed twice in April that year, and snow in April always breaks your heart. But when the snow melts, Florence says that it was a joy to get out. This supports the author’s message of hope and transformation by overcoming difficulties and adversities.

10 points = Florence means that even when things seem bleak and hopeless, like in winter, there is still hope of spring. This supports the author’s message of hope and transformation.

4. Florence’s grandmother’s sampler said “Be Not Solitary, Be Not Idle.” How does the garden represent this quote? [DC, SA]

20 points = The garden represents the quote “Be Not Solitary, Be Not Idle,” because the garden is a place where people come to work and be together. Many of the neighbors who live solitary lives venture into the garden and make friends. They are able to grow food for themselves and find ways to be useful contributors to the garden. By participating in the garden, they are no longer solitary or idle.
15 points = The garden represents the quote "Be Not Solitary, Be Not Idle," because the garden is a place where people come to work and be together. Many of the neighbors who keep to themselves go to the garden and make friends. They are able to grow food for themselves and find ways to help the community.

10 points = The garden represents the quote "Be Not Solitary, Be Not Idle," because the garden is a place where people come to work and be together.

5. Do you think that "Seedfolks" is a good title for this book? Does it support the author's message? Explain your thinking, using information from the text to support your answer. [DC, AP, SA]

20 points = Yes, I think Seedfolks is a good title for this book because seedfolks refers to the first people to do something, and the people who started the garden on Gibb Street were the first to try to change the abandoned lot into something useful. They persevered, were resourceful, worked together, and didn’t give up. The people of the garden had to overcome problems to start the garden, which supports the author’s message of overcoming struggles and building community.

15 points = Yes, Seedfolks is a good title because the people who started the garden were the first to go in, clear it out, clean it out, and begin something new there. Also, they planted seeds, so they really were seedfolks. They overcame problems and helped change the community.

10 points = Seedfolks fits because they were the first people in the garden.

Part II. Writing (100 points)
Reread the first and last chapters of the text, Seedfolks. Write at least one paragraph to answer the following question:

In the first chapter, Kim dug into the ground with a spoon. In this last chapter, Florence sees her digging again. How have things in the garden changed, and how does this detail support the author’s message? Use information from the text to support your answers.

Things in the garden have changed a lot. In the beginning of the book, Kim was alone and feeling very disconnected from her dead father. She was trying to prove to herself that she was her father’s daughter by being successful at planting the beans. Kim was scared when she first went out to plant. She was afraid of the rats and strangers who might be in the abandoned lot. This time when Kim goes out to plant, she doesn’t have to worry about the rats or strangers, because the lot has been cleared and cleaned up. She probably isn’t just doing it for her father now; she is gardening because she enjoys it. This supports the author’s message that there is always hope, and we can all grow and transform something negative into something positive. It also supports the author’s message of not giving up and that good things will come, just like in spring.
The following guide is used to score part II of the cycle test.

### Writing a Literary Response

| **Ideas** | • Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style  
• Supports the point with evidence from the text | 0–25 pts. |
|-----------|-------------------------------------------------|----------|
| **Organization** | • Begins by making a clear point about an aspect of the literary work  
• In the middle, supports the point with examples and evidence from the text  
• Ends with a closing statement | 0–25 pts. |
| **Style** | • Quotes words, phrases, and dialogue from the text to support the point | 0–25 pts. |
| **Mechanics** | • Uses correct punctuation, capitalization, spelling, and grammar | 0–10 pts. |
| **Writing Objective** | • Draw evidence from literary text to support a conclusion. | 0–15 pts. |

### Part III. Vocabulary (100 points)

1. Many of the Polish ________ who came to the U.S. found work in the steel mills and on railroads.

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

A. gardens  
B. immigrants  
C. farmers  
D. homesteaders

2. In which sentence is the word *haphazardly* used incorrectly? [CV]

A. The books in my room were lying haphazardly on my bed.  
B. The players were all standing around haphazardly, waiting for the coach to arrive.  
C. Many of the plates were hanging haphazardly in the store, in no pattern or order.  
D. The boxes were stacked haphazardly so they wouldn’t fall.

3. Use the word *solitary* in a meaningful sentence. [CV]

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The solitary man sat alone on the park bench, watching the birds.
4. When the man’s health ________, he became much sicker and had to be put into the hospital.

Choose the word that belongs in the blank. [CV]
   A. declined
   B. increased
   C. immigrated
   D. slowed

5. In which sentence is the word **pantomime** used incorrectly? [CV]
   A. When my dad was outside the glass door, he used pantomime to tell me to come outside with him.
   B. When we couldn’t talk in the classroom, my friend and I used pantomime to tell each other to call tonight.
   C. The circus actor used pantomime to loudly tell the audience his joke.
   D. The construction workers had to use pantomime to communicate because it was so loud at the construction site.

6. Use the word **crevices** in a meaningful sentence. [CV]
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The spiders crawled into the crevices in the log to avoid getting stepped on.

7. The pioneers ________ along the river so they would have access to supplies by boat.

Choose the word that belongs in the blank. [CV]
   A. immigrated
   B. vegetated
   C. homesteaded
   D. haphazard

8. In which sentence is the word **vegetating** used incorrectly? [CV]
   A. I was vegetating the plants to help them grow.
   B. My brother was vegetating on the sofa.
   C. The cat was vegetating and staring out the window.
   D. My teacher says we should not be just vegetating in our seats, but we should always be thinking.

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]

   The word we explored was **spigot**. A spigot is a nozzle where you screw a hose on to carry water. My grandfather hooked his garden hose to the spigot and watered his flowers.
10. As used in the sentence “My grandmother’s sampler, from when she was a little girl, said ‘Be Not Solitary, Be Not Idle,’” the word sampler most nearly means— [CV]

   A. tiny bit of something to try.
   B. letters sewn on fabric to make a sign.
   C. license plate for hanging on a wall.
   D. sweatshirt slogan.

   Explain how you figured out the meaning of sampler.

   Students will explain their thinking. For example, I used the context. The passage talks about the fact that the sampler says something, which makes me think it must be a sign of some kind. I also know that Florence’s grandmother must have been a little girl a long time ago, and I know they used to sew a lot back then.

   Question Codes

   [DC] Make inferences; interpret data; draw conclusions.
   [SA] Support an answer; cite supporting evidence.
   [MI] Identify the main idea that is stated or implied.
   [CV] Clarify vocabulary.
   [AP] Identify author’s intent or purpose.
   [RE] Analyze relationships (ideas, story elements, text structures).
   [AC] Author’s craft; literary devices
Lesson 7

**Reading Objective:** Analyze how the characters' viewpoints and experiences support the author’s message of the text.

**Teacher Background**

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

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class.

2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**

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

**Set the Stage**

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

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

3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

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

(25 minutes)

Team Discussion

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

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

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

Teacher’s Note:

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

Read and Respond Questions

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

Distribute scored cycle tests.
Distribute team score sheets and celebration certificates.
Class celebration! Celebrate team successes with a class cheer.
Each team sets a team goal for the next cycle.
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

- Has trans at beginning
- Reminds me of transformers, robots that change shapes and forms
- Trans: across
- Related words: transaction, translate, transfer
- Action: act of, action

Sample Word Map
Cycle 2

- Reminds me of: vegetable, being like a vegetable
- Related words: vegetate, vegetable, vegetation
- -ating, action of being like a vegetable?
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

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<td><strong>Craft and Structure</strong></td>
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<tr>
<td>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</td>
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<tr>
<td>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<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>
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**English Language Arts Standards: Writing**

**Text Types and Purposes**

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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