Use

Questioning

Gorilla Doctors: Saving Endangered Great Apes

Research

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
## The Lightning Round

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

### Strategy Use

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

### Word Power

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

### Team Talk (oral and written)

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

### Fluency

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

### Summary

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

### Graphic Organizer/Notes

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

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

**Writing:** Develop the topic with key terms learned from the text.

Unit Overview

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

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

<table>
<thead>
<tr>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask <strong>Right There</strong> questions about what you read. Use Right There question words:</td>
</tr>
<tr>
<td>• Who?</td>
</tr>
<tr>
<td>• What?</td>
</tr>
<tr>
<td>• When?</td>
</tr>
<tr>
<td>• Where?</td>
</tr>
<tr>
<td>• Why?</td>
</tr>
<tr>
<td>• How?</td>
</tr>
<tr>
<td>2. Challenge yourself with <strong>Think</strong> questions. Use Think question starters:</td>
</tr>
<tr>
<td>• What do you think about...?</td>
</tr>
<tr>
<td>• How do you know that...?</td>
</tr>
<tr>
<td>• Why or why not?</td>
</tr>
<tr>
<td>• What do you predict...?</td>
</tr>
<tr>
<td>• What conclusion can you draw...?</td>
</tr>
<tr>
<td>• How does this compare to...?</td>
</tr>
<tr>
<td>3. Why is this question important to your understanding of the text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right There questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can be answered using only the story or text.</td>
</tr>
<tr>
<td>• can be answered from one passage or page.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Think questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.</td>
</tr>
</tbody>
</table>
Teamwork and Class Discussion:

In this unit, teams will generate questions, discuss them, and choose the one they think is the most important for understanding the text. During the Lightning Round, have several Random Reporters present their teams’ questions and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands for the question they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!) Award additional team celebration points to the team with the winning question.

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

Unit Topic/Content

In this unit, students read *Gorilla Doctors: Saving Endangered Great Apes* by Pamela S. Turner. Turner describes the problems facing gorillas due to the encroachment of people into their habitat and the work that veterinarians and conservationists are doing to save them.

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

### Gorilla Doctors: Saving Endangered Great Apes

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 5–11 (ending at paragraph 1)</td>
<td>(Embedded) Background video: “Protecting Our World”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 11–16 (paragraph 1)</td>
<td>(Embedded) Background video: “Gorilla Doctors: Saving a Species One Gorilla at a Time”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 16–24 (paragraph 2–3)</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 24–30 (paragraph 4–5)</td>
<td>(Optional) View the gorilla cam at the National Zoo in Washington, D.C. at nationalzoo.si.edu/Animals/Primates/default.cfm?cam=Gorilla</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 31–35</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

### Gorilla Doctors: Saving Endangered Great Apes

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 36–41</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 42–46</td>
<td>(Embedded) “Fluency”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 47–51</td>
<td>(Embedded) Background video: “Chimpanzee Researcher, Ian Gilby”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 52–58</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 59–62</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Reading Objective: Use questioning strategies to help understand information.

Teacher Background
In today's reading, we are introduced to Mararo, a mountain gorilla caught in a snare, and the veterinarians and rangers who free and treat her.

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

Active Instruction

(22 minutes)

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

The Big Question: What are you willing to do to help others?

Set the Stage
1. Refer students to today's Big Question. Use Think-Pair-Share to ask:

   What are you willing to do to help others?

   (Answers will vary.) If one of my friends has a problem, I try to listen and help him or her solve the problem.

2. Show the video “Protecting Our World” (2:13). Use Think-Pair-Share to ask:

   What does it take for people to care and want to help Earth? What can you do?

   (Answers will vary.) People have to know what the problems are and appreciate life on Earth. I can recycle things instead of throwing them away.

   Tell students that they will read about people who care deeply for wildlife and what they do to help.

3. 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.

4. Introduce the text, author, and reading objective.
5. Distribute copies of the book. Have students preview the text. Use **Think-Pair-Share** to ask:

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

_This text is informational. The title, photos, maps, and blurb on the back cover are evidence that the text is informational._

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

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

8. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to:

- Venn diagram
- timeline/sequence chain
- T-chart
- web
- outline

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

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

_I think an outline or a T-chart will work best. There are events that happen, and facts are given about the gorillas and gorilla doctors._

**T:** Endangered gorillas.

**I:** To show how people are helping the gorillas.

**G:** A T-chart or an outline.

9. Provide background on the primates:

- *Primates* is a classification that includes lemurs, monkeys, apes, and humans.
- The easiest way to tell a monkey from an ape is that apes do not have tails.
- Some characteristics unique to most primates:
  - opposable thumbs (prehensile thumbs) and usually nails instead of claws,
  - forward-facing eyes that allow the animals to see depths,
  - color vision,
  - brain enlargement as compared with other mammals,
  - longer periods of childhood, and
  - complex social organization.
- There are great apes, chimpanzees, bonobos (previously called pygmy chimpanzee), gorillas, orangutans (in Indonesia), and the lesser ape, gibbons.
10. Provide information on veterinarians:

• Veterinarians, or vets, are animal doctors.

• To become a veterinarian, students go to four years of college and four years of veterinary medical school. Veterinary specialties, such as wildlife and veterinary neurology (brain and nervous system), may require additional time in internships or residencies.

• Veterinarians use many of the same medicines and procedures on animals that medical doctors use on people.

Sources:
nationalzoo.si.edu/Animals/Primates/Facts/Primateness/default.cfm
www.talktothevet.com/faqvetcareer.HTM

Interactive Read Aloud

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

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

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

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

Questioning

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

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

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

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

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

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

3. Read the chapter title on page 5 through paragraph 1 aloud. A sample Think Aloud follows.

Sample Think Aloud

The title of the chapter is a little curious. As I read this section and looked at my Questioning Strategy Card, I thought of questions using the words who and why. “Who is Mararo?” “Why is the word jewelry in quotes?” and “Why are poachers setting snares where the gorillas live?” The answer to my first question is that Mararo is a five-year-old mountain gorilla; the author tells me that at the end of the first paragraph. I guess the “jewelry” is the rope around her ankle. I think the author puts the word in quotes because the rope isn’t really jewelry. I’ll have to keep reading to find out why poachers are acting in gorilla territory; maybe that’s a reason gorillas are endangered. Asking and answering these questions up front will help me understand the text.
4. Point out that the word *poacher* means someone who hunts illegally. Use **Think-Pair-Share** to ask:

**Why do you think poachers are setting snares?**

(Answers may vary.) Poachers set snares to catch food. People in Africa eat wild animals such as antelope.

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 students read pages 5 (paragraph 2) and 6 (ending at paragraph 1). Use **Think-Pair-Share** to ask:

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

(Answers may vary.) One question is, “Why does Patience cut the rope holding Mararo?” He cuts the rope to help save her; if he did not, she would die.

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

It is a Right There question because a later sentence says, “Untreated, it [Mararo’s foot] may become infected.”

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term, Event, Fact</strong></td>
</tr>
</tbody>
</table>
| Problems of mountain gorillas | • getting caught in snares set by poachers  
|                           | • can die from the injuries |
| How people help           | • park guide frees the gorilla  
|                           | • There are gorilla doctors to help. |
| Gorilla life              | • leader is called silverback  
|                           | • leaders try to protect family members |
Use Questioning

Teamwork (20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 6 (paragraph 2)–11 (ending at paragraph 1) aloud with partners.

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

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

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

Team Discussion

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

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

3. Refer students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had while reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped in better understanding the text.

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

5. 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. **Look at the picture on page 7. What does it tell you about Mararo's behavior toward people? Explain why Mararo might behave this way.** [DC, SA] (Team Talk rubric)

   **100** = In the picture, Mararo is just sitting there with people only a few feet away. She does not look scared or aggressive. I think Mararo acts this way because she is used to people. She probably sees people frequently when tourists come to see the gorillas and when the doctors come to treat them. **For this reason, Mararo tolerates people close to her.**

   **90** = In the picture, Mararo is just sitting there with people only a few feet away. She does not look scared or aggressive. I think Mararo acts this way because she is used to people. She probably sees people frequently when tourists come to see the gorillas and when the doctors come to treat them.

   **80** = In the picture, Mararo is just sitting there with people only a few feet away. She does not look scared or aggressive.

2. **Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text?** (Write) [DC] (strategy-use rubric)

   (Answers will vary.)

   **100** = What are tripwires in the forest? This is a Right There question because earlier in the paragraph, the author writes “vine-tangled ravines,” so the vines must be the tripwires. This question helped me understand the text better because I get a good idea of what the gorilla habitat must be like. The picture on page 7 shows a number of vines. It also tells me how difficult it must be for humans to find, study, and treat the mountain gorillas.

   **90** = What are tripwires in the forest? This is a Right There question because earlier in the paragraph, the author writes “vine-tangled ravines,” so the vines must be the tripwires.

   **80** = What are tripwires in the forest?

3. **If Mararo’s problem is the rope around her ankle, why do the gorilla doctors take samples when she is tranquilized? Explain why the doctors take samples now and not when the gorilla is in good health.** [DC, SA] (Team Talk rubric)

   **100** = The doctors take samples when Mararo is tranquilized to find out about her health. The vets take blood, fecal, skin, and hair samples. The gorilla has to be tranquilized to take these samples. Tranquilizing an animal is risky, so it is only done when necessary. **For this reason, the vets take samples when the opportunity arises so they don’t tranquilize animals unnecessarily.**

   **90** = The doctors take samples when Mararo is tranquilized to find out about her health. The vets take blood, fecal, skin, and hair samples. The gorilla has to be tranquilized to take these samples. Tranquilizing an animal is risky, so it is only done when necessary.

   **80** = The doctors take samples when Mararo is tranquilized to find out about her health.
6. 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.

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

8. 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.

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

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

Class Discussion

(18 minutes)

Lightning Round

1. Refer students to the strategy-use rubric. Remind students that when discussing questioning strategies, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped in better understanding the text.

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

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

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

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

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

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.

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

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today's reading provides some background on early scientists who studied mountain gorillas—Carl Akeley, George Schaller, and Dian Fossey.

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

Active Instruction

(25 minutes)

Partner Vocabulary Study

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

2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>rampaging</td>
<td>ram-pag-ing</td>
<td>rushing about in a violent manner</td>
<td>Scared by the thunder, the rampaging horses broke out of their corral.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(ram-PAGE-ing)</td>
<td></td>
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<td>page 5</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Set the Stage**

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

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

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

4. Refer students to today’s reading, pages 11 (paragraph 1)–16 (paragraph 1) in *Gorilla Doctors: Saving Endangered Great Apes*.

5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
Use Questioning

Show the video.

Build background about the topic.

Review the skill as necessary.

Teacher: Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

Students: Actively listen.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill or strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

6. Show the video “Gorilla Doctors: Saving a Species One Gorilla at a Time” (6:51). Use Think-Pair-Share to ask:

**Why is the work of the gorilla doctors important?**

*They are helping to increase the population of the mountain gorillas and helping to improve the health of the local people and their animals.*

**How does the video add to the text in the book?**

*(Answers may vary.)* Hearing the people talk about the gorillas tells me how they feel about their work.

Interactive Read Aloud

1. Refer students to the reading objective.

   **Remember that as we read Gorilla Doctors, we will use questioning strategies to help us understand information. It is common practice for good readers to ask themselves questions before, during, and after reading to help better understand what they read.***

2. Read pages 11 (paragraph 1) and 12 (ending at paragraph 1) aloud. A sample Think Aloud follows.

   **Sample Think Aloud**

   One question I have is, “Why do the scientists and the team guide Mararo after she wakes up?” They spend a lot of time trying to get her to go in the right direction. I think this means that a gorilla’s family is very important. Maybe gorillas don’t do well if they are not with their family. This also explains why Agashya tried to protect Mararo in the beginning. I wouldn’t have thought about the importance of gorilla families until I started reading this book.

3. Use Think-Pair-Share to ask:

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

   *You asked a Think question. I know that because I had to use my experience and common sense. I also remembered the passage that we read yesterday.*

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 12 (paragraphs 1 and 2) and identify a question they can ask that will help them understand the text.

   *(Answers may vary.)* One question is, “What human disease do gorillas get?” I will have to continue reading to find the answer.

   **Use Random Reporter to debrief.**

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Term, Event, Fact</th>
<th>Details, Definition, Example, Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gorilla families are important.</td>
<td>• Scientists &amp; team spend hours getting Mararo to her family</td>
</tr>
<tr>
<td></td>
<td>• Mararo’s family seems glad to have her back.</td>
</tr>
<tr>
<td></td>
<td>• Agashya tried to protect Mararo from the vets.</td>
</tr>
<tr>
<td>Snares trap gorillas.</td>
<td>• Sometimes they are freed with no injuries.</td>
</tr>
<tr>
<td></td>
<td>• Sometimes they die from their injuries.</td>
</tr>
<tr>
<td>Dangers to gorillas</td>
<td>• poachers &amp; snares</td>
</tr>
<tr>
<td></td>
<td>• human disease</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: &sr; pages 13–16 (through paragraph 1) aloud with partners.

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

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

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

---

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.
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. Refer students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped in better understanding the text.

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

5. 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. Why are gorillas more threatened now than they were hundreds of years ago?</td>
</tr>
<tr>
<td>[MI] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Hundreds of years ago, people did not share much of the gorillas’ habitat. Now people live closer to the gorillas and are more likely to enter the forest. People are also cutting down the forest and pushing the gorillas into smaller areas. The contact between people and gorillas is greater today because of this, and the gorillas are being harmed. According to the text, most of the gorillas’ problems are caused by people living closer to them.</td>
</tr>
<tr>
<td>90 = Hundreds of years ago, people did not share much of the gorillas’ habitat. Now people live closer to the gorillas and are more likely to enter the forest. People are also cutting down the forest and pushing the gorillas into smaller areas. The contact between people and gorillas is greater today because of this, and the gorillas are being harmed.</td>
</tr>
<tr>
<td>80 = Hundreds of years ago, people did not share much of the gorillas’ habitat.</td>
</tr>
</tbody>
</table>

continued
Team Talk Questions continued

2. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? *(Write) [DC]*
   (strategy-use rubric)

   (Answers will vary.)

   100 = *I wonder why the caption on page 16 says that “people are no longer allowed to get this close, except for veterinarians treating injured gorillas.”*  
   *This is a Think question because I have to remember back to the earlier text where it says that the doctors have to wear masks to prevent disease in gorillas and humans. This tells me that as we learn more and more about gorillas, we have to change our behaviors, or the gorillas might go extinct. The fact that people are willing to change their behaviors to protect the gorillas tells me that people must care a lot about them.*

   90 = *I wonder why the caption on page 16 says that “people are no longer allowed to get this close, except for veterinarians treating injured gorillas.”*  
   *This is a Think question because I have to remember back to the earlier text where it says that the doctors have to wear masks to prevent disease in gorillas and humans.*

   80 = *I wonder why the caption on page 16 says that “people are no longer allowed to get this close, except for veterinarians treating injured gorillas.”*

3. What does the picture on page 15 tell you about fieldwork in Africa? *[DC, SA]*
   (Team Talk rubric)

   100 = *The picture tells me that doing fieldwork must be tough. Schaller’s cabin looks very primitive. There doesn’t seem to be much of a kitchen or much furniture. It is probably cold because he is sitting next to the stove and is wearing a coat inside the cabin. The fact that Schaller spent almost two years living like this to study gorillas illustrates his dedication and interest in animals.*

   90 = *The picture tells me that doing fieldwork must be tough. Schaller’s cabin looks very primitive. There doesn’t seem to be much of a kitchen or much furniture. It is probably cold because he is sitting next to the stove and is wearing a coat inside the cabin.*

   80 = *The picture tells me that doing fieldwork must be tough.*

4. “It isn’t easy to face a rampaging four-hundred-pound gorilla, but Rwandan park guide Patience Dusabimana knows these animals well.” In this sentence, the word *rampaging* most nearly means— *[CV]*

   A. behaving oddly.
   B. nice.
   C. sickly.
   D. rushing about.

6. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.
7. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

8. 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.

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

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

**Class Discussion**

(15 minutes)

**Lightning Round**

1. Refer students to the strategy-use rubric. Remind students that when discussing questioning strategies, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped in better understanding the text.

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

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

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

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

4. 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>
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<tbody>
<tr>
<td>rampaging</td>
<td>ram-pag-ing</td>
<td>rushing about in a violent manner</td>
<td>Scared by the thunder, the rampaging horses broke out of their corral.</td>
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Lesson 3

Reading Objective: Use questioning strategies to help understand information.

Teacher Background
Today’s reading discusses some of the work done by Dian Fossey and also describes another foray into the forest to check on the silverback Agashya.

Active Instruction (25 minutes)

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

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

Sample Think Aloud
On page 11, I see the word parasites. The passage says that ticks and mites are external parasites, but what are internal parasites? (Model looking up the word.) The word means organisms that use another organism, called the host, as a source of food and shelter. Parasites are harmful. Ticks and mites bite animals and feed on their blood. Internal parasites must do something similar, but inside the body. Yuck! (Model looking up internal parasites on the Internet or in a biology book.) Internal parasites can be different kinds of worms such as tapeworms.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 16 (paragraph 2)–24 (paragraph 3) in *Gorilla Doctors: Saving Endangered Great Apes*.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
6. Point out that scientists who study the behavior of wild animals do what is called fieldwork, or field studies; the scientists make their observations of behavior where the animals live. Explain that this often means working in difficult conditions—heat, humidity, insects, and thick forest in tropical areas, or cold, dark conditions in the Arctic or Antarctic—and many of these places carry some risks—disease, dangerous animals or people. Identify some of the more famous field scientists and the animals they study, for example:
   • Jane Goodall (chimpanzees in Africa)
   • Biruté Galdikas (orangutans in Indonesia)
   • Iain Douglas-Hamilton (African elephants)
   • Alan Rabinowitz (cat species in the Americas and Asia)
   • K. Ullas Karanth (tigers and other large Indian mammals)
   • George Schaller (numerous field studies in Africa, South America, and Asia)

Point out that many of these studies have gone on for decades, such as the work of Goodall and Galdikas, and that these people’s knowledge of the animals has inspired them to promote conservation issues; Biruté Galdikas has been living and working in the forest of Indonesia since 1971. She also runs a rehabilitation center for baby orangutans so they can be released into the wild.

7. Have teams discuss what they know about diseases, and use Random Reporter to share team responses.

   *Answers will vary.*

Provide background on disease, infectious disease, and communicable and contagious diseases:

   • Disease: when the body is not in a normal state of health
   • Some diseases are caused by body parts wearing out, such as arthritis.
   • Some diseases are caused by germs, usually bacteria and viruses, such as a cold; these are called infectious diseases.
   • Some infectious diseases can be passed easily from an infected person to an uninfected person, such as someone catching a cold. These are called communicable diseases, or contagious diseases. Not all infectious diseases are communicable or contagious.

Use Think-Pair-Share to ask:

   What kind of disease do you think the vets should be worried about? Why?

   *The vets should be worried about the communicable, or contagious, diseases because they can be passed around among individuals. Other diseases can’t be caught.*
Interactive Read Aloud

1. Read pages 16 (paragraph 2)–19 (ending at paragraph 1) aloud. Note: Do not read the caption on page 18. Use Think-Pair-Share to prompt use of the skill or strategy.

What does the author mean by the last sentence, “But the park was big, and the forest easy to hide in”?

This sentence means that in spite of the work of the guards, poachers continued to kill gorillas. The guards can’t be everywhere at once.

Is this a Right There or Think question? Explain.

This is a Think question because the answer is not stated directly in the text. I had to use my experience and common sense to know what the author means in this sentence.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 19 (paragraph 1).

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

Use Random Reporter to debrief.

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

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

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

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
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<tbody>
<tr>
<td><strong>Term, Event, Fact</strong></td>
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<tr>
<td>Poachers &amp; cattle threatened the gorillas.</td>
</tr>
<tr>
<td>Gorilla population declining</td>
</tr>
</tbody>
</table>
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 18 (paragraph 2)–24 (paragraph 3) aloud with partners.

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

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

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

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

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

3. Refer students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped in better understanding the text.

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

5. 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 was Dian Fossey’s contribution to the gorillas?** [MI] (Team Talk rubric)
   - **100** = Fossey arranged for the Morris Animal Foundation to set up medical care for the gorillas. Fossey knew the gorillas were being injured by poachers and catching diseases, and she wanted them to be able to get treatment. She was concerned about the number of gorillas that were dying. According to the text, Fossey left a great gift for the gorillas, even though she did not live to see it in action.

   - **90** = Fossey arranged for the Morris Animal Foundation to set up medical care for the gorillas. Fossey knew the gorillas were being injured by poachers and catching diseases, and she wanted them to be able to get treatment. She was concerned about the number of gorillas that were dying.

   - **80** = Fossey arranged for the Morris Animal Foundation to set up medical care for the gorillas.

2. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? *(Write)* [DC] (strategy-use rubric)
   - **Answers will vary.**

   - **100** = Why does Felicia walk five hours on a broken foot to check on Agashya?
     - This is both a Right There question and a Think question. It is a Right There question because the next page says that she is worried about his health and that other gorillas have died from pneumonia. It is a Think question because I have to think about her motivation to do this with a broken foot. To walk in the thick forest in the mountains is not easy even without a foot problem. I think she must really care about the animals to go to these lengths. This episode with Felicia tells me more about the difficulties of doing the work and the dedication it takes. I’m glad there are people who are willing to do this.

   - **90** = Why does Felicia walk five hours on a broken foot to check on Agashya?
     - This is both a Right There question and a Think question. It is a Right There question because the next page says that she is worried about his health and that other gorillas have died from pneumonia. It is a Think question because I have to think about her motivation to do this with a broken foot. To walk in the thick forest in the mountains is not easy even without a foot problem. I think she must really care about the animals to go to these lengths.

   - **80** = Why does Felicia walk five hours on a broken foot to check on Agashya?

   continued
Team Talk Questions continued

3. What does Fossey’s murder tell you about poachers? [DC] (Team Talk rubric)

100 = Fossey’s murder tells me the poachers are merciless in defending their poaching activity. Fossey hired guards to protect the gorillas from the poachers. The guards destroyed snares and the poachers’ camps. For these reasons, the poachers wanted Fossey out of the way; they felt she was interfering with their ability to make money from killing gorillas.

90 = Fossey’s murder tells me the poachers are merciless in defending their poaching activity. Fossey had hired guards to protect the gorillas from the poachers. The guards destroyed snares and the poachers’ camps.

80 = Fossey’s murder tells me the poachers are merciless in defending their poaching activity.

4. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example, “Keeping a cut clean is important, so it doesn’t become infected.”

6. 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.

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

8. 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.

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

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

(15 minutes)

Lightning Round

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

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

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

2. Use Random Reporter to have teams share oral Team Talk responses to questions #1, #3, and #4 word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

Celebrate

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

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

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

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

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

Reading Objective: Use questioning strategies to help understand information.

Teacher Background
In today’s reading, students learn about disease transmission from humans to animals and from animals to humans.

Active Instruction
(25 minutes)

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

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

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 24 (paragraph 4)–30 in Gorilla Doctors: Saving Endangered Great Apes.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
**Interactive Read Aloud**

1. Read pages 24 (paragraph 4) and 25 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy. Use **Think-Pair-Share** to ask:

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

   *(Answers may vary.)* One question is “What is a pathogen?”

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

   *This is a Right There question because the definition is in the first sentence. Since the passage is talking about diseases that gorillas get, it is important to know the word pathogen—organisms that cause infectious diseases.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 25 (paragraph 2) and suggest a question they would have and how it helps them understand the text.

   *(Answers may vary.)* One question is “If diseases can be caught from closely related animals, such as chimpanzees, and also from less closely related animals, such as cattle and ducks, can gorillas catch diseases from domestic animals?” This question will help me understand the text because I will be looking for the answer as I continue to read.

   Use **Random Reporter** to debrief.

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

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

   A sample graphic organizer follows.
### Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Term, Event, Fact</th>
<th>Details, Definition, Example, Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathogen</td>
<td>• organisms that cause disease</td>
</tr>
<tr>
<td></td>
<td>• viruses (colds, AIDS)</td>
</tr>
<tr>
<td></td>
<td>• bacteria (salmonella, tuberculosis)</td>
</tr>
<tr>
<td></td>
<td>• fungi (ringworm, athlete’s foot)</td>
</tr>
<tr>
<td></td>
<td>• parasites (scabies, hookworm)</td>
</tr>
<tr>
<td></td>
<td>• adapted to certain hosts</td>
</tr>
<tr>
<td>Where diseases come from</td>
<td>• Diseases can be passed between closely related species, such as humans and Chimpanzees.</td>
</tr>
<tr>
<td></td>
<td>• Disease can also be passed among less closely related animals.</td>
</tr>
<tr>
<td></td>
<td>• Cattle gave us measles, tuberculosis, and Smallpox.</td>
</tr>
<tr>
<td></td>
<td>• Pigs &amp; dogs gave us whooping cough.</td>
</tr>
<tr>
<td></td>
<td>• Pigs &amp; ducks gave us the flu.</td>
</tr>
</tbody>
</table>

4. Refer to the reread-and-review step of the TIGRRS process. Reread pages 24 (paragraph 3) and 25 (ending at paragraph 2) aloud. Model this step with the text. A sample Think Aloud follows.

**Sample Think Aloud**

I wanted to clarify the relationship between closely related species and disease, so I reread this passage. If some animals are closely related, like humans and the great apes are, and they share almost all of the same genes, then because pathogens are adapted to their hosts, the adaptations must involve the genes. The more genes that two kinds of animals have in common, the more likely a disease adapted to one host can be caught by the other related animal.
Teamwork (20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 25 (paragraph 3)–30 aloud with partners.

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

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

**Team Discussion**

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

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

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

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

1. Which section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?
   (Answers will vary.)
   
   100 = I reread the section about host resistance on page 26. I wanted to clarify what resistance means. I think that if humans come in contact with a new animal disease, the humans won’t have a lot of resistance, and many who get the disease may die.
   
   90 = I reread the section about host resistance on page 26. I think that if humans come in contact with a new animal disease, the humans won’t have a lot of resistance, and many who get the disease may die.
   
   80 = I reread the section about host resistance on page 26. I wanted to clarify what resistance means.

2. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? (Write) [DC] (strategy-use rubric)
   (Answers will vary.)
   
   100 = We think the most important question that we discussed is, “What does paragraph 1 on page 26 tell me?” This question helps me understand the text because it implies that new diseases will continue to happen. Current new diseases are SARS, Ebola, West Nile virus, and Lyme disease. There will probably be more diseases in the future. This is a Think question because I had to think about what the author was saying since she didn’t say it directly.
   
   90 = We think the most important question that we discussed is “What does paragraph 1 on page 26 tell me?” This question helps me understand the text because it implies that new diseases will continue to happen. Current new diseases are SARS, Ebola, West Nile virus, and Lyme disease. This is a Think question.
   
   80 = What does paragraph 1 on page 26 tell me?

3. Why does the author include the chart on page 29? Explain how the information on the chart adds to the main text. [AP] (Team Talk rubric)
   
   100 = The author includes the chart to illustrate that gorillas are not the only animals that can catch diseases from people. Many other animals also catch diseases from people and their pets. Besides people, wild animals can catch diseases from domestic dogs, cats, and cattle. By including this chart, the author is saying that the disease picture for wild animals is much bigger and affects more than just gorillas.
   
   90 = The author includes the chart to show that gorillas are not the only animals that can catch diseases from people. Many other animals also catch diseases from people and their pets. Besides people, wild animals can catch diseases from domestic dogs, cats, and cattle.
   
   80 = The author includes the chart to show that gorillas are not the only animals that can catch diseases from people.

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

100 = This passage continues to discuss the problem of diseases and gorillas. When new diseases are introduced, people and animals don’t have any resistance, and many die. This happened when Columbus discovered America. The Native Americans didn’t have any resistance to diseases such as measles and smallpox, and many died. Since gorillas and people are coming closer together, there is a chance that the gorillas will catch new diseases and will not have resistance to them, and many will die. The vets vaccinated gorillas for measles when they discovered that some gorillas had died from it. The vets need to do more studying to find out about the gorilla-human disease connection.

90 = This passage continues to discuss the problem of diseases and gorillas. When new diseases are introduced, people and animals don’t have any resistance, and many die. This happened when Columbus discovered America. Since gorillas and people are coming closer together, there is a chance that the gorillas will catch new diseases and will not have resistance to them, and many will die. The vets vaccinated gorillas for measles when they discovered that some gorillas had died from it.

80 = This passage continues to discuss the problem of diseases and gorillas. When new diseases are introduced, people and animals don’t have any resistance, and many die. Since gorillas and people are coming closer together, there is a chance that the gorillas will catch new diseases and will not have resistance to them, and many will die.

5. What is a synonym for the word vulnerable? What is an antonym for the word vulnerable? (Remember: An antonym is a word meaning the opposite.) [CV]

The word vulnerable means not protected, so a synonym is unsafe. An antonym for vulnerable is safe.

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

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

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

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

9. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion (15 minutes)

Lightning Round

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

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

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

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Writing Objective:** Develop the topic with key terms learned from the text.

**Teacher Background**
In today's writing activity, students will use key terms to develop a topic. The writing prompt is typical of a question they might see on a science test. The goal is to use key terms and precise language to answer the question. Remind students that the point of their writing is to inform someone of something and clearly relay how much they know about it. Remind students that they will have a similar writing prompt on the test in lesson 6.

**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. Remind students that this cycle they read a text about the scientific work that people do to help gorillas. Point out that the text used specific words and
terms that relate to the topic. Tell students that they will get a chance to write something that will include some of these terms.

Use Random Reporter to have students identify some of the key terms from the first part of the book, pages 5–30. Record suggestions on the board, and leave them posted for the Model a Skill part of the lesson.


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>Describe how and why gorillas can catch human diseases.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

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

*It is asking me to explain or give information because it says, “describe how and why.”*

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

### Writing to Inform or Explain

| **Ideas** | • Clearly introduce the topic.  
• Develop the topic with relevant details. |
|----------|------------------------------------------------------------------|
| **Organization** | • Begin by introducing the topic.  
• In the middle, provide facts, examples, or events that help a reader understand the information.  
• End with a closing statement that supports the information. |
| **Style** | • Use words and phrases that help a reader understand how the facts or events are related.  
• Include details or examples that help a reader make a mind movie. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |
Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

Which guideline relates to our writing objective: to develop the topic with key terms learned from the text?

The guideline for style relates to the writing objective.

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

Model a Skill

1. Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt, the writer’s guide, and notes to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.

Tell students that two good places to start are the list of key terms (refer to the terms on the board) and the sections of text that discuss the information.

2. Model using a graphic organizer—a web or another graphic organizer—to record ideas. See the following example based on this writing prompt: Describe Mararo, where she lives, and what happened to her.

### Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Mararo</th>
<th>mountain gorilla</th>
</tr>
</thead>
<tbody>
<tr>
<td>lives in Rwanda, thick forest</td>
<td></td>
</tr>
<tr>
<td>rescued &amp; treated for infection by MGVP team &amp; veterinarians</td>
<td></td>
</tr>
<tr>
<td>Agashya is the silverback in her family.</td>
<td></td>
</tr>
<tr>
<td>caught in poacher’s snare</td>
<td></td>
</tr>
</tbody>
</table>
Point out, or have students point out, the key terms in the graphic organizer ("mountain gorilla," Rwanda, silverback, poacher, infection, MGVP, and veterinarians).

**Teamwork**

(20 minutes)

**Independent Work**

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

**Team Discussion**

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

**Class Discussion**

(30 minutes)

**Lightning Round**

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

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to develop the topic with key terms learned from the text.

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

For example, ask:

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

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

**Reflection on Writing**

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

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

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

- Did you find it easy or difficult to include key terms in your writing? Explain.
  
  *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
Describe how and why gorillas can catch human diseases.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
</tr>
<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>
Lesson 6

Reading Objective: Use questioning strategies to help understand information.

Writing Objective: Develop the topic with key terms learned from the text.

Teacher Background

During today’s cycle test, students will continue to use questioning strategies to help them understand information.

This passage describes another disease that gorillas can get from people—scabies—and how the gorillas can catch it.

Active Instruction

(5 minutes)

Partner Vocabulary Study

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

2. Spot check the Read and Respond homework.

Set the Stage

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

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

3. Remind students of the text, author, and reading and writing objectives.

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

(5 minutes)

Partner Review

1. Remind students that they have been practicing using questioning strategies to help understand information and developing the topic with key terms learned from the text.

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

   *We have created and answered questions in Team Talk. In our writing project, we also wrote answers that included key terms.*

   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 #2 and #5 ask about using questioning strategies.

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

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

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

   **Today you will read more about gorillas.**

Test

(30 minutes)

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

Team Discussion

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

Class Discussion (10 minutes)

Lightning Round

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
   
   Why are both doctors and epidemiologists needed in the MGVP?

   *Since the health of every gorilla is important, doctors are needed to treat them. To understand the bigger picture of how disease affects all the gorillas and the surrounding people, epidemiologists are needed.*

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

Use Questioning

**Directions:** Read *Gorilla Doctors: Saving Endangered Great Apes*, pages 31–35. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

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

1. What is the topic?
   
   5 points = Disease and gorillas.

   What is the author’s intent?
   
   5 points = To inform the reader about what the conditions are like for gorillas and how they are being helped.

   Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]
   
   10 points = Nkuringo’s gorilla family feeds in a farmer’s banana grove, damaging it. MGVP scientists take data on the gorillas after the gorilla tracker finds them. One problem the scientists are studying is scabies caused by skin mites. It can be dangerous in young gorillas. Taking samples from gorillas can also be dangerous. If the gorillas are diagnosed with scabies, the vets can give them medicine to cure it. The vets and trackers often use PDAs (personal digital assistants) to record information. Data is taken daily and used by the vets and also by epidemiologists who try to see the health problems in the whole gorilla population.

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

   20 points = What would have happened to the gorillas if people like George Schaller and Dian Fossey hadn’t studied them? This is an important Think question because it helps me realize the importance of their work. If Fossey and Schaller hadn’t learned about gorillas, the encroachment by farms and villages certainly would have wiped out the gorillas by disease and poaching. This helps me understand why the gorilla doctors and researchers are so important.
15 points = What would have happened to the gorillas if people like George Schaller and Dian Fossey hadn’t studied them? This is an important Think question because it helps me realize the importance of their work. If Fossey and Schaller hadn’t learned about gorillas, the encroachment by farms and villages certainly would have wiped out the gorillas by disease and poaching.

10 points = What would have happened to the gorillas if people like George Schaller and Dian Fossey hadn’t studied them?

3. What is the significance of the description of the Ugandan farm? Why would the author present this scenario? [DC, AP]

20 points = The author includes the scenario about the Ugandan farm to illustrate how close people now live to gorillas. When gorillas feed in farmers’ fields, they are close enough to people to catch their diseases. According to the text, people don’t have to go into the forest to be a disease danger to gorillas; sometimes the gorillas come to the people.

15 points = The author includes the scenario about the Ugandan farm to show how close people now live to gorillas. When gorillas feed in farmers’ fields, they are close enough to people to catch their diseases.

10 points = The author includes the scenario about the Ugandan farm to show how close people now live to gorillas.

4. How does an epidemiologist differ from a veterinarian? [MI]

20 points = An epidemiologist studies disease in populations, and a veterinarian treats disease in an individual animal. An epidemiologist studies how diseases are passed around in groups of animals rather than treating an individual. The work of an epidemiologist is important to veterinarians because it gives basic information about the disease, and then a vet can think of ways to treat it. Both kinds of doctors want the same outcome—better health for animals. Each contributes to their shared outcome.

15 points = An epidemiologist studies disease in groups, and a veterinarian treats disease in an individual animal. An epidemiologist studies how diseases are passed around in groups of animals rather than treating an individual. The work of an epidemiologist is important to veterinarians because it gives basic information about the disease, and then a vet can think of ways to treat it.

10 points = An epidemiologist studies disease in groups, and a veterinarian treats disease in an individual animal.
5. Write a question about something you read today. Then answer the question, and tell whether it is a Right There or Think question and why. [DC]

(Answers will vary.)

20 points = What does “a Noah’s Ark of animals” mean? This is a Think question because the answer is not given directly. I have to use my background knowledge to figure it out. Noah’s Ark is the story in which two of every animal were put on an ark to save them from a great flood. A zoo is sort of like a Noah’s Ark—it is a collection of many animals. Since Dr. Cranfield is a vet at a zoo, he has treated many different kinds of animals.

15 points = What does “a Noah’s Ark of animals” mean? This is a Think question because the answer is not given directly. I have to use my background knowledge to figure it out.

10 points = What does “a Noah’s Ark of animals” mean?

Part II. Writing (100 points)
Directions: Write at least a paragraph to answer the following question:
Describe the methods used to record information about the gorillas.

The doctors need a lot of information about the gorillas to learn about their health and diseases. Gathering this information takes people and effort. Gorilla trackers, who can recognize each individual gorilla and are with them every day, record information. They use either pencil and paper or a PDA (personal digital assistant). Every time the trackers see the gorillas, they record basic information, such as: Are all the gorillas in the family present? and What signs of possible illness, such as scratching and coughing, exist? Data from the PDA is then downloaded into a computer and analyzed. If problems are noticed, the vets can respond quickly. Individual gorillas certainly benefit from this monitoring, but the health of all the gorillas will also benefit as the veterinarians learn more about diseases in gorillas.

The following guide is used to score part II of the cycle test.
Writing to Inform or Explain

| Ideas       | • Clearly introduces the topic.  
|            | • Develops the topic with relevant details.  
|            | 0–25 pts.  |
| Organization | • Begins by introducing the topic.  
|             | • In the middle, provides facts, examples, or events that help a reader understand the information.  
|             | • Ends with a closing statement that supports the information.  
|             | 0–25 pts.  |
| Style       | • Uses words and phrases that help a reader understand how the facts or events are related.  
|            | • Includes details or examples that help a reader make a mind movie.  
|            | 0–25 pts.  |
| Mechanics   | • Uses correct punctuation, capitalization, spelling, and grammar.  
|            | 0–10 pts.  |
| Writing Objective | • Develop the topic with key terms learned from the text.  
|             | 0–15 pts.  |

Part III. Vocabulary (100 points)

1. What is a synonym for the word infected? What is an antonym for the word infected? [CV]
   
   A synonym for infected is the word unhealthy. An antonym for infected is healthy.

2. “Over time, a host can become resistant to a disease.” In this sentence, resistant most nearly means— [CV]
   
   A. unaffected by.  
   B. easily catching.  
   C. ignorant of.  
   D. deadly to.

3. Write a meaningful sentence using the word detect. [CV]
   
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example, “My dog Spot has such a good nose I think he can detect a piece of food a mile away.”

4. The doctor uses a needle to ______ medicine into a patient.

   Choose the word that belongs in the blank. [CV]
   
   A. paste  
   B. inject  
   C. erase  
   D. empty
5. What is a synonym for the word *amiable*? What is an antonym for the word *amiable*? [CV]
   
   A *synonym* for *amiable* is the word *pleasant*. An *antonym* for *amiable* is *unfriendly*.

6. The _______ cattle formed a stampede.
   
   Choose the word that belongs in the blank. [CV]
   
   A. rampaging  
   B. sleeping  
   C. grazing  
   D. longhorn

7. “Actually, all [measles, tuberculosis, smallpox, etc.] originated in domestic animals [pigs, dogs, cattle].” In this sentence, *domestic* most nearly means— [CV]
   
   A. wild.  
   B. sickly.  
   C. healthy.  
   D. tame.

8. Write a meaningful sentence using the word *vulnerable*. [CV]
   
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example, “Our basketball team is vulnerable because our three star players are on vacation.”

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]
   
   We clarified the word *souvenirs*. *Souvenirs* are things that remind you of something, such as a trip you took. We brought back Mickey Mouse souvenirs from our trip to Disney World.

10. As used in the sentence “Pathogens are adapted to certain ‘host’ species, just as a polar bear is adapted to the Arctic or a cactus to the desert,” *adapted* most nearly means— [CV]

    A. actually different from.  
    B. remain constant.  
    C. suited to a certain condition.  
    D. stay the same.

   Explain how you figured out the meaning of *adapted*.
   
   Students will explain their thinking. For example, “I used the context. The passage talks about polar bears living in the Arctic. I know polar bears are white and have heavy fur to keep them warm in the cold Arctic. So polar bears are adapted—suited to—the conditions in the Arctic.”
<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

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

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

**Active Instruction**

(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.
Use Questioning

Teamwork (25 minutes)

Team Discussion

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

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

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

Teacher’s Note:

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

Read and Respond Questions

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

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

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

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

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

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

Active Instruction

(2 minutes)

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

Celebrate/Set Goals

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

What was your team’s highest score?
What score do you want to improve?
What can the team do to improve that score?

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:** Use questioning strategies to help understand information.

**Teacher Background**

Today's reading continues to discuss the health issues faced by gorillas and the kind of data the scientific team gathers and uses to study the problem.

Students continue questioning to clarify and confirm their understanding of the text.

**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:** Why are the gorillas worth saving?

**Set the Stage**

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

   **Why are the gorillas worth saving?**

   *Answers will vary. For example, gorillas are among our closest relatives. Every species of animal and plant is important to the ecosystem. Once a species of animal, such as the mountain gorilla dies out, it is gone forever.*

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

3. Introduce the text, author, and reading objectives.
Interactive Read Aloud

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

2. Read page 37 (paragraphs 1 and 2) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **Why is seeing a pattern in the data collected from all the gorillas important?**

   Patterns in the data can lead to questions and possible answers. Seeing patterns can result in predictions about the problem and in figuring out solutions that can protect the health of the gorilla population.

   **Is this a Right There or a Think question?**

   This is a Right There question because the information necessary to answer it is in the second paragraph on page 37.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 37 (paragraphs 3 and 4), and use Think-Pair-Share to ask:

   **What do you think the vets see that makes them say Fiada and Bahati are in good health? Is this a Right There or Think question? Why?**

   *I think the vets say that the two gorillas are in good health because the gorillas aren’t scratching or coughing and are probably acting normally. This is a Think question because I had to think back to the observations of sick gorillas.*

   Use Random Reporter to debrief.

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

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

<table>
<thead>
<tr>
<th>Term, Event, Fact</th>
<th>Details, Definition, Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gorilla health is linked to people’s health.</td>
<td>• With lots of data, vets can see patterns.</td>
</tr>
<tr>
<td>PDA</td>
<td>• With patterns, they can ask questions.</td>
</tr>
<tr>
<td></td>
<td>• record data on different gorillas</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 38–40 aloud with partners.

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

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

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

**Team Discussion**

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

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

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a typical day for a gorilla? [MI] (Team Talk rubric)</td>
<td>100</td>
<td>According to the text, a typical day involves waking up, finding and eating food during the morning, then taking a nap, and eating during the afternoon. At dusk, the silverback chooses a place for the group to spend the night. Individual gorillas build their own night nests. So their day consists of mostly eating and resting, led by the silverback.</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>A typical day includes waking up, finding food and eating during the morning, then taking a nap and eating during the afternoon. At dusk, the silverback chooses a place for the group to spend the night. Individual gorillas build their own night nests.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>A typical day includes waking up, finding food and eating during the morning, then taking a nap and eating during the afternoon. At dusk, the silverback chooses a place for the group to spend the night.</td>
</tr>
<tr>
<td>2. What is significant about the night nests episode? Explain why you think the author includes this episode. [DC, SA] (Team Talk rubric)</td>
<td>100</td>
<td>Examining the gorillas’ night nests is significant because the vets gather important information about the number of gorillas and their overall health. I think the author includes this episode to illustrate the many different kinds of tasks that the vets do and the kind of data they need. Studying an animal in the field means studying all aspects of its life.</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>Examining the gorillas’ night nests is important because the vets gather information about the number of gorillas and their overall health. I think the author includes this episode to show the many different kinds of tasks that the vets do and the kind of data they need.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>Examining the gorillas’ night nests is important because the vets gather information about the number of gorillas and their overall health.</td>
</tr>
</tbody>
</table>
3. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? *(Write) [DC]*

*(strategy-use rubric)*

*(Answers will vary.)*

**100 = We think the most important question that we discussed is “How do the vets get information about the gorillas’ health?” The question made us think about the different things the vets do to get health information. Gorilla trackers see the gorillas every day and record health information. The scientists analyze the health information and look for patterns. The vets treat sick gorillas. They examine the night nests and collect samples. This question helped us pull together all the information about the scientists’ and vets’ work.*

**90 = We think the most important question that we discussed is “How do the vets get information about the gorillas’ health?” The question made us think about the different things the vets do to get health information. Gorilla trackers see the gorillas every day and record health information. The scientists analyze the health information and look for patterns. The vets treat sick gorillas. They examine the night nests and collect samples.**

**80 = How do the vets get information about the gorillas’ health?**

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

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

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

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

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

(18 minutes)

Lightning Round

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

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

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

2. Use Random Reporter to have teams share oral Team Talk responses to questions #1 and #2, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

4. 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 cycle scores.

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

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

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

**Teacher Background**

Today’s reading describes more work that the MGVP team does to help the gorillas, including improving the health of the local people.

**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>maturity</td>
<td>ma-tur-i-ty (mah-CHUR-i-tee)</td>
<td>being fully grown</td>
<td>Voting in an election is a sign of one’s maturity.</td>
</tr>
<tr>
<td>analysis</td>
<td>a-nal-y-sis (ah-NAL-i-sis)</td>
<td>study, interpretation</td>
<td>The teacher gave an analysis of the problem that everyone had trouble with.</td>
</tr>
<tr>
<td>contaminated</td>
<td>con-tam-ih-nat-ed (kon-TAM-i-nated)</td>
<td>dirty</td>
<td>The contaminated food made everyone who ate it sick.</td>
</tr>
</tbody>
</table>

continued
**Use Questioning**

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservation  (adjective)  page 46</td>
<td>con-ser-va-tion (kon-ser-VAY-shun)</td>
<td>saving, preventing loss or damage</td>
<td>Jenna is interested in conservation groups that help to save the forest, and she plans to plant twenty-five new trees this fall.</td>
</tr>
<tr>
<td>status  (noun)  page 48</td>
<td>stat-us  (STAT-uss)</td>
<td>position, rank</td>
<td>Wanda called Frank to check on the status of the party planning and found that everything was on track.</td>
</tr>
<tr>
<td>dehydrated  (adjective)  page 48</td>
<td>de-hy-dra-ted  (dee-HIGH-dray-ted)</td>
<td>without water, dry</td>
<td>Raisins are dehydrated grapes.</td>
</tr>
<tr>
<td>option  (noun)  page 51</td>
<td>op-tion  (OP-shun)</td>
<td>a choice</td>
<td>We have the option of going to the movies or staying home and playing a game.</td>
</tr>
<tr>
<td>antics  (noun)  page 53</td>
<td>an-tics  (AN-tiks)</td>
<td>tricks, funny actions</td>
<td>My baby sister’s antics are very funny to watch.</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.

**Interactive Read Aloud**

1. Read page 43 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

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

   *One question is “Why does the author use the game of Clue in this paragraph?”*
Is it a Right There or Think question? How can you tell?

*It is a Think question because I can’t point to the answer in the text. I have to think about the author’s intent. I think the author uses “Clue” because it is a common game that many people know how to play, so readers will understand how the scientists work and what kind of thinking they do to solve the problem.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 43 (paragraphs 2 and 3) and identify a question that will help them understand the text and what kind of question it is.

*(Answers will vary.) “What does it mean that habituated gorillas have more diarrhea-causing bacteria than other gorillas?” This is a Think question because I have to draw a conclusion just like the scientists draw conclusions.*

Use **Random Reporter** to debrief.

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

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term, Event, Fact</strong></td>
</tr>
<tr>
<td>Studying disease in gorillas is like a scientific game of “Clue.”</td>
</tr>
<tr>
<td>Diarrhea-causing bacteria</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Use Questioning

Teamwork
(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 43 (paragraph 4)–46 aloud with partners.

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

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

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

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

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

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

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

1. What does the field of conservation medicine tell us about human health? [DC] (Team Talk rubric)

   100 = Conservation medicine tells us that the health of animals, humans, and the ecosystem is all connected. It is important to understand these connections, such as how animals catch diseases from people and how people catch diseases from animals. If scientists can discover these connections, they can work on finding solutions so we all live healthier lives.

   90 = Conservation medicine tells us that the health of animals, humans, and the ecosystem is linked. It is important to understand these links such as how animals catch diseases from people and how people catch diseases from animals.

   80 = Conservation medicine tells us that the health of animals, humans, and the ecosystem is linked.

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

   (Answers will vary.)

   100 = We think the most important question that we discussed is “Why does the author show all the questions that the vets ask?” The vets ask all kinds of questions to find out about diseases among the gorillas and how they catch them. These questions are like the questions I ask myself when I am reading, so I can understand the text, just as the vets want to understand the health of the gorillas. It is very important to know how to ask questions.

   90 = We think the most important question that we discussed is “Why does the author show all the questions that the vets ask?” The vets ask all kinds of questions to find out about diseases among the gorillas and how they catch them. These questions are like the questions I ask myself when I am reading.

   80 = Why does the author show all the questions that the vets ask?

3. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]

   Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example, “When my parents asked about my status in math class, I said that I had a B+ average.”

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

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

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

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

Class Discussion

(15 minutes)

Lightning Round

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

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

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

2. Use Random Reporter to have teams share oral Team Talk responses to questions #1 and #3, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

4. Show the video, “Fluency.”

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>maturity (noun)</td>
<td>ma-tur-i-ty (mah-CHUR-ih-tee)</td>
<td>being fully grown</td>
<td>Voting in an election is a sign of one's maturity.</td>
</tr>
<tr>
<td>analysis (noun)</td>
<td>a-nal-y-sis (ah-NAL-ih-sis)</td>
<td>study, interpretation</td>
<td>The teacher gave an analysis of the problem that everyone had trouble with.</td>
</tr>
<tr>
<td>contaminated (adjective)</td>
<td>con-tam-i-nat-ed (kon-TAM-ih-nated)</td>
<td>dirty</td>
<td>The contaminated food made everyone who ate it sick.</td>
</tr>
<tr>
<td>conservation (adjective)</td>
<td>con-ser-vai-thon (kon-ser-VAY-shun)</td>
<td>saving, preventing loss or damage</td>
<td>Jenna is interested in conservation groups that help to save the forest, and she plans to plant twenty-five new trees this fall.</td>
</tr>
<tr>
<td>status (noun)</td>
<td>stat-us (STAT-uss)</td>
<td>position, rank</td>
<td>Wanda called Frank to check on the status of the party planning and found that everything was on track.</td>
</tr>
<tr>
<td>dehydrated (adjective)</td>
<td>de-hy-dra-ted (dee-HIGH-dray-ted)</td>
<td>without water, dry</td>
<td>Raisins are dehydrated grapes.</td>
</tr>
<tr>
<td>option (noun)</td>
<td>op-tion (OP-shun)</td>
<td>a choice</td>
<td>We have the option of going to the movies or staying home and playing a game.</td>
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<td>an-tics (AN-tiks)</td>
<td>tricks, funny actions</td>
<td>My baby sister’s antics are very funny to watch.</td>
</tr>
</tbody>
</table>
Lesson 3

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

**Teacher Background**

Today’s reading describes Fearless, the orphaned baby lowland gorilla.

**Teacher’s Note:**

Use the Interactive Read Aloud text 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 rate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

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

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

**Sample Think Aloud**

On page 45, there is a word I don’t know—*intriguing*. (Model looking up the word.) *Intriguing* means interesting. It is an adjective. There is a noun form of the word—*intrigue*—which means scheme or plot. Well, I guess a scheme or plot is interesting. I’ve heard that word in descriptions of mystery books and movies. That must be how *intriguing* and *interesting* are related.
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.

Remind students that scientists look for patterns in the data and observations they record just like the players look for patterns in the evidence when they play a game of Clue. When a pattern is noticed, scientists, or Clue players, can make predictions and find answers to their questions. Reviewing data for patterns is an important aspect of scientific work.

4. Show the video “Chimpanzee Researcher, Ian Gilby.” Use **Think-Pair-Share** to debrief the video.

**How does the work of Ian Gilby compare and contrast with the work of the MGVP team?**

*Both the MGVP team and Gilby work with primates in their natural habitats. Gorillas and chimpanzees are primates. Gilby studies sharing behavior in chimpanzees, while the MGVP team observes and studies gorillas to preserve the health of individual gorillas in the wild.*
Interactive Read Aloud

1. Read page 47 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **Based on what I just read, what is a question you could ask that will help you better understand the text? What is the answer? If necessary, use your Questioning Strategy Card.**

   One question is, "How does Felicia know how to make ‘happy gorilla sounds’?"

   This question helps me think about what the scientists can learn from gorillas as they watch them.

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

   *It is a Think question because the answer is not in the text. I had to think about all the visits the scientists make to the gorillas and what they might see.*

2. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 47 (paragraph 3) and 48 (ending at paragraph 1), suggest a question they could ask themselves to help them understand the text, and answer the question.

   (Answers will vary.) One question is “What is the impact of the pet trade in baby gorillas on the gorilla population?” The pet trade reduces the total gorilla population. Mothers and others in the family are usually killed to get the babies, and the babies are lost to the breeding population.

   Use **Random Reporter** to debrief.

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

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

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

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Term, Event, Fact</th>
<th>Details, Definition, Example</th>
</tr>
</thead>
</table>
| Fearless arrives at the vet’s house. | • a gorilla orphan rescued by policemen  
• To get babies, poachers usually kill the mother & sometimes the whole group.  
• Gorilla babies can sell for a lot of money.  
• Some people like having these as status symbols. |
Teamwork

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 48 (paragraph 1)–51 aloud with partners.

   (if skipping Interactive Read Aloud, pages 47–51)

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

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

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

Team Discussion

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

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

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

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

1. **What pattern do you see when you read about what the MGVP vets do? Support your answer.**  
   
   **100 =** The MGVP vets do a wide variety of tasks to **solve** a wide variety of problems. They are willing to do anything to help the gorillas. They follow and watch the gorillas in the forest. They examine blood and fecal samples. They treat the gorillas. They care for orphaned gorillas, even sleeping with them when necessary. **The MGVP vets are very involved with the gorillas. It is not just a job to them.**

   **90 =** The MGVP vets do a wide variety of tasks to fix a wide variety of problems. They are willing to do anything to help the gorillas. They follow and watch the gorillas in the forest. They examine blood and fecal samples. They treat the gorillas. They care for orphaned gorillas, even sleeping with them when necessary.

   **80 =** The MGVP vets do a wide variety of tasks to fix a wide variety of problems. They are willing to do anything to help the gorillas.

2. **Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why?** *(Write)*  
   **策略使用 rubric**  
   **(Answers will vary.)**

   **100 =** We think the most important question that we discussed is “What will happen to Fearless?” This question is important because it makes us want to keep reading to find the answer. Will Fearless be released? Will he have to live in a zoo? This question made us think about what Fearless might have to face.

   **90 =** We think the most important question that we discussed is “What will happen to Fearless?” This question is important because it makes us want to keep reading to find out. Will Fearless be released? Will he have to live in a zoo?

   **80 =** What will happen to Fearless?

3. **“Lynne collects a fecal sample from the nest for laboratory analysis.” In this sentence, analysis most nearly means—** *(CV)*  
   
   A. study.  
   B. glassware.  
   C. equipment.  
   D. rooms.

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

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

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

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

Class Discussion (20 minutes)

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

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

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

2. Use Random Reporter to have teams share oral Team Talk responses to questions #1 and #3, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

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

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

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

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

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

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

**Teacher Background**
Today’s reading includes more information about Fearless and describes gorilla education at local schools.

**Teacher’s Note:**
Use the Interactive Read Aloud text 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.

**Interactive Read Aloud**

1. Read page 53 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **Based on what I just read, what is a question you could ask that will help you better understand the text? What is the answer?**

   *One question is “What does the author mean when she says ‘captive gorillas are lost forever’?”*

   *It means that because some gorillas are in captivity, they will not reproduce wild babies, and the wild population of gorillas will not increase as fast.*

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

   *This is a Think question. The answer is not in the text. I had to think about what would be different between captive and wild gorillas.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have student read page 55 and have them suggest a question they could ask themselves and what kind of question is it.

   *One question is “Where is Innocent now?” This is a Right There question because the answer is given in the text. Knowing where he is will help me make sense of the next events in the text.*

   Use **Random Reporter** to debrief.

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

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

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

<table>
<thead>
<tr>
<th>Term, Event, Fact</th>
<th>Details, Definition, Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fearless</td>
<td>• plays with his caretakers like a puppy does</td>
</tr>
<tr>
<td></td>
<td>• He is vocal.</td>
</tr>
<tr>
<td></td>
<td>• He should be in the forest and not a captive.</td>
</tr>
<tr>
<td>Innocent’s visit to a</td>
<td>• talks about gorillas, finds out what the students know about</td>
</tr>
<tr>
<td>school</td>
<td>gorillas</td>
</tr>
</tbody>
</table>

2. Refer to the reread-and-review step of the TIGRRS process. Reread pages 48 (paragraph 3) and 49 (paragraph 2) aloud. Model this step with the text. A sample Think Aloud follows.

I reread the section on Fearless to make sure that I understand what baby gorillas need. They need a lot of care; someone has to be with them twenty-four hours a day, seven days a week. That means that those who care for them have to make a big commitment. But every baby is precious.

### Teamwork

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 56–59 (ending at paragraph 1) aloud with partners. *(if skipping Interactive Read Aloud, pages 52–59)*

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

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

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

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

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

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

**Team Talk Questions**

1. Which section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes? 
   (Answers will vary.)

   100 = I reread the passage about the latrines on page 58. It’s hard to imagine that people still live without regular bathrooms. I guess conditions for the students are different from what American students experience. Not having latrines, or bathrooms, is probably one reason that gorillas might be catching diseases from people.

   90 = I reread the passage about the latrines on page 58. It’s hard to imagine that people still live without regular bathrooms. Not having latrines, or bathrooms, is probably one reason that gorillas might be catching diseases from people.

   80 = I reread the passage about the latrines on page 58. Not having latrines, or bathrooms, is probably one reason that gorillas might be catching diseases from people.
2. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? (Write) [DC] (strategy-use rubric)
(Answers will vary.)

100 = We think the most important question that we discussed is “What does the population growth tell us about the gorillas’ future?” This question is important because we have already seen the problems that exist between people and gorillas. If Uganda’s population has doubled in the last twenty years, it will probably continue to grow a lot in the next twenty years. Will there be any room for gorillas then? This means that the vets will probably have a tougher time figuring out how to save the gorillas.

90 = We think the most important question that we discussed is “What does the population growth tell us about the gorillas’ future?” This question is important because we have already seen the problems that exist between people and gorillas. If Uganda’s population has doubled in the last twenty years, it will probably continue to grow a lot in the next twenty years. Will there be any room for gorillas then?

80 = We think the most important question that we discussed is “What does the population growth tell us about the gorillas’ future?”

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

100 = Innocent, one of the MGVP team members, visits two schools to educate the children about gorillas. The students at one school do not know much, but the students at the second school know a lot about gorillas, and many students have seen gorillas in their gardens. Innocent wants the children to know about the problems that gorillas face, such as poachers and disease. He also tells them about the value of tourists. He tries to get the students to understand that the poachers who steal babies and kill gorillas are really stealing from everyone.

90 = Innocent, one of the MGVP team members, visits two schools to educate the children about gorillas. Innocent wants the children to know about the problems that gorillas face, such as poachers and disease. He also tells them about the value of tourists.

80 = Innocent visits two schools to educate the children about gorillas. Innocent wants the children to know about the problems that gorillas face.

4. Which of the following is not an example of an act of maturity? Explain why. [CV]

A. driving a car
B. going to college
C. having a job
D. playing with a rattle

Playing with a rattle is something that a baby does. Maturity means grown up. If you are grown up, you don’t play with rattles, but you do drive a car, go to work, or go to college.
5. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

Class Discussion

Class Discussion

Lightning Round

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

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

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

2. Use Random Reporter to have teams share oral Team Talk responses to questions #1 and #3, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Lesson 5

**Writing Objective:** Develop the topic with key terms learned from the text.

**Teacher Background**

Today's writing activity provides students another opportunity to incorporate key terms from the text into their writing.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

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

**Vocabulary**

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that the text they are reading uses specific words and terms that relate to the topic. Tell students that they will get a chance to write something that will include some of these terms.


Use Random Reporter to have students identify some of the key terms from the second part of the book, pages 36–58. Record suggestions on the board, and leave them posted for the Model a Skill part of the lesson.

Answers should include: lice, “laboratory analysis,” “diarrhea-causing bacteria,” “DNA analysis,” “conservation medicine,” dehydrated, “rehydration fluids,” reintroduction, and “veterinary technician.”

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>Describe two activities the MGVP team uses to find out about the diseases that gorillas catch.</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?**

*The prompt is asking me to explain ideas or information because it uses the word describe in the prompt.*

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

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

Use Think-Pair-Share to ask:

**Which guideline relates to our writing objective: to develop the topic with key terms learned from the text?**

_The guideline for style relates to the writing objective._

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

**Model a Skill**

1. Tell students you are going to plan for the following writing prompt: Describe how Fearless came to Felicia and what he was like when he got there.

Remind students that clarifying the key terms is a good place to begin planning for writing. Use Think-Pair-Share to have students identify the key terms associated with Fearless.

*Answers should include: poachers, lice, diarrhea, dehydrated, and “rehydration fluids.”*

2. Model clarifying the terms by using a chart or other organizer; see below for an example. Use Think-Pair-Share, as necessary, to have students provide definitions for the key terms.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>poachers</td>
<td>people who hunt illegally; it is illegal to kill gorillas and sell babies as pets</td>
</tr>
<tr>
<td>lice</td>
<td>small blood-drinking insects; external parasites</td>
</tr>
<tr>
<td>diarrhea</td>
<td>having loose stools (feces)</td>
</tr>
<tr>
<td>dehydrated</td>
<td>not having enough water in one’s system</td>
</tr>
<tr>
<td>rehydration fluids</td>
<td>used to add more water to one’s system; sports drinks</td>
</tr>
</tbody>
</table>

Point out that using key terms saves having to write long descriptions.
Teamwork

(20 minutes)

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

Team Discussion
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion
(30 minutes)

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

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to develop the topic with key terms learned from the text.

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

For example, ask:

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

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

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

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

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

- **Did you find it easy or difficult to include key terms in your writing? How did you make sure that you understood the key terms so you would use them correctly?**
  
  *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

Describe two activities the MGVP team uses to find out about the diseases that gorillas catch.

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Lesson 6

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

**Writing Objective:** Develop the topic with key terms learned from the text.

**Teacher Background**

During today’s cycle test, students will continue to use questioning strategies to check their comprehension. In today’s passage, students continue to read about Innocent’s school visits and learn about the fate of Fearless.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

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

**Set the Stage**

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

**Prepare Students for the Test**

(5 minutes)

**Partner Review**

1. Remind students that they have been practicing using questioning strategies to help understand information and developing the topic with key terms learned from the text.

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

   *We have asked a lot of Right There and Think questions about the text. We have selected the question that is most important for understanding the text and*
discussed why. In our writing projects, we have also written answers using key terms from the text.

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 #2 and #5 ask about using questioning strategies.

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

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

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

   **Today you will read more about gorillas.**

---

**Test**

(30 minutes)

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

(10 minutes)

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

Class Discussion

(10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
   What does it take to really care about something like the MGVP staff cares about gorillas?
   It takes a willingness to do something to help, even living in foreign countries, walking through thick forests, and collecting samples.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   How many points did your team earn today?
   How can your team earn more points?
Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
## Part I. Comprehension (100 points)

1. **What is the topic?**

   5 points = Innocent’s school-visits and what happened to Fearless.

   **What is the author’s intent?**

   5 points = To show that African school children like the gorillas and to tell what happened to Fearless.

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

   10 points = Innocent answers students’ questions about the gorillas at Seseme Primary School and goes to Ntungamo Primary School for another talk. There, the students know more about gorillas. At the end of his visit, Innocent asks who likes the gorillas, and every student raises his or her hand. This seems very positive for the future of the gorillas. The population of gorillas continues to rise. Fearless is living in a special facility for orphaned gorillas. He has several gorilla companions. The MGVP hopes that all the young gorillas grow up and can be released into the wild.

2. **Write a question about something you read earlier in the text. Then answer the question, and tell whether it is a Right There or Think question and why.** **[DC]**

   (Answers will vary.)

   20 points = Why does the author include the episode in which Innocent gives talks at schools? Innocent gives talks at schools because he feels the children will be the ones to care about gorillas in the future, so they need to understand them. This is a Think question. The author doesn’t state the answer directly, so I had to use my common sense to answer the question. I think everyone should be educated about the gorillas. If people don’t know, the gorillas don’t have much of a future.

   15 points = Why does the author include the episode in which Innocent gives talks at schools? Innocent gives talks at schools because he feels the children will be the ones to care about gorillas in the future, so they need to understand them. This is a Think question. The author doesn’t state the answer directly, so I had to use my common sense to answer the question.
10 points = Why does the author include the episode in which Innocent gives talks at schools?

3. In what way is Innocent saying the poachers are like thieves? [DC]

20 points = Innocent says the poachers are selfish and that they take something that belongs to everyone. If you take something that belongs to others, it is stealing. The poachers are stealing from the rest of the people. Innocent’s talk illustrates that the poachers are like thieves.

15 points = Innocent says the poachers are selfish and that they take something that belongs to everyone. If you take something that belongs to others, it is stealing. The poachers are stealing from the rest of the people.

10 points = Innocent says the poachers are selfish and that they take something that belongs to everyone.

4. Why do you think the author tells the personal stories of Fearless and Dunia? Support your answer. [AP]

20 points = The author uses the personal stories of Fearless and Dunia so the reader will care about them. The reader will have a connection to them. When people care about animals, they are more likely to do something to help them.

15 points = The author uses the personal stories of Fearless and Dunia so the reader will care about them. The reader will feel linked to them.

10 points = The author uses the personal stories of Fearless and Dunia so the reader will care about them.

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

20 points = The question I had is, “What will be the future for the gorillas?” This is a Right There question because the author describes how the children in the schools learn about and like the gorillas. If it weren’t for that, I think the gorillas might have a difficult future. This question helps me understand the point of the book—there are many people, old and young, professional and not—who like the gorillas enough to work for them.

15 points = The question I had is, “What will be the future for the gorillas?” This is a Right There question because the author describes how the children in the schools learn about and like the gorillas. If it weren’t for that, I think the gorillas might have a difficult future.

10 points = What will be the future for the gorillas?
Part II. Writing (100 points)

Write at least a paragraph to answer the following question:
Describe how orphaned gorillas are treated by MGVP.

Orphans like Fearless and Maisha are rescued from poachers. One of the first things the gorilla doctors do is check their health and run appropriate laboratory analyses. Coming from bad situations, the orphans may be dehydrated or have lice or diarrhea caused by bacteria. The babies are given medicine, such as rehydration fluids. Later on, a DNA analysis will be done to see what kind of gorilla they are: a lowland gorilla or a mountain gorilla. The orphans are kept together so they can learn how to be gorillas from one another. Veterinary technicians care for the babies twenty-four hours a day. With good care, the babies can grow up and maybe get released into the wild. That is the goal MGVP works toward.

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

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
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</table>
| Ideas | • Clearly introduces the topic  
• Develops the topic with relevant details | 0–25 pts. |
| Organization | • Begins by introducing the topic  
• In the middle, provides facts, examples, or events that help a reader understand the information  
• Ends with a closing statement that supports the information | 0–25 pts. |
| Style | • Uses words and phrases that help a reader understand how the facts or events are related  
• Includes details or examples that help a reader make a mind movie | 0–25 pts. |
| Mechanics | • Uses correct punctuation, capitalization, spelling, and grammar | 0–10 pts. |
| Writing Objective | • Develop the topic with key terms learned from the text. | 0–15 pts. |

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word dehydrated. [CV]

Accept responses that show the student knows the meaning of the word and can use it correctly. For example, “We have had a drought for three months, so the plants in the garden are all dehydrated and brown.”
2. “And some people want a pet gorilla as a ‘status symbol’ and don’t care about the terrible damage they are doing by buying these babies.” In this sentence, \textit{status} most nearly means— [CV]
   \begin{itemize}
   \item A. golden.
   \item B. large.
   \item C. small.
   \item D. rank.
   \end{itemize}

3. What is a synonym for the word \textit{maturity}? What is an antonym for the word \textit{maturity}? [CV]
   
   A \textit{synonym for maturity} is the word adulthood. An \textit{antonym for maturity} is immaturity.

4. Write a meaningful sentence using the word \textit{option}. [CV]
   
   \textit{Accept responses that show the student knows the meaning of the word and can use it correctly}. For example, “My mother gave us the option of having tuna casserole or tacos for dinner.”

5. Which of the following is NOT an example of \textit{antics}? [CV]
   \begin{itemize}
   \item A. doing math problems
   \item B. clowning around
   \item C. telling jokes
   \item D. making funny faces
   \end{itemize}

6. What is a synonym for the word \textit{contaminated}? What is an antonym for the word \textit{contaminated}? [CV]
   
   A \textit{synonym for contaminated} is the word unclean. An \textit{antonym for contaminated} is clean.

7. An ______ of the evidence shows that the crime was committed at midnight. Choose the word that belongs in the blank. [CV]
   \begin{itemize}
   \item A. advance
   \item B. \textit{analysis}
   \item C. irrigation
   \item D. outfit
   \end{itemize}

8. ______ organizations need donations so they can save more habitats for wildlife. Choose the word that belongs in the blank. [CV]
   \begin{itemize}
   \item A. election
   \item B. health
   \item C. sports
   \item D. conservation
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

We clarified the word *discourage*, which means prevent. We tried to discourage our puppy from digging in the garden by putting a fence around it.

10. As used in the sentence “[Fearless is] vocal,” *vocal* most nearly means— [CV]
   A. using the arms.
   B. *using the voice*.
   C. sleepy.
   D. playful.

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

Students will explain their thinking. For example, “I kept reading. The next sentence says, ‘He makes play sounds, food sounds, and laughs.’ All of these sounds are made with the voice, so *vocal* means *using the voice*.”

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

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

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

**Active Instruction**

(20 minutes)

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

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

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

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

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

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

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

Read and Respond Questions

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

(15 minutes)

Lightning Round

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

Celebrate

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

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

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

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

**Active Instruction**

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

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

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

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

*Accept supported answers.*

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

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

---

**Class Council**

(30 minutes)

1. Share class compliments.

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

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

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

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

---

**Brain Game**

(5 minutes)

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

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

   **What did this game require your brain to do?**
   
   **How will use of this skill improve your success in other classes?**
**Sample Word Map**

**Cycle 1**

- **parasite**
  - **harmful**
    - gets its living from another organism
      - **external**
        - on outside of organism
          - mosquito, tick, mite, flea
      - **internal**
        - on inside of organism
          - worms such as tapeworm, hookworm
Sample Word Map
Cycle 2

intrigue
(noun)

intriguing
(adjective)

interesting

scheme or plot

used to describe mystery and spy stories
1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.

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

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

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

Unit Overview

This research unit follows the level 6 unit Use Questioning: *Gorilla Doctors: Saving Endangered Great Apes*.

The focus for this unit is the conflict between people and nature. This focus motivates students to generate questions and stimulates new thinking about the book they read in the previous unit.

Optional media:

- www.smithsonianmag.com/video/Poaching-the-Venus-Flytrap.html (2:33). This video shows the problem of poaching endangered plants.
- www.smithsonianmag.com/video/Protecting-Montanas-Forests.html (2:39). This video shows the problem of declining forests in Montana and the solution.

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

Teacher Background

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

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

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

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

www.youtube.com/watch?v=RHX-xnP_G5s
www.huffingtonpost.com/2012/02/28/best-ted-talks_n_1307131.html

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

Sample Presentation

We love to hate sharks. Many people are afraid of them, but should we be? I would like to tell you why I am afraid for sharks, not afraid of them. There are 200 kinds of sharks in the world. The whale shark is the largest living fish and can grow up to 60’ long, but it eats only small fish and plankton. All types of sharks have excellent eyesight, a good sense of smell, and a streamlined shape, making them efficient predators. Although sharks are often shown attacking people in the movies, not all sharks are dangerous to humans. Most eat fish, plankton, and other marine life. Some are shy. Most sharks live so deep in the ocean that they are not a threat to people. Between 2004 and 2008, there were four shark attack fatalities in the United States. It is much more likely to be injured at the beach by a coconut falling on your head or a lightning strike than by a shark.

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

Generate Questions (15 minutes)
1. Post the research purpose and focus. Have students write their focus-related questions as they enter the classroom.

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

<table>
<thead>
<tr>
<th>Research Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conflict between people and nature</td>
</tr>
</tbody>
</table>

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

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

Prioritize and Improve Your Questions (10 minutes)
1. Present the research product:

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

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

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

4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).
6. Use **Random Reporter**, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.

7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.

8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.

9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.

10. Tell students to initial each step of the writing process as it is completed during the unit.

**Interactive Skill Instruction (25 minutes)**

1. Present the mini-lesson on presentation skills. Use **Think-Pair-Share** to ask:

   **What comes to mind when you hear that you have to speak in front of a group of people?**

   (Record student responses on the board.) *Answers will vary.* Summarize by polling how many students imagine a positive experience and how many imagine a negative experience.

2. Explain that the best way to present to a group in a fun and rewarding way is to be prepared. Direct students to the Guide to Great Presentations in their student pages, and review each point.

   **Guide to Great Presentations**
   
   **1. Become an authority.**
   - Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to love your topic and engage the audience by being prepared.

   **2. Rehearse.**
   - Practice the entire presentation. Repeat the hard parts until they are smooth.
   - Practice how you will engage the audience with your body language.
   - Make eye contact with members of the audience as if you were talking with them one to one.
   - Use your hands to gesture.
   - Before the presentation, practice pronouncing words that you don't usually use in conversation.
   - Use an audio button on an online dictionary if you are uncertain of the correct pronunciation.
   - If you need to read your presentation, learn it well enough that you can look up at the audience every few seconds.

   **3. Never apologize.**
   - If you make a mistake, fix it and go on. If it is a little mistake, just keep going. The audience doesn't know your presentation like you do, and they won't notice the mistake.

   **4. Visualize success.**
   - Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid fillers such as um and like. It is OK to have a second or two of silence; it allows the audience time to catch up with what you are saying.
   - Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

   **To turn your research into an audience-pleasing presentation:**
   
   **1. Write an attention-grabbing introduction.**
   - Use a famous quote.
   - Ask a question.
   - Have the audience make a mental movie.
   - State an interesting fact.
   - Tell an interesting story.

   **2. Connect your ideas.**
   - In the middle, give evidence to support each idea.

   **3. Leave enough time for a memorable ending.**
   - Thank the audience.
   - Leave a final surprising or interesting fact.
   - End with a bonus; tell one more important point.


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Blackline master provided.
3. Refer students to the evaluation form in their team folders, and review it with students if necessary.

4. Use the sample presentation or show a video of a speech or presentation to the class (see optional media list in Teacher Background). Use Think-Pair-Share to have students use the evaluation form and the information in the guide to evaluate the presentation.

5. Use Random Reporter to share evaluations, and then award team celebration points.

6. Tell students that the best way to feel comfortable when speaking to a group is to practice. Explain that they will have time to practice with their teammates and that they may also practice in front of a mirror and in front of family or friends. Explain that being confident comes from knowing your topic well.

7. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

**Start Digging** (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information. Model using a graphic organizer or notecards to make notes as needed.

2. Ask students to write the research question in the center of the web or on the first notecard.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.

4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Guide to Great Presentations

When you give a presentation:

1. **Become an authority.**
   - Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.

2. **Rehearse.**
   - Practice the entire presentation. Repeat the hard parts until they are smooth.
   - Practice how you will engage the audience with your body language.
   - Make eye contact with members of the audience as if you were talking with them one to one.
   - Use your hands to gesture.
   - Before the presentation, practice pronouncing words that you don’t usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
   - If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.

3. **Never apologize.**
   - Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn’t know your presentation like you do, and they want you to do well.

4. **Visualize success.**
   - Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

1. **Write an attention-grabbing introduction.**
   - Use a famous quote.
   - Ask a question.
   - Have the audience make a mind movie.
   - State an interesting fact.
   - Tell an interesting story.

2. **Connect your ideas.**
   - In the middle, give evidence to support each point.

3. **Leave enough time for a memorable ending.**
   - Summarize the important ideas and why they are important to the audience.
   - State a final surprising or interesting story or fact.
   - End with a bonus; tell one more important point.
   - Thank the audience.
Lesson 2

Teamwork

Keep Digging: Search and Process (50 minutes)
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

4. Spot check the Read and Respond homework.

5. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

Class Discussion (10 minutes)
1. Use Random Reporter to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.

2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Lesson 3

Teamwork

During this class period, students review their research and write an answer to their questions.

Put It All Together: Draw Conclusions, Write, and Practice (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have each student make a plan for his or her written product and review it with a teammate.

3. Ask each student to draft his or her research product. Have students record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

Team Feedback (20 minutes)

1. Have each team member share his or her presentation with another member of the team.

2. Ask team members to use the evaluation form to give feedback.

3. Tell students to make improvements and prepare for their presentations.

4. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

5. Spot check the Read and Respond homework.

Class Discussion (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.

2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.
Lesson 4

Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

**Present** (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.

3. Designate group assignments, and pass out evaluation forms.

4. Have students move to their designated groups. Begin the presentations.

5. Make sure that each student presents and receives evaluations after the presentation.

**Team Discussion** (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.

2. Ask team members to share their strengths and suggestions in each category.
Class Discussion (10 minutes)

1. Review each target and ask for a show of hands indicating areas of strength and areas that need improvement.

2. Use Random Reporter to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.

3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.

4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.

5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.

6. Generate the teacher cycle record results report to review team and class averages for the unit.
**Research Evaluation**

**Presenter __________________________  Evaluator __________________________ Date ______________**

### Writing Purpose
(circle one): To inform or explain  To support a claim with reasons

### Writing Quality:
Note one area of strength, and give evidence to support your choice.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
</table>

Make a suggestion for improvement and a reason for your suggestion.

### Research Skills (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Answers a focused question</th>
<th>Uses multiple sources</th>
<th>Quotes and paraphrases sources</th>
<th>Cites trustworthy sources</th>
</tr>
</thead>
</table>

### Presentation Skills (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Good eye contact</th>
<th>Good volume</th>
<th>Clear pronunciation</th>
<th>Enthusiastic presentation</th>
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</table>
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.

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Use Questioning</th>
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<tbody>
<tr>
<td><strong>English Language Arts Standards » Science and Technical Subjects</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
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<tr>
<td>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</td>
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<tr>
<td><strong>English Language Arts Standards: Writing in History/Social Studies/Science</strong></td>
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<tr>
<td><strong>Text Types and Purposes</strong></td>
<td></td>
</tr>
<tr>
<td>WHST.6-8.2-4. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td></td>
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<tr>
<td>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
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<tr>
<td>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td></td>
</tr>
<tr>
<td>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Speaking and Listening</strong></td>
<td></td>
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<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td></td>
</tr>
<tr>
<td>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td></td>
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<tr>
<td>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
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<tr>
<td>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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</tbody>
</table>
Media Acknowledgements

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

- Twin Cities Public Television (DragonflyTV)
- National Science Foundation (Science Nation online magazine)
- The National Park Service
- The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)
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- Pardada Pardadi Educational Society and Rohit Ghandi
- WNET
- Charles R. Smith, Jr.
- National Aeronautics and Space Administration and the California Institute of Technology

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