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.
Word Choice

Skeleton Man

The Lightning Round

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

### Strategy Use

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>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>
</tr>
</tbody>
</table>

### Team Talk (oral and written)

**The Random Reporter:**

<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>

### Word Power

**The Random Reporter:**

<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>

### Fluency

**The Random Reporter:**

<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

**The Random Reporter:**

<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

**The Random Reporter:**

<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:** Analyze the impact of word choice on meaning and tone.

**Writing:** Analyze and cite examples of the author’s word choice to support your point.

Unit Overview

This unit focuses on analyzing the effect that word choice has on a story’s meaning, mood, and tone. Students will read the rich, atmospheric language in *Skeleton Man* closely and determine how the author uses this language to craft the story’s scary mood and build suspense. In addition, students will determine the meanings of words as they are used in the text, including literal and nonliteral meanings, and interpret figures of speech in the text. Students’ writing tasks in this unit also focus on analyzing the author’s use of language and citing examples from the text to support their points. Active instruction, Team Talk activities, and writing instruction and practice prepare students for this writing objective.

Unit Topic/Content

In this unit, students will read *Skeleton Man* by Joseph Bruchac. In *Skeleton Man*, Bruchac tells the story of Molly, a plucky Native American girl whose parents have vanished under mysterious circumstances. Soon, a creepy uncle, whom Molly has never heard of, appears to take custody of her. Molly struggles to prove that there is something wrong with her uncle while simultaneously trying to discover what has happened to her parents.

Text and Media Selections

**Internet/Media Options**

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

#### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 1–11</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 11–23</td>
<td>(Embedded) “Fluency”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 24–38</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 39–48</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 49–53</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>

#### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 54–62</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 63–73</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 74–95</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 96–111</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td>(Optional) Background video: “Why Bruchac Started Writing for Children” Learning First Alliance (2:23) <a href="http://www.learningfirst.org/node/2249">www.learningfirst.org/node/2249</a></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 111–114</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Analyze the impact of word choice on meaning and tone.

**Teacher Background**

In this lesson, you and students will begin reading *Skeleton Man*, a mystery/horror story by Joseph Bruchac. *Skeleton Man* is written in the first person from the point of view of Molly, a young Native American girl. Molly’s parents suddenly disappear, and she is sent to live with an uncle whom she has never heard of and who seems to be not quite human. Instruction and student practice in this lesson will focus on the way the author uses language to create the mood and tone of the story. In addition, Native American culture, traditions, and folk knowledge are important components of the story. This cycle’s Big Question asks students to remember mysteries that they may have already seen, read, or heard and to think about how these stories build suspense. This exercise will help students think about the way the language in *Skeleton Man* achieves the same effect.

**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:** Describe a mystery that you have read, heard, or seen in the movies or on TV that kept you on the edge of your seat. How did it do that?

**Set the Stage**

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

   **Describe a mystery that you have read, heard, or seen in the movies or on TV that kept you on the edge of your seat. How did it do that?**

   *(Answers will vary.)* The movie *Twilight* definitely kept me on the edge of my seat. It’s about a girl who falls in love with a vampire. One way the movie kept me on the edge of my seat was that at first, the girl doesn’t know the boy is a vampire. As the movie continues, she sees more and more clues about what he really is until she finally figures it out.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.

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

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

   *The text is literature. Students will cite evidence that the text is literature, such as the use of the words novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.*

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

   *Accept reasonable responses. For example: I think this will be a scary book about a skeleton or monster and a girl whose parents disappear. The book's title is *Skeleton Man*, and there is a picture of a skeleton hand grabbing a foot on the cover. Also, the text on the back of the book mentions that a girl's parents have vanished.*

5. Tell students that *Skeleton Man* includes some supernatural elements. Explain that **supernatural** refers to things that can’t be explained by natural laws, such as ghosts, magic, or vampires.

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

   **What are some books, movies, or TV shows that include supernatural elements?**

   *Answers will vary. Students will list books, movies, and TV shows that are currently popular.*

   Explain to students that stories about the supernatural are very popular in many cultures and have been around for a long time. For example, the Scandinavian story *Beowulf* is more than one thousand years old. In *Beowulf*, a monster named Grendel attacks and eats people until he is killed by the hero Beowulf.

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

   **Why do you think supernatural stories have been popular in so many cultures for so long?**

   *(Answers will vary.) People have always liked being scared by a story instead of being scared in real life. Supernatural stories might explain something that people don’t understand, such as deaths from mysterious causes.*
Interactive Read Aloud

1. This cycle our reading objective is: Analyze the impact of word choice on meaning and tone. When we think about and figure out how an author uses language to craft the mood and tone of a story, it helps us more fully understand the message that the author is trying to convey.

2. Read page 1 aloud, stopping at “Wait! What was that noise?” A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hmm, I can see how the author is using language to set the mood of the story already. The narrator says she is “not even sure she is going to be around to tell the end” of the story. This language tells me that the narrator is in danger.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

   How do you think the narrator mentioning that she’s “not even sure she is going to be around” helps to set the mood of the story?

   When the narrator says this, it makes the reader think something might happen to her. She might be killed. That helps to set a scary mood for the story.

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

   Teacher: Model making notes on a graphic organizer.

   Students: Actively listen.

   Teacher: Read aloud and think aloud to model target skill or strategy use.

   Review the skill as necessary.

   Refer students to pages 1 and 2 in the text.
<table>
<thead>
<tr>
<th>Title: Skeleton Man</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characters:</strong></td>
</tr>
<tr>
<td>narrator</td>
</tr>
<tr>
<td>Ms. Shabbas</td>
</tr>
<tr>
<td><strong>Setting:</strong></td>
</tr>
<tr>
<td>Where: old house</td>
</tr>
<tr>
<td>When:</td>
</tr>
<tr>
<td><strong>Problem:</strong></td>
</tr>
<tr>
<td>Event:</td>
</tr>
<tr>
<td>Event:</td>
</tr>
<tr>
<td>Event:</td>
</tr>
<tr>
<td>Event:</td>
</tr>
<tr>
<td>Event:</td>
</tr>
<tr>
<td><strong>Solution:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read the paragraph that starts “I listen for the footsteps on the stairs...” on pages 1 and 2.

Use Think-Pair-Share to ask:

What is the setting of this story? How does the language that the author uses to describe this setting contribute to the mood of the story?

An old house is the setting. The narrator mentions the “spooky nighttime creaking of this old house.” This contributes to the scary or spooky mood of the story.

Use Random Reporter to debrief.

6. Continue reading to the end of page 2, stopping to point out the skill, ask questions, or focus student attention as necessary.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate:

   pages 3–11 (the top of the page, stopping at “police”) aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

Team Discussion

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

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

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

1. **What is the mood in Skeleton Man? How do you know?** *(Write) [DC, SA, AC]*  
   *(Team Talk rubric)*
   - 100 = The mood of Skeleton Man is spooky and scary. At the top of page 2, the narrator is talking about the “spooky nighttime creaking” of an old house. This makes me think that this will be a scary story. On page 6, she says that her parents told her stories like this all the time before they vanished. It would be very scary if your parents vanished. This tells me that something is really wrong.
   - 90 = Skeleton Man is a scary story. At the top of page 2, it is talking about the “spooky nighttime creaking” of an old house. On page 6, it says that her parents told her stories like this all the time before they vanished.
   - 80 = Skeleton Man is a scary story.

2. **Why do you think the author started the novel with the Skeleton Man story?**  
   *(DC, SA, AC)* *(Team Talk rubric)*
   - 100 = I think the author started the novel with the Skeleton Man story because it sets a mood right away that tells the reader this is going to be a scary book. It is a story that Molly’s dad told her. The story tells about Lazy Uncle, who is too lazy to hunt and ends up eating his own flesh down to the bone. Then he eats his relatives. His niece is saved from being eaten by him by a rabbit that she rescued. I think the author is also showing that Molly remembers the stories her parents told her. The stories could be clues to why her parents vanished.
   - 90 = I think the author started the novel with the Skeleton Man story because it is very gross. It is a story that Molly’s dad told her. The story tells about Lazy Uncle, who is too lazy to hunt and ends up eating his own flesh down to the bone. Then he eats his relatives. His niece is saved from being eaten by him by a rabbit that she rescued.
   - 80 = I think the author started the novel with the Skeleton Man story because it is very gross, and this will be a scary story.

3. **How does Molly know that something is wrong when she wakes up on Sunday morning?** *(SA)* *(Team Talk rubric)*
   - 100 = Molly knows that something is wrong when she wakes up on Sunday morning because the house is quiet. She should hear her dad in the kitchen. He always makes breakfast on Sundays while listening to seventies music. In addition, Molly does not hear the sound of her mother doing aerobics coming from her parents’ bedroom. These clues tell her that something is wrong.
   - 90 = Molly knows that something is wrong when she wakes up on Sunday morning because the house is quiet. She should hear her dad in the kitchen. He always makes breakfast on Sundays while listening to seventies music.
   - 80 = Molly knows that something is wrong when she wakes up on Sunday morning because the house is quiet.
Team Talk Questions continued

4. Why do you think Molly suspects that Almond Al called the police? Use evidence from the text and your own thinking to support your answer. [SA, DC] (Team Talk rubric)

100 = Molly knows that she was nervous when she lied to him about her parents being sick. Almond Al says, “Shouldn’t you be at school?” Molly describes her voice as “nervous” and “quick” when she tells Al that she is sick but not as sick as her parents. For these reasons, I think Molly suspects that Almond Al called the police.

90 = Molly knows that she was nervous when she lied to him about her parents being sick. Molly describes her voice as “nervous” and “quick” when she tells Al that she is sick but not as sick as her parents.

80 = Molly knows that she sounded nervous when she lied to him about her parents being sick.

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

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

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

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

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

Class Discussion

(18 minutes)

Lightning Round

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

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

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Reading Objective:** Analyze the impact of word choice on meaning and tone.

**Teacher Background**
In today's reading, the authorities discover that Molly’s parents have disappeared, and social services places her with an uncle whom she has never met or even heard of. Molly is immediately distrustful of her creepy uncle. This feeling is reinforced as her uncle takes her to his old, scary house and locks her in her bedroom each night.

In this lesson you will also refer students to the Predicting Strategy card in their team folders. Students will use the Predicting Strategy card to help them make a prediction about the story.

**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>motive</td>
<td>mo-tive</td>
<td>reason for doing something</td>
<td>The police thought the <em>motive</em> for burning the building was to collect the insurance money.</td>
</tr>
<tr>
<td></td>
<td>(MOH-tiv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impatient</td>
<td>im-pa-tient</td>
<td>easily annoyed or bothered</td>
<td>Brenda always looked <em>impatient</em> when she had to wait in line to get her lunch.</td>
</tr>
<tr>
<td></td>
<td>(im-PAY-shuhnt)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*continued*
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>custody</td>
<td>cus-to-dy (KUHS-tuh-dee)</td>
<td>state of being held in another person’s care</td>
<td>Richard and Karen were very happy when they finally got legal custody of their foster daughter.</td>
</tr>
<tr>
<td>paranoid</td>
<td>par-a-noid (PAR-uh-noid)</td>
<td>unreasonably suspicious</td>
<td>Sometimes I feel like everyone is watching me, but I’m probably just paranoid.</td>
</tr>
<tr>
<td>snare</td>
<td>snare (snair)</td>
<td>trap for small animals that works like a noose</td>
<td>Trina caught a squirrel in her snare and cooked it over a campfire for dinner.</td>
</tr>
<tr>
<td>refuge</td>
<td>ref-uge (REF-yooj)</td>
<td>a safe place</td>
<td>The hikers looked for a refuge from the rain and lightning when the thunderstorm started.</td>
</tr>
<tr>
<td>heroine</td>
<td>her-o-ine (HER-oh-in)</td>
<td>very brave female</td>
<td>Many people consider Rosa Parks a heroine for her actions during the Montgomery Bus Boycott.</td>
</tr>
<tr>
<td>angular</td>
<td>an-gu-lar (ANG-gyuh-ler)</td>
<td>thin and bony</td>
<td>When Tomás went on a diet and lost twenty pounds, his face became more angular.</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 the strategy cards in their team folders and to the Predicting card for literature. Review the clues that students can use to help them make predictions about what will happen in a story.
### Predicting

**Informational Text**

1. Before you read, ask:
   - What clues can help me predict what this text is about?
     - titles
     - headings
     - bold text
     - captions
     - sidebars
     - pictures

2. Use clues to predict the topic of the text. Be prepared to explain your thinking.

3. Can you confirm your prediction?

---

5. Have teams review their notes, summarize events, and make a prediction about possible outcomes. Use **Random Reporter** to have teams share their predictions and tell the clues that they used to make the prediction.

### Interactive Read Aloud

1. This cycle our reading objective is: Analyze the impact of word choice on meaning and tone. When we think about and figure out how an author uses language to craft the mood and tone of a story, it helps us more fully understand the message that the author is trying to convey.

2. Read page 11 from “That night...” to the bottom of the page aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can see how the author is continuing to build the scary mood of this story. In this section, Molly says she’s not scared, but she turns the TV and radio on because it “seems too quiet.” She also checks to make sure the windows are locked, locks the door to her bedroom, and puts a chair in front of the door. These are the kinds of things you do when you are alone and scared.</td>
</tr>
</tbody>
</table>

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

   **What else does Molly do in this section of the text that demonstrates that she is scared and lonely?**
   
   *Molly sings the “Lonesome Song” that her mother taught her. It makes her feel less alone.*

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.
**Title:**  Skeleton Man

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrator – Molly</td>
<td>Where: old house</td>
</tr>
<tr>
<td>Ms. Shabbas</td>
<td>Molly’s house</td>
</tr>
<tr>
<td>Molly’s mother and father</td>
<td>When:</td>
</tr>
<tr>
<td>Al Mondini</td>
<td></td>
</tr>
</tbody>
</table>

**Problem:**
Molly’s mother and father have vanished.

**Event:**
- Event:
- Event:
- Event:
- Event:
- Event:

**Solution:**
5. Tell the students that in the next section of the story a government agency called social services is going to play an important part. Explain that one role of social services is to make sure that children are safe. Use Think-Pair-Share to ask:

**What prediction can you make about the involvement of social services with Molly's situation?**

*I predict that social services will not let Molly stay in her house alone. Molly's parents have vanished. She's too young to look after herself, so she will need to live with someone who can take care of her. I predict that social services will decide where Molly will live.*

Point out that the last point on the Predicting Strategy card is “read on to find out if your prediction is confirmed.”

Use Think-Pair-Share to ask:

**What can we add to our story map?**

*In the Characters section, we can add the narrator's name (Molly), Molly's mother and father, and Al Mondini, her father's partner at the bank. For the setting, we can add Molly's house. For the story's problem, we can add that Molly's parents have vanished.*

Add information to the story map based on students’ responses.

---

**Teamwork (20 minutes)**

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 12–23 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does Molly feel about the woman from social services? [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Molly describes the way the woman from social services talks as a tone that grown-ups use with “children and idiots.” Additionally, the woman would not listen to Molly’s concerns about the uncle that Molly had never heard of or met. Molly feels that the woman from social services does not take her seriously. The woman dismisses Molly’s concerns.</td>
</tr>
<tr>
<td>90 = Molly feels that the woman from social services does not take her seriously. Molly describes the way the woman talks as how grown-ups talk to “children and idiots.”</td>
</tr>
<tr>
<td>80 = Molly feels that the woman from social services does not take her seriously.</td>
</tr>
<tr>
<td>2. How does the language that the author uses contribute to the story’s scary mood at the beginning of chapter 2? (Write) [DC, SA, AC] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = At the beginning of chapter 2, the author describes the sound of the uncle walking up the stairs as “thump, thump, thump,” like something big and scary is coming to get Molly. Furthermore, Molly imagines that her uncle glides just above the rug like Dracula. Comparing the uncle with a vampire also contributes to the scary mood of the story.</td>
</tr>
<tr>
<td>90 = At the beginning of chapter 2, the author describes the sound of the uncle walking up the stairs as “thump, thump, thump,” like something big and scary is coming to get Molly. Molly also imagines that her uncle glides just above the rug like Dracula.</td>
</tr>
<tr>
<td>80 = At the beginning of chapter 2, the author describes the sound of the uncle walking up the stairs as “thump, thump, thump,” like something big and scary is coming to get Molly.</td>
</tr>
<tr>
<td>3. Why do you think the author uses a simile to compare Molly with a deer on page 19? [DC, AP, AC] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = I think the author uses a simile to compare Molly with a deer because he wants the reader to see Molly as an animal that is being hunted. Molly says she is listening like a deer does when it smells a mountain lion. A deer that smells a mountain lion would be scared. The author wants the reader to feel how scared Molly is of her uncle.</td>
</tr>
<tr>
<td>90 = I think the author compares Molly with a deer because he wants the reader to see Molly as an animal that is being hunted. Molly says she is listening like a deer does when it smells a mountain lion. A deer that smells a mountain lion would be scared.</td>
</tr>
<tr>
<td>80 = I think the author compares Molly with a deer because he wants the reader to see Molly as an animal that is being hunted.</td>
</tr>
</tbody>
</table>
Team Talk Questions continued

4. Make a prediction about what will happen in the story. Explain the clues that helped you make this prediction. [DC, SA] (Team Talk rubric)

   Answers will vary.

   100 = I predict that the uncle has something to do with the disappearance of Molly’s parents. One clue is that he has familiar pictures of Molly’s parents in his wallet. Molly even recognizes by a torn corner that they are the same pictures that her father had in his wallet. The uncle would have to have taken them from her father. Having the pictures is evidence that this man has at least had contact with her father.

   90 = I predict that the uncle has something to do with the disappearance of Molly’s parents. One clue is that he has familiar pictures of Molly’s parents in his wallet. Molly even recognizes by a torn corner that they are the same pictures that her father had in his wallet.

   80 = I predict that the uncle has something to do with the disappearance of Molly’s parents.

5. What is an example of a refuge? Could a place be a refuge in one situation and not a refuge in another situation? Explain your answer. [CV]

   A cave is an example of a refuge. You could go inside a cave to stay safe if a big storm hit. However, a cave could also not be a refuge if you found a bear in there when you went inside.

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

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

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

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

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

(15 minutes)

Lightning Round

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

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

3. Show 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>motive</td>
<td>mo-tive (MOH-tiv)</td>
<td>reason for doing something</td>
<td>The police thought the motive for burning the building was to collect the insurance money.</td>
</tr>
<tr>
<td>impatient</td>
<td>im-pa-tient (im-PAY-shuhnt)</td>
<td>easily annoyed or bothered</td>
<td>Brenda always looked impatient when she had to wait in line to get her lunch.</td>
</tr>
<tr>
<td>custody</td>
<td>cus-to-dy (KUHS-tuh-dee)</td>
<td>state of being held in another person’s care</td>
<td>Richard and Karen were very happy when they finally got legal custody of their foster daughter.</td>
</tr>
<tr>
<td>paranoid</td>
<td>par-a-noid (PAR-uh-noid)</td>
<td>unreasonably suspicious</td>
<td>Sometimes I feel like everyone is watching me, but I’m probably just paranoid.</td>
</tr>
<tr>
<td>snare</td>
<td>snare (snair)</td>
<td>trap for small animals that works like a noose</td>
<td>Trina caught a squirrel in her snare and cooked it over a campfire for dinner.</td>
</tr>
<tr>
<td>refuge</td>
<td>ref-uge (REF-yooj)</td>
<td>a safe place</td>
<td>The hikers looked for a refuge from the rain and lightning when the thunderstorm started.</td>
</tr>
<tr>
<td>heroine</td>
<td>her-o-ine (HER-oh-in)</td>
<td>very brave female</td>
<td>Many people consider Rosa Parks a heroine for her actions during the Montgomery Bus Boycott.</td>
</tr>
<tr>
<td>angular</td>
<td>an-gu-lar (ANG-gyuh-ler)</td>
<td>thin and bony</td>
<td>When Tomás went on a diet and lost twenty pounds, his face became more angular.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Analyze the impact of word choice on meaning and tone.

Teacher Background

In today’s reading, the concept of an aware dream is introduced. Molly explains that an aware dream is a dream in which she knows that she is dreaming, but can’t wake up. Molly’s father has told her that these dreams can provide the dreamer with help, information, or guidance. In Molly’s dream, she is chased by a menacing figure. When she saves a rabbit from a snare, in thanks, the rabbit informs her that her uncle is “not human.” These aware dreams will continue to play an important role as the story progresses.

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

I’ve been thinking about this word *melodrama*. We read it on page 2. Molly says one of the things she does well is “melodrama.” She also describes her behavior as “melodramatic.” I’ve heard this word before, and I know it has something to do with *drama*, but I’ve never been sure what it means. I’m going to check it out in the dictionary. (Consult the dictionary.) I see a few definitions that refer to exaggerated or sensationalized works of literature or drama. That means books, plays, movies, and TV shows. However, I think the definition that best matches how the word is used on page 2 is “exaggerated behavior or emotional displays.” That sounds like the way people use the word *drama* when they say things such as, “I don’t need any more drama in my life.” I think Molly is saying that she is an emotional person, and you can tell by her behavior.

Sample Word Map

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Refer students to their Strategy Cards if they need help making predictions or summarizing story events. Use Random Reporter to have teams share their discussions.

5. Explain to students that some Native American tribes believe that animal spirit guides can provide people with wisdom, guidance, and strength throughout their lives and that these spirit guides can communicate with people through their dreams. Tell students that an animal spirit guide will play an important role in Skeleton Man.

Use Think-Pair-Share to ask:

If you had a spirit guide, what kind of animal would you want it to be?

(Answers will vary.) I would want a bear as a spirit guide because it would help me stay strong.

Interactive Read Aloud

1. This cycle our reading objective is: Analyze the impact of word choice on meaning and tone. When we think about and figure out how an author uses language to craft the mood and tone of a story, it helps us more fully understand the message that the author is trying to convey.

2. Read pages 24 and 25 (paragraph ending “What was my uncle going to do in that shed...”) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hmm. This section of the text starts with Molly looking out her window as she hears thunder rumble so loud that it shakes the whole house, and she sees lightning flash like “the flashbulb of the Creator taking pictures with a giant camera.” This sounds like a pretty scary storm. I think the author describes the storm in this way to build suspense and continue creating a scary mood for the story.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

In this section of the text, how does the author’s description of Molly’s uncle contribute to the mood of the story?

Molly’s uncle is described as “skinny as a skeleton.” This description makes him seem spooky and adds to the scary mood of the story.

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.
**Title:** Skeleton Man

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrator – Molly</td>
<td>Where: old house</td>
</tr>
<tr>
<td>Ms. Shabbas</td>
<td>Molly's house</td>
</tr>
<tr>
<td>Molly's mother and father</td>
<td>Where:</td>
</tr>
<tr>
<td>Al Mondini</td>
<td>When:</td>
</tr>
<tr>
<td>social services woman</td>
<td></td>
</tr>
<tr>
<td>Molly's uncle</td>
<td></td>
</tr>
</tbody>
</table>

**Problem:**
Molly's mother and father have vanished.

**Event:** Molly's uncle takes custody of her.

**Event:** Molly's uncle locks her in her bedroom at night.

**Event:**

**Event:**

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

**What can we add to our story map?**

*We can add characters: the social services woman and Molly’s uncle. The important events that we can add are Molly’s uncle takes custody of her, and Molly’s uncle locks her in her bedroom at night.*

Add information to the story map based on students’ responses. Use **Random Reporter** to debrief.

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### Teamwork

**(20 minutes)**

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate:

   **pages 25 (paragraph starting “I can’t find an answer.”)–38 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

1. **What is a snare? Is Molly in a kind of snare? Explain.** [CV, DC] (Team Talk rubric)
   - **100** = A snare is a trap used to catch animals like the one in the picture on page 27. In her dream, Molly traps a rabbit in one of her snares. I think Molly is caught in a kind of snare like the rabbit because her uncle has control of her now that she is in his house and locks her up at night. She is trapped like a powerless animal and is very frightened.
   - **90** = A snare is used to catch animals. In her dream, Molly traps a rabbit in one of her snares. I think Molly is in a kind of snare because she is trapped in her uncle’s house and is locked up at night.
   - **80** = A snare is something used to catch animals. Molly is trapped in a kind of snare because she is trapped in her uncle’s house.

2. **What is an aware dream? How does the description of Molly’s dream contribute to the mood of the story?** [Write] [DC, AC] (Team Talk rubric)
   - **100** = According to Molly, an aware dream is one in which she knows that she is dreaming but can’t wake up. In Molly’s dream, she is being chased by someone or something awful. She says, “I can feel its hot breath on the back of my neck, and I know its bony hands are about to grab me.” This description contributes to the scary mood of the story.
   - **90** = An aware dream is one in which she knows that she is dreaming but can’t wake up. In Molly’s dream, she is being chased by someone or something awful. She says, “I can feel its hot breath on the back of my neck, and I know its bony hands are about to grab me.”
   - **80** = An aware dream is a dream in which she knows that she is dreaming but can’t wake up. In Molly’s dream, she is being chased by someone or something awful.

3. **Make a prediction about what will happen in the story. Explain the clues that helped you make this prediction.** [DC, SA] (Team Talk rubric)
   - Answers will vary.
   - **100** = I predict that Molly will end up running away from her uncle’s home and going to stay with Ms. Shabbas. A clue is the conversation Molly has with Ms. Shabbas when she tells her teacher how uncomfortable she feels at her uncle’s house. Ms. Shabbas believes her and gives Molly her phone number. Molly trusts her teacher so I think if she is in trouble she will run away and go to Ms. Shabbas first.
   - **90** = I predict that Molly will end up running away from her uncle’s home and going to stay with Ms. Shabbas. A clue is when Molly tells Ms. Shabbas how uncomfortable she feels at her uncle’s house. Ms. Shabbas believes her and gives Molly her phone number.
   - **80** = I predict that Molly will end up running away from her uncle’s home and going to stay with Ms. Shabbas.
Team Talk Questions continued

4. Do you think Molly is paranoid to not eat the food that her uncle feeds her? Use evidence from the text and your own thinking to support your position. [DC, SA] (Team Talk rubric)

100 = I don’t think Molly is being paranoid because she won’t eat the food that her uncle feeds her. She has good reason to suspect that her uncle is putting something in her food. According to the text, the first time she ate some of her uncle’s food, she got a headache, her heart raced, she felt like a zombie, and she “conked out” at night and didn’t dream. In addition, her uncle’s behavior is generally creepy and suspicious.

90 = I don’t think Molly is being paranoid because she won’t eat the food that her uncle feeds her. The first time she ate some of her uncle’s food, she got a headache, her heart raced, she felt like a zombie, and she “conked out” at night and didn’t dream.

80 = I don’t think Molly is being paranoid because she won’t eat the food that her uncle feeds her. She has good reason to suspect that her uncle is putting something in her food.

5. My uncle took ________ of the pets when their previous owners could no longer care for them. [CV]

Custody. I know the answer is custody because the sentence says that the uncle took the pets as his own when the owners couldn’t care for them anymore, and he became the new owner of the pets.

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

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

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

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

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

Lightning Round
1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show 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 4

Reading Objective: Analyze the impact of word choice on meaning and tone.

Teacher Background
In today’s passage, Molly provides additional details about her uncle’s house. Molly explains that although the house is very old, it has many modern conveniences such as Internet, cable TV, and a microwave. Molly has another dream in which her uncle tells her again to “eat and grow fat.” When she wakes up from her dream, she hears her bedroom door locking and questions whether she was actually dreaming. Molly also describes how, on the day her uncle picked her up from social services, his appearance seemed to change from human to something skeletal and horrible as they drove to his house. Since that day, he has been careful not to show her his face.

Active Instruction (25 minutes)

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

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Refer students to their strategy cards if they need help making predictions or summarizing story events. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud
1. Read pages 39 and 40 (paragraph ending with “but when I turn around there’s nothing there.”) aloud.
2. Use Think-Pair-Share to ask:
   
   **How does Molly’s description of the uncle’s house contribute to the mood of the story?**
   
   *She says that what makes the house strange is the way it feels inside. She compares the house with a house that she saw in an old movie where doors disappeared and walls moved in. She also says that she always feels as if someone or something is looking at her.*

3. Use Think-Pair-Share to ask:
   
   **What can we add to the story map?**
   
   *We can add the rabbit as a character and Molly’s school as a setting. The important events that we can add are that Molly has an aware dream in which a rabbit tells her that her uncle is not human and that Molly suspects her uncle is drugging her food.*

Add information to the story map based on students’ responses.
**Title:** Skeleton Man

**Characters:**
narrator – Molly  
Ms. Shabbas  
Molly’s mother and father  
Al Mondini  
social services woman  
Molly’s uncle  
rabbit

**Setting:**

Where: old house  
Molly’s house  
school  

When:

**Problem:**

Molly’s mother and father have vanished.

**Event:** Molly’s uncle takes custody of her.

**Event:** Molly’s uncle locks her in her bedroom at night.

**Event:** Molly has an aware dream in which a rabbit says her uncle is not human.

**Event:** Molly suspects that her uncle is drugging her food.

**Solution:**
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 40 (paragraph beginning “Then there’s the way my uncle acts.”)–48 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

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

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

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

Team Talk Questions

1. At the beginning of chapter 5, which details about the uncle’s house do not contribute to the scary mood of the story? [DC, AC] (Team Talk rubric)

100 = At the beginning of chapter 5, Molly says that aside from being dark and set back from the road, the house is not that scary. She says there are no spider webs, bats, or clanking chains. In addition, the house has modern appliances such as a dishwasher, cable television, and a computer connected to the Internet. These details do not contribute to the scary mood of the story.

90 = At the beginning of chapter 5, Molly says that aside from being dark and set back from the road, the house is not that scary. She says there are no spider webs, bats, or clanking chains.

80 = At the beginning of chapter 5, Molly says that aside from being dark and set back from the road, the house is not that scary.
Team Talk Questions  continued

2. Which details from Molly’s dream on pages 42 and 43 contribute to the scary mood of the story? (Write) [DC, AC] (Team Talk rubric)

100 = In Molly’s dream, her uncle’s fingernails are thick and sharp “like claws.” She can also hear his teeth “crunching through feathers and flesh and bones” as he eats the partridge she gave him. All these details contribute to the scary mood of the story.

90 = In Molly’s dream, her uncle’s fingernails are thick and sharp “like claws.” She can also hear his teeth “crunching through feathers and flesh and bones” as he eats the partridge she gave him.

80 = In Molly’s dream, she sees that his fingernails are thick and sharp “like claws.”

3. Why do you think there are no mirrors hanging in the uncle’s house? Support your answer with evidence from the story. [DC, SA] (Team Talk rubric)

100 = I think there are no mirrors hanging in the uncle’s house because they might show what he really looks like. According to Molly, when she first met him, he looked human, but as soon as they got into his car, he began to change. His face looked like “the flesh was melting off the bone,” and the skin on his hands was so thin that she could see the bones through it. Mirrors might show that he is not really human.

90 = I think there are no mirrors hanging in the uncle’s house because they might show what he really looks like. When Molly first met him, he looked human, but as soon as they got into his car, he began to change. His face looked like “the flesh was melting off the bone,” and the skin on his hands was so thin that she could see the bones through it.

80 = I think there are no mirrors hanging in the uncle’s house because they might show what he really looks like. When Molly first met him, he looked human, but as soon as they got into his car, he began to change.

4. Do you think Molly’s dreams are symbolic of things happening to her in real life? Explain your answer. [DC, AC] (Team Talk rubric)

100 = Yes, I think the author is using Molly’s dreams to explain what she should do to overcome the evil of her uncle. Her parents told Molly to “trust her dreams.” I think the author is using the dreams to symbolize the things that her parents would tell her to do if they could.

90 = Yes, I think the author is using Molly’s dreams to explain what she should do to fight her uncle. Her parents told Molly to “trust her dreams.”

80 = Yes, I think the author is using Molly’s dreams to explain what she should do to fight her uncle.

5. In which sentence is the word paranoid used incorrectly? [CV]

A. She was wearing a fashionable skirt that showed she was paranoid.

B. The many surveillance cameras in the store made me think the owner was paranoid.

C. I think he is paranoid because he keeps looking at everyone suspiciously.

D. A sign that Emil was paranoid was that he accused all of his teammates of trying to trip him on the soccer field.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

### Class Discussion

**Lightning Round**

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

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

### Celebrate

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

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

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

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

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

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

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

**Teacher Background**

The objective of this writing task is to have students look carefully at the way that Joseph Bruchac crafts the scary mood of *Skeleton Man* through his descriptions of Molly's uncle. Students should integrate examples from the text into their writing to support their positions. As a part of the writing process, pass out sticky notes, and encourage students to use them to mark places in the text that include descriptions of Molly’s uncle. For example, students can find descriptions of Molly’s uncle on pages 14–16 when she meets him for the first time.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Vocabulary**

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

2. Use *Random Reporter* to have the teams share one word that they know and one word that they need to study further. Award team celebration points. 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. Explain that authors often use their characters to help create the mood of a story. Tell students that they will write about the way that Joseph Bruchac uses descriptions of Molly's uncle to create the mood of the book *Skeleton Man*. Remind the class that this cycle, they have discussed and answered questions about descriptions of Molly's uncle in *Skeleton Man*.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
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<tbody>
<tr>
<td>How do the author’s descriptions of Molly’s uncle contribute to the mood of <em>Skeleton Man</em>? Use evidence from the text to support your answer.</td>
</tr>
</tbody>
</table>

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

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

*It is asking me to write a literary response. I know because the prompt asks about the mood of Skeleton Man. I will need to write about how descriptions of Molly's uncle contribute to the mood of Skeleton Man, and I'll have to support my answer with examples from the story.*

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
</tr>
<tr>
<td>• Support your point with evidence from the text.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by making a clear point about an aspect of the literary work.</td>
</tr>
<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.
Use Think-Pair-Share to ask:

Which guideline relates to our writing objective, analyzing and citing examples of the author's word choice to support your point?

Under Ideas, making a point about an aspect of a literary work. Under Organization, supporting the point with evidence from the text. Under Style, choosing words and phrases to support the point.

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

Model a Skill

Tell students that since the writing prompt asks them how descriptions of Molly’s uncle contribute to the mood of Skeleton Man, one of the things that they will need to do is identify passages in the book that describe this character.

Pass out sticky notes to students. Model turning to page 14 in Skeleton Man and marking the section that includes the text “His eyes were…” with a sticky note. Point out that students will need to identify several descriptions of Molly’s uncle for their paragraphs. Tell students to note the page number of the passage that contains the description.

Tell students that they can use a web to keep track of the descriptions they find as part of the planning, or prewriting, step in the writing process. Model making notes about the description on page 14 in a character web. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly’s uncle</td>
</tr>
<tr>
<td>p. 14: face so thin it looked like bone; skin looked like it was dyed brown; eyes round, unblinking, like owl; big teeth</td>
</tr>
</tbody>
</table>
Teamwork

(20 minutes)

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

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

Class Discussion

(30 minutes)

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

Refer students to the writer’s guide for Writing a Literary Response and the writing objective—analyze and cite examples of the author's word choice to support your point.

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

For example, ask:

- Does the writer make a clear point about how descriptions of the character contribute to the mood of the story?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use descriptions of the character to support his or her point? (writing objective)

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.*

- **How did using sticky notes to identify descriptive passages help you plan your writing project?**
  
  *Answers will vary.*

**Celebrate**

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

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

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

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

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

How do the author’s descriptions of Molly’s uncle contribute to the mood of *Skeleton Man*? Use evidence from the text to support your answer.

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</table>
Lesson 6

**Reading Objective:** Analyze the impact of word choice on meaning and tone.

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

**Teacher Background**

Today’s cycle test focuses on students’ ability to analyze the impact of word choice on the story’s mood and tone. In the reading passage for the test, Molly decides to tell Ms. Shabbas and the school counselor that her uncle has been locking her in at night in an attempt to prove that something is very wrong with him.

**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 analyzing the impact of word choice on a story’s meaning and tone. Tell students that they will use this skill as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.
Test Directions

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

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

3. Point out that questions #1 and #4 ask about word choice.

4. Ask students to identify key words or phrases in question #1.

   1. On page 14, Molly sees her uncle for the first time. How does Molly's description of her uncle help to create the scary mood of the story? [DC, AC]

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

   Today you will read about Molly’s plan to get help with the Skeleton Man.

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.

   Use Think-Pair-Share to ask:

   How do you think Molly feels about the school counselor? Explain your answer.

   *(Answers will vary.*) I think Molly doesn't really like the school counselor. She thinks the counselor isn't taking her concerns about her uncle seriously.*

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

Word Choice

**Directions:** Read *Skeleton Man*, pages 49–53, 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. On page 14, Molly sees her uncle for the first time. How does Molly's description of her uncle help to create the scary mood of the story? [DC, AC]

   **20 points** = Molly describes her uncle's face as “so thin it looked like bone.” This description helps to create a scary mood because it makes the reader think of a skull. Molly also describes her uncle's eyes as “wide and unblinking,” and she notices how big his teeth are when he smiles. *Molly's description of her uncle makes him sound very creepy.*

   **15 points** = Molly describes her uncle's face as “so thin it looked like bone.” This description helps to create a scary mood because it makes the reader think of a skull. Molly also describes her uncle's eyes as “wide and unblinking,” and she sees how big his teeth are when he smiles.

   **10 points** = This description helps to create a scary mood because it makes the reader think of a skull.

2. Is Ms. Shabbas an important character? Use evidence from the text and your own thinking to support your answer. [DC, SA, RE]

   **20 points** = Ms. Shabbas is an important character. Molly gives a detailed description of Ms. Shabbas and mentions that Ms. Shabbas likes her students and tries to make learning fun. She knows Molly well enough to notice that something is bothering her, and she is the only person who really listens to Molly. *I think the author is trying to use Ms. Shabbas as an example of how adults should treat children.* For example, the social worker dismisses Molly's concerns about her uncle. However, Ms. Shabbas takes Molly straight to the school counselor when Molly tells her that she is being locked in at night.

   **15 points** = Ms. Shabbas is an important character. Molly gives a detailed description of Ms. Shabbas and mentions that Ms. Shabbas likes her students and tries to make learning fun. She knows Molly well enough to notice that something is bothering her, and she is the only person who really listens to Molly.

   **10 points** = Ms. Shabbas is an important character. Molly gives a detailed description of Ms. Shabbas and mentions that Ms. Shabbas likes her students and tries to make learning fun.
3. What does Molly learn from her dream that is described on pages 26–28? [DC, SA]

20 points = In the dream that is described on pages 26–28, Molly learns that her uncle is trying to fatten her up. In the dream, her uncle is in a cave and tells her to eat more and grow fat. Also, after Molly saves a rabbit from a snare in the dream, the rabbit tells her that her uncle is not human. The dream provides Molly with important information.

15 points = In the dream that is described on pages 26–28, Molly learns that her uncle is trying to fatten her up. In the dream, her uncle is in a cave and tells her to eat more and grow fat. Also, after Molly saves a rabbit from a snare in the dream, the rabbit tells her that her uncle is not human.

10 points = In the dream that is described on pages 26–28, Molly learns that her uncle is trying to fatten her up.

4. On pages 52 and 53, Molly explains how she wants to answer the question “What has he [her uncle] done that makes you afraid?” How does the language that Molly uses tell the reader that she is really afraid of her uncle? Why won’t she tell Mrs. Rudder and Ms. Shabbas these reasons, even though she wants to? [DC, AC]

20 points = Molly wants to say that the way her uncle looks at her “makes chills go down my spine.” Also, Molly says that she feels like she is always being watched and that it feels like someone is “walking over my grave” when she knows her uncle is thinking about her. This is how a person feels when he or she is very afraid. Molly doesn’t tell Mrs. Rudder and Ms. Shabbas these reasons for being afraid because they are just her feelings, and there is no evidence to support them. She is afraid that the adults will think she is crazy.

15 points = Molly wants to say that the way her uncle looks at her “makes chills go down my spine.” Also, Molly says that she feels like she is always being watched and that it feels like someone is “walking over my grave” when she knows her uncle is thinking about her. Molly doesn’t tell Mrs. Rudder and Ms. Shabbas these reasons for being afraid because they are just her feelings, and there is nothing to support them. She is afraid that the adults will think she is crazy.

10 points = Molly wants to say that the way her uncle looks at her “makes chills go down my spine.” Molly doesn’t tell Mrs. Rudder and Ms. Shabbas these reasons because they are just her feelings, and there is nothing to support them.
5. What does Molly say to the school counselor that finally gets her attention? [SA]

   A. that she misses her parents
   B. that she is having dreams about a rabbit
   C. that she doesn’t trust her uncle
   D. that her uncle locks her in her room at night

Why do you think Molly chooses this specific incident to tell the school counselor? Use evidence from the text and your own thinking to support your answer. [DC, SA]

20 points = I think Molly chooses to tell the school counselor that her uncle locks her in at night because it sounds like a normal thing for a person to be afraid of. Molly knows that the other things that scare her about her uncle, such as having dreams in which a rabbit tells her that her uncle is not human, sound crazy. In addition, there could be some evidence that Molly’s claim is true. The counselor or the police could look at her bedroom door to see if there is a lock on it. She wants the adults to believe her.

15 points = I think Molly chooses to tell the school counselor that her uncle locks her in at night because it sounds like a normal thing for a person to be afraid of. Molly knows that the other things that scare her about her uncle, like having dreams in which a rabbit tells her that her uncle is not human, sound crazy. There could be some evidence that Molly’s claim is true. The counselor or the police could go at her bedroom door to see if there is a lock on it.

10 points = I think Molly chooses to tell the school counselor that her uncle locks her in at night because it sounds like a normal thing for a person to be afraid of.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What is the mood in Skeleton Man, and how does the author set this mood? Use evidence from the text to support your answer. [DC, SA, AC]

The mood in Skeleton Man is scary and creepy. Something mysterious is happening. The author starts the book with Molly, the narrator, retelling the frightening story of a skeleton man who ate his own flesh. The author describes creepy sounds, such as the “tschick-a-tschick” of the Skeleton Man’s dry bones rubbing together, and says that the Skeleton Man’s voice can make someone’s skin crawl.

The author continues to use the same kinds of words and phrases to indicate that something bad is happening to Molly, just like the things that happen to the girl in the Skeleton Man story. The author describes the “thump, thump” of the uncle’s footsteps on the stairs in the old house where he takes Molly and the clicking noise when he locks her door. On page 45, Molly describes the uncle’s face as having “flesh melting off its bones.” The author also describes Molly’s dreams, which are just as mysterious and scary. It makes everything that is happening to her feel like an unpredictable nightmare. This keeps readers on the edge of their seats.
Word Choice

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<td><strong>Mechanics</strong></td>
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<tr>
<td><strong>Writing Objective</strong></td>
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</table>

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

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

   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example, “The marathon runner had a very angular body because he was so skinny.”*

2. Which of the following is not an example of a *refuge*? Explain why. [CV]
   - A. hospital when sick
   - B. tent during a rainstorm
   - C. basement during a tornado
   - D. roof of a burning house

   *A refuge is a safe place. The roof of a house would be a dangerous place during a fire.*

3. The squirrel chewed through the rope to escape from the ________.

   Choose the word that belongs in the blank. [CV]
   - A. motive
   - B. heroine
   - C. *snare*
   - D. refuge
4. What is a synonym for the word paranoid? What is an antonym for the word paranoid? [CV]

A synonym for paranoid is suspicious. An antonym for paranoid is trusting.

5. Brenda was very _______ while she waited for her little brother to get out of the bathroom.

Choose the word that belongs in the blank. [CV]
   A. impatient
   B. angular
   C. paranoid
   D. motive

6. Write a meaningful sentence using the word motive. [CV]

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: “Haley got in trouble because she had no motive for pushing her sister.”

7. Which of the following is not an example of a heroine? Explain why. [CV]
   A. thief
   B. nurse
   C. policewoman
   D. mother

A heroine is a brave female. A thief would not be a brave person.

8. In which sentence is the word custody used incorrectly? [CV]
   A. Jesse wanted to get custody of his niece after her parents were lost in a storm at sea.
   B. The prisoner was taken into the custody of the legal system.
   C. She was not sure who had custody of the pets after the roommates split up.
   D. Which custody did the music teacher have you listen to on Thursday?

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]

I explored the word melodrama in my word power journal. Melodrama means an emotional display or exaggerated behavior. My friend loves to tell stories about herself with a lot of melodrama to make them sound more interesting.
10. As used in the sentence “I rummage through my suitcase and the cardboard box and find what I need,” *rummage* most nearly means— [CV]

   A. throw.
   B. search.
   C. push.
   D. creep.

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

*The sentence talks about finding something. To find something, you need to search for it, so rummage must mean search.*

### Question Codes

<table>
<thead>
<tr>
<th>Code</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>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author's craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Analyze the impact of word choice on meaning and tone.

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

**Active Instruction**

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

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

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

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

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

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

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

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

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

---

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 goals for further improvement.

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

Active Instruction

(2 minutes)

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

Celebrate/Set Goals

(20 minutes)

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

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

Use Random Reporter to ask:

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

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

### Class Council

(30 minutes)

1. Share class compliments.

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

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

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

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

### Brain Game

(5 minutes)

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

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

   - **What did this game require your brain to do?**
   - **How will use of this skill improve your success in other classes?**
Lesson 1

**Reading Objective:** Analyze the impact of word choice on meaning and tone.

**Teacher Background**

In today’s reading, Molly’s school counselor and a man from child welfare visit her uncle’s house to investigate Molly’s claim that she is being locked in her bedroom at night. Molly’s uncle knows they are coming and changes the locks on her door so it looks like the door can only be locked from the inside. Molly is terrified when she realizes that her uncle now knows how she feels about him. Molly also has another aware dream in which her rabbit guide informs her that her parents are “buried, but not dead.” This cycle’s Big Question asks students to think critically about what has happened in the story up to this point and evaluate whether they would have done anything different in Molly’s place. Answering this question will help students review the first half of the book read during cycle 1 and make personal connections to the story.

**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:**
If you were in the same situation as the character Molly in *Skeleton Man*, would you do anything differently? Why or why not?

**Set the Stage**

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

   *If you were in the same situation as the character Molly in *Skeleton Man*, would you do anything differently? Why or why not?*

   If I were in the same situation as Molly, I would save the food that her uncle feeds her instead of throwing it away. Then I would take it to Ms. Shabbas or the police and tell them that I was being drugged. Tests could be done on the food, and when they found the drugs in the food, it would be hard evidence that the uncle was a bad guy.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

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

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

**Interactive Read Aloud**

1. Read pages 54–56 aloud.

2. Use Think-Pair-Share to ask:

   *On page 55, what language does the author use to demonstrate Molly’s fear?*

   *Molly says, “I want to scream, but I can’t.” She is so afraid that she can’t make a sound.*

3. Use Think-Pair-Share to ask:

   *What can we add to the story map?*

   *We can add characters: Mrs. Rudder and Mr. Wintergreen. Important events include: Molly tells school staff that her uncle is locking her in her room at night; Mrs. Rudder and Mr. Wintergreen come to the uncle’s house to investigate, but Molly’s uncle has changed the lock on her door.*

   Add information to the story map based on students’ responses.
### Sample Graphic Organizer

<table>
<thead>
<tr>
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</table>

<table>
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narrator – Molly |
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| Molly’s mother and father |
| Al Mondini |
| social services woman |
| Molly’s uncle |
| rabbit |
| Mrs. Rudder |
| Mr. Wintergreen |

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<tbody>
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<td>Where: old house</td>
</tr>
<tr>
<td>Molly’s house</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>When:</td>
</tr>
</tbody>
</table>

<table>
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Molly’s mother and father have vanished.

| Event: Molly’s uncle takes custody of her. |
| Event: Molly’s uncle locks her in her bedroom at night. |
| Event: Molly has an aware dream in which a rabbit says her uncle is not human. |
| Event: Molly suspects that her uncle is drugging her food. |
| Event: Molly tells school staff that her uncle is locking her in her room at night. |
| Event: Mrs. Rudder and Mr. Wintergreen go to the uncle’s house to investigate, but |
| Event: Molly’s uncle has changed the lock on her door. |

<table>
<thead>
<tr>
<th>Solution:</th>
</tr>
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</table>

---

**Partner pairs:** Identify important events or details to add to the graphic organizer.
**Teamwork tp**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 57–62 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

**Team Talk Questions**

1. How does Molly feel at the beginning of chapter 8 when she realizes that now her uncle knows how she really feels about him? How do you know? [DC, SA] (Team Talk rubric)

   **100 = Molly is scared or panicked when she realizes that her uncle knows how she really feels about him. I know this because Molly says, “It’s worse than it was before.” She has to try and calm herself down by imagining her uncle doing things that a normal person would do and by remembering funny stories that her dad used to tell her. However, these strategies don’t work, and she is still upset.**

   **90 = Molly is scared when she realizes that her uncle knows how she really feels about him. I know this because Molly says, “It’s worse than it was before.” She has to try and calm herself down by imagining her uncle doing things that a normal person would do and by remembering funny stories that her dad used to tell her.**

   **80 = Molly is scared. I know this because she says, “It’s worse than it was before.”**

   continued
Team Talk Questions continued

2. How is the author trying to make the reader feel in the last paragraph on page 56? (Write) [DC, AC, SA] (Team Talk rubric)

100 = I think the author is trying to build suspense and dread for the reader.
He describes Molly sitting in her room at night in “heart-stopping silence” as she hears her uncle’s footsteps on the stairs and the “snick” of the lock on her door. The reader knows that the uncle has outsmarted the social services people, so Molly is now on her own to solve the mystery and survive.

90 = I think the author is trying to scare the reader. He describes Molly sitting in her room at night in “heart-stopping silence” as she hears her uncle’s footsteps on the stairs and the “snick” of the lock on her door.

80 = I think the author is trying to scare the reader.

3. In Molly’s dream that starts on page 58, what message do you think the author is trying to send? Explain. [DC, AC] (Team Talk rubric)

100 = In this dream, I think the author is using the rabbit to tell Molly that her parents are still alive. The rabbit tells Molly that her parents are buried but not dead. In addition, the rabbit reminds Molly that she must remain brave and strong. I think the author’s message is that Molly’s dreams are an important source of information and encouragement.

90 = I think the author is using the rabbit to tell Molly that her parents are still alive. The rabbit tells Molly that her parents are buried but not dead. The rabbit also reminds Molly that she must remain brave and strong.

80 = I think the author is using the rabbit to tell Molly that her parents are still alive. The rabbit tells Molly that her parents are buried but not dead.

4. What clues indicate that the dream that starts on page 58 is set far in the past? [DC, SA] (Team Talk rubric)

100 = Molly says the trees in this dream are very big and that there haven’t been trees that big in her area for more than three hundred years. Furthermore, when she sees herself in the dream, she is wearing deerskin clothes and a leather bracelet like her ancestors would have worn. These clues indicate that the dream is set far in the past.

90 = Molly says the trees in this dream are very big and that there haven’t been trees that big in her area for more than three hundred years. Also, when she sees herself in the dream, she is wearing deerskin clothes and a leather bracelet like her ancestors would have worn.

80 = Molly says the trees in this dream are very big and that there haven’t been trees that big in her area for more than three hundred years.

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

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

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

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

Class Discussion
(18 minutes)

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

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

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

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

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

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

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

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

Reading Objective: Analyze the impact of word choice on meaning and tone.

Teacher Background
In today's reading, Molly is horrified to discover that her uncle has been using video cameras to spy on her. After this discovery, Molly remembers advice that her father gave her, decides that she has to treat her battle with her uncle like a chess game, and begins to plan her next move.

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>
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<td>The bully called the boy names in a taunting voice as he chased the boy down the street.</td>
</tr>
<tr>
<td>illumination</td>
<td>il-lu-mi-na-tion (ih-loo-muh-NAY-shuhn)</td>
<td>light</td>
<td>Mika was able to read in bed using the illumination from the full moon outside her window.</td>
</tr>
</tbody>
</table>

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

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

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. Read pages 63–65 (paragraph ending “…shiver goes down my spine.”) aloud.
2. Use Think-Pair-Share to ask:

   At the bottom of page 65, how does the author’s language contribute to the scary mood of the story?

   At the bottom of page 65, Molly says, “A little shiver goes down my spine,” as she goes inside her uncle’s house. This language shows that Molly is scared to be going back inside the house.

3. Use Think-Pair-Share to ask:

   What important events should we add to the story map?

   In a dream, Molly’s rabbit guide tells her that her parents are buried, but not dead.

   Add information to the story map based on students’ responses.
Partner pairs: Identify important events or details to add to the graphic organizer.

---

### Sample Graphic Organizer

**Title:** Skeleton Man

**Characters:**
- narrator – Molly
- Ms. Shabbas
- Molly’s mother and father
- Al Mondini
- social services woman
- Molly’s uncle
- rabbit
- Mrs. Rudder
- Mr. Wintergreen

**Setting:**
- Where: old house
  - Molly’s house
  - school
- When:

**Problem:**
Molly’s mother and father have vanished.

**Event:** Molly’s uncle takes custody of her.
**Event:** Molly’s uncle locks her in her bedroom at night.
**Event:** Molly has an aware dream in which a rabbit says her uncle is not human.
**Event:** Molly suspects that her uncle is drugging her food.
**Event:** Molly tells school staff that her uncle is locking her in her room at night.
**Event:** Mrs. Rudder and Mr. Wintergreen go to the uncle’s house to investigate, but Molly’s uncle has changed the lock on her door.
**Event:** In a dream, Molly’s rabbit guide tells her that her parents are buried but not dead.

**Solution:**
Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 65 (paragraph beginning “Hello,’ I call.”)–73 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

Team Discussion

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

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

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

Team Talk Questions

1. On page 66, how does Molly call on her Native American heritage to help her? [RE] (Team Talk rubric)

100 = On page 66, Molly is trying to sneak into her uncle’s study. According to the story, she tries to walk the way her father taught her. It is the way that their Mohawk ancestors walked when they wanted to move through the forest quietly: softly, with her elbows close to her sides and her hand in front of her. Remembering what she learned helps her move without making a sound.

90 = On page 66, Molly is trying to sneak into her uncle’s study. She tries to walk the way her father taught her that their Mohawk ancestors walked when they wanted to move through the forest quietly.

80 = She tries to walk the way her father taught her that their Mohawk ancestors walked when they wanted to move through the forest quietly.

continued
Team Talk Questions continued

2. How does Molly feel when she discovers that her uncle is using cameras to spy on her? Provide examples of the author's language from page 67 to support your answer. [DC, AC, SA] (Team Talk rubric)

100 = Molly feels **horrified** when she discovers that her uncle is using cameras to spy on her. Molly says she feels as if she has been “kicked in the stomach.” She also says she thinks she is “about to scream,” and she has to force herself to “thaw out” and move, as if she is frozen in fear. **The experience is terrifying.**

90 = Molly feels scared and sick when she discovers that her uncle is using cameras to spy on her. Molly says she feels as if she has been “kicked in the stomach.” She also says she thinks she is “about to scream,” and she has to force herself to “thaw out” and move, as if she is frozen in fear.

80 = Molly feels scared and sick when she discovers that her uncle is using cameras to spy on her.

3. Why does Molly's dad call her Warrior Girl? (Write) [DC, SA] (Team Talk rubric)

100 = **According to** Molly, her dad calls her Warrior Girl because she has warrior genes. She has always been a light sleeper, and in the old days, she might have been the one who kept watch at night to protect against enemies. He says her name might have been Keeps Herself Awake.

90 = Her dad calls her Warrior Girl because she has warrior genes. She has always been a light sleeper, and in the old days, she might have been the one who kept watch at night to protect against enemies.

80 = Her dad calls her Warrior Girl because she has always been a light sleeper, and in the old days, she might have been the one who kept watch at night to protect against enemies.

4. What advantages does Molly have in the battle against her uncle? Use evidence from the story and your own thinking to support your answer. [DC, SA] (Team Talk rubric)

100 = Molly has **several advantages** in the battle against her uncle. First, her dad taught her a lot of Mohawk warrior wisdom, such as sometimes it's important to just keep quiet, breathe slowly, and think, whether you are the hunter or the hunted. Another advantage is that Molly's uncle might underestimate her. Molly says that he probably doesn’t think of the battle as an equal contest and that he has all the weapons. Finally, Molly has her dreams. They are providing her with important information, guidance, and encouragement.

90 = Her dad taught her a lot of Mohawk warrior wisdom, such as sometimes it's important to just keep quiet, breathe slowly, and think, whether you are the hunter or the hunted. Another advantage is that Molly's uncle might underestimate her. Molly says that he probably doesn’t think of the battle as an equal contest and that he has all the weapons.

80 = Her dad taught her a lot of Mohawk warrior wisdom. Another advantage is that Molly's uncle might underestimate her.
5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]
   When the storm knocked out power in her house, Pam used candles for _______.
   Illumination. People use candles for light, and illumination means light.

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

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

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

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

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

Class Discussion

Lightning Round

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

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

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   How many points did your team earn today?
   How can your team earn more points?

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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<tr>
<td>illumination (noun)</td>
<td>il-lu-mi-na-tion (ih-loo-muh-NAY-shuhn)</td>
<td>light</td>
<td>Mika was able to read in bed using the <strong>illumination</strong> from the full moon outside her window.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Analyze the impact of word choice on meaning and tone.

Teacher Background

In today’s reading, Molly has another vivid aware dream in which she is chased by her uncle. However, in this dream, with help from her rabbit guide, she sets a trap for her uncle and causes him to fall into a deep river ravine. Molly also decides not to tell Ms. Shabbas about the cameras that her uncle has set up to spy on her. Molly does not want to be removed from her uncle’s house because she is worried that she will not be able to save her parents. Molly manages to sneak into her uncle’s study and discovers a recent picture of her mother tied up in a shed.

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 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 72, Molly talks about how people win at chess using *strategy*. Then she compares her battle with her uncle with a chess game. It seems to me that *strategy* is an important word in this story and has something to do with how Molly plans to defeat her uncle. I want to learn more about what it means. Let’s check out the dictionary. (Consult the dictionary.) One definition says *strategy* is a careful plan to achieve a goal. The other definition is the art of planning and conducting a war. In this part of the story, Molly is talking about planning or thinking ahead about more than one move at a time to achieve a goal, which is defeating her uncle and saving her parents. Also, in *Skeleton Man*, it is like Molly is at war with her uncle. I think both definitions apply to how the word is used in the story.

Sample Word Map

```
strategy:  
a careful plan to  
achieve a goal

also can refer  
to planning and  
conducting a war

important to win  
games such as chess
```

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

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. Read the first paragraph of page 74 aloud.
2. Use Think-Pair-Share to ask:
   
   **In this section of the text, what mental image does the author use to demonstrate to the reader how scared Molly is?**
   
   Molly says that she’s “as tense as a guitar string about to be plucked.” This language makes the reader picture Molly lying in bed in a very stiff way because she is so scared.

3. Use Think-Pair-Share to ask:

   **What important events should be added to the story map?**
   
   An important event to add is that Molly discovers that her uncle is using video cameras to spy on her.
### Sample Graphic Organizer

**Title:** Skeleton Man

<table>
<thead>
<tr>
<th>Characters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrator – Molly</td>
</tr>
<tr>
<td>Ms. Shabtas</td>
</tr>
<tr>
<td>Molly’s mother and father</td>
</tr>
<tr>
<td>Al Mondini</td>
</tr>
<tr>
<td>social services woman</td>
</tr>
<tr>
<td>Molly’s uncle</td>
</tr>
<tr>
<td>rabbit</td>
</tr>
<tr>
<td>Mrs. Rudder</td>
</tr>
<tr>
<td>Mr. Wintergreen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where: old house</td>
</tr>
<tr>
<td>Molly’s house</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>When:</td>
</tr>
</tbody>
</table>

**Problem:**

Molly’s mother and father have vanished.

**Event:** Molly’s uncle takes custody of her.

**Event:** Molly’s uncle locks her in her bedroom at night.

**Event:** Molly has an aware dream in which a rabbit says her uncle is not human.

**Event:** Molly suspects that her uncle is drugging her food.

**Event:** Molly tells school staff that her uncle is locking her in her room at night.

**Event:** Mrs. Rudder and Mr. Wintergreen go to the uncle’s house to investigate, but Molly’s uncle has changed the lock on her door.

**Solution:**

In a dream, Molly’s rabbit guide tells her that her parents are buried but not dead.

**Event:** Molly discovers that her uncle is using video cameras to spy on her.
Teamwork (20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 74 (paragraph starting “Suddenly the covers…”)—95 aloud with partners.
   (if skipping Interactive Read Aloud, pages 74–95)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

1. **Provide examples of how the author continues to use language to reinforce the scary mood of the story and keep the reader afraid. (Write) [DC, AC, SA] (Team Talk rubric)

   **100 =** After Molly finds out that her uncle is using cameras to spy on her, she is terrified. Molly hides under her covers and says that the thought of a camera looking down makes her “as tense as a guitar string about to be plucked.” Her covers are suddenly pulled off of her, and she finds herself in a “shadowy world.” At first, it is not clear whether Molly is awake or dreaming. This language and these events continue to reinforce the story’s scary mood and keep the reader afraid.

   **90 =** After Molly finds out that her uncle is using cameras to spy on her, she is scared. Molly hides under her covers and says that the thought of a camera looking down makes her “as tense as a guitar string about to be plucked.” Her covers are suddenly pulled off of her, and she finds herself in a “shadowy world.” At first, it is not clear whether Molly is awake or dreaming.

   **80 =** After Molly finds out that her uncle is using cameras to spy on her, she is scared. Molly hides under her covers and says that the thought of a camera looking down makes her “as tense as a guitar string about to be plucked.”

2. **On page 77, what clues demonstrate that Molly’s dream is again taking place in the past? [DC, SA] (Team Talk rubric)

   **100 =** In the dream, Molly **recognizes** that she is at a park where her parents used to take her. **However,** she doesn’t see the park’s roads, sidewalks, and benches. Instead, she only sees tall trees and a deer trail. **In addition,** the suspension bridge that crosses the river is not there. These clues demonstrate that the dream is taking place far in the past.

   **90 =** In the dream, Molly is at a park where her parents used to take her. She doesn’t see the park’s roads, sidewalks, and benches. Instead, she only sees tall trees and a deer trail. Also, the suspension bridge that crosses the river is not there.

   **80 =** In the dream, Molly is at a park where her parents used to take her. She doesn’t see the park’s roads, sidewalks, and benches. She only sees tall trees and a deer trail.

3. **Why doesn’t Molly tell Ms. Shabbas that her uncle is using cameras to spy on her? [SA] (Team Talk rubric)

   **100 =** Molly doesn’t tell Ms. Shabbas that her uncle is spying on her with cameras because she’s afraid that her teacher will take her out of her uncle’s house. She will not be able to save her parents. Molly says she feels that she has to do it herself. She is worried that Ms. Shabbas might think she is “ultra-paranoid.”

   **90 =** Molly doesn’t tell Ms. Shabbas that her uncle is spying on her with cameras because she’s afraid that her teacher will take her out of her uncle’s house. She will not be able to save her parents. Molly says she feels that she has to do it herself.

   **80 =** Molly doesn’t tell Ms. Shabbas that her uncle is spying on her with cameras because she’s afraid that her teacher will take her out of her uncle’s house.
### Team Talk Questions continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Why does Molly take the door off of her room and sneak back into her uncle’s study? What does she find in the study? [SA] (Team Talk rubric)</td>
<td>100</td>
</tr>
<tr>
<td>100 = Molly takes the door off of her room and sneaks back into her uncle’s study because she is looking for evidence. She wants to find proof that her uncle isn’t who he pretends to be and that she really is in danger. In the study, she finds a recent picture of her mother in a shed with her hands tied together. This is the kind of evidence that Molly is looking for.</td>
<td></td>
</tr>
<tr>
<td>90 = Molly takes the door off of her room and sneaks back into her uncle’s study because she wants to find proof that her uncle isn’t who he pretends to be. In the study, she finds a recent picture of her mother in a shed with her hands tied together.</td>
<td></td>
</tr>
<tr>
<td>80 = Molly wants to find proof that her uncle isn’t who he pretends to be.</td>
<td></td>
</tr>
<tr>
<td>5. In which of the following sentences is the word thaw used incorrectly? [CV]</td>
<td></td>
</tr>
<tr>
<td>A. My mom put the frozen hamburger on the counter so it could thaw.</td>
<td></td>
</tr>
<tr>
<td>B. Carlos always liked to let his ice cream thaw so it would be soft before he ate it.</td>
<td></td>
</tr>
<tr>
<td>C. The snowman began to thaw in the hot sun.</td>
<td></td>
</tr>
<tr>
<td>D. The kids had to wait for the ice on the pond to thaw before they could skate on it.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

Cue students to discuss strategy use, graphic organizers, and word power journals.
Class Discussion (20 minutes)

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

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

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

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

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

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

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

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

Reading Objective: Analyze the impact of word choice on meaning and tone.

Teacher Background
In today's reading, Molly finds information about hacking and bank databases in her uncle's study. She grabs this evidence and then runs outside and breaks a window to trick her uncle into leaving the shed and going into the house. Molly enters the shed and finds her parents held captive in a big hole in the floor. She leaves them the tools she used to break into the shed and runs for a park, where she hopes to use a phone to call Ms. Shabbas. Her uncle chases her to the park and, just like in her dream, Molly causes her uncle to fall into a river gorge.

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 rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

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

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. Read pages 96 and 97 (paragraph ending “…where he might be.”) aloud.
2. Use Think-Pair-Share to ask:
   
   At the end of the section I just read, what language does the author use to show how Molly feels about her uncle?
   
   Molly says the shed is her uncle’s place, and he told her to stay away from it. Then she says, “Not that he needed to.” This means Molly is trying to stay away from her uncle. She also says that she “tried to avoid any place where he might be.” Molly does not want to be around her uncle at all.
3. Use Think-Pair-Share to ask:
   
   What important events can we add to the story map?
   
   Molly sneaks into her uncle’s study and finds a picture of her mother tied up in a shed.
Sample Graphic Organizer

**Title:** Skeleton Man

**Characters:**
narrator – Molly
Ms. Shabbas
Molly’s mother and father
Al Mondini
social services woman
Molly’s uncle
rabbit
Mrs. Rudder
Mr. Wintergreen

**Setting:**
Where: old house
Molly’s house
school

**Problem:**
Molly’s mother and father have vanished.

**Event:** Molly’s uncle takes custody of her.
**Event:** Molly’s uncle locks her in her bedroom at night.
**Event:** Molly has an aware dream in which a rabbit says her uncle is not human.
**Event:** Molly suspects that her uncle is drugging her food.
**Event:** Molly tells school staff that her uncle is locking her in her room at night.
**Event:** Mrs. Rudder and Mr. Wintergreen go to the uncle’s house to investigate, but Molly’s uncle has changed the lock on her door.
**Event:** In a dream, Molly’s rabbit guide tells her that her parents are buried but not dead.
**Event:** Molly discovers that her uncle is using video cameras to spy on her.
**Event:** Molly sneaks into her uncle’s study and finds a picture of her mother tied up in a shed.

**Solution:**

*Partner pairs: Identify important events or details to add to the graphic organizer.*
Teamwork (20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 97 (paragraph beginning “There are decorative stones…”)—111 (paragraph ending “…heart leap with joy.”) aloud with partners.

   (if skipping Interactive Read Aloud, pages 96–111)

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

Team Discussion

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

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

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

Team Talk Questions

1. What clues about her uncle does Molly find in the study? Based on these clues, what do you think Molly’s uncle is up to? [DC, SA] (Team Talk rubric)

   100 = In the study, Molly finds the picture of her mother. In addition, she finds computer disks and lists that have to do with hacking and bank databases. Based on these clues, I think Molly’s uncle is trying to steal money from the bank where her dad works. This would explain the materials that Molly finds in the office and her uncle kidnapping her parents.

   90 = In the study, Molly finds the picture of her mother. She also finds computer disks and lists that have to do with hacking and bank databases. I think Molly’s uncle is trying to steal money from the bank where her dad works.

   80 = Molly finds computer disks and lists that have to do with hacking and bank databases. I think Molly’s uncle is trying to steal money from a bank.

   continued
Team Talk Questions continued

2. Why does Molly count when she goes into the shed? How does the author use this to add to the suspense and scary mood of the story? *(Write) [DC, AC]*
   (Team Talk rubric)

   **100** = When Molly goes into the shed, she knows that she won’t have long before her uncle comes back. She starts counting to help keep track of time, and she will run away “no matter what” when she reaches one hundred. Molly’s counting adds to the suspense and scary mood of the story because it is like a stopwatch or timer counting down as she explores the shed, breaks into the hidden room, and discovers her parents being held in a dark room under the shed. The counting keeps the reader aware that Molly’s uncle could come back and catch her at any moment.

   **90** = When Molly goes into the shed, she starts counting to help keep track of time. Molly’s counting adds to the scary mood of the story because it is like a stopwatch or timer counting down as she explores the shed, breaks into the hidden room, and discovers her parents.

   **80** = Molly starts counting to help keep track of time. Counting adds to the scary mood of the story because it is like a stopwatch or timer counting down.

3. How does the author describe Molly’s uncle at the end of page 96 and the beginning of page 97? Why do you think the author describes Molly’s uncle in this way? *(DC, SA, AC)*
   (Team Talk rubric)

   **100** = The author compares Molly’s uncle with a big cat and says he moves very fast, not like an old man. According to the text, the uncle sniffs the air and “lopes” across the yard. I think the author describes Molly’s uncle in this way to provide more evidence that he’s not really human and that he’s more like an animal hunting Molly.

   **90** = The author compares Molly’s uncle with a big cat and says he moves very fast. The uncle sniffs the air and “lopes” across the yard. I think the author describes Molly’s uncle in this way to show that he’s not really human.

   **80** = The author compares Molly’s uncle with a big cat and says he moves very fast. I think the author is trying to show that the uncle is not really human.

4. What does Molly mean when she says that answering her uncle would be like “a mouse trying to argue with an owl”? *(DC, SA, AC)*
   (Team Talk rubric)

   **100** = When Molly says that answering her uncle would be like “a mouse trying to argue with an owl,” she means there is no use in talking to him. He is a predator, like an owl, and she is the prey, like a mouse. A mouse can’t talk an owl out of hunting it, and she can’t talk her uncle out of hunting her.

   **90** = When Molly says that answering her uncle would be like “a mouse trying to argue with an owl,” she means there is no use in talking to him. He is the hunter, and she is the hunted.

   **80** = She means there is no use in talking to him. He is the hunter, and she is the hunted.

5. Why might an impostor look furtively at the people around him? *(CV)*

   An impostor might look furtively at the people around him because he would be scared that they might discover who he really is.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

Class Discussion

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

**Teacher Background**

During this writing project, students will think critically about *Skeleton Man* and evaluate whether it lives up to Joseph Bruchac’s declaration that “a good story is both interesting and useful.” Students should support their answers with evidence from the text and their own background knowledge.

Optional: To build background and activate student interest in the writing project, show a video from an interview with Joseph Bruchac, “Why Bruchac Started Writing for Children” (2 min. 23 sec.). The interview segment can be found at www.learningfirst.org/node/2249.

If necessary, replay parts of the interview for students as they respond to Think-Pair-Share questions.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Vocabulary**

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

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

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

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

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

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

4. (Optional) Explain to students that the author of *Skeleton Man*, Joseph Bruchac, has written many children’s books and that he has strong opinions about how to write good stories for children.

Tell students that they are going to listen to part of an interview with Joseph Bruchac. Ask students to listen closely to what Bruchac says about what is important when writing children’s stories.

Play the Joseph Bruchac interview video segment “Why Bruchac Started Writing for Children.”

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

**Why did Joseph Bruchac start writing for children?**

*He had children of his own. A friend of his asked him to write down some of the traditional stories that he told his kids.*

**What does Joseph Bruchac think is important when writing children’s stories?**

*He thinks clarity, use of imagery, and revision, or rewriting, is very important when writing stories for children.*

Tell students that for this writing project, they will evaluate *Skeleton Man* to determine whether it lives up to one of Joseph Bruchac’s standards for a good story—is it “interesting and useful”?

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>The author of <em>Skeleton Man</em>, Joseph Bruchac, said in an interview that “a good story is both interesting and useful.” Do you think this is true of his book <em>Skeleton Man</em>? Support your answer with evidence from the text and your own background knowledge.</td>
</tr>
</tbody>
</table>

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

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

*It is asking me to write a literary response. I know this because the prompt is asking my opinion about Skeleton Man.*
6. Refer students to the following writer's guide in their student editions. Point out that this Writing a Literary Response guide is the criteria for writing a literary response. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
</tr>
<tr>
<td>• Support your point with evidence from the text.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by making a clear point about an aspect of the literary work.</td>
</tr>
<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

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

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

**Which guideline relates to our writing objective, analyzing and citing examples of the author’s word choice to support your point?**

*Under Ideas, making a point about an aspect of a literary work. Under Organization, supporting the point with evidence from the text. Under Style, choosing words and phrases to support the point.*

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

**Model a Skill**

Explain that according to Joseph Bruchac’s criteria in the writing prompt, a good story should be interesting and useful. Also, the writing prompt specifies that students will need to support their answers with evidence from the text and their own background knowledge.

Point out that a T-chart would be a useful graphic organizer for this writing task. Tell students that on one side of the chart, they can make notes about why the story is (or is not) interesting, and on the other, they can note why the story is (or is not) useful.
Encourage students to note the page number from the book for each note that they make about the text. Explain that this will help them refer back to the specific text as they support their answers with evidence.

Model making notes on a T-chart. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Skeleton Man</td>
</tr>
<tr>
<td><strong>Interesting</strong></td>
</tr>
<tr>
<td>Dream sequences are exciting and keep reader guessing. (pp. 26–28, 42, and 43)</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Independent Work**

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

**Team Discussion**

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

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

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

(30 minutes)

Lightning Round

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

Refer students to the writer’s guide for Writing a Literary Response and the writing objective—analyze and cite examples of the author’s word choice to support your point.

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

For example, ask:

- Does the writer begin by making a clear point about whether *Skeleton Man* is interesting and useful?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer support his or her points with evidence from the text? (writing objective)

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.*

Was it easy or difficult to identify evidence from the text to support your points? How did the T-chart help you organize your evidence?

*Answers will vary.*
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Celebrate**

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

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

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

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

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

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

The author of *Skeleton Man*, Joseph Bruchac, said in an interview that “a good story is both interesting and useful.” Do you think this is true of his book *Skeleton Man*? Support your answer with evidence from the text and your own background knowledge.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
</tr>
<tr>
<td>• Support your point with evidence from the text.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by making a clear point about an aspect of the literary work.</td>
</tr>
<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>
Lesson 6

Reading Objective: Analyze the impact of word choice on meaning and tone.

Writing Objective: Analyze and cite examples of the author’s word choice to support your point.

Teacher Background

Today’s cycle test again focuses on students’ ability to analyze the impact of word choice on the story’s mood and tone. In the reading passage for the test, Molly is reunited with her parents. She learns that her fake uncle kidnapped her parents and was trying to use her mother and Molly as leverage to force her father to give him information that would help him steal money from her father’s bank by hacking into its databases. The man’s body is never found, and they never learn his real identity.

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 analyzing the impact of word choice on a story’s meaning and tone. Tell students that they will use this skill as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

**Test Directions**

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

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

3. Point out that questions #1 and #5 ask about word choice.

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

5. Provide examples of the author’s language from page 79 that continue to reinforce the scary mood of the story. [DC, AC, SA]

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

   **Today you will read the conclusion of Skeleton Man. You will read about how Molly’s parents vanished, and find out whether her fake uncle is ever found.**

---

**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.

   Use Think-Pair-Share to ask:

   **Do you think Molly’s fake uncle is really a supernatural creature or human? Explain your answer.**

   *(Answers will vary.)* I think Molly’s fake uncle is a supernatural creature. The proof is when his face changes as Molly is looking at him in the car.

2. Award team celebration points.

3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

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

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

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

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

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

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

Word Choice

Directions: Read Skeleton Man, pages 111 (paragraph beginning “I’m here, Dad…”)—114 and the paragraph inside the back cover. Answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. How does the author set the mood in this final scene of the story? [AC, SA]
   
   20 points = The author uses the idea of being in a dream and awake at the same time. This keeps the action exciting and the reader on the edge of his or her seat, not knowing what will happen next. On page 110, Molly calls her uncle the Skeleton Man and describes how she kicks and kicks until he lets go of her ankle, and he screams as he falls away from her “like a bad dream disappearing when you wake.” In addition, Molly says that her heart is “pounding like a drum” while she claws her way back to safety. Words and phrases like these really help the reader feel how scared she is and how dangerous her situation is.

   15 points = The author uses the idea of being in a dream and awake at the same time. This keeps the action exciting and the reader on the edge of his or her seat, not knowing what will happen next. On page 110, Molly calls her uncle the Skeleton Man and tells how she kicks and kicks until he lets go of her ankle, and he screams as he falls away from her “like a bad dream disappearing when you wake.” Molly also says that her heart is “pounding like a drum” while she claws her way back to safety.

   10 points = The author uses the idea of being in a dream and awake at the same time. This keeps the action exciting and the reader on the edge of his or her seat, not knowing what will happen next.

2. What kind of character do you think the author is trying to create in Molly? Use evidence from the story and your own thinking to answer the question. [DC, SA, AC]

   20 points = I think the author is trying to create a hero character in Molly. On page 111, when Molly’s father catches her, he calls her his Warrior Girl. He says how proud he is of her for defeating the Skeleton Man and saving her family. Earlier in the story, Molly described how her parents always called her Warrior Girl because they could not check on her when she was sleeping without her hearing them, just like her ancestors who kept watch over their tribe to keep them safe. I think the author is saying that even though Molly is scared and exhausted, she is brave and smart and
relied on what her heritage taught her. She doesn’t run away and just save herself; she stays with the scary uncle and tries to save her parents too. This is what a hero would do.

15 points = I think the author is trying to create a hero character in Molly. On page 111, when Molly’s father catches her, he calls her his Warrior Girl. He says how proud he is of her for beating the Skeleton Man and saving her family.

10 points = I think the author is trying to create a hero character in Molly.

3. What is the role of the rabbit in this story? Use evidence from the story and your own thinking to support your answer. [DC, SA]

20 points = The role of the rabbit in this story is to be Molly’s dream guide. The rabbit provides Molly with important information and guidance. For example, in one dream, the rabbit tells Molly that her parents are buried but not dead. The rabbit provides Molly with help and guidance.

15 points = The role of the rabbit in this story is to be Molly’s dream guide. The rabbit provides Molly with important information and guidance. In one dream, the rabbit tells Molly that her parents are buried but not dead.

10 points = The role of the rabbit in this story is to be Molly’s dream guide.

4. On pages 64 and 65, how does Ms. Shabbas demonstrate that she really supports Molly? [DC, SA]

20 points = Ms. Shabbas demonstrates that she really supports Molly by telling Molly that she doesn’t care if a lock wasn’t found on Molly’s door. She still knows that something is wrong. Additionally, Ms. Shabbas tells Molly to bring her some solid evidence, and she will “move heaven and earth” to get Molly away from her uncle. This expression means that Ms. Shabbas wants to help Molly.

15 points = Ms. Shabbas demonstrates that she really supports Molly by telling Molly that she doesn’t care if a lock wasn’t found on Molly’s door. She still knows that something is wrong. Ms. Shabbas also tells Molly to bring her some solid evidence, and she will “move heaven and earth” to get Molly away from her uncle.

10 points = Ms. Shabbas demonstrates that she really supports Molly by telling Molly that she doesn’t care if a lock wasn’t found on Molly’s door. She still knows that something is wrong.
5. Provide examples of the author’s language from page 79 that continue to reinforce the scary mood of the story. [DC, AC, SA]

20 points = On page 79, Molly is having another dream, and the Skeleton Man is chasing her. The author describes the Skeleton Man as “looming” above Molly and wearing “tattered buckskin clothing” that “hangs from him in shreds.” In addition, the author describes the Skeleton Man’s “shiny white bones,” his head that is a “glistening skull,” and “dried blood” on his teeth. The author uses this language to continue to reinforce the scary mood of the story.

15 points = On page 79, Molly is having another dream, and the Skeleton Man is chasing her. The author describes the Skeleton Man as “looming” above Molly and wearing “tattered buckskin clothing” that “hangs from him in shreds.” The author describes the Skeleton Man’s “shiny white bones,” his head that is a “glistening skull,” and “dried blood” on his teeth.

10 points = On page 79, Molly is having another dream, and the Skeleton Man is chasing her. The author describes the Skeleton Man as “looming” above Molly and wearing “tattered buckskin clothing” that “hangs from him in shreds.”

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

In Skeleton Man, Joseph Bruchac does more than just entertain the reader; he also sends a message. What do you think his message is, and how did the author’s tone contribute to this message? Use evidence from the text to support your answer. [AP, DC, SA]

I think the author’s message is that good people can overcome evil if they stay true to their beliefs and are brave. I think the author believes that families and communities pass on important values to each new generation and that this is an important part of growing up. On page 113, Molly’s father tries to explain why some people do such bad things, and he says, “The reason creatures like Skeleton Man do what they do is that they like to hunt us. The only way to defeat them is to be brave.” Molly never gives up. She uses what she learned from her parents and the stories from her heritage that come back to her in her dreams to guide her. On page 114, Molly says, “Like one of the old stories I’ve grown up with, something evil came into the lives of good people and we found a way to defeat it.” I think the author’s tone reflects a very positive attitude about the power of Molly, her family, and her Native American heritage. This attitude comes through in the stories that the author tells in Molly’s dreams and in the fact that a young girl is able to stop an evil adult.
The following guide is used to score part II of the cycle test.

### Writing a Literary Response

| Ideas | • Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style  
<table>
<thead>
<tr>
<th></th>
<th>• Supports the point with evidence from the text</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
<td>0–25 pts.</td>
</tr>
</tbody>
</table>
|       | • Begins by making a clear point about an aspect of the literary work  
|       | • In the middle, supports the point with examples and evidence from the text  
|       | • Ends with a closing statement                 | 0–25 pts. |
|       | Style                                           | 0–25 pts. |
|       | • Quotes words, phrases, and dialogue from the text to support the point | 0–25 pts. |
|       | Mechanics                                       | 0–10 pts. |
|       | • Uses correct punctuation, capitalization, spelling, and grammar | 0–10 pts. |
|       | Writing objective                               | 0–15 pts. |
|       | • Analyze and cite examples of the author’s word choice to support your point. | 0–15 pts. |

### Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *thaw*. [CV]
   
   *Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: “Red juice ran down Trevor’s hand as his cherry Popsicle began to thaw.”*

2. There was not enough _______ from the dim flashlight for Daniel to see the path at night.
   
   Choose the word that belongs in the blank. [CV]
   
   A. *illumination*  
   B. *dread*  
   C. *impostor*  
   D. *thaw*

3. loom  
   
   dread

   If you saw a large lion *loom* over you, would you feel *dread*? [CV]
   
   *It would be very scary to see a lion loom over me in a threatening way because a lion can be dangerous, so I would feel fear or dread.*
4. Stephanie ________ tried to sneak some fried chicken to her dog, who was lying under the table.

Choose the word that belongs in the blank. [CV]
   A. taunting
   B. furtively
   C. devour
   D. loom

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: “Gail got in trouble for taunting her classmates and had to go see the principal.”

6. The ________ colored his hair gray to trick people into thinking he was an old man.

Choose the word that belongs in the blank. [CV]
   A. dread
   B. illumination
   C. loom
   D. impostor

7. Carrie felt a sense of ________ when she realized that her math test was today and she had forgotten to study.

Choose the word that belongs in the blank. [CV]
   A. dread
   B. thaw
   C. impostor
   D. loom

8. Write a meaningful sentence using the word illumination. [CV]

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: “They used a kerosene lantern to provide illumination at night while they were camping.”

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

A word that we explored in the word power journal is strategy. It means a plan of action to reach a goal. A strategy that Ben used to make new friends was to tell a silly joke to make the person feel more comfortable.
10. As used in the sentence “I seem to be able to run without getting winded as I would in the waking world,” winded most nearly means— [CV]
   A. jumping and skipping.
   B. moving slowly.
   C. very well rested.
   D. out of breath.

Explain how you figured out the meaning of winded.

The sentence is about running, and when I run, I get out of breath. Winded must mean out of breath.

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

**Reading Objective:** Analyze the impact of word choice on meaning and tone.

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

**Active Instruction**

(20 minutes)

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

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

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

(25 minutes)

Team Discussion

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

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

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

Teacher’s Note:

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

Read and Respond Questions

<p>| | |</p>
<table>
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</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.

Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
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 the students’ scores.
   What was your team’s highest score?
   What score do you want to improve?
   What can the team do to improve that score?
Use **Random Reporter** to ask:

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

*Accept supported answers.*

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

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

### Class Council

**(30 minutes)**

1. Share class compliments.

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

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

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

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress they can use in 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**

- **melodrama**: exaggerated behavior or emotional displays
  - also can refer to books, plays, and movies
  - used like people use the word *drama* in their lives

**Sample Word Map**

**Cycle 2**

- **strategy**: a careful plan to achieve a goal
  - also can refer to planning and conducting a war
  - important to win games such as chess
Common Core State Standards

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

Level 6  Word Choice

**English Language Arts Standards: Reading: Literature**

**Craft and Structure**
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Key Ideas and Details**
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**English Language Arts Standards: Writing**

**Text Types and Purposes**
W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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- WNET
- Charles R. Smith, Jr.
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