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.

Literature

Author’s Choices

Rimshots: Basketball Pix, Rolls, and Rhythms
Produced by the Reading Edge Middle Grades 2nd Edition Team

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

**Rimshots:** Basketball Pix, Rolls, and Rhythms

**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 an author’s word choice and other techniques and their effects. |
| Writing: | Use quotations from the text to support a claim. |

Unit Overview

Students will recognize an author’s choice of words and other techniques such as visual elements to create images and convey meaning.

Students reading on or above grade level may have no trouble with literal comprehension of text, but they may not be aware of meanings the author expresses indirectly through word choice and through other techniques such as visual display. This unit focuses on recognizing these choices and explaining how their use affects the piece’s meaning and the author’s message.

Unit Topic/Content

*Rimshots: Basketball Pix, Rolls, and Rhythms* is a collection of visually expressive writing about basketball by Charles R. Smith, Jr. Through interplaying poetry, prose, patterns of words as graphics, and photographs, the author captures the ups and downs, ins and outs, excitements, disappointments, and lessons of the game.

**Teacher’s Note:**

*Rimshots: Basketball Pix, Rolls, and Rhythms* is filled with basketball terminology. Be sure to familiarize yourself with the basic rules and language of the game. Some good, simple websites to consult are [www.momsguide.com](http://www.momsguide.com) or [www.basketball.org](http://www.basketball.org).

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.
## Rimshots: Basketball Pix, Rolls, and Rhythms

### At a Glance

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<th>Media</th>
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<td>Lesson 2</td>
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<td>self-selected reading</td>
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<td></td>
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<td>self-selected reading</td>
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</table>

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>Lesson</th>
<th>Text</th>
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<tr>
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<td>page 17</td>
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<tr>
<td></td>
<td>Lesson 3</td>
<td>page 18</td>
<td>(Embedded) Background video: “B-Ball Be”</td>
</tr>
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<td></td>
<td>Lesson 4</td>
<td>pages 20 and 21</td>
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<tr>
<td></td>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
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<td></td>
<td>Lesson 6</td>
<td>page 23</td>
<td></td>
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<tr>
<td></td>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson 8</td>
<td>self-selected reading</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

Reading Objective: Analyze an author’s word choice and other techniques and their effects.

Teacher Background

Today students will read “The Sweetest Roll.”
In this lesson, you will introduce sound and visual imagery. You also will draw students’ attention to the author’s use of repeated sounds, as in rhythm and rhyme, and visual elements and their effects on the poem.

Active Instruction

(22 minutes)

Big Question

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

The Big Question: What do you know about poetry? How does it differ from prose?

Set the Stage

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

   What do you know about poetry? How does it differ from prose?
   
   (Answers will vary.) Some students may say that poetry looks different from prose on the page—that the lines are shorter and sometimes end with rhymes. Some may even say that individual words seem more important in poetry than in prose.

   Can you remember the titles or any parts of poems that you’ve read or heard?
   
   (Answers will vary.) Some may say they can remember some nursery rhymes from their childhood or other poems they’ve studied in school.

   What helps you remember them?
   
   (Answers will vary.) Some may say that they remember poems on subjects that are special to them, like love or friendship, or poems that were read to them by special members of their family. Others may say that the sound of the poems—the rhymes and rhythms—help them remember.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

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

4. Distribute copies of *Rimshots: Basketball Pix, Rolls, and Rhythms*. Explain that this text is a collection of poems. Use **Think-Pair-Share** to ask:

   **How does poetry differ from literature or informational text?**

   *Poetry can take many forms; poems can rhyme or be written in free verse; poems do not have to express complete thoughts or use proper grammar; and are written in stanzas.*

   **After previewing *Rimshots: Basketball Pix, Rolls, and Rhythms*, what do you think the book will be about? Explain the clues that you used to make this prediction.**

   *Accept reasonable responses. For example, the book will be about basketball. It looks like the book has some poems and some prose along with pictures of basketball players and games. The title says that the book is about basketball.*

5. Tell students that you will show a short video of the author, Charles R. Smith, Jr., explaining why he likes words.

   Show the video “I Am a Poet.”

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

   **What does Charles Smith mean when he says that he paints with his pen?**

   *He uses words to help the listener/reader make mind movies of what he is trying to say.*

   Point out that the author of *Rimshots: Basketball Pix, Rolls, and Rhythms* uses both sound and visual imagery to bring basketball to life in his book.
**Interactive Read Aloud**

1. State the reading objective.

   This cycle our reading objective is to analyze an author’s word choice and other techniques and their effects.

2. Remind students that poets use a variety of techniques to connect to the reader and express ideas and feelings in a poem; poets create images for the reader or listener with the use of sound and visual effects. Point out that the subtitle of the book is *Basketball Pix, Rolls, and Rhythms*, so the author is telling at the start that he will use a variety of techniques to talk about basketball.

3. Explain that because poems are often very short, as compared with novels, poets use few words to express themselves—poets and writers of short literary works must make every word count. Point out that in this cycle, students will explore several of these techniques.

4. Point out that one of the most important features of poetry is its sound and that authors do many things to play with sound in their poems. Use **Think-Pair-Share** to ask:

   Think of a poem you know. What gives it its sound?

   *(Answers may vary.) The poem has rhyme, and it has a rhythm.*

5. Review with students that rhymes are repeated end sounds in words, creating words that sound alike, while rhythm is the repeated pattern of stressed and unstressed beats or syllables.

6. Explain that another literary technique is alliteration, or the repetition of the beginning consonant sounds in words.

7. Explain that some poets also create a visual with their words on a page so the shape of the words and how the words are laid out on the page contribute to the meaning the poet wishes the reader to understand.
8. Read the first three lines of “The Sweetest Roll” on page 8 aloud, and make a point of noticing the repetition of the /d/ sound and that the word frenzy on page 9 is written differently. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right away, the poet catches my attention with the repeated /d/ sound. Repeating the sound in these short lines helps create a rhythm. As I glance at the poem, I also notice that the word frenzy on page 9 is written differently, with the letters written irregularly. I think the author is using the letters in the word to convey the meaning—a frenzy is something in a state of excitement, and these letters look like they are “excited.”</td>
</tr>
</tbody>
</table>

9. Tell students that you will make some notes on the poem as you read it. Tell students that they will use sticky notes to do the same thing as they read. Tell them NOT to write on the pages in the book. Model making notes on the first three lines. See the model below.

10. 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 next four lines on page 8 and identify a rhyme in the first seven lines. Use Random Reporter to debrief. The words dish in line three and swish in line seven rhyme.

11. Remind students to use sticky notes to mark and analyze the author’s word choice and other techniques and their effects on the poem.
Teenwork (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 8 and 9 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. 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. Look at the word hOle in the last line on page 8. What is the actual meaning of the word, what does the author mean by the word, and why does the author write the word in this way? Support your answer. **(Write) [AC, AP, SA]** (Team Talk rubric)

   - **100 =** The word hOle means an empty space. The author uses this word to mean the basket in a basketball game. He uses this word because a basket is an empty space and has a round opening similar to a hole. The author uses a large o to represent a basket. I know this is the case because of the context in the poem—the lines before hOle say “take it/strong/to the hOle,” which means take the ball to the basket. Making a basket is the goal of the game, so the author emphasizes the goal with the way he writes the word hOle.

   - **90 =** The word hole means an empty space. The author uses this word to mean the basket in a basketball game. A basket is an empty space and has a round opening like a hole does.

   - **80 =** It means an empty space. He uses this word to mean the basket because a basket is an empty space.

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Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.
Team Talk Questions continued

2. How does the rhythm of the poem relate to the action described in the poem? [AC] (Team Talk rubric)
   
   **100** = The poem moves very fast, like a basketball game. The lines are short. For example, most lines are only one or two words, such as “pop” and “Fake it.” The rhythm is irregular—similar to the sound of someone running fast, dribbling a ball, having to avoid other players as he goes; for example, the author alternates short syllables with multi-syllable words, such as temptation and “to let onepop.” The rhythm imitates the way players move in a game.

   **90** = The poem moves very fast, like a basketball game. The lines are short. Some lines are only one or two words.

   **80** = It moves very fast, like a basketball game.

3. What does the author mean when he says “To the left/to the right” on page 9? [AP] (Team Talk rubric)
   
   **100** = Players have to move left and right to avoid opponents. I think these lines indicate how the basketball player has to move when he is dribbling down court. The author writes a good description of how basketball players move during a game.

   **90** = Players have to move left and right to avoid the other team. It shows how the basketball player has to move when he is dribbling down court.

   **80** = This shows how players move on the court.

4. How does the visual form of the poem impact the meaning of the poem? [AC] (Team Talk rubric)
   
   **100** = The poem is written in a curve. The shape is similar to the way a basketball moves when someone shoots at a basket. The gap between the words swish and falls at the end of the poem represents the ball as it goes in the basket. The shape emphasizes that the poem is about basketball and how a winning shot is made.

   **90** = The poem is written in a curve. The shape looks like the way a basketball moves when someone shoots at a basket. The gap between the words swish and falls shows the ball as it goes in the basket.

   **80** = It is written in a curve. The shape looks like the way a basketball moves when someone shoots a basket.

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

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they recorded, 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 an author’s word choice and other techniques and their effects.

Teacher Background

Today students will read “I Remember.”

In today’s lesson, students will identify the techniques of word choice and repetition and how they affect the literary work.

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>temptation</td>
<td>temp-ta-tion</td>
<td>the urge to do something</td>
<td>The temptation to go outside and enjoy the beautiful day was great, but Wanda still had homework to do.</td>
</tr>
<tr>
<td>frenzy</td>
<td>fren-zy</td>
<td>a state of wild excitement</td>
<td>The crowd of fans went into a frenzy when their team won the championship game.</td>
</tr>
<tr>
<td>intensity</td>
<td>in-ten-si-ty</td>
<td>very focused attention</td>
<td>Jason’s intensity showed as he practiced his pitching for hours and hours.</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>humiliation (noun) page 10</td>
<td>hu-mil-i-a-tion (hue-MIL-ee-ay-shun)</td>
<td>embarrassment or shame, often caused by others</td>
<td>Janet tried to hide her <em>humiliation</em> when the other kids teased her.</td>
</tr>
<tr>
<td>eternity (noun) page 15</td>
<td>e-tern-i-ty (e-TERN-ih-tee)</td>
<td>endless time</td>
<td>Waiting for the results of the play’s audition seemed like an <em>eternity</em> because Margaret really wanted to have the lead role.</td>
</tr>
<tr>
<td>instinct (noun) page 15</td>
<td>in-stinct (IN-stinkt)</td>
<td>natural ability or way of reacting</td>
<td>Josh acted on his <em>instinct</em> and caught the fly ball perfectly without thinking about it.</td>
</tr>
<tr>
<td>scan (verb) page 15</td>
<td>SCAN</td>
<td>look over</td>
<td><em>Scan</em> the newspaper to find the time the movie starts,” Eddie said to Jamie.</td>
</tr>
<tr>
<td>converge (verb) page 15</td>
<td>con-verge (con-VERJ)</td>
<td>come together from different directions</td>
<td>With so many flowers in the garden, bees began to <em>converge</em> from all over the neighborhood.</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, tell about the poem they read, ask questions about the text, and make some predictions about other poems they will read. Use **Random Reporter** to have teams share their discussions.

   Have students think of some memories they have about playing a game or sport. Point out that some memories will be happy, some will be sad, and some may be embarrassing.

5. Tell students that they will see a video where Charles Smith explains how he became interested in basketball. Show the video “Where It Began.”
Use **Think-Pair-Share** to ask:

**What was the value of basketball to Charles when he was a child?**

*He played basketball with his father. Spending time with his father was of great value to Charles; he learned many lessons. Charles is passing those lessons on to his son.*

**Interactive Read Aloud**

1. Remind students of the reading objective.

   **This cycle our reading objective is to analyze an author’s word choice and other techniques and their effects.**

2. Read the last two “I remembers” in the left-hand column of “I Remember” on page 5 aloud. A sample Think Aloud follows.

   **Sample Think Aloud**

   The piece is about memories. In this passage, the author chooses words to mark his memories of growing up—when he was the shortest on the team and then grew tall enough to touch the rim of a basketball net when he jumped. The author uses contrasting word choices to make a point—“shortest on the team” contrasted with “tall enough.” I also think the author used the word choice “I grew tall enough to jump and touch the rim” to connect normal growth to the thing that is important to him—basketball. This sentence tells me more than if the author just said, “I grew to six feet tall.” If I look at the picture on page 4—certainly a “Basketball Pix”—it seems to reinforce the idea of growing up playing basketball. The author uses more than just words to convey his meaning.

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

   **Do you think the passage I read reflects happy or sad memories for the author? Why?**

   *(Answers may vary.)* I think this memory is a happy one. I know I was happy when I finally got taller than my mother. It felt like I had grown up.

   **Why do you think the author repeats the phrase “I remember”?**

   *(Answers may vary.)* The author repeats this phrase to make a point and carry a constant thought throughout the piece. It also creates a thoughtful mood.

4. Model making notes on the poem. Remind students that they can use sticky notes to make their own notes as they read, but they should NOT write on the pages in the book.
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 second “I remember” in the left-hand column on page 5. Use Think-Pair-Share to have students explain what the word choice tells them.

What does the author’s word choice tell you?

(Answers may vary.) The phrase “after so many years” indicates a mood of joy and final triumph after hard work—reaching the goal of beating his dad at one-on-one.

Use Random Reporter to debrief.

6. Use Think-Pair-Share to have students identify important events or details that should be added to their sticky notes.

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: page 5 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. Give students feedback. Prompt and reinforce their discussions.

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

Team Discussion

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does the author mean by the phrases “big orange ball” and “seemed so high” in the first “I remember”? Why do you think the author chose these phrases? Support your answer. (Write) [AC, AP, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = I think the author chose the phrases “big orange ball” and “seemed so high” in this section to reinforce the earlier phrase “being so small.” A basketball must seem huge to a young child, and the basket must seem completely out of reach when you are short. The author uses these phrases to create a specific image for the reader, rather than just saying “when I was four” or “when I was three feet tall.”</td>
</tr>
<tr>
<td>90 = I think the author chose the words “big orange ball” and “seemed so high” to go with the earlier phrase “being so small.” A basketball must seem huge to a young child, and the basket must seem out of reach to someone short.</td>
</tr>
<tr>
<td>80 = He wants to support his idea of being a small child.</td>
</tr>
<tr>
<td>2. The speaker often contrasts his memories. Why do you think the author chooses to remember things this way? [AC, AP, SA] (Team Talk rubric) (Answers may vary.)</td>
</tr>
<tr>
<td>100 = I think the speaker contrasts his memories to reinforce his memories and to show the passage of time. An example of contrasting lines is: “I remember blocking my first shot” and “I remember my first shot that was blocked.” Blocking his first shot probably made him feel good, while being blocked made him feel bad. We often remember opposites or contrasts in our lives.</td>
</tr>
<tr>
<td>90 = I think the speaker does this to strengthen his memories. An example of contrasting lines is: “I remember blocking my first shot” and “I remember my first shot that was blocked.” Blocking the shot probably felt good, while being blocked felt bad.</td>
</tr>
<tr>
<td>80 = He wants to strengthen his memories.</td>
</tr>
<tr>
<td>3. What are the moods in the “I remembers” about his father? (The second, sixth, and fifteenth “I remembers.”) Support your answer with evidence from the text. [AC, AP, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = These three “I remembers” start out with a happy mood—being able to beat someone older than you is a good thing (“beating my father at one-on-one after so many years”)—but ends up with a memory that his father is getting older and cannot play any longer (“when my dad could no longer play”); that would be a sad memory. Furthermore, it is also a realization that his father won’t be around forever. People often have both happy and sad memories about the same event or person.</td>
</tr>
<tr>
<td>90 = These three “I remembers” start out with a happy mood but end with a sad memory. At first he remembers how happy he was the first time he beat his dad. Then he remembers that his father is getting older and cannot play any longer.</td>
</tr>
<tr>
<td>80 = They start out happy but end up sad.</td>
</tr>
</tbody>
</table>
Team Talk Questions continued

4. How important do you think basketball is to the speaker? Support your analysis.

[AP, SA] (Team Talk rubric)

100 = I think basketball is very important to the speaker. Every section of this poem is about basketball. The speaker uses basketball terms such as one-on-one, blocking shots, free throws, and running suicides. At the end of the poem, the speaker says, “when it comes to basketball, there are always many things that I remember.” Basketball seems to have taken up much of his life as a youngster, and he has created many memories of it. People usually have many memories of the things they like.

90 = I think basketball is very important to the speaker. Every part of this poem is about basketball, he uses basketball terms and he says that he will always remember playing basketball.

80 = It is very important.

5. Which of the following does NOT last for an eternity? [CV]

A. a sneeze
B. the universe
C. the sun
D. a mountain

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

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they recorded, 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)

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

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

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

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>temptation</td>
<td>temp-ta-tion (tem-TAY-shun)</td>
<td>the urge to do something</td>
<td>The temptation to go outside and enjoy the beautiful day was great, but Wanda still had homework to do.</td>
</tr>
<tr>
<td>frenzy</td>
<td>fren-zy (FREN-zee)</td>
<td>a state of wild excitement</td>
<td>The crowd of fans went into a frenzy when their team won the championship game.</td>
</tr>
<tr>
<td>intensity</td>
<td>in-ten-si-ty (in-TENS-ih-tee)</td>
<td>very focused attention</td>
<td>Jason’s intensity showed as he practiced his pitching for hours and hours.</td>
</tr>
<tr>
<td>humiliation</td>
<td>hu-mil-i-a-tion (hue-MIL-ee-ay-shun)</td>
<td>embarrassment or shame, often caused by others</td>
<td>Janet tried to hide her humiliation when the other kids teased her.</td>
</tr>
<tr>
<td>eternity</td>
<td>e-tern-i-ty (e-TERN-ih-tee)</td>
<td>endless time</td>
<td>Waiting for the results of the play’s audition seemed like an eternity because Margaret really wanted to have the lead role.</td>
</tr>
<tr>
<td>instinct</td>
<td>in-stinct (IN-stinkt)</td>
<td>natural ability or way of reacting</td>
<td>Josh acted on his instinct and caught the fly ball perfectly without thinking about it.</td>
</tr>
<tr>
<td>scan</td>
<td>SCAN</td>
<td>look over</td>
<td>“Scan the newspaper to find the time the movie starts,” Eddie said to Jamie.</td>
</tr>
<tr>
<td>converge</td>
<td>con-verte (con-VERJ)</td>
<td>come together from different directions</td>
<td>With so many flowers in the garden, bees began to converge from all over the neighborhood.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Analyze an author’s word choice and other techniques and their effects.

Teacher Background
Today students will read “Hot Like Fire.”

In today’s lesson, you will focus on the author’s use of comparison—metaphor—and visual effects to create an image.

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 notice that the word intensity in the vocabulary chart looks like the word intense. I know that intense means something to an extreme degree, such as an intense color or intense heat. Intense is an adjective because it describes the words color and heat. The vocabulary chart says that intensity is a noun, and its definition is “focused attention.” That is like paying extreme attention to something, so the words are related. (Model using the dictionary to look up intensity.) The dictionary definition of intensity is “great power or force,” as in the sentence “The intensity of sunlight is very strong at noon in the desert, and it gets very hot.” I’ve also heard of the intensive care unit in a hospital. This is where very sick patients are treated. I think intensive care means that the intensity of care is very high here.
**Sample Word Map**

- intensive, intensify, intensification, act of intensifying
- intensive care/hospital, to get stronger
- intense, extreme, great
- of light
- of wind
- of sound
- intensity, great force or power, very focused attention

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, tell about one of the poems they read, ask questions about the text, and make some predictions about other poems they will read. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. Remind students of the reading objective.

   **This cycle our reading objective is to analyze an author’s word choice and other techniques and their effects.**

2. Remind students of the subtitle *Basketball Pix, Rolls, and Rhythms*. Remind students that authors often use comparisons to create images and convey their meaning. This means that they often choose words to go beyond their literal meaning to create a specific image or meaning.

3. Remind students of the poem “The Sweetest Roll” on pages 8 and 9 and the word *hOle* in the last line on page 8. Point out that the literal meaning of *hole* is an empty space, but the author uses the word to represent a basketball net—the word *hOle* is a word image and a visual image—a “Basketball Pix.”
4. Tell students that when reading, they should think beyond the literal meaning, especially when something doesn’t seem to make sense.

5. Read the first two lines of “Hot Like Fire” on page 10 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first line begins with “I am on fire....” This is not meant literally—he really isn’t on fire. This comparison image means that the speaker is really good at what he is doing at the moment. I think the author puts “I am on fire“ in red to mean fire—it extends the comparison and the image.</td>
</tr>
</tbody>
</table>

6. Use Think-Pair-Share to ask:

**Have you heard people say things like “I’m on fire”? What other saying might they use to mean the same thing?**

*(Answers may vary.) Yes. I’ve often heard people say things like “I’m on fire” when they are really good at something. I’ve also heard people use the phrase “I’m hot,” which means the same thing.*

**Besides the poem, what else does the author include to get his idea across? How do you think the photograph on page 11 relates to the poem?**

*(Answers may vary.) The author includes a photograph. Yes. I think the photograph relates to the poem because the picture shows a basketball player all set to dribble the ball. His body shows tension, as if he is going to make some fast moves down the court.*

Remind students to pay attention to the photographs as they read the pieces in the book.

7. Read the first line in “Hot Like Fire.” Model making notes. A sample graphic organizer follows.

| compares himself to fire—really good; uses red as a visual image for fire |
| Hot Like Fire |
| I am on fire and there is nothing that you can do about it |

8. 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 next line and work in teams to identify additional images or comparisons.
Use Random Reporter to debrief.

“My eyes burn” and “to burn you” continue the fire image started in the title.

9. Point out that the comparisons “I am on fire,” “My eyes burn,” and “To burn you” are also called metaphors. Explain that when an author repeats similar metaphors in a piece, it is known as an extended metaphor. Use Think-Pair-Share to ask:

Why do you think an author would use an extended metaphor?

(Accept reasonable responses.) Repeating similar metaphors gives more attention to the image. The more we read the comparisons, the more powerful the image becomes in our minds.

10. Use Think-Pair-Share to have students identify important events or details that should be added to their sticky notes.

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: page 10 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. 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. Besides the fire comparison/metaphor, what other element is repeated throughout “Hot Like Fire”? What effect does the repetition have on the mood in the literary work? [AC, SA] (Team Talk rubric)

   **100 =** *The word points is repeated, along with a number—“12 points,” “60 points,” “10 points,” etc. I think the repetition creates a mood of excitement—the points are adding up for the winning team. The repetition of points shows that the team is doing very well and will probably win the game, reinforcing the idea that the speaker is “on fire.”*

   **90 =** *The word points is repeated, along with a number—“12 points,” “60 points,” “10 points,” etc. I think it makes the mood exciting.*

   **80 =** *The word points is repeated. It makes the mood exciting.*

2. What is the meaning of the next-to-last line: “As you can see, your endless talk and chatter only served as fuel for my fire”? (Write) [AC, AP, SA] (Team Talk rubric)

   **100 =** *I think the speaker means that all the talking done by his opponents only spurs him on to play even better. I think the speaker’s opponent kept trying to talk to distract the speaker from playing well. The speaker also continues to extend the fire image that he is playing very well. The repetition of the image reinforces the idea of the poem. The speaker lets us know that talk is just going to motivate him to play better.*

   **90 =** *I think the author means that all the talking done by players on the other team only makes him play even better. The other player was trying to distract the speaker by talking. The repetition of “fire” supports the idea of the poem.*

   **80 =** *He means that all the talking done by players on the other team makes him play even better.*

3. How would you describe the speaker in the piece? Support your answer with evidence from the piece. [MI, SA] (Team Talk rubric)

   (Answers may vary.)

   **100 =** *I think the speaker in the piece is confident. He says, “I’m on fire.” He means that he is playing extremely well. He talks about the opposing team only in losing terms, such as “you become helpless and more defenseless,” “weak defense,” “Humiliation for you,” “helping me to exceed my goal,” and the final line, “You just got burned.” The author’s word choice creates an image of confidence.*

   **90 =** *I think the speaker in the piece is confident. He is playing well because he says, “I’m on fire.” He also only describes the other team with phrases to show how they are losing.*

   **80 =** *He is confident.*

*continued*
Team Talk Questions continued

4. Why does the author choose to include phrases such as “fadeaway jump shot” and “slam dunks”? [AC, AP, SA] (Team Talk rubric)
   (Answers may vary.)
   100 = The author includes these phrases because he is talking about a basketball game, and these are common phrases used when talking about basketball. It illustrates that the author knows a lot about basketball and probably played the game. His word choice reinforces his topic.
   90 = The author includes these phrases because he is talking about a basketball game. It shows that he knows a lot and probably played the game.
   80 = He is talking about basketball.

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]
   Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: The chocolate chip cookie was a temptation, but I ate the carrot sticks instead.

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

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they recorded, 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.

3. Show the video “Fluency.”
Celebrate

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

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

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

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

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

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

Reading Objective: Analyze an author’s word choice and other techniques and their effects.

Teacher Background
Today students will read “Gimmetheball!”

In this lesson, students continue to practice identifying and analyzing word choice and other techniques and their effects.

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.
Author’s Choices

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, tell about one of the poems they read, ask questions about the text, and make some predictions about other poems they will read. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. Remind students of the subtitle: Basketball Pix, Rolls, and Rhythms.
2. Read the fourth line from the bottom in “Gimmetheball!” (“I put it on the ball, my heart in my throat…”) on page 15 aloud. A sample Think Aloud follows.

Sample Think Aloud

What does it mean, “my heart in my throat”? Based on the context of the piece, I think it means he’s really nervous. I know when I’m nervous, my heart beats hard and fast and it feels like it is in my throat, although I know it really isn’t.

3. Use Think-Pair-Share to ask:

Why do you think the author chose this phrase for the poem?

(Answers may vary.) I think the author wants me to visualize just how nervous the speaker is. The phrase helps make an image of his heart beating quickly and leaping up his throat in my mind.

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

Have students read the sixth line from the bottom, “…to throw it down with authority. In the blink of an eye…,” and use Think-Pair-Share to have students identify additional images or metaphors.

Use Random Reporter to debrief.

“In the blink of an eye” means something that happens very fast, because a blink is fast.

5. Use Think-Pair-Share to have students identify important events or details that should be added to their sticky notes.
Partner Prep

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

2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. 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. Identify at least one example of imagery in “Gimmetheball!” What is the effect of this example on the piece? [AC, SA] (Team Talk rubric)

   (Answers may vary.)

   100 = One example of imagery is blood racing through veins near the end of the poem. The imagery reinforces the mood of excitement in the poem. When you are excited, your heart beats faster and your blood flows faster. In this piece, the game is almost over. The speaker wants the ball so he can make the winning basket. Naturally, he is excited and feels a sense of urgency—his heart is pounding as the final seconds tick by.

   90 = One example is blood racing through veins near the end of the poem. This supports the mood of excitement in the poem. When you are excited, your heart beats faster and your blood flows faster.

   80 = An example is blood racing through veins. It means excitement.

   continued
Team Talk Questions

2. Hyperbole is a technique of exaggeration. Which of the following is an example of hyperbole in this work? **[AC, AP, SA]** (Team Talk rubric)

   A. “Five seconds left. An eternity.”
   B. “There's only seven seconds left.”
   C. “I put the ball on the ground.”
   D. “I keep trying to find a way to get open.”

Support your choice.

100 = The word eternity means endless time. Five seconds is **hardly** endless time. It may seem that way in an exciting, close, and tense game. The speaker uses this hyperbole to **illustrate** how tense the game is—his team is down by one. If someone, the speaker, can make a basket, they will win the game. A lot can happen in a few seconds in a basketball game, so five seconds seems like an eternity because if they don’t make the shot, they will lose.

90 = The word eternity means endless time. Five seconds is not long. But it may seem that way in an exciting, close, and tense game. If the speaker’s team makes a basket in that time, they will win.

80 = It means endless time. Five seconds is not long.

3. What effect do the visual elements of the words ball, Gimmetheball, and basket have on this piece? **(Write)** **[AC, AP, SA]** (Team Talk rubric)

100 = Putting the words ball, Gimmetheball, and basket in larger purple or red letters immediately draws my attention to them. The point of this piece is to get the ball into the basket to win the game, so emphasizing these words with size and color reinforces the point of the piece. The red color also reinforces the urgency of the situation—there are only seconds left to make the shot, so the main point is to get the BALL into the BASKET. The author uses visual elements to **illustrate** the urgency in the piece.

90 = Putting the words ball, “Gimmetheball!”, and basket in larger purple or red letters draws my attention to them right away. The red color supports the urgency of the situation—they are trying to get the BALL in the BASKET.

80 = It draws my attention to words that strengthen the main point of the poem.

4. What is the general mood in “Gimmetheball!,” and how does the author create it? Support your answer with examples from the work. **[AC, SA]** (Team Talk rubric)

100 = The mood is exciting and urgent. The author creates excitement and urgency in this poem when he uses the countdown: “seven seconds left,” “five seconds left,” and “three seconds left.” The author’s word choice also creates excitement: “We’re down by one,” “Everyone is on me all the time,” “I have no fear,” “No time to think, just time to act on instinct,” “In a split second.” The author also uses a lot of short sentences, such as “I can make it. I know I can.” **These elements create an exciting and urgent mood.**

90 = The mood is exciting and urgent. The author makes an excited and urgent feeling in this poem when he uses the countdown: “seven seconds left,” etc.

80 = It is exciting.
5. What is a synonym for the word frenzy? What is an antonym for the word frenzy? (Reminder: an antonym is a word meaning the opposite.) [CV]
   (Accept reasonable responses.) An antonym for frenzy is calm. A synonym for frenzy means a state of wild excitement.

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

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

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

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

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

**Class Discussion (15 minutes)**

**Lightning Round**

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

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

**Celebrate**

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

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

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

**Writing Objective:** Use quotations from the text to support a claim.

**Teacher Background**
Based on students' previous writing performance, provide instruction to improve their skills.

**Active Instruction** *(10 minutes)*

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have examined word choice and other techniques the author of *Rimshots: Basketball Pix, Rolls, and Rhythms* uses to create images and convey his message. Have students work in their teams to identify the examples they saw during the cycle. *Visual elements such as color and the ways words are written or arranged on a page, rhythm, rhyme, repeated sounds, and comparisons/metaphors.*

Use Random Reporter to debrief.
Connect the skill to the writing objective by reminding students that many literary works, including those they have read this cycle, are very creative and are somewhat open to interpretation—different people may get different things from the different techniques. Tell students that if they are going to give their opinion or make a claim about something, they need to be able to back it up with reasons, in this case with examples from the text—people’s claims and opinions are usually based on something.

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>Which example of word choice or other techniques used this cycle do you think is the most effective? Support your claim with evidence from the text.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

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

_The prompt is asking me to support a claim with reasons. I know because it asks me for my opinion about the effectiveness of techniques in what I have read. It also asks me to support my claim with evidence from the text._

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

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| **Organization** | • Begin by stating a position (claim).  
• In the middle, tell supporting reasons.  
• End with a closing statement. |
| **Style** | • Use words and phrases that help the audience see how the reasons are related to the claim. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |

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

Use Think-Pair-Share to ask:

**Which guidelines relate to our writing objective: use quotations from the text to support a claim?**

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

**Model a Skill**

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

Tell students that since the pieces they read this cycle were short, it is also a good idea to review them: pages 5, 8 and 9, 10, and 15 in *Rimshots: Basketball Pix, Rolls, and Rhythms*.

2. Model using a web or other graphic organizer to record ideas. See the following example:

![Graphic Organizer Example]

**Teamwork**

(20 minutes)

**Independent Work**

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

**Team Discussion**

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

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

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

Lightning Round

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

Refer students to the writer’s guide for writing to support a claim with reasons and the writing objective—use quotations from the text to support a claim.

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

For example, ask:

- Does the writer clearly state a position?
- Does the writer use words and phrases to help a reader see how reasons are related to the claim?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use quotations from the text to support a claim?

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

Reflection on Writing

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

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

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

- Why should you include evidence from the text to support your claim?
  
  *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

Which example of word choice or other techniques used this cycle do you think is the most effective? Support your claim with evidence from the text.

### Writing to Support a Claim with Reasons

<table>
<thead>
<tr>
<th><strong>Ideas</strong></th>
<th>• Clearly state a position (claim) and include good reasons that support that position.</th>
</tr>
</thead>
</table>
| **Organization** | • Begin by stating a position (claim).  
• In the middle, tell supporting reasons.  
• End with a closing statement. |
| **Style** | • Use words and phrases that help the audience see how the reasons are related to the claim. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |
Lesson 6

Reading Objective: Analyze an author’s word choice and other techniques and their effects.

Writing Objective: Use quotations from the text to support a claim.

Teacher Background
Today students will read “The Scorer.”

In this cycle, students examined a variety of techniques used to create images and convey meaning: visual elements, rhythm, rhyme, repetition of sounds and words, word choice, and comparisons (metaphors).

Active Instruction (5 minutes)

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

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

Prepare Students for the Test (5 minutes)

Partner Review
1. Remind students that they have been practicing analyzing an author’s word choice and other techniques and their effects. They have also practiced using quotations from the text to support a claim.

Use Think-Pair-Share to ask:

What techniques did the author use to create images and convey meaning this cycle?
Visual elements such as color and the ways words are written or arranged on a page, rhythm, rhyme, repeated sounds, and comparisons/metaphors.

**How do these techniques impact your enjoyment and understanding of the text?**

*Answers will vary.*

Tell students that they will use these skills as they take the cycle test.

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

**Test Directions**

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

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

3. Point out that questions #1, #2, #3, and #5 ask about author's word choice and other techniques.

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

5. Why does the author choose the words “through traffic” in “The Scorer”? * [AC, AP, SA]

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

**Today you will read another piece from Rimshots: Basketball Pix, Rolls, and Rhythms called “The Scorer.”**

**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.

   The works you read this cycle all had the same topic—basketball. How does Charles R. Smith, Jr. make each piece interesting?

   (Answers will vary.) The author uses a lot of different visual techniques to make his pieces interesting. His pieces are about different aspects of players or the game.

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

Author's Choices

**Directions:** Read “The Scorer,” page 26, and answer the following questions on a separate piece of paper.

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

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

1. How does the mood of the piece “I Remember” compare with the mood in “Hot Like Fire” and “Gimmetheball!”? What techniques does the author use to create the mood in these pieces? Support your answer with evidence from the text. [AC, SA]

**20 points** = The mood in “I Remember” is calm and thoughtful. The author is remembering things in his basketball past—“being the last one picked on my old street court,” “hitting the winning shot against the team that didn’t pick me,” “showing up first and leaving last from practice,” and “when my dad could no longer play one-on-one.” The repeated beginning of the lines, “I remember,” helps create this mood of quiet thoughtfulness. The moods in “Hot Like Fire” and “Gimmetheball!” are very different from the mood in “I Remember.” These two works have an exciting and tense mood. To illustrate this mood, the author uses a countdown in “Gimmetheball!” (“seven seconds,” “five seconds,” and “three seconds”). The author also uses the visual elements of color and larger letters. “Hot Like Fire” and “I am on fire” are written in red; this is exciting because red is an exciting color. Charles R. Smith, Jr. creates different moods in different works with different techniques.

**15 points** = The mood in “I Remember” is calm and thoughtful. The moods in “Hot Like Fire” and “Gimmetheball!” are exciting and tense. Repeating the phrase “I remember” gives that poem a quiet, thoughtful mood. To show excitement and tense feelings, the author uses a countdown in “Gimmetheball!” and he uses color and larger letters in “Hot Like Fire.”

**10 points** = “I Remember” is calm and thoughtful. “Hot Like Fire” and “Gimmetheball!” have exciting and tense moods.

2. The last word in “Hot Like Fire” is burned. What visual element has the author used with this word, and why do you think he wrote it this way? [AC, AP, SA]

Accept supported answers.

**20 points** = The author wrote the last word, burned, in larger, black letters edged in red. I think the author used the visual element to illustrate that the speaker was “so hot” that his team won, and the other team that lost “got burned.” When things burn, they turn black. The red edging is a remnant of the fire. In addition
to the words, the author reinforces the conclusion of the game with this visual element. The author uses visual elements to create meaning as much as the words he writes.

15 points = The author wrote the last word, burned, in larger, black letters edged in red. I think the author used this visual element to show that the speaker was “so hot” that his team won and that the other team lost. When things burn, they turn black.

10 points = The last word, burned, is in larger, black letters. I think the author used this to show that his team won.

3. What are three examples of alliteration in the “The Scorer”? What do you think the alliteration, together with the rhythm and rhyme, do for the poem? [AC, AP, SA]

Answers may include “silky smooth”; handle and him; dribble and drive; stutter and steps; and glide, slide, stride, and side.

(Accept supported answers.)

20 points = I think the alliteration, rhythm, and rhyme make the poem seem like it is about someone who knows exactly what he’s doing; the player is confident. The repeated soft /s/ sounds and /h/ sounds make his movements seem graceful, almost like dancing. “Dribble drive” and “stutter steps” make it sound like he can speed up if he wants to. The sound and rhythm of the poem illustrate how a basketball player can move confidently during a game.

15 points = I think the alliteration, rhythm, and rhyme make the poem seem as though it is about someone who knows exactly what he’s doing. The repeated soft /s/ sounds and /h/ sounds make his movements seem graceful, almost like dancing.

10 points = The alliteration, rhythm, and rhyme make it seem as though the poem is about a good player.


20 points = “The Scorer” describes how a player, who is trying to score, moves on the court. Basketball players use a variety of movements to avoid other players while moving toward the goal to take a shot. The author uses word choice and other techniques to create a certain image in a basketball game.

15 points = “The Scorer” describes how a player, who is trying to score, moves on the court. Basketball players use different movements.

10 points = It describes how a player moves on the court.
5. Why does the author choose the words “through traffic” in “The Scorer”?

[AC, AP, SA]

20 points = The phrase “through traffic” creates an image of traffic on the street. The author uses this metaphor to describe how players have to move to avoid opponents. It is like a car driving through traffic—changing lanes to avoid backups. The author wants the reader to visualize the crowd of players that the speaker has to get through to get to the basket. Using a metaphor of a common experience conveys a lot of meaning with few words.

15 points = The author uses this to describe how players have to move to avoid players on the other team. It is like a car driving through traffic—changing lanes to avoid backups.

10 points = The author uses this to describe how players have to move to avoid the other players.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Which example of word choice or other techniques in “The Scorer” do you think is the most effective? Support your answer with evidence from the text.

I think the form of the poem creates meaning as much as the words themselves. For example, the word dribble in the poem has alternate letters up and down. This is how a ball moves when it is dribbled. The boldface ts in stutter and steps are like someone starting to move and then stopping to change direction. The letters in the word stride are spread out, like a player taking large strides. With these elements, I can just see a basketball game and a player taking the ball down the court to score.

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

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| **Organization** | • Begins by stating a position (claim)  
                             • In the middle, tells supporting reasons  
                             • Ends with a closing statement | 0–25 pts. |
| **Style**   | • Uses words and phrases that help the audience see how the reasons are related to the claim | 0–25 pts. |
| **Mechanics** | • Uses correct punctuation, capitalization, spelling, and grammar | 0–10 pts. |
| **Writing Objective** | • Use quotations from the text to support a claim. | 0–15 pts. |
Part III. Vocabulary (100 points)

1. Write a meaningful sentence for the word scan. [CV]
   
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Birdwatchers scan the trees to look for interesting birds.

2. Which of the following is NOT a temptation? [CV]
   
   A. a rotten apple  
   B. ice cream  
   C. a nice day  
   D. a crisp cookie

3. What is a synonym for the word converge? What is an antonym for the word converge? [CV]

   (Accept reasonable responses.) A synonym for converge is join or meet. An antonym for converge is separate.

4. Write a meaningful sentence for the word humiliation. [CV]

   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Losing at the last minute when we had led the whole game was a humiliation for our team.

5. The dog watched the squirrels with great ______ because he wanted to chase them.
   
   Choose the word that belongs in the blank. [CV]
   
   A. fear  
   B. intensity  
   C. kindness  
   D. dread

6. Which of the following is an example of frenzy? [CV]

   A. a long, relaxing nap  
   B. fans seeing their favorite star  
   C. keeping your cool  
   D. still waters

7. What is a synonym for the word eternity? What is an antonym for the word eternity? [CV]

   (Accept reasonable responses.) A synonym for eternity is endlessness. An antonym for eternity is a second.

8. A dog will chase squirrels because it has the ______ to do so.
   
   Choose the word that belongs in the blank. [CV]
   
   A. learning  
   B. fear  
   C. legs  
   D. instinct
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

_We explored the word_ authority. Authority _means_ force or strength. _At obedience class, I learned to say “Sit!” with enough authority to make my dog listen to me._

10. As used in the sentence on page 9 _“To the left to the right earthbound legs take flight ready to excite the crowd into a frenzy,”_ earthbound _most nearly means— [CV]

   A. describing the earth.
   B. _attached to the earth._
   C. studying the earth.
   D. mining the earth.

_Students will explain their thinking. For example, I know the word part bound, which means tied up. The answer choice that used a word like bound is attached to the earth._

### 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 an author’s word choice and other techniques and their effects.

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)

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

   Vocabulary Vault
   Teams review their cycle goal.

   Connect the cycle objective to students’ homework reading selections.

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>
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.

**Teacher Background**

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

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

---

**Active Instruction**

**(2 minutes)**

**Two-Minute Edit**

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

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

**Celebrate/Set Goals**

**(20 minutes)**

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.

2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.

3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.

4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

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

   Use Random Reporter to ask:

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

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

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

---

**Class Council**

(30 minutes)

1. Share class compliments.

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

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

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

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

---

**Brain Game**

(5 minutes)

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

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

   What did this game require your brain to do?

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

**Reading Objective:** Analyze an author's word choice and other techniques and their effects.

**Teacher Background**

Today students will read “Excuses, Excuses” and “Everything I Need to Know in Life I Learned from Basketball.”

During this cycle, students will continue analyzing word choice and other techniques and their effects.

**Active Instruction**

(22 minutes)

**Big Question**

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

**The Big Question:** Why do we make excuses for ourselves?

**Set the Stage**

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

   **Why do we make excuses for ourselves?**

   *(Answers will vary.) We try to cover up our mistakes, or we blame them on something or somebody else so we won’t have to correct them ourselves.*

2. If you have time and an Internet connection, show one of the sections of the interview with Charles R. Smith, Jr. from www.readingrockets.org/books/interviews/smithc/.

   There are eight interviews: 1—Getting Started (2 min. 23 sec.); 2—Time Magazine and the Dictionary (1 min. 59 sec.); 3—An Organic Process (1 min. 7 sec.); 4—My People (3 min. 47 sec.); 5—If (2 min. 12 sec.); 6—Black Jack: The Ballad of Jack Johnson (3 min. 8 sec.); 7—What’s Next? (2 min. 5 sec.); 8—Reading From Black Jack: The Ballad of Jack Johnson (3 min. 42 sec.).

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

4. Remind students of the text, author, and reading objective.
Teams review notes, tell about a poem, ask questions, and make predictions.

Refer students to page 6 in the text.

Author's Choices

5. Have teams review their notes, tell about one of the poems they read, ask questions about the text, and make some predictions about other poems they will read. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. Read the first line in “Excuses, Excuses” (“I didn’t wear my right headband.”) aloud.

2. Use Think-Pair-Share to ask:

   What kind of image do you think the author is creating?

   The author is creating an image that pokes fun at people's excuses for not playing well.

3. Partner Practice: Student 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 next excuse and work in teams to identify a technique the author uses in the first two lines. Use Random Reporter to debrief.

   (Answers may vary.) The author uses visuals with the words headband and hurt. He emphasizes them by making them bigger.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 6 and 29 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. 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 do you think is the author’s message in “Excuses, Excuses”? Support your answer with quotations from the text. [AC, AP, SA] (Team Talk rubric)
   - **100** = The poem “Excuses, Excuses” is about the very silly reasons for why players can’t play well or make a basket. For example, some silly excuses are “I didn’t wear my right headband” and “I’m allergic to sweat.” I think the author’s message is for us to examine our excuses and see the real reasons for our mistakes. We should find ways to correct our mistakes rather than blaming our shortcomings on something outside of ourselves.
   - **90** = The poem “Excuses, Excuses” is about silly excuses players make for not doing well. One example is “I didn’t wear my right headband.” I think the author’s message is for us to look closely at our excuses.
   - **80** = I think the author’s message is for us to look closely at our excuses.

2. Which “lesson” in “Everything I Need to Know in Life, I Learned from Basketball” uses alliteration? Do you think this is a good lesson? How does the alliteration help people learn this “lesson”? [AC, SA] (Team Talk rubric)
   - **100** = The lesson that uses alliteration is “Practice makes perfect.” Yes, I think this is a good lesson. I have heard this saying before. To play any sport well, you have to practice, practice, practice. The repetition of the /p/ sound makes the lesson easy to remember. The easier to remember, the more likely a person is to follow a lesson.
   - **90** = The lesson that uses alliteration is “Practice makes perfect.” Yes, I think this is a good lesson. The repeated sound makes it easy to remember. To play any sport well, you have to practice, practice, practice.
   - **80** = The lesson is “Practice makes perfect.” Yes. The repeated sound makes it easy to remember.

3. Why do you think the author chooses to spread the statements in “Everything I Need to Know in Life, I Learned from Basketball” across the page instead of listing them one after the other? [Write] [AC, AP, SA] (Team Talk rubric)
   - **100** = By spreading the statements across the page, the author makes them seem like they don’t belong in any particular order, and one isn’t necessarily more important than the others. I think he wants the reader to decide for him- or herself which is the most important. The author uses this visual element to make a point.
   - **90** = By spreading the statements across the page, the author makes them seem like they don’t belong in any special order. I think he wants the reader to decide for him- or herself which is the most important.
   - **80** = One statement isn’t more important than another.

continued
### Team Talk Questions continued

4. Some readers might say that the author makes basketball a metaphor for life. Do you agree or disagree with this statement? Use two examples from the pieces you have read so far to support your answer. [DC, SA] (Team Talk rubric)

100 = Yes, I agree with the statement. The lessons in “Everything I Need to Know in Life, I Learned from Basketball” are lessons you can apply to life and basketball. I think the lesson “If you believe you are a winner, you will become just that” on page 29 is illustrated in “Gimmetheball!” In “Gimmetheball!” the speaker wants the ball because he thinks he can score, and he does. He thinks he is a winner, and in this case he is. The same lesson comes through in “Hot Like Fire.” The author makes a good case that what you gain from the game of basketball you can apply to life.

90 = Yes, I agree with the statement. The lessons in “Everything I Need to Know in Life, I Learned from Basketball” are lessons you can practice in life and basketball. I think the lesson “If you believe you are a winner, you will become just that” on page 29 shows up in “Gimmetheball!” and “Hot Like Fire.” In “Gimmetheball!” the speaker wants the ball because he thinks he can score, and he does. He thinks he is a winner, and in this case he is.

80 = Yes, I agree with the statement. The lessons in this piece are lessons you can use in life and basketball.

---

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

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

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

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

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

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### Class Discussion

(18 minutes)

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 an author’s word choice and other techniques and their effects.

**Teacher Background**

Today students will read “School’s in Session.”

In addition to the techniques covered in cycle 1, students will explore a variation of repeated sounds—internal rhyme. Internal rhyme occurs when the rhyming words are in the same line or lines. The rhyming words are not at the ends of the lines. For example: Simple Simon met a pieman.

**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.

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<tr>
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<td></td>
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<td>eagerness</td>
<td>In her enthusiasm to join the team, Annette volunteered to help the coach.</td>
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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, tell about one of the poems they read, ask questions about the text, and make some predictions about other poems they will read. Use **Random Reporter** to have teams share their discussions.
5. Tell students that they will see another video of Charles Smith. Show the video “Lyrical Language: Behind the Poem.”

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

**What techniques does Charles Smith use in his poems?**

*He uses rhythm, rhyme, beat, similes, metaphors, repetition, alliteration, and synonyms.*

**How does Charles Smith connect with his readers?**

*He writes from his heart.*

6. Tell students that they will see another video of Charles Smith. Show the video “I Verb.”

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

**What do you think Charles Smith means when he says, “I verb”?**

*(Answers will vary.) When he says, “I verb,” he means that he will use action words, or verbs.*

**How does seeing the videos of Charles Smith add to your experience of reading his poems?**

*(Answers will vary.) By seeing and listening to Charles Smith, I get a better understanding of the poems that he writes. I also learn a little about how he writes poems.*

**Interactive Read Aloud**

1. Remind students that repetition of sounds is one technique that authors use in poetry and that they have seen two kinds of repetition: alliteration, such as “Drive/draw/and dish” in “The Sweetest Roll,” and regular rhymes, or repeated sounds at the ends of lines, such as “A glide/a slide/a stride/to the side” in “The Scorer.”

2. Read lines 1 and 2 in “School’s in Session” on page 17 aloud. Use **Think-Pair-Share** to ask:

**What repeated sounds—rhymes—do you hear? Are they like the ones we have already encountered?**

*The rhymes are reach, peach, and teach. No, these rhymes are in the same line and rhyme with a word in the middle of the second line.*

3. Point out that some people call this kind of rhyming, internal rhyme. Use **Think-Pair-Share** to ask:

**How else does the author emphasize this rhyme?**

*He makes the letters larger and in a different color so they stand out.*
4. Model using sticky notes to make notes on these lines.

4. Cycle 2

4. Lesson 2

4. The Reading Edge Middle Grades

4. • Teacher Edition • Level 6H

4. 

4. Hands reach for the peach

4. as I teach others that I can’t be touched.

4. Sweet soul spins on con-

4. create as!

4. 

4. Teamwork

4. (20 minutes)

4. Partner Prep

4. 1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: page 17 aloud with partners.

4. 2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. Give students feedback. Prompt and reinforce their discussions.

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

4. Team Discussion

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

4. 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.

4. 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. “School’s in Session” has an extended metaphor (a metaphor that repeats throughout the poem). What is the extended metaphor of the poem? What mood or tone does the metaphor help make? [AC] (Team Talk rubric)

100 = The extended metaphor compares basketball to school. Three examples are when the speaker says “as I teach others,” “Lesson one,” and “Lesson two,” and “that wakes the students up fast.” These are three of the lines that repeat the school-basketball metaphor. The extended metaphor creates a tone of authority, similar to that of a teacher in a classroom. But it also has a tone of competitiveness, like the expression “I’m going to teach you a lesson.” The author repeats the school-basketball metaphor to convey the message that the speaker is a good basketball player.

90 = The poem compares basketball to school. The speaker says “as I teach others,” “Lesson one,” and “Lesson two,” and “that wakes the students up fast.” It shows a tone of authority, like a teacher in a classroom. These are some of the lines that repeat the school-basketball comparison.

80 = The poem compares basketball to school. The tone is one of authority.

2. Identify another example of internal rhyme. What is the impact of the sounds on the poem? (Write) [AC, SA] (Team Talk rubric)

100 = Another example of internal rhyme are the words Sweet feet, concrete, and beat. As used in this poem, the internal rhyme contributes to the rhythm. Except for the word concrete, which has two beats—unstressed, stressed—the other words are only one stressed beat (sweet, feet, and beat; reach, peach, and teach; two, shoe, and you). The author uses the same words for rhyme and rhythm. These words help you visualize the lesson, as if you were watching the “teacher” play.

90 = The words Sweet feet and beat are other examples of internal rhyme. Except for the word concrete which has two beats—unstressed, stressed—the other words are only one stressed beat. They add to the rhythm.

80 = The words Sweet feet are other examples of internal rhyme. They add to the rhythm.

3. Why does the author use larger, colorful letters for some words in the poem? [AC, AP, SA] (Team Talk rubric)

100 = The author highlights the sets of words that rhyme by using larger letters and the same color for each set of rhymes. For example, the words reach, peach, and teach are all in blue. The author leads the reader through the rhyme and rhythm visually and through the sound of the words.

90 = The author draws attention to the sets of words that rhyme by using larger letters and the same color for each set of rhymes. The words reach, peach, and teach are all in blue.

80 = The author draws attention to the words that rhyme.
Team Talk Questions continued

4. How is the speaker in the poem “School’s in Session” teaching others about basketball? [AP] (Team Talk rubric)

   100 = The speaker in the poem is playing well. He teaches his opponents by illustrating how the game is played: his dribbling—even dribbling behind his back—passing and fast movements. A good teacher teaches by example.

   90 = The speaker in the poem is playing well. He teaches the other players by showing them how the game is played—his dribbling, passing, and fast movements.

   80 = He teaches the other players by showing them how the game is played.

5. What is something that is obvious? [CV]

   An example of something that is obvious is the nose on your face.

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

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

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

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

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

Class Discussion (15 minutes)

Lightning Round

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

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

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

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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Lesson 3

**Reading Objective:** Analyze an author’s word choice and other techniques and their effects.

**Teacher Background**

Today students will read “Please Put Me In, Coach.”

In this lesson, students will continue to analyze word choice and other techniques and their effects.

**Teacher’s Note:**

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

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**Active Instruction**

(15–25 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Vocabulary**

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

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

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

**Sample Think Aloud**

The word *maintain* is one of our vocabulary words this cycle. (Model using a dictionary to look up the word.) The dictionary says that *maintain* uses the Latin roots *man-* and *tenere*, which mean to hold in the hand, and that the meaning of *maintain* is to keep up something, and make sure it lasts. When the word was first used, people maintained things by using their hands because there were no fancy machines to do work—everything was done by hand. There are a number of words that use the Latin root *man*—.
Sample Word Map

- to keep, keep up
- maintain
- act of maintaining
- man-Latin root for hand
- manacles – handcuffs
- manage – to handle or direct
- manicure – care and treatment of fingernails
- manipulate – work or operate with the hands
- manual – involving the hands; manual labor
- manufacture – to make by hand or machine
- manuscript – written by hand or typed

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, tell about one of the poems they read, ask questions about the text, and make some predictions about other poems they will read. Use **Random Reporter** to have teams share their discussions.
5. Tell students that they will see another video of Charles Smith. Show the video “B-Ball Be.”

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

**Which image in the poem did you like best? Why?**

*(Answers will vary.)* I liked the image created by the words “bounce their words on concrete” because it shows how Charles Smith uses basketball to express himself when he writes poems.
Interactive Read Aloud

1. Read the ninth line in “Please Put Me In, Coach!!” (“I promise not to hog the…”) on page 18 aloud.

2. Use Think-Pair-Share to ask:
   
   **What kind of comparison is this phrase, and what does it compare?**

   *It is a metaphor. It compares the speaker keeping the ball like a hog keeps his food. If he is not “hogging” the ball, he will share the ball with the other players.*

3. Have students read the last line in paragraph 1, and use Think-Pair-Share to have them identify additional techniques.

   *(Answers may vary.) The author repeats certain words and phrases with this line. He repeats “I promise” to show how desperate the player is to be allowed back in despite past mistakes.*

4. Use Think-Pair-Share to have students identify important events or details that should be added to their sticky notes.

   Partner pairs: Identify important events or details to add to their sticky notes.

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: *page 18 aloud with partners.*

2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. 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.

   Teacher: Read aloud
   
   Students: Actively listen.
   
   Partner pairs: Identify how the skill was used.

   Partner pairs: Identify important events or details to add to their sticky notes.

   Cues students to use their student routines for partner reading, word power, and fluency.

   Cues students to use their student routines for strategy use and Team Talk discussion.
# Team Talk Questions

1. How does the author’s choice of photographs (page 19) impact “Please Put Me In, Coach!!”? Support your answer. **[AC, SA]** (Team Talk rubric)

   100 = The photograph shows someone on the sidelines, waiting to go into the game. His body is tense, and he is focused on the game. The speaker in the piece is also on the sidelines, waiting to go into the game. The speaker in the piece pleads with his coach to let him play. The author uses both a visual—the photograph—and words to illustrate the irritation at waiting on the sidelines.

   90 = The photograph shows someone on the sidelines, waiting to go into the game. His body is tense, and he is focused on the game. The speaker in the piece pleads with his coach to let him play. He doesn’t want to be on the sideline.

   80 = The photograph shows someone on the sidelines, waiting to go into the game.

2. What feeling do you get from “Please Put Me In, Coach!!” and what technique(s) aids your understanding? **[AC, SA]** (Team Talk rubric)

   100 = I can sympathize with the speaker in the piece. There are things that I can’t do very well, but I still want to participate. I can connect with the speaker when he repeatedly begs the coach to be put in the game. The author uses repetition in the lines “Come on, Coach,” “I know, I know,” and “I promise.” The author also uses color for many of the pleading words, such as “I promise” and “I can change.” I can just hear him speak the last line—growing louder as each word gets larger. The author uses both words and visuals to convey the speaker’s desire for another chance to play.

   90 = I can sympathize with the speaker in the piece. There are things that I can’t do very well, but I still want to do. I can connect with the speaker when he repeatedly begs the coach to be put in the game. The author uses repetition in the lines “Come on, Coach,” “I know, I know,” and “I promise,” to show how the speaker begs.

   80 = I can connect with the speaker when he repeatedly begs the coach to be put in the game.

3. Do you think the coach should put the speaker into the game? Support your answer. **[DC, SA]** (Team Talk rubric)

   100 = No, I don’t think the coach should put the speaker into the game. The speaker admits that he turned the ball over ten times and made four fouls in fifteen minutes, that his team was losing by forty points when he was playing, and that he takes risky shots. I think the speaker needs more practice before the coach can put him in a game.

   90 = No, I don’t think the coach should put the speaker into the game. The speaker says that he lost the ball over ten times and made four fouls in fifteen minutes.

   80 = No, he shouldn’t put him in.
Team Talk Questions continued

4. What does the form of the last line tell you? How does it impact the rest of the piece? (Write) [AC, SA] (Team Talk rubric)

100 = In this piece, a player is begging his coach to put him in the game. The last line impacts the piece because the words get larger and larger, and this tells me that the speaker is increasing the volume or intensity of his voice. The speaker is trying to be convincing by increasing the emotion of his plea, and the way the line is written shows this. The author creates a specific image with visual elements and words.

90 = In this piece, a player is begging his coach to put him in the game. The last line affects the piece because the words get larger and larger. This tells me that the speaker is talking louder and louder. The speaker is trying to be convincing by putting more emotion in his plea, and the way the line is written shows this.

80 = A player is begging his coach to put him in the game. The speaker is talking louder and louder.

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

The traffic jam had a _______ line of cars backed up on the highway. Continuous. I know what a traffic jam and cars backed up on a highway look like—a long line of cars moving slowly or not moving at all—a continuous line of cars or an unbroken line of cars.

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

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

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

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

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion (20 minutes)

Lightning Round

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

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

Celebrate

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

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

   Remind students that top-scoring teams will earn bonus points that will be added to their 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 an author’s word choice and other techniques and their effects.

Teacher Background

Today students will read “Meek.”

In this lesson, students will continue to analyze word choice and other techniques and their effects.

Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page number 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, tell about one of the poems they read, ask questions about the text, and make some predictions about other poems they will read. Use **Random Reporter** to have teams share their discussions.
5. Remind students that the author uses visual aspects in the book—the way he writes words and displays them on the page and the photographs—all go together to present a message about basketball.

**Interactive Read Aloud**

1. Read the last clause in paragraph 2 of “Meek” (“...you wouldn’t think he could do anything except blow away in a stiff breeze,”) on page 20 aloud.
2. Use **Think-Pair-Share** to ask:
   
   **What kind of image does the author’s word choice here create for you?**
   
   *(Answers may vary.)* It creates an image that Meek is very thin, like a thin blade of grass that would get blown away by the wind.
3. Use **Think-Pair-Share** to have students identify important events or details that should be added to their sticky notes.

**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 20 and 21 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about the text. 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. Identify an image created by a comparison in “Meek.” What does this image explain? [AC, SA] (Team Talk rubric)

   100 = A comparison image in “Meek” is “it looked like a honeycomb.” It tells me how ragged his sweatshirt is. This phrase compares Meek’s sweatshirt with a honeycomb because the sweatshirt has so many holes in it, and a honeycomb has many holes clustered together. This comparison gives me a good image of Meek’s sweatshirt.

   90 = A comparison is “it looked like a honeycomb.” It tells me how holey the sweatshirt is. It compares a sweatshirt with a honeycomb because the sweatshirt has so many holes in it, and a honeycomb has many holes clustered together.

   80 = A comparison is “it looked like a honeycomb.” It tells me how holey the sweatshirt is.

2. What is the speaker’s first impression of Meek? Does the speaker’s impression change by the end of the piece? Support your answer with quotations from the text. [DC, SA] (Team Talk rubric)

   100 = When he first sees Meek, the speaker doesn’t think highly of him. Meek dresses shabbily, his clothes make him “truly unforgettable,” and he is so thin that “you wouldn’t think he could do anything except blow away in a stiff breeze.” He looks meek, too timid to play well, but the speaker’s impression alters. He is surprised by the way Meek plays—he’s good, but isn’t “flashy.” He doesn’t hog the ball, but instead saves it and gets rebounds and makes passes. Meek helps his team win their games. First impressions are not always correct, and you shouldn’t make assumptions based on someone’s appearance: don’t judge a book by its cover.

   90 = When he first sees Meek, the speaker doesn’t think highly of him. Meek dresses poorly. He looks meek, too timid to play well, but the speaker’s impression changes when he sees him play. He’s good, but isn’t “flashy.” He doesn’t hog the ball, but instead saves it and gets rebounds and makes passes.

   80 = When he first sees Meek, the speaker thinks he looks too timid to play well, but the speaker’s impression changes.

continued
3. What does the author mean by his word choices in the phrases near the end of the piece, “...but I could swear that he looked just a little bit taller” and “...that boy was a man just waiting to happen”? (Write) [AC, AP, SA] (Team Talk rubric)

**100 = By using these phrases, the author means that Meek has a grown-up, mature attitude, regardless of his outfit and his weight. He is a team player. He helps his teammates play their best and doesn’t hog the ball or take risky shots. He plays for the good of the team and not only for himself. The author’s word choice quickly conveys that the speaker feels that Meek’s attitude in the game is worthy of a “big man.”**

**90 = By using these phrases, the author means that Meek is grown up in spite of what he looks like. He plays for the good of the team and not only for himself.**

**80 = He means that he is grown up in spite of what he looks like.**

4. Why do you think the author chooses to repeat “Who” questions in paragraph 4 on page 21? [AC, AP] (Team Talk rubric)

**100 = The author uses repetition to show how reliable Meek is. He asks a series of questions: “Who threw the pass?” “Who saved it?” “Who found the open man downcourt?” To these questions, he always answers “Meek.” Meek is an excellent, reliable team player.**

**90 = The author uses these questions to show how good Meek is. He asks a set of questions, and the answer to these questions is always “Meek.”**

**80 = He uses these questions to show how good Meek is.**

5. In which of the following sentences is the word maintain used incorrectly? [CV]

A. The city needs to maintain its streets by filling in potholes.

B. Maintain your perfect attendance, and you will get an award at the end of the year.

C. *When you get two hours of sleep, you will maintain good health.*

D. If you study for all of your tests and complete your work, you will maintain your good grades.

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

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they recorded, 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.
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:** Use quotations from the text to support a claim.

**Teacher Background**
Students will write an argument to support a claim with reasons. Based on students’ previous lesson 5 performance, provide instruction to improve their skills.

**Active Instruction**

(10 minutes)

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Choose a lesson from “Everything I Know in Life, I Learned from Basketball” on page 29. Then, apply the lesson to a piece you read this cycle in Rimshots: Basketball Pix, Rolls, and Rhythms that you think expresses that lesson and explain why. Support your claim with quotations from the text.

Use Think-Pair-Share to ask:

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

The prompt is asking me to support a claim with reasons. I know because it asks me to relate a lesson to one of the pieces I read in cycle 2. It also asks me to support my claim with evidence from the text.

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

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly state a position (claim) and include good reasons that support that position.</td>
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<tr>
<td>• Use words and phrases that help the audience see how the reasons are related to the claim.</td>
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<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

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

Use Think-Pair-Share to ask:

**Which guidelines relate to our writing objective: use quotations from the text to support a claim?**

The Ideas and Organization guidelines relate to the writing objective.

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

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

2. Model using a graphic organizer—web or other graphic organizer—to record ideas. See the following example:

   **Sample Graphic Organizer**

   "Meek"

   Meek seems to have inspired his teammates because when the first game was finished, “they played five more games and won those also.”

   “If you don’t look out for your teammates, they won’t look out for you.”

   "Meek didn’t shoot the ball much. No, what he did was all of the other things. The little things that make a team glad they picked you.”

Teamwork

(20 minutes)

Independent Work

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

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

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

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

**Class Discussion**

(30 minutes)

**Lightning Round**

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

Refer students to the writer’s guide for writing to support a claim with reasons and the writing objective—use quotations from the text to support a claim.

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

For example, ask:

- **Does the writer clearly state a position?**
- **Does the writer use words and phrases to help a reader see how reasons are related to the claim?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use quotations from the text to support a claim?**

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

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

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

*Answers will vary.*

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

*Answers will vary.*

**Which of the lessons in “Everything I Need to Know in Life, I Learned from Basketball” do you think is the most important or could apply in your own life?**

*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.
Author’s Choices

Writing Prompt

Choose a lesson from “Everything I Know in Life, I Learned from Basketball” on page 29. Then, apply the lesson to a piece you read this cycle in *Rimshots: Basketball Pix, Rolls, and Rhythms* that you think expresses that lesson and explain why. Support your claim with quotations from the text.

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Lesson 6

Reading Objective: Analyze an author’s word choice and other techniques and their effects.

Writing Objective: Use quotations from the text to support a claim.

Teacher Background

Today students will read “Fast Break.”

In this cycle’s test, students will continue to practice recognizing a variety of techniques used to create images and convey meaning: visual elements, rhythm, rhyme, word choice, repetition, and comparisons (metaphors).

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 an author’s word choice and other techniques and their effects. They have also practiced using quotations from the text to support a claim. Tell students that they will use these skills as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.
Test Directions

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

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

3. Point out that questions #1, #2, and #3 ask about author’s word choice and other techniques.

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

3. What is the mood in “Fast Break”? How does the author create the mood? [AC, AP, SA]

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

Today you will read another poem related to basketball.

Test (30 minutes)

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

Teamwork (10 minutes)

Team Discussion

1. Pass out a colored pen to each student.

2. Explain or review, if necessary, the student routine for team discussions after the test.

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.
Class Discussion

(10 minutes)

Lightning Round

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

What are the visual elements in “Fast Break”?

*Answers may include:* staggering of letters to convey word meaning such as up in line three, gone in line 12, wide in line 19, reverse in line 21, and sky-high in line 24; the use of red in “The Flash” to convey word meaning; the use of larger and italic types.

How does “Fast Break” show rhyme and rhythm?

*The poem has both internal rhyme and regular rhyme. Examples of internal rhyme are Fleet feet and sweet treat. Examples of regular rhyme are flash and dash and sky-high and fly. The rhymes contribute to the rhythm. For example, the first three lines have a rhythm of stress, stress, stress, stress, unstressed, unstressed, stressed (“Fleet feet/streak/up the concrete”).*

Which of the techniques do you think is the most effective? Why?

*Answers will vary.*

What do you think is the author’s message in “Fast Break”?

*Answers will vary.*

If you have time and an Internet connection, show the video of the author reading “Fast Break.” Use this link: www.charlesrsmithjr.com/activities-poems.htm.

2. Award team celebration points.

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

Celebrate

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

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Part I. Comprehension (100 points)

1. What is an internal rhyme? Why do you think the author uses internal rhyme in “Fast Break”? [AC, AP, SA]

20 points = Internal rhyme is when there are rhyming words in the same line. An example from “Fast Break” is “Fleet feet/streak/up the concrete.” I think the author uses internal rhyme to highlight important or interesting words. By making them rhyme, I pay attention to them more. I think these words then relate to the final sentence—the words have to do with the fast break. Highlighting words related to the poem’s topic helps the reader get the point of the poem.

15 points = Internal rhyme is when there are rhyming words in the same line. I think the author uses internal rhyme to point out important or interesting words. An example is the spelling of reverse, where the es are reversed.

10 points = Internal rhyme is when there are rhyming words in the same line. He uses this to point out important words.

2. Discuss two examples of how the visual form and structure of “Fast Break” contributes to its meaning. [AC, SA]

(Answers may vary.)

20 points = “Fast Break” has several visual elements that contribute to its meaning. The words of the poem zig and zag, similar to basketball players as they are running down the court trying to avoid opponents. The author also plays with words. An example is the spelling of reverse, where the es are reversed. He also spreads out the word wide to make it wide, and gone is spread out with the letters getting smaller and smaller to indicate that the player is going, going, gone. These visual elements help the reader “see” a fast break.

15 points = “Fast Break” has several things that contribute to its meaning. The words of the poem zig and zag, just like basketball players do when they are running down the court. The author also plays with words. An example is the spelling of reverse, where the es are reversed.

10 points = The words of the poem zig and zag, just like players do when they are running down the court and the author plays with words to make them look like what they describe.
3. What is the mood in “Fast Break”? How does the author create the mood?

[AC, AP, SA]

20 points = The mood in the poem is exciting, fast, and determined, like the player who is trying to make a basket. The author uses short words and lines and a zig-zag shape to create the mood. Most of the words are one syllable, such as treat, crowd, and meet, and most of the lines in the poem are two or three words long. The short rhyming lines create a fast-paced rhythm, and the zig-zag appearance helps make the poem exciting. The author creates a visual to help you imagine the excitement of a fast break during a basketball game.

15 points = The mood is exciting and fast like the player who is trying to make a basket. The author uses short words and lines and a zig-zag shape to create the mood. Most of the words are one syllable, such as treat, crowd, and meet, and most of the lines in the poem are two or three words long. The short rhyming lines make a fast-paced rhythm, and the zig-zag shape helps make the poem exciting.

10 points = The mood is exciting and fast like the player who is trying to make a basket. The author uses short lines and words and a zig-zag shape for the mood.

4. Of the six pieces you read this cycle, including “Fast Break,” which two are the most similar? Support your answer. [SA]

(Answers may vary.)

20 points = I think “School’s in Session” and “Fast Break” are the most similar. They both use internal rhyme (“Hands reach for the peach” and “Fleet feet”), regular rhyme (drum and one and Flash and dash), and alliteration (“bounce behind the back” and “Fleet feet”) to draw attention to the words and create rhythm. Both poems have a similar form—a zig-zag shape of short lines to mimic how players move across the court. The techniques the author uses in these two poems help the readers see players moving quickly down the court and avoiding opponents.

15 points = I think “School’s in Session” and “Fast Break” are the most similar. They both use regular rhyme and repeated first sounds. They both use internal rhyme (“Hands reach for the peach” and “Fleet feet”).

10 points = I think “School’s in Session” and “Fast Break” are the most similar.

5. Which of the six pieces you read this cycle has the most meaning for you? Support your answer. [DC, SA]

(Accept supported answers.)

20 points = I think the piece that has the most meaning for me is “Excuses, Excuses.” This piece points out the silliness of making excuses all the time. I need to take more responsibility for my actions and stop making excuses. I should spend my time and energy to think more about how I can improve in something rather than thinking up excuses for why I can’t do something. A positive attitude is more likely to lead to success.
15 points = I think the piece that has the most for me is “Excuses, Excuses.”
   This piece points out the silliness of making excuses all the time.

10 points = I think the piece that has the most for me is “Excuses, Excuses.”

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:

Apply one of the lessons from “Everything I Need to Know in Life, I Learned from Basketball” on page 29 to “Fast Break” on page 23, and explain how “Fast Break” demonstrates that lesson.

I think the lesson “Focus and determination will always keep you ahead of the game” applies to “Fast Break.” The rhyme, rhythm, and shape of this poem are all pointed to getting to the basket and making a goal. The speaker is running fast, so fast he is “gone,” and he does a “reverse jam,” flying “sky-high” to make the goal. To do these things, you must be focused and determined. It takes skill and effort to complete these moves during a game.

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

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<td><strong>Organization</strong></td>
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<td><strong>Style</strong></td>
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<tr>
<td><strong>Mechanics</strong></td>
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<tr>
<td><strong>Writing Objective</strong></td>
</tr>
</tbody>
</table>

Part III. Vocabulary (100 points)
1. Playing sports gives you many _______ to exercise.

   Choose the word that belongs in the blank. [CV]
   
   A. continuous
   B. opportunities
   C. determination
   D. enthusiasm

2. What is a synonym for the word obvious? What is an antonym for the word obvious? [CV]
   (Accept reasonable responses.) A synonym for obvious is clear; an antonym for obvious is unclear.
3. In which of the following sentences is the word *continuous* used incorrectly? [CV]
   
   A. The whistle blew a continuous sound to let the workers know the day was over.
   
   B. Write a continuous set of numbers from 1 to 100.
   
   C. *Students attend continuous school days all year long.*
   
   D. The farmer built a continuous fence all around the meadow to keep the cows inside.

4. What is something that is *meek*? [CV]
   
   (Accept reasonable responses.) A mouse is meek because it is not aggressive.

5. What is the synonym for the word *maintain*? What is an antonym for the word *maintain*? [CV]
   
   (Accept reasonable responses.) A synonym for maintain is continue; an antonym for maintain is end.

6. The mountain climber showed great ________ as he struggled to the top of Mt. Everest.
   
   Choose the word that belongs in the blank.
   
   A. maintain
   
   B. continuous
   
   C. determination
   
   D. opportunities

7. What is something you do with *enthusiasm*? [CV]
   
   (Accept reasonable responses.) I play volleyball with enthusiasm.

8. In which of the following sentences is the word *gangly* used incorrectly? [CV]
   
   A. *The gangly egg rolled on the table and came to rest near the sugar bowl.*
   
   B. My gangly brother weighs 100 pounds, and he is six feet tall.
   
   C. The gangly giraffe was eating leaves at the top of the tree.
   
   D. The gangly stork was all legs and long neck.

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]
   
   (Answers will vary.) We explored the word allergic. Allergic means to have an allergy or sensitivity to something. I’m allergic to poison ivy, and if I touch it, I will get a very itchy rash.
10. As used in the sentence “As it started getting dark, Meek’s mom called him on home, much to the dismay of the other guys” on page 21, dismay most nearly means— [CV]
   A. disappointment.
   B. happiness.
   C. boredom.
   D. joy.

Explain how you figured out the meaning of dismay.

Students will explain their thinking. For example, I used the context. The passage talks about the fact that Meek’s team had won six games. When Meek goes home, the other players are disappointed because Meek has been a big part of the team’s wins.

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
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<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[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>
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<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 an author’s word choice and other techniques and their effects.

**Teacher Background**

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

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

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

**Vocabulary**

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

**Set the Stage**

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

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

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

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

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

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

Teacher’s Note:

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

Read and Respond Questions

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

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

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

Active Instruction

**Two-Minute Edit**

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

**Celebrate/Set Goals**

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.
   - What was your team’s highest score?
   - What score do you want to improve?
   - What can the team do to improve that score?
   - Use Random Reporter to ask:
     - What is your team’s goal for the next cycle? Why did you choose that goal?
   - Accept supported answers.
5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

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

Class Council

(30 minutes)

1. Share class compliments.

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

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

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

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

Brain Game

(5 minutes)

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

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

   What did this game require your brain to do?

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

Word Power Journal Sample Entries

intensive — intensify — intensification — act of intensifying

intensive care/ hospital
to get stronger
intense extreme, great
of light
of wind
of sound

intensity
great force or power, very focused attention

Sample Word Map
Cycle 2

to keep, keep up

maintain

man-
Latin root for hand

manacles — handcuffs
manage — to handle or direct
manicure — care and treatment of fingernails
manipulate — work or operate with the hands
manual — involving the hands; manual labor
manufacture — to make by hand or machine
manuscript — written by hand or typed
Common Core State Standards

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

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<tr>
<th>Level 6H</th>
<th>Author’s Choices</th>
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<tr>
<td><strong>English Language Arts Standards: Reading: Literature</strong></td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
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<tr>
<td>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</td>
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<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
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<tr>
<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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