Use Multiple Sources

So You Think You Know Africa?
*FACES* magazine

Research

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

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

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
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<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
<td><strong>100</strong> gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
<td><strong>90</strong> gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td><strong>80</strong> identifies a problem that a team member had understanding the text.</td>
<td><strong>80</strong> uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Word Power</th>
<th>Fluency</th>
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<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
<td><strong>100</strong> gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
<td><strong>90</strong> 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><strong>80</strong> tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
<td><strong>80</strong> reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Graphic Organizer/Notes</th>
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<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and uses key vocabulary correctly.</td>
<td><strong>100</strong> gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
<td><strong>90</strong> gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td><strong>80</strong> presents main ideas and important details in his or her own words and without personal opinion.</td>
<td><strong>80</strong> selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

| Reading: | Gather and synthesize information from multiple sources to answer a central question. |
| Writing: | Gather relevant information from multiple sources to answer a question. |

Unit Overview

The unit focuses on collecting information from multiple sources, analyzing types of information presented by multiple sources, making connections, and drawing conclusions based on information from multiple sources. Using this information, students will respond to a central question—What are some misconceptions people have about Africa? What information would clear up their misunderstanding? Using the TIGRRS process, students will make notes and analyze the information across texts, making connections on common ideas, such as the land, climate, people, and cultures of Africa.

Unit Topic/Content

*FACES* magazine: *So You Think You Know Africa?* provides an exploration of the continent of Africa. Articles bring to light the many faces of Africa from the land and climate to the people and culture of the continent. The text also attempts to correct many of the misconceptions people have of Africa and its inhabitants. Students will discover that Africa is a diverse land with rich culture and beauty.

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.
### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>“High 5” and “How Big is the Nile?” pages 2–5</td>
<td>(Optional) Background website: kids.nationalgeographic.com/kids/places/find.</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>“So You Think You Know Africa?” pages 9–11</td>
<td>See lesson 1.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>“From Arabic to Zulu,” pages 12–14</td>
<td></td>
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<td>Lesson 5</td>
<td>writing in response to reading</td>
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<td>Lesson 6</td>
<td>“How’s the Weather?” pages 14 and 15</td>
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<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
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<td>Lesson 8</td>
<td>Getting Along Together</td>
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</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>“The Niger River,” pages 22–25</td>
<td>(Optional) Background audio: “Vicki Wilde Says Women Are Key to Agriculture in Africa” 1 min. 30 sec. <a href="http://www.pbslearningmedia.org/content/f5708630-6198-4885-9313-b5b2ddc28720/">www.pbslearningmedia.org/content/f5708630-6198-4885-9313-b5b2ddc28720/</a></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>e-Pals Letters, pages 28–30</td>
<td></td>
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<tr>
<td>Lesson 3</td>
<td>“Growing Up in Africa,” pages 34–37</td>
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<tr>
<td>Lesson 4</td>
<td>“The Grandmother Project,” pages 42–45</td>
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<tr>
<td>Lesson 6</td>
<td>“Trees for Peace,” pages 20 and 21</td>
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Lesson 1

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

The article for this lesson, “High 5,” covers five myths that people have about Africa and provides more information about Africa as a continent. Some myths include that Africa is just one big desert, all of Africa is rural, and all Africans speak the same language.

**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 people sometimes have the wrong ideas about things? How can we prove these ideas are wrong?

**Set the Stage**

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

   **Why do people sometimes have the wrong idea about things? How can we prove these ideas are wrong?**

   *(Answers will vary.) For example, people sometimes have the wrong ideas about things because they don’t investigate to see if they are right or wrong. We can prove ideas are wrong by searching for facts that explain the truth.*

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 texts, authors, and reading objective.
4. Have teams discuss the strategies that they use when they first pick up a text. Use **Random Reporter** to share team responses.

   *For example, I scan the text to see if it is informational or literature; look for clues to predict the topic and the author’s intent; figure out how the text is set up so I can choose a graphic organizer for notes.*

   **T:** Ideas people have about Africa  
   **I:** To explain whether ideas people have are true or false  
   **G:** A web

5. Log onto kids.nationalgeographic.com/kids/places/find. Click on Africa, and select two or three countries. Browse through the photographs, videos (when available), and read a few of the facts provided.

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

   **What can you tell me about Africa from what you already know?**

   *(Answers may vary.) There are different countries, the land can be different from place to place, there are different cultures and rituals among the people that live there, Africa is home to many different animals.*

**Interactive Read Aloud**

1. State the reading objective.

   **This cycle our reading objective is to gather and synthesize information from multiple sources to answer a central question.** Use a Think Aloud to define multiple sources.

   **Sample Think Aloud**

   Multiple sources are used to gather information about a particular topic. Sources of information can be found in many places and in many forms. Sources can be books, magazine articles, Internet sites, and video. Your background knowledge is also a source. When you gather information from many places, it is important to synthesize, or sift through, what you are learning. You combine ideas and look for connections as you read. It is important to consider what you already know about a topic and what you are learning about it to help you understand it fully.
2. Read page 2 (intro and myth 1) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
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<tbody>
<tr>
<td>I read that there are some myths or wrong ideas about Africa. The first one is that Africa is a country. This isn’t true. Africa is a continent. I will write that down as a main idea. I will add that it is the second largest continent and that it is made up of fifty countries. Some countries in Africa are Algeria and Zimbabwe. These are details.</td>
</tr>
</tbody>
</table>

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

   **How did I gather information?**
   
   You gathered information by reading about a myth and then noting details that showed why the myth isn’t true.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 2 (myth 2). Use **Think-Pair-Share** to ask:

   **What did you gather information about?**
   
   *I gathered information about why it is false that Africa is one big desert. Not all of Africa is dry. There are rainforests and grassy savanna in Africa. Different areas have dry and wet seasons.*

   Use **Random Reporter** to debrief.

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

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

   A sample graphic organizer follows.
Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 3–5 aloud with partners.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
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<tbody>
<tr>
<td>1. Is Africa made up of only rural areas? Explain. [SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = No, Africa is not made up of just rural areas; Africa has many large cities. Cities include Cairo in Egypt, Lagos in Nigeria, and Cape Town in South Africa. The text shows pictures of cities, so it is not just rural. Also, the text states that almost forty percent of Africans live in cities. Although many people think that Africa is rural, there are various cities throughout Africa.</td>
</tr>
<tr>
<td>90 = No, Africa is not made up of just rural areas; Africa has many large cities. Some cities are Cairo in Egypt and Lagos in Nigeria. The text says that almost forty percent of Africans live in cities.</td>
</tr>
<tr>
<td>80 = No, Africa is not just rural because Africa has many large cities.</td>
</tr>
<tr>
<td>2. Based on the notes that you made today, what types of information do you want to collect as you read other articles about Africa? Explain. (Write) [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = As I read other articles, I want to collect information about the types of languages people speak in Africa. The myth is that all Africans speak the same language, so I want to find out more information about that. Also, I want to collect information about animals in Africa. The article states that Africa is not teeming with wildlife, so I want more information to explain why that is not true. Since there are various myths about Africa, I want to learn more details as I read about why they are not true.</td>
</tr>
<tr>
<td>90 = As I read other articles, I want to collect information about the languages people speak in Africa. The myth is that all Africans speak the same language. I want to collect information about animals in Africa. The article says that Africa is not filled with wildlife.</td>
</tr>
<tr>
<td>80 = I want to collect information about languages people speak and animals in Africa.</td>
</tr>
</tbody>
</table>

continued
Team Talk Questions continued

3. How did humans rely on the Nile River in the past? How have humans changed the Nile River in modern times? [MI, SA] (Team Talk rubric)

100 = In the past, humans relied on the Nile River for water and the rich soil the river carries when it overflows its banks. This soil was especially important for growing crops in Egypt because the surrounding land is desert. Humans have changed the Nile River by building structures to irrigate crops. These structures include dams, hydroelectric plants, and canals. The Nile’s water is still “precious.” The Nile River is extremely valuable to humans and has been developed over time.

90 = Humans in the past needed the Nile River for water and for the rich soil it carries when it overflows its banks. This soil was really important for growing crops in Egypt. Humans have changed the Nile River by building things to irrigate crops. These things are dams and canals.

80 = Humans needed it for water and soil. Humans have changed it by building things to irrigate crops.

4. Read the quote below the photo on page 5. What do you think it means? [AP, DC, SA] (Team Talk rubric)

100 = I think the quote means that because the Nile is so big and valuable, you need to be patient with it. According to the article, the Nile is 4,160 miles. This makes the Nile the longest river in the world. The Nile has two sources, Also, because of the soil the Nile offers, there is a lot of competition for it. Egypt has gone to war to control the Nile’s waters. Countries such as Ethiopia want to build dams so more of the river will be in their countries. Due to the Nile’s size and value, people must have patience.

90 = I think the quote means that because the Nile is so big and valuable, you need to be patient with it. The article says the Nile is 4,160 miles. This makes it the longest river in the world. Because of the soil the Nile offers, a lot of people want it. Countries want to build dams so more of the river will be in their countries.

80 = I think the quote means that because the Nile is so big and valuable, you need to be patient with it.

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

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

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

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

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

(18 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**
The article for this lesson, “So You Think You Know Africa?” provides more information to clear up common misunderstandings about Africa, including information about the diverse landscape and diverse population of people living on the continent.

**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>continent</td>
<td>con-tin-ent</td>
<td>a large mass of land that is usually made up of several countries</td>
<td>The United States is located in the continent of North America.</td>
</tr>
<tr>
<td></td>
<td>(noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 2</td>
<td>(KON-ti-uhnt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teeming</td>
<td>teem-ing</td>
<td>filled with</td>
<td>Our school’s donation box was teeming with canned goods for the food drive.</td>
</tr>
<tr>
<td></td>
<td>(verb)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 3</td>
<td>(TEEM-ing)</td>
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<td></td>
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</tbody>
</table>

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<th>Word</th>
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<tbody>
<tr>
<td>commerce (noun)</td>
<td>comm-er-ce (KOM-ers)</td>
<td>the buying and selling of a lot of items in many places</td>
<td>The harbor makes our city an important place for <em>commerce</em> because ships bring many items in and take many items to other places.</td>
</tr>
<tr>
<td>generalizations (noun)</td>
<td>gen-er-a-li-za-tions (jen-er-al-i-ZAY-shuns)</td>
<td>general statements about something</td>
<td>The lawmakers shouldn’t make <em>generalizations</em> about people or else the laws they make may not benefit everyone.</td>
</tr>
<tr>
<td>stereotypes (noun)</td>
<td>ster-e-o-types (STAIR-ee-oh-typz)</td>
<td>unfair beliefs or statements about a group</td>
<td>The coach did not let <em>stereotypes</em> get in the way of his decisions and allowed boys and girls to play on the team if they were strong athletes.</td>
</tr>
<tr>
<td>misconceptions (noun)</td>
<td>mis-con-cep-tions (mis-kahn-SEP-shens)</td>
<td>wrong beliefs</td>
<td>There are a lot of <em>misconceptions</em> about the American Civil War, and the researcher wanted to write a book to clarify them.</td>
</tr>
<tr>
<td>diverse (adjective)</td>
<td>di-ver-se (di-VERS)</td>
<td>varied; of different kinds</td>
<td>The plant and animal life in the rainforest is <em>diverse</em> and includes a wide range of different species.</td>
</tr>
<tr>
<td>equator (noun)</td>
<td>e-qua-tor (ee-KWAY-ter)</td>
<td>an imaginary line around the earth that is equal distance from each pole</td>
<td>It is warm throughout the year in countries located near the <em>equator</em>.</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 texts, authors, and reading objective.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

   **T:** Information about Africa. I know because the title is “So You Think You Know Africa?”

   **I:** To provide information that I might not know about Africa or to show that what I think I know is not correct.

   **G:** A web

5. Log onto kids.nationalgeographic.com/kids/places/find. Click on Africa, and select two or three countries you did not show the previous day. Browse through the photographs, and read a few of the facts provided. Point out information that connects to important concepts about Africa from their reading, such as climate, landscapes, wildlife, and the people who live there.

**Interactive Read Aloud**

1. Refer students to the reading objective. Remind students that they are collecting information about Africa, making notes, and using those notes to draw conclusions and answer a central question about Africa. Explain that as they make more notes, they will be able to make more connections among the important ideas and concepts they read about. Tell them that it might be helpful to highlight common ideas or concepts with similar colors or numbers to help them synthesize the information later.
2. Read page 9 (paragraphs 1–3) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>I just read that you need to wipe out the misconceptions. <em>Misconceptions</em> is a vocabulary word. This is important because we are trying to answer this question: What are the misconceptions about Africa? I know that misconceptions are wrong ideas. Yesterday, these misconceptions were labeled myths. That helps me understand this word. Now, this article also mentions that Africa is a continent and that it is made up of more than fifty countries. I will add this to my web for this article, and I will highlight this idea and the same one on my web from yesterday in blue. This will help me see similar ideas in different sources when I look at my notes later.</td>
</tr>
</tbody>
</table>

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

What other connections are you finding about ideas from the multiple sources used so far? Highlight them on your organizers as you discuss them.

*Students will probably say that they were able to make a lot of connections between what they have read so far. An example connecting the text to the information presented on the website follows. They read that a misconception about Africa is that animals are everywhere. The website gave more information about this—it stated that animals are decreasing in numbers because they are hunted and they are losing their homes.*

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

How does this paragraph relate to the idea of misconceptions and generalizations?

*It relates to the idea of misconceptions because some people see all of Africa as the same. However, Africa has fifty-four separate countries. As a result, you shouldn't make generalizations because each country has its own geography, climate, and culture.*

Use *Random Reporter* to debrief.

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

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

**Sample Graphic Organizer**

- **2nd largest**
  - **Africa is a continent.**
    - **What are they like?**
      - **diff geog, culture**
      - **diverse bkgrnds**
    - **has < 50 countries**
    - **not just a desert**
      - **regions = dry & wet seasons**
      - **rainforests, savanna**
    - **Algeria**
    - **Zimbabwe**

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**Teamwork**

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: *pages 10 and 11 aloud with partners.*

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

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

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

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

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

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<tr>
<td>1. On page 9, the author writes, “Sometimes it’s funny when we make generalizations about a whole group of people, but other times, when the stereotypes are negative, it is no laughing matter.” In your own words, what is the author’s point? How does this relate to Africa? [AP, DC, SA] (Team Talk rubric)</td>
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</tbody>
</table>

100 = The author’s point is making judgments about whole groups of people is not only silly but can be **harmful** because they are not true. This is what happens when people make generalizations about Africa without understanding the **diversity** of lifestyles and cultures. They end up with a false picture of what Africa and its people are like. The example that the author gives of all Americans living in mansions is a funny generalization. **However**, thinking that everyone is the same without really knowing them can be dangerous. **Although generalizations may appear funny, they can result in hurtful stereotypes.**

90 = The author’s point is making judgments about whole groups of people is not only silly but can be bad because they are not true. This is what happens when people make generalizations about Africa without understanding the different cultures. They end up with a false picture of what Africa and its people are like. **Thinking that everyone is the same without really knowing them can be dangerous.**

80 = The author’s point is making judgments about whole groups of people is not only silly but can be bad. People end up with a false picture of Africa. |

**continued**
2. The following vocabulary words have different shades of meanings: generalization, misconception, stereotype. Discuss how their meanings are similar and how they are different. [CV, SA] (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>These words are similar because they are overall statements that may not be true. They are different because misconceptions can result in generalizations and then stereotypes. A misconception is definitely not true because it means a wrong idea. A stereotype is a generalization about a group of people that is unfair, so it is not true either. A generalization is not always true because it is just a general statement about something. The words generalization, misconception, and stereotype are similar because they are broad statements but do have shades of meaning.</td>
</tr>
<tr>
<td>90</td>
<td>These words are similar because they are big statements that may not be true. They are different because misconceptions can lead to generalizations and then stereotypes. A misconception is definitely not true because it means a wrong idea. A stereotype is a generalization that is unfair, so it is not true. A generalization is just a general statement about something.</td>
</tr>
<tr>
<td>80</td>
<td>These words are similar because they are big statements that may not be true. Misconceptions can lead to generalizations and then stereotypes.</td>
</tr>
</tbody>
</table>

3. On page 2, the author writes that “Many people tend to believe one truth for a specific area of Africa to be true for the entire continent.” Explain how this article supports the idea that this should not be the case. [DC, SA] (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>This article supports the idea that this should not be the case because it describes Africa’s diversity. For example, there are 800 ethnic groups and 2,000 languages. Also, there are various religions, such as Islam and Judaism, that are practiced. Although some people wear traditional African clothing, such as robes and kanga, teenagers wear jeans and sneakers, just like in the United States. Due to Africa’s diversity, it is important that people understand that what one culture does may not be true for another culture.</td>
</tr>
<tr>
<td>90</td>
<td>This article supports the idea that this should not be the case because it talks about how all of Africa is not the same. There are 800 ethnic groups and 2,000 languages. There are many religions that are practiced. Some people wear traditional African clothing, such as kanga, but teenagers wear jeans and sneakers.</td>
</tr>
<tr>
<td>80</td>
<td>This article supports the idea that this should not be the case because it talks about how all of Africa is not the same.</td>
</tr>
</tbody>
</table>

continued
4. A common image you may see on television is poor children in Africa who are needy and starving. How does this image help shape misconceptions about Africa? Look at your notes. How does this article help clear up those misconceptions? *(Write) [DC, SA] (Team Talk rubric)*

(Answers will vary.)

100 = I think the image of poor children in Africa helps shape misconceptions about Africa because they only show really bad, desert-like conditions. This image makes it appear that there aren’t people in Africa who might be able to assist those in need. This article helps clear up those misconceptions because it shows pictures of people of various ethnic backgrounds in cities. *Also, there are pictures of healthcare workers. The people in these pictures look just like people you would see in a city in America. The article states that people live in houses. It is important to gather more information before forming ideas based on a picture.*

90 = I think the image of poor children in Africa helps shape misconceptions about Africa because they only show really bad, desert-like conditions. This image makes it seem that there aren’t people in Africa who might be able to help those in need. This article helps clear up those misconceptions because it shows pictures of people of different ethnic backgrounds. There are pictures of healthcare workers. The article says that people live in houses.

80 = I think the image of poor children in Africa helps shape misconceptions about Africa because they only show really bad conditions. This article shows people of different ethnic backgrounds.

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

Asia is the largest ________, and it contains many countries, including China, Japan, and the Philippines.

A. continent  
B. equator  
C. stereotypes  
D. teeming

Continent belongs in the blank, and I know because a continent is land made up of several countries. The sentence says that Asia contains many countries, so that was a clue.

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

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

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

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

Class Discussion

(15 minutes)

Lightning Round

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

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

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>continent</td>
<td>con-tin-ent</td>
<td>a large mass of land that is usually made up of several countries</td>
<td>The United States is located in the continent of North America.</td>
</tr>
<tr>
<td></td>
<td>(noun) page 2</td>
<td>(KON-ti-uhnt)</td>
<td></td>
</tr>
<tr>
<td>teeming</td>
<td>teem-ing</td>
<td>filled with</td>
<td>Our school’s donation box was teeming with canned goods for the food drive.</td>
</tr>
<tr>
<td></td>
<td>(verb) page 3</td>
<td>(TEEM-ing)</td>
<td></td>
</tr>
<tr>
<td>commerce</td>
<td>comm-erce</td>
<td>the buying and selling of a lot of items in many places</td>
<td>The harbor makes our city an important place for commerce because ships bring many items in and take many items to other places.</td>
</tr>
<tr>
<td></td>
<td>(noun) page 3</td>
<td>(KOM-ers)</td>
<td></td>
</tr>
<tr>
<td>generalizations</td>
<td>gen-er-a-li-za-tions</td>
<td>general statements about something</td>
<td>The lawmakers shouldn’t make generalizations about people or else the laws they make may not benefit everyone.</td>
</tr>
<tr>
<td></td>
<td>(noun) page 9</td>
<td>(jen-er-al-i-ZAY-shuns)</td>
<td></td>
</tr>
<tr>
<td>stereotypes</td>
<td>ster-e-o-types</td>
<td>unfair beliefs or statements about a group</td>
<td>The coach did not let stereotypes get in the way of his decisions and allowed boys and girls to play on the team if they were strong athletes.</td>
</tr>
<tr>
<td></td>
<td>(noun) page 9</td>
<td>(STAIR-ee-oh-typz)</td>
<td></td>
</tr>
<tr>
<td>misconceptions</td>
<td>mis-con-cep-tions</td>
<td>wrong beliefs</td>
<td>There are a lot of misconceptions about the American Civil War, and the researcher wanted to write a book to clarify them.</td>
</tr>
<tr>
<td></td>
<td>(noun) page 9</td>
<td>(mis-kahn-SEP-shens)</td>
<td></td>
</tr>
<tr>
<td>diverse</td>
<td>di-verse</td>
<td>varied; of different kinds</td>
<td>The plant and animal life in the rainforest is diverse and includes a wide range of different species.</td>
</tr>
<tr>
<td></td>
<td>(adjective)</td>
<td>(di-VERS)</td>
<td></td>
</tr>
<tr>
<td>equator</td>
<td>e-qua-tor</td>
<td>an imaginary line around the earth that is equal distance from each pole</td>
<td>It is warm throughout the year in countries located near the equator.</td>
</tr>
<tr>
<td></td>
<td>(noun) page 16</td>
<td>(ee-KWAY-ter)</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

The article for this lesson focuses on the diverse landscapes in Africa. Information from “Old Land: Africa’s Diverse Landscape” dispels the myth that Africa is one big desert. It also dispels the myth that Africa is a poor continent. While many people live in impoverished conditions, Africa is a region full of rich natural resources.

(Optional) During Set the Stage, you can show the following video (4 min. 24 sec.). Try to show at least the first three minutes: www.pbslearningmedia.org/content/vtl07.la.rv.text.invasion/. This video shows how loggers rob the Baka, who live in Cameroon, of their rainforests. This also affects the Congo Basin, one of the oldest living ecosystems in the world.

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**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 am wondering about the word *occupation* on page 10. I know that *occupation* can mean a job, but I don’t think that is what this word means in this sentence. When I check the definition in the dictionary, I see several definitions. I think the entry “possession, use, or settlement of land” is what the text refers to because the text refers to it as *human occupation*. The dictionary also suggests that it could be to take or seize land or to be occupied by a foreign military. So, I can see how this word may have some negative connotations associated with it.

Sample Word Map

An occupation of a place refers to the use of a land by a group of people.

occupation

also means a job

can be negative, such as when land is seized or taken over by a foreign country/military

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 texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** Different landscapes in Africa. There are pictures of landscapes, such as the desert, savanna, and glaciers.

   **I:** To explain that Africa is not just one big desert and that various landscapes exist in Africa.

   **G:** A web

5. Generate interest in the video you will show by using Think-Pair-Share to ask:

   **What does it mean when someone says a land is wealthy? Can a place be wealthy while the people who live there are poor? Explain.**

   *(Answers will vary.)* When someone says a land is wealthy, it means that they can make money from the land. Maybe it is good for farming or the land is full of gold or gems. I think a place can be wealthy while the people who live there are poor. Maybe new people have claimed the land as their land and taken it away from the people who live there. I know people fight over land, so maybe there is a war that keeps people from getting the wealth from the land.

6. Introduce the video.

   **To prepare for our reading today, let’s watch a brief video that talks about a land’s wealth.** Show the video.

   To debrief after watching, use Think-Pair-Share to have students discuss how the land of the Baka is wealthy and how that wealth is being taken away. Point out that wealth doesn’t just mean money, but also wealth of the land.

   **How is the land of the Baka wealthy? How is their wealth being taken away? What will this mean for the Baka in the years to come?**

   *(Answers will vary.)* The land of the Baka is wealthy because of the trees. They live in the forest and use the trees for shelter and hunt the animals that live in the trees. Their wealth is being taken away because people are cutting the trees down for lumber. Eventually, the Baka will not have the trees they need to survive.

**Interactive Read Aloud**

1. Read page 16 (paragraphs 1–3) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What information connects to information we already have about Africa? What conclusions can you draw about the weather in Africa? What support did you use for your conclusions?**
Information that connects to information we already have about Africa is the weather and landscapes. We know that the land isn’t just one big desert, that there are tropical rainforests, savannas, and deserts. We can draw the conclusion that the landscape depends on the climate zones, which are controlled by the distance from the equator. Near the equator, the land is covered in rainforests. Areas north and south of the equator are grassy savannas. Farther north is the desert.

Remind students about how the skill helps them add to their understanding.

### Sample Think Aloud

We just looked at our notes from multiple sources and found that we were able to make connections. We were also able to draw conclusions that provided even more information. We know that Africa is not one big desert, but we also have a good understanding of the landscapes and why the landscapes differ. The conclusions you drew are important, and they are the main ideas. So, we need to add them to the web.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 16 (paragraph 4). Use **Think-Pair-Share** to ask:

   **What is another conclusion that you can draw about the weather in Africa?**

   *I can also draw the conclusion that the weather is not always the same across years. It says that crops can fail without rainfall and that mild droughts can cause famines if the rain doesn’t return each year.*

   Use **Random Reporter** to debrief.

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

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

Crops fail w/o rain

Rainforest near equator

Controlled by distance from equator

North & South = Savanna

Far North = Dry

Weather not always the same across years

Droughts = Famine if no rain

Land depends on climate zone

Diverse landscape in Africa

Teamwork (20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 16 (paragraph 5)–19 aloud with partners.

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

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>**1. On page 16, the author writes, “the Sahara wasn't always hot—or even a desert!” Explain why the Sahara wasn't always a desert. [AP, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>90 = The Sahara wasn’t always a desert because thousands of years ago, it had things not found in a desert. It had green grass and lakes. Animals such as elephants lived in the Sahara. A cave has paintings that show humans swimming. The Sahara’s climate got very dry.</td>
</tr>
<tr>
<td>80 = The Sahara wasn’t always a desert because thousands of years ago, it had things not found in a desert.</td>
</tr>
<tr>
<td>2. Explain how the Great Rift Valley clears up misconceptions about Africa. [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>90 = The Great Rift Valley clears up many misconceptions about Africa because it shows that Africa is not just a desert and is not poor. It is where Africa’s biggest lakes are found. This shows that Africa is not just a desert. These lakes have fish that feed millions of people in Africa. This shows that not everyone in Africa is starving.</td>
</tr>
<tr>
<td>80 = The Great Rift Valley clears up many misconceptions about Africa because it shows that Africa is not just a desert and is not poor.</td>
</tr>
</tbody>
</table>

continued
### Team Talk Questions continued

3. Look at your notes from your reading so far. What information will be useful in clearing up misconceptions about Africa? *(Write)*  
**100 = One misconception is that Africa is poor. Since countries in Africa are rich in natural resources, this helps clear up misconceptions. For example, Niger has oil supplies. The Witwatersrand Basin is the largest gold field in the world, and it is located in South Africa. Countries in central and western Africa have diamond mines. Although a common misconception is that Africa is poor, it is rich in valuable resources.**

**90 = One misconception is that Africa is poor. Countries in Africa are rich in natural resources, and this helps clear up misconceptions. Niger has oil supplies. The Witwatersrand Basin is the largest gold field in the world. Countries in central and western Africa have diamond mines.**

**80 = One misconception is that Africa is poor. Countries in Africa are rich in natural resources, and this helps clear up misconceptions.**

4. The author writes, “Africa is an old land; even its opportunities can seem like obstacles to be overcome.” What does the author mean? Support your answer.  
**100 = The author means that while Africa has many resources, such as gold, diamonds, and oil that can provide opportunities for Africans, they also pose challenges. While diamond mining could provide jobs and wealth to people in Africa, rebel groups began selling diamonds to buy weapons that they use for fighting. The people who live near the oil fields in the Niger Delta have to live with air pollution and oil spills but do not benefit from the money the oil makes. This has also led to problems. Africa’s resources have both advantages and disadvantages.**

**90 = The author means that while Africa has many resources, such as gold, diamonds, and oil that can give Africans opportunities, they also cause problems. Diamond mining could give jobs to people in Africa, but rebel groups began selling diamonds to buy weapons that they use for fighting. The people who live near the oil fields in the Niger Delta have to live with air pollution and oil spills.**

**80 = The author means that while Africa has many resources that can give Africans opportunities, they also cause problems.**

5. In which of the following sentences is diverse used incorrectly? Explain. *(CV)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Heather has diverse interests that include pottery, dancing, hiking, and playing guitar.</td>
<td></td>
</tr>
<tr>
<td>B. The university is known for its diverse student body, since students come from all over the world.</td>
<td></td>
</tr>
<tr>
<td>C. When Vienna’s friends arrived at her party wearing the same outfit, she told them how diverse they looked.</td>
<td>D. To avoid bias, a diverse jury is important when deciding if someone is innocent or guilty of a crime.</td>
</tr>
</tbody>
</table>

Diverse is used incorrectly in C because it means different kinds. If her friends all wore the same outfit, they had on the same kind of clothing.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

### Class Discussion

**Lightning Round**

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

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

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:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

The article for this lesson, “From Arabic to Zulu,” showcases the many languages that are spoken across the continent of Africa. The article also provides the reasons there are so many languages. These reasons include natural borders that prevent languages from spreading across the vast continent of Africa, human pride, and colonization of Africa by European countries.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

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

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. 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 texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** Languages spoken in Africa. There are pictures of people on the phone with speech bubbles that have words in them. The words are probably for hello.

   **I:** To clear up the misconception that one language is spoken in Africa

   **G:** A three-column chart that has a language family in one column, the languages in that family in the second column, and where the languages are spoken in a third column

Interactive Read Aloud

1. Read page 13 (introduction and bullet points) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **A misconception is that one language is spoken in Africa. This is not true. Explain why so many languages are spoken in Africa.**

   *Natural borders, such as rivers, keep language from spreading throughout Africa since it’s a huge continent. People want to keep their languages alive. Also, colonists from European countries introduced new languages.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 13 (paragraphs 1 and 2 and bullets #1 and #2 of “Language Regions”). Use Think-Pair-Share to ask:

   **How do the languages you read about differ?**

   *Written Arabic has hardly changed since the seventh century, but spoken Arabic has changed a lot. Arabic is related to Islam. On the other hand, Berber languages are related to ancient Egyptian.*

   Use Random Reporter to debrief.

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Language Family</th>
<th>Languages It Includes</th>
<th>Where Languages Are Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afro-Asiatic</td>
<td>Arabic</td>
<td>Across Africa</td>
</tr>
<tr>
<td></td>
<td>Berber</td>
<td>Morocco &amp; Algeria</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 13 (paragraph 3) and 14 (stopping at “How’s the Weather?”) aloud with partners.

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

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

**Team Discussion**

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

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

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

1. What makes the Niger-Congo language family important? [MI, SA] (Team Talk rubric)

100 = The Niger-Congo language family is important because it has the greatest number of speakers and languages. This language family includes Swahili and Zulu. Swahili is spoken in Kenya, Tanzania, and other African countries. Swahili is spoken as a first or second language by millions of people in those countries. Zulu is spoken in South Africa. The Niger-Congo language family includes languages spoken by a huge number of people.

90 = The Niger-Congo language family is important because it has the most speakers and languages. Its languages are Swahili and Zulu. Swahili is spoken in Kenya and Tanzania. Zulu is spoken in South Africa.

80 = The Niger-Congo language family is important because it has the most speakers and languages.

2. What is a misconception about Africans that you read today? Use information from your reading today and across the cycle to explain why this is a misconception. (Write) [DC, SA] (Team Talk rubric)

100 = A misconception about Africans is that they all speak the same language. I know this is a misconception because the people of Africa have diverse backgrounds and lifestyles. There are more than 2,000 languages spoken in Africa. The reasons Africa is so diverse with regard to language are because the land is made up of natural borders that made it difficult to spread a particular language, people are proud and want to keep their languages alive, and Africa was colonized by various European countries, which influenced the language spoken in many areas. Since there is a huge variety of languages spoken in Africa, I can see that a common misconception is not true.

90 = A misconception about Africans is that they all speak the same language. I know this is a misconception because the people of Africa have different backgrounds and lifestyles. There are more than 2,000 languages spoken in Africa. The reasons Africa is so diverse are because the land is made up of natural borders, people want to keep their languages alive, and Africa was colonized by many European countries.

80 = A misconception about Africans is that they all speak the same language. I know this is a misconception because the people of Africa have different backgrounds and lifestyles.
3. How do you think the people living in the areas colonized by Europeans felt? Explain. [MI, DC, SA] (Team Talk rubric)

100 = I think the people living in the areas colonized by Europeans felt angry and sad because they couldn’t speak their native language. Their languages and ways of life were changed as new languages and cultures were introduced. The article states that people wanted to keep their languages alive. Therefore, it must have been difficult to see that change. Some people probably fought to keep their language alive, because I read that Zulu is still spoken in South Africa. The Zulu kept their language alive even when colonists took their land. European colonization had a huge impact on African languages.

90 = I think the people living in the areas colonized by Europeans felt angry and sad because they couldn’t speak their native language. Their languages were changed as new languages and cultures were introduced. The article says that people wanted to keep their languages alive. It must have been hard to see that change. I read that Zulu is still spoken in South Africa. The Zulu kept their language alive.

80 = I think the people living in the areas colonized by Europeans felt angry and sad because they couldn’t speak their native language.

4. Write a summary of the text. [MI] (summary rubric)

100 = Africa is the most diverse continent with regard to language. There are more than 2,000 different languages spoken in Africa. These languages include Arabic, Nubian, Swahili, and Zulu. The geography and history of Africa have influenced the types and numbers of languages spoken. There are several language families in Africa, and each family has certain languages spoken.

90 = Africa is the most diverse continent with regards to language. There are more than 2,000 different languages spoken in Africa. These languages include Arabic and Zulu. The geography and history of Africa have influenced the types of languages spoken. There are several language families in Africa.

80 = Africa is the most diverse continent with regards to language. There are more than 2,000 different languages spoken in Africa. The geography and history of Africa have influenced the types of languages spoken. There are several language families.

5. Choose a word from the vocabulary list, and write a meaningful sentence that uses the word correctly. [CV]

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: During the spawning season the rivers were teeming with many thousands of salmon swimming upstream to lay their eggs.

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

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

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

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

Class Discussion (15 minutes)

Lightning Round

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

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

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.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

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

**Writing Objective:** Gather relevant information from multiple sources to answer a question.

**Teacher Background**

Today’s writing prompt gives students more practice with extracting information from multiple sources to answer a question. If students have a hard time identifying misconceptions, you can help jog their memories by referring them back to the article on page 2 that lists several misconceptions. You can remind them that the articles they read expanded on those misconceptions.

**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 texts, authors, and writing objective.

4. Remind students that they have read articles and viewed video clips about the continent of Africa. They have made notes about the main ideas and supporting information presented and drawn some conclusions.
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>There are several misconceptions about the continent of Africa and its people. What is one misconception? Why is it a misconception? Use relevant information from your reading across the cycle to explain why this is a misconception.</td>
</tr>
</tbody>
</table>

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

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

*It is asking me to explain information on a topic. I know because I have to explain a misconception that people have and use information to explain why it is a misconception, or not true.*

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

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

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

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

**Which guidelines relate to our writing objective: gather relevant information from multiple sources to answer a question?**

*Under ideas, developing the topic with relevant details relates to the writing objective. Also under organization, in the middle provide facts, examples, or events that help the read understand the information relates to the writing objective.*

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

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

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic sentence: ____________________________</td>
</tr>
<tr>
<td>A misconception people have about Africa is that ____________________________</td>
</tr>
<tr>
<td>Supporting information from my notes</td>
</tr>
<tr>
<td>This is a wrong idea because...</td>
</tr>
<tr>
<td>• [Evidence from one source with supporting details]</td>
</tr>
<tr>
<td>• [Evidence from another source with supporting details]</td>
</tr>
<tr>
<td>Closing</td>
</tr>
</tbody>
</table>

Teamwork

(20 minutes)

Independent Work

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

Team Discussion

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

(30 minutes)

Lightning Round

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

Refer students to the writer’s guide for writing to inform or explain and the writing objective—gather relevant information from multiple sources to answer a question.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to gather information from multiple sources in your writing? Do you think the information is effective?

Answers will vary.
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

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

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

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

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

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

There are several misconceptions about the continent of Africa and its people. What is one misconception? Why is it a misconception? Use relevant information from your reading across the cycle to explain why this is a misconception.

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Lesson 6

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Writing Objective:** Gather relevant information from multiple sources to answer a question.

**Teacher Background**

Today’s cycle test challenges students to connect ideas from earlier in the reading. Students will rely on their notes taken across each reading to draw conclusions about information and to make connections about common topics and themes as they answer a central question.

The test passage, “How’s the Weather?” provides more information about the diverse types of weather experienced on the continent of Africa. Information from this passage will add to students’ understanding of Africa and help clear the misconception that Africa is one big desert.

**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 texts, authors, and reading and writing objectives.

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

1. Remind students that they have been practicing gathering and synthesizing information from multiple sources to answer a central question and gathering relevant information from multiple sources to answer a question. Use Think-Pair-Share to ask:

   **What does it mean to synthesize information? Why are multiple sources needed to synthesize information?**

   *When you synthesize information, it means that you combine ideas or look for connections among information that you read. Multiple sources are needed to help make these connections. If you just use one source, you probably will not make as many connections.*

   **How does reading multiple sources help clear up misconceptions?**

   *Reading multiple sources helps clear up misconceptions because it allows you to gather a lot of information about something. As a result, you learn that what you believed to be true may actually be incorrect.*

   Tell students that they will use this skill as they take the cycle test.

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

Test Directions

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

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

3. Point out that questions #2 and #3 ask about gathering and synthesizing information from multiple sources.

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

   **What is a misconception about the landscape in Africa? Use information from your reading today and across the cycle to explain why this is a misconception. [DC, SA]**
5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

*Today you will read about the weather in Africa.*

**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.

   **How does this article clear up misconceptions about Africa?**

   *This article describes the different types of weather that occur in Africa. This clears up the misconception that Africa is one big desert and never gets any rain. Although some countries don't get any rain, other countries have wet seasons and do get rainfall.*

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

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

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

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

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

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

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

1. What is the topic?

5 points = The topic of the text is what the weather in Africa is like. I know because the title of the article is “How is the Weather?” There is a picture of a flooded area and a picture of dry, cracked ground.

What is the author’s intent?

5 points = I think the author wrote the article to inform about the types of weather in Africa.

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

10 points = Africa experiences different types of weather. While the temperature does not vary much across the continent, the amount of rainfall does. There are wet and dry seasons. Each region in Africa experiences its wet and dry seasons during different times of the year. While the amount of rainfall may differ greatly in a particular region across the year, the temperatures usually stay mild throughout the year and do not vary much.

2. What is a misconception about the landscape in Africa? Use information from your reading today and across the cycle to explain why this is a misconception. [DC, SA]

20 points = A misconception about the landscape in Africa is that it is one big desert. While there is a desert in Africa, the Sahara, there are other types of landscapes, such as the rainforest and mountains. The weather in Africa is not always dry. The type of climate in a region is controlled by distance from the equator. The temperature in Africa only varies about fifteen to twenty degrees in different regions, but the amount of rainfall varies and determines the seasons in each region. Although many people believe Africa is just a desert, there are various landscapes and climates.
15 points = A misconception about the landscape in Africa is that it is one big desert. There are landscapes, such as the rainforest. The climate in a region is controlled by how far it is from the equator. The temperature in Africa only changes fifteen to twenty degrees in different regions, but the amount of rainfall is different.

10 points = A misconception about the landscape in Africa is that it is one big desert.

3. The diverse regions impact the types of weather experienced in Africa. What else do the diverse regions impact? Explain. [DC, SA]

20 points = The diverse regions also impact the types of languages spoken in Africa. There are about 2,000 different languages spoken throughout Africa. The language spoken in a region is affected by various factors. For example, borders such as rivers prevent language from spreading across the continent. Also, the colonization of Africa by Europeans introduced new languages. The geography and history contribute to the types of languages spoken.

15 points = The diverse regions also impact the languages spoken in Africa. There are about 2,000 different languages spoken throughout Africa. The language spoken in a region is affected by a lot of things. Borders keep language from spreading across the continent.

10 points = The diverse regions also impact the languages spoken in Africa.

4. Explain two problems caused by rainy and dry seasons in areas of Africa. What are two solutions mentioned in the text? [RE]

20 points = The different seasons in Africa can lead to problems. A problem caused by too much rain in the rainy season is flooding. This is a problem when people move to cities and settle on land that is likely to flood. A solution would be to settle these people in places that do not flood. As a result, lives will be saved when water rises. A problem caused by too little rain is spreading deserts. A solution described in the text is to plant a wall of trees to keep the desert from spreading. The proposed wall of trees is almost 5,000 miles long. Although rainy and dry seasons can cause problems, there are possible solutions.

15 points = The different seasons in Africa can lead to problems. A problem caused by too much rain in the rainy season is flooding. This is a problem when people move to cities. A solution would be to settle these people in places that do not flood. A problem caused by too little rain is spreading deserts. A solution is to plant a wall of trees to keep the desert from spreading.

10 points = A problem caused by too much rain is flooding. A solution is to settle people in places that do not flood. A problem caused by too little rain is spreading deserts. A solution is a wall of trees.
5. Describe some advantages of the weather in Africa. [DC, RE, SA]

20 points = Although the weather in Africa can cause problems, there are also advantages. A major advantage is outdoor activities. Since it is very warm in Africa, children can enjoy activities that are done outside throughout the year. In contrast, children in North America cannot do these activities throughout the year. They can only enjoy some outdoor activities during the summer. Despite the problems that weather can cause, the warm temperatures benefit children in Africa.

15 points = The weather in Africa can cause problems, but there are also advantages. An advantage is outdoor activities. It is very warm in Africa, so children can enjoy activities that are done outside throughout the year. Children in North America cannot do these activities throughout the year.

10 points = An advantage of the weather in Africa is outdoor activities.

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

What is a misconception you had about Africa before you began reading this magazine? Explain what information helped you clear up this misconception. Support your answer with information from more than one article or source.

One misconception I had before I read this magazine is that most people in Africa live in rural villages and are poor. This was a generalization. The information that cleared up my misconception was reading that 40 percent, or close to half, of Africans live in cities. Pictures in the text show busy cities, modern shopping centers, and cafes. Large cities in Africa include Cairo, Egypt, and Cape Town, South Africa. Some Africans may be poor, but there are also Africans who are middle class and wealthy people. There is a diversity of lifestyles, just like in the U.S. Also, I read that there are African countries that are rich in natural resources like oil, gold, and diamonds. The information from several articles helped me clear up these misconceptions.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
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</tr>
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</tr>
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<td></td>
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<tr>
<td><strong>Style</strong></td>
<td></td>
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<tr>
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<td><strong>Mechanics</strong></td>
<td></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
<td>0–10 pts.</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
<td></td>
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<td>• Gather relevant information from multiple sources to answer a question.</td>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>

**Part III. Vocabulary** (100 points)
1. What is a synonym for the word *teeming*? What is an antonym for the word *teeming*? [CV]
   (Accept reasonable responses.) A synonym for *teeming* is the word *overflowing*. An antonym for *teeming* is *lacking*.

2. Write a meaningful sentence using the word *commerce*. [CV]
   Accept responses that show the student knows the meaning of the word. For example: The town hoped that the new shopping center would bring a lot of new jobs and commerce to the area.

3. The warmest weather in the world is found near the ________.
   Choose the word that belongs in the blank. [CV]
   A. savanna
   B. rainforest
   C. equator
   D. desert
4. Which of the following is NOT an example of a generalization? Explain why. [CV]
   A. Everyone that is sick doesn’t take care of themselves.
   B. All healthy people exercise and get daily exercise.
   C. Every doctor’s office is full of germs.
   D. Studies show that exercise can help you stay fit.

   “Studies show that exercise can help you stay fit” is not a generalization because it is based on a study. There is information that proves it can help, and it is based on facts of the study.

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

   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The selection of used cars was so diverse, I had trouble deciding which one I wanted to purchase.

6. In which of the following sentences is the word stereotypes used incorrectly? [CV]
   A. Evan knew that the stereotypes he heard were fair, and he believed them.
   B. Lenae did not let stereotypes influence the way she felt about people.
   C. The stereotypes people had about Native Americans were very hurtful.
   D. Billy decided to show people that their stereotypes of the Okie children were not true.

7. ______ can lead people to make generalizations and develop stereotypes about others.

   Choose the word that belongs in the blank. [CV]
   A. Generalizations
   B. Stereotypes
   C. Commerce
   D. Misconceptions

8. Which of the following is NOT a continent? [CV]
   A. South America
   B. Africa
   C. Europe
   D. Kenya

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

   A word that we explored is sabotaging. It means destroying. A meaningful sentence using sabotaging is “Gia said that Caylynn was sabotaging her diet by bringing in a lot of candy to eat with dessert.”
10. As used on page 13 in the sentence “The geography and history of Africa are some of the main ingredients of this linguistic alphabet soup,” the word *linguistic* most likely means— [CV]

A. interesting.
B. language.
C. complicated.
D. false.

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

*Students will explain their thinking. For example, I used the context. The paragraph before this sentence talks about different languages in different parts of Africa, so linguistic must mean language.*

<table>
<thead>
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<th>Question Codes</th>
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<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[MI]</td>
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<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
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</table>
Lesson 7

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

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

**Active Instruction** *(20 minutes)*

**Two-Minute Edit**

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

**Vocabulary**

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

**Set the Stage**

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

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

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

Team Discussion

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

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

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

Teacher’s Note:

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

Read and Respond Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>1.</td>
<td>Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>2.</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>3.</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>4.</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>5.</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>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

1. Tally up this cycle’s points on the poster.

2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.

3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.

4. Collect students’ Read and Respond forms, and pass out new forms.

5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.

Team responses and feedback

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

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Celebrate team successes!

Final tally for this cycle
Lesson 8

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

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

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

**Active Instruction**

(2 minutes)

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

**Celebrate/Set Goals**

(20 minutes)

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

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

Two-Minute Edit

Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.
Use **Random Reporter** to ask:

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

*Accept supported answers.*

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

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

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**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.

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**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:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

Today students will read “The Niger River” which describes the Niger River, one of Africa’s main routes. The river connects to other areas of Africa and is traveled by people in pirogues. People travel the Niger River to go to outdoor markets where goods ranging from grass mats to cell phones are sold. Families who live along the river are busy all day. Women wash clothes and gather firewood, while men farm or fish.

(Optional) During Set the Stage, students can listen to the following audio clip (1 min. 30 sec.): www.pbslearningmedia.org/content/f5708630-6198-4885-9313-b5b2ddc28720/. This clip features Vicki Wilde, the director of CGIAR’s Gender and Diversity Program in Nairobi, Kenya. Women are responsible for 60–80% of food crops. According to Wilde, having women hold agricultural research positions would be beneficial because they work in agriculture so they would have relevant ideas about solutions to agricultural problems. Also, women farmers who become scientists could mentor other women.

**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:** Do you think that people have different goals and interests because they live in different places? Why or why not?

**Set the Stage**

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

   **Do you think that people have different goals and interests because they live in different places? Why or why not?**

   *(Answers may vary.)* I don’t think that people have different goals because they live in different places. People are people no matter where they live, so I think everyone wants the same basic things such as freedom, health, and happiness. It doesn’t really matter where you live to have these goals.
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 texts, authors, and reading objectives.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** The Niger River
   
   **I:** To explain why the Niger River is important
   
   **G:** A web

5. Before playing the audio clip listed in the teacher background, provide some context.

   Today we will learn about the Niger River which flows through several African countries. Along this river, men are responsible for farming. However, in some African countries such as Kenya, women play a huge role in agriculture. I will play a brief interview with Vicki Wilde now. She is the director of a gender and diversity program in Kenya.

Debrief the audio clip by using Think-Pair-Share to ask:

**Why does Vicki Wilde believe female scientists are so valuable?**

*They focus on indigenous crops and mentor other women farmers which may encourage them to become scientists. Also, they learn more about agriculture and this improves conditions for their families and their communities.*

**Interactive Read Aloud**

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

2. Read page 22 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What did you learn from what I just read that relates to a misconception about Africa?**

   *I learned that the Niger River is one of Africa’s main routes. A common misconception is that Africa is just one desert. This further supports why that misconception is not true. Not only are there various types of landscapes in Africa, there is also a huge river that covers several countries.*

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 22 and the caption on page 23. Use Think-Pair-Share to ask:

   **Why is the Niger River important?**

   *It is important because it connects different parts of Africa.*
How do people travel the Niger River to get to another part of Africa?

Pirogues are used, and many families own dugout canoes. During the winter, passengers board ferry boats at large ports.

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

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**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Niger River</th>
<th>connects parts of Africa</th>
<th>ferry boats → ports</th>
</tr>
</thead>
<tbody>
<tr>
<td>winter</td>
<td>pirogues</td>
<td>dugout canoes</td>
</tr>
</tbody>
</table>

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**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 24 and 25 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. How does today's article clear up a misconception about Africa? (Write)</strong> [DC, SA] (Team Talk rubric)</td>
<td></td>
</tr>
<tr>
<td>100 = Today's article clears up the misconception that Africa is just one big desert because it describes how important the Niger River is to Africa. The Niger River allows pirogues filled with goods to travel across the river to markets, such as Mopti, where goods are traded. Along the Niger River, people gather to buy, sell, and trade goods. Also, the pictures in the article show trees, cities, and bridges with a lot of traffic. Reading about the Niger River provides more information that shows Africa is not just a desert.</td>
<td></td>
</tr>
<tr>
<td>90 = Today's article clears up the misconception that Africa is just one big desert because it talks about how important the Niger River is to Africa. The Niger River lets pirogues filled with goods go across the river to markets where goods are traded. The pictures in the article show trees and cities.</td>
<td></td>
</tr>
<tr>
<td>80 = Today's article clears up the misconception that Africa is just one big desert because it talks about how important the Niger River is to Africa.</td>
<td></td>
</tr>
</tbody>
</table>

*continued*
Team Talk Questions continued

2. Which of the following words best describes the people who live along the Niger River? [DC, SA] (Team Talk rubric)
   A. lazy
   B. bored
   C. active
   D. funny

Explain why this word describes people along the Niger River.

100 = The word active describes people along the Niger River because they participate in various activities and are very busy. Women wash clothes along the river and walk long distances to gather firewood. Men work all day farming or fishing. Young children play by the river. They create their own toys from materials such as wood. People along the Niger River are extremely active and work hard to take care of their families.

90 = The word active describes people along the Niger River because they do many activities and are very busy. Women wash clothes along the river and gather firewood. Men work all day farming or fishing. Young children play by the river. They make their own toys.

80 = The word active describes people along the Niger River because they do many activities and are very busy.

3. Why do you think the author calls Africa’s outdoor markets the “heartbeat” of the continent? [AP, DC, SA] (Team Talk rubric)

100 = I think the author calls Africa’s outdoor markets the “heartbeat” of the continent because of all the activity that occurs in outdoor markets. A heartbeat keeps people alive, and the markets are alive with people. People gather at outdoor markets not only to buy and sell goods but to chat with friends. Markets are popular because they sell various goods, such as vegetables and cell phones. Fabrics used for clothing are bought at markets. Since outdoor markets are very popular and offer so much, it makes sense that they’re considered Africa’s “heartbeat.”

90 = I think the author calls Africa’s outdoor markets the “heartbeat” of the continent because so much happens in outdoor markets. The markets are alive with people. People gather at outdoor markets not only to buy and sell goods but to chat with friends. Markets are popular because they sell many goods, such as vegetables.

80 = I think the author calls Africa’s outdoor markets the “heartbeat” of the continent because so much happens in outdoor markets.

continued
4. Describe how the architecture differs throughout Africa. [DC, SA] (Team Talk rubric)

100 = The architecture differs throughout Africa because there are simple structures in some places and extremely fancy structures in others. For example, the Bozo fishermen live in grass homes, and the Tuareg live in goatskin tents. These are simple structures composed of basic materials. On the other hand, the Grand Mosque in Mali is the largest adobe structure in the world. Grand buildings are more common today in Niger River cities. The materials available to groups of people affect the types of structures they build.

90 = The architecture differs throughout Africa because there are very simple buildings in some places and very fancy buildings in others. The Bozo fishermen live in grass homes, and the Tuareg live in goatskin tents. The Grand Mosque in Mali is the largest adobe building in the world. Grand buildings are more common today.

80 = The architecture differs because there are very simple buildings in some places and very fancy buildings in others.

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

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

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

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

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

(18 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

Today students will read letters written by pen pals. Tommy is from New Jersey, and he writes to Sherifa, a twelve-year-old girl from Egypt. In the letters, Tommy and Sherifa exchange information about their hobbies, families, favorite foods, and holidays. By reading these letters, students will be able to identify ways in which their lives are both similar to and different from the lives of other kids around the world.

**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>massive (adjective)</td>
<td>mas-sive (MAS-iv)</td>
<td>very large</td>
<td>“This mall is so massive that if we get separated we’ll probably have a hard time finding each other,” Mandee’s mom told her.</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>menacingly</td>
<td>men-ac-ing-ly</td>
<td>in a scary or threatening way</td>
<td>Jillian canceled the picnic when she looked outside and saw that many storm</td>
</tr>
<tr>
<td>(adverb)</td>
<td>(MEN-is-ing-lee)</td>
<td></td>
<td>clouds loomed menacingly in the sky.</td>
</tr>
<tr>
<td>page 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>corrugated</td>
<td>cor-ru-gat-ed</td>
<td>ridged; very bumpy and uneven</td>
<td>The passengers on the bus held onto their seats tightly due to the corrugated</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(KAWR-uh-geyt-id)</td>
<td></td>
<td>surface of the road they traveled.</td>
</tr>
<tr>
<td>page 34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>phenomenal</td>
<td>phe-nom-e-nal</td>
<td>outstanding; fantastic; excellent</td>
<td>Mrs. Sheckells has taught for thirty years, so her students are amazed by her</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(fi-NOM-uh-nl)</td>
<td></td>
<td>phenomenal ability to remember the name of every student she’s taught.</td>
</tr>
<tr>
<td>page 37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>affront</td>
<td>af-front</td>
<td>an insult; something that is</td>
<td>When Mrs. Harris’s son didn’t ask her to cook Thanksgiving dinner, she took it</td>
</tr>
<tr>
<td>(noun)</td>
<td>(uh-FRUHNT)</td>
<td>offensive</td>
<td>as an affront and thought he didn’t like her cooking.</td>
</tr>
<tr>
<td>page 42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>constituents</td>
<td>con-stit-u-ents</td>
<td>voters; people represented by an</td>
<td>Several senators have received calls from constituents who want them to vote in</td>
</tr>
<tr>
<td>(noun)</td>
<td>(kuhn-STICH-oo-uhntz)</td>
<td>elected official</td>
<td>favor of the new law.</td>
</tr>
<tr>
<td>page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>initiatives</td>
<td>in-i-ti-a-tives</td>
<td>plans that are created to solve a</td>
<td>The healthy eating initiatives were designed to reduce the number of people with</td>
</tr>
<tr>
<td>(noun)</td>
<td>(ih-NISH-ee-uh-tivz)</td>
<td>problem</td>
<td>poor nutrition.</td>
</tr>
<tr>
<td>page 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>corrupt</td>
<td>cor-rupt</td>
<td>guilty of doing dishonest or illegal</td>
<td>The politician was accused of being corrupt because he used public funds to take</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(kuh-RUHPT)</td>
<td>things (often for money or power)</td>
<td>a vacation.</td>
</tr>
<tr>
<td>page 21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

3. Remind students of the texts, authors, and reading objective.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   - **T:** Daily lives of two kids who live in different countries
   - **I:** To show similarities and differences between kids around the world
   - **G:** A Venn diagram

5. Tell students that today they will read some e-mails exchanged by pen pals.

   *Today we will read some e-mails that are part of an exchange between a boy who lives in New Jersey and a girl who lives in Egypt.* Use Think-Pair-Share to ask:

   **Have you had a pen pal? If not, would you want to have one? Why or why not?**

   *(Answers will vary.) I haven’t had a pen pal, but I would really like to have one. It seems really cool to write to someone who lives in another part of the world, or even another part of the United States. If you have a pen pal, you can learn a lot about what it is like in another place.*

Interactive Read Aloud

1. Read page 28 (paragraphs 1 and 2 of “Thanks For Being My E-Pal”) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What does Tommy write to Sherifa about?**

   *Tommy writes to Sherifa about what he will do during the summer and how he learned about Internet safety.*

   **What does Tommy want to learn about Sherifa?**

   *He wants to learn about the synchronized swimming that she does and what she learned during the Internet safety forum.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of Tommy’s e-mail.

   **How do you think the questions Tommy asks in his e-mail may clear up misconceptions?**

   *I think the questions he asks may clear up misconceptions because he asks what other activities she does and what it is like living in Egypt. People may have misconceptions that Egypt is very different from the U.S. and that kids*
do different activities there. Sherifa’s answers will explain life in Egypt so people understand more about Egypt. This may clear up misconceptions.

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Jersey</strong></td>
</tr>
<tr>
<td>Summer = baseball camp</td>
</tr>
<tr>
<td>Booklet about Internet</td>
</tr>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Mother’s Day→cooking</td>
</tr>
<tr>
<td>Breakfast</td>
</tr>
<tr>
<td>Near NYC→Broadway,</td>
</tr>
<tr>
<td>museums</td>
</tr>
<tr>
<td><strong>Egypt</strong></td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 28 (starting at “Great to Hear from You!”)–30 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does Sherifa’s e-mail “Great to Hear from You!” clear up misconceptions about Africa? (Write) [DC, SA] (Team Talk rubric)</td>
<td></td>
</tr>
<tr>
<td>100 = Sherifa’s e-mail “Great to Hear from You!” clears up misconceptions about Africa because she describes her life in Egypt, which is similar to life in the United States. Sherifa uses Facebook and attended an Internet safety camp where she learned to be careful online. Also, Mother’s Day is celebrated in Egypt. Sherifa made her mother a card. She lives in a large suburb that offers various types of transportation. This shows that Africa does not just have rural areas. Some people may only see differences between life in Egypt and the U.S. and not realize that there are similarities.</td>
<td></td>
</tr>
<tr>
<td>90 = Sherifa’s e-mail “Great to Hear from You!” clears up misconceptions about Africa because she writes about her life in Egypt, which is a lot like life in the United States. Sherifa uses Facebook and went to an Internet safety camp. Mother’s Day is celebrated in Egypt. She lives in a large suburb that has a lot of transportation.</td>
<td></td>
</tr>
<tr>
<td>80 = This e-mail clears up misconceptions because she writes about her life in Egypt which is a lot like life in the United States.</td>
<td></td>
</tr>
</tbody>
</table>
Team Talk Questions continued

2. Why is it especially meaningful that Tommy’s pen pal is from Egypt? [DC, SA] (Team Talk rubric)

100 = It is especially meaningful that Tommy’s pen pal is from Egypt because he is learning about Egypt in school. Tommy describes how in social studies, he learned about how Alexander the Great founded various cities named Alexandria. The most noted Alexandria was in Egypt. Sherifa’s grandmother lives in Alexandria. By writing to Sherifa, Tommy gets firsthand information about Egypt. Since Tommy’s pen pal is from Egypt, it probably makes him more excited to learn about Egypt in school.

90 = It is especially meaningful that Tommy’s pen pal is from Egypt because he is learning about Egypt in school. Tommy writes that in social studies, he learned about how Alexander the Great founded many cities. The most noted Alexandria was in Egypt. Sherifa’s grandmother lives in Alexandria.

80 = It is especially meaningful that Tommy’s pen pal is from Egypt because he is learning about Egypt in school.

3. On page 9, the author wrote “All Americans live in mansions and love Justin Bieber” to show a generalization. How do you think Tommy’s e-mails might clear up misconceptions that people have about Americans? [DC, SA] (Team Talk rubric)

100 = I think Tommy’s e-mails might clear up misconceptions that people have about Americans because he describes his interests and his school. For example, one of Tommy’s favorite foods is empanadas, which are Puerto Rican meat pies. Some people might think that Americans mostly eat fast food. Tommy’s school is near a horse farm, which people might not think would be near a school. Also, Tommy likes math. This might surprise some people who think that math isn’t usually a favorite subject. Tommy shares a lot of information with Sherifa that clears up misconceptions about Americans.

90 = I think Tommy’s e-mails might clear up misconceptions that people have about Americans because he writes about what he likes and his school. One of Tommy’s favorite foods is empanadas, which are Puerto Rican meat pies. Some people might think that Americans mostly eat fast food. Tommy likes math. This might surprise some people.

80 = I think Tommy’s e-mails might clear up misconceptions that people have about Americans because he writes about what he likes and his school.
4. How does the way that Tommy and Sherifa learn about other places differ?  
[DC, SA] (Team Talk rubric)  
100 = The way that Tommy and Sherifa learn about other places differs because Tommy reads about them, but Sherifa visits them. Tommy is studying Egypt in social studies, and he also reads about Egypt in a series by his favorite author. On the other hand, Sherifa visited various parts of Egypt, such as Siwa. She learned about desert life. Also, she visited people’s homes in Siwa and toured historic sites in Alexandria. Although Tommy and Sherifa learn about other places differently, they both appear to really enjoy learning.  
90 = The way that Tommy and Sherifa learn about other places differs because Tommy reads about them, but Sherifa visits them. Tommy is studying Egypt in social studies, and he also reads about Egypt. Sherifa visited parts of Egypt, such as Siwa. She learned about desert life. She toured historic sites.  
80 = The way that they learn about other places differs because Tommy reads about them, but Sherifa visits them.  

5. What is a synonym for the word phenomenal? What is an antonym for the word phenomenal? Remember that an antonym is a word that means the opposite. [CV]  
(Accept reasonable responses.) A synonym for the word phenomenal is super. An antonym is horrible.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.  
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.  
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.  
7. If some teams finish ahead of others, have them practice their fluency.  
8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

(15 minutes)

Lightning Round

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

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

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.

Remind students of the Read and Respond homework assignment.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>massive</strong></td>
<td>mas-sive (MAS-iv)</td>
<td>very large</td>
<td>“This mall is so <strong>massive</strong> that if we get separated we’ll probably have a hard time finding each other,” Mandee’s mom told her.</td>
</tr>
<tr>
<td><strong>menacingly</strong></td>
<td>men-ac-ing-ly (MEN-is-ing-lee)</td>
<td>in a scary or threatening way</td>
<td>Jillian canceled the picnic when she looked outside and saw that many storm clouds loomed <strong>menacingly</strong> in the sky.</td>
</tr>
<tr>
<td><strong>corrugated</strong></td>
<td>cor-ru-gat-ed (KAWR-uh-geyt-id)</td>
<td>ridged; very bumpy and uneven</td>
<td>The passengers on the bus held onto their seats tightly due to the <strong>corrugated</strong> surface of the road they traveled.</td>
</tr>
<tr>
<td><strong>phenomenal</strong></td>
<td>phe-nom-e-nal (fi-NOM-uh-nl)</td>
<td>outstanding; fantastic; excellent</td>
<td>Mrs. Sheckells has taught for thirty years, so her students are amazed by her <strong>phenomenal</strong> ability to remember the name of every student she’s taught.</td>
</tr>
<tr>
<td><strong>affront</strong></td>
<td>af-front (uh-FRUHNT)</td>
<td>an insult; something that is offensive</td>
<td>When Mrs. Harris’s son didn’t ask her to cook Thanksgiving dinner, she took it as an <strong>affront</strong> and thought he didn’t like her cooking.</td>
</tr>
<tr>
<td><strong>constituents</strong></td>
<td>con-stit-u-ents (kuhn-STICH-oo-uhntz)</td>
<td>voters; people represented by an elected official</td>
<td>Several senators have received calls from <strong>constituents</strong> who want them to vote in favor of the new law.</td>
</tr>
<tr>
<td><strong>initiatives</strong></td>
<td>in-i-ti-a-tives (ih-NISH-ee-uh-tivz)</td>
<td>plans that are created to solve a problem</td>
<td>The healthy eating <strong>initiatives</strong> were designed to reduce the number of people with poor nutrition.</td>
</tr>
<tr>
<td><strong>corrupt</strong></td>
<td>cor-rupt (kuh-RUHPT)</td>
<td>guilty of doing dishonest or illegal things (often for money or power)</td>
<td>The politician was accused of being <strong>corrupt</strong> because he used public funds to take a vacation.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**
Today students will read “Growing Up in Africa.” Similar to the reading in lesson 2, students will read three firsthand accounts written by teenagers who live in different parts of Africa. The teens describe in great detail what their towns look like. They also write about their hobbies, favorite foods, families, and schools. Again, students will have the opportunity to see how their lives are both similar to and different from the lives of kids around the world.

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

**Active Instruction** (15–25 minutes)

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

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
A word that I read in the Niger River article is shelters. The author writes, “A woven grass roof shelters its occupants from the scorching sun.” I know that the word shelter means a structure where you live. This could be a house or an apartment. It could also mean a place you go to be safe, such as during a storm. In that context, the word is a noun. But here, it seems like shelters is a verb. It is doing something. Hmmm. I don’t think it means houses. Let me think about the context. People are in pirogues that have a roof. The author mentions the scorching sun. This means that the sun is very hot. Maybe shelters means protects or keeps safe. Let me confirm my idea. (Model looking up shelters in a dictionary.) There are several definitions for shelter. One is a dwelling or home. There is also a definition for shelter as a verb. It means to protect. This is what I thought. Using the context helped me. I now see that shelter as a noun is actually related to shelter as a verb. Both are about people staying safe. I think I can make a sentence using shelters: The overhang in front of the school shelters students on rainy days.

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 texts, authors, and reading objective.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   T: Growing up in Africa
   I: To explain what life is like for kids in Africa
   G: A web

Interactive Read Aloud

1. Read page 34 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What is important about Tebello’s name?**
   
   Tebello’s name is important because it means waiting for. His parents named him this because he was the first born in his family, and they had been waiting for a child.

   **What does this help you understand about how Africans name their children?**
   
   This helps me understand that Africans give a lot of thought to what they name their children, as Tebello explains. Tebello says that in Lesotho parents give their children names with meaning.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 34 (paragraph 2). Use Think-Pair-Share to ask:

   **Are any misconceptions cleared up from reading about where Tebello lives?**
   
   Yes. Tebello lives on a compound that has four separate buildings. One material used is iron. This clears up the misconception that Africans are poor. Tebello’s home has space for cooking, sleeping, and a space just for visitors.

   Use Random Reporter to debrief.

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

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>life in Lesotho</th>
</tr>
</thead>
<tbody>
<tr>
<td>types of structures</td>
</tr>
<tr>
<td>concrete house</td>
</tr>
<tr>
<td>rondavals</td>
</tr>
<tr>
<td>iron</td>
</tr>
<tr>
<td>men sleep and visitors</td>
</tr>
<tr>
<td>grass</td>
</tr>
<tr>
<td>women sleep</td>
</tr>
<tr>
<td>special meaning</td>
</tr>
<tr>
<td>Tebello = waiting for</td>
</tr>
</tbody>
</table>

Teamwork

(20–30 minutes)

Partner Prep

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

   pages 34 (paragraph 3)–37 aloud with partners.
   (if skipping Interactive Read Aloud, pages 34–37)

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

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

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.
Team Discussion

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

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

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

### Team Talk Questions

1. **How do Tebello’s, Luke’s, and Zahra’s feelings about Africa help clear up a misconception about Africa? Explain.** (Write) [DC, SA] (Team Talk rubric)

   **100 =** Tebello, Luke, and Zahra are extremely proud to live in Africa, which clears up the misconception that Africa is poor and doesn’t have much to offer. Tebello writes that “Africa is a great place to be.” He states that the Besotho are very friendly. Luke believes that Table Mountain makes Cape Town the best place to visit. According to Zahra, people in Uganda are very caring, and Africa has good weather and vegetation. It is obvious from the kids’ descriptions that they take pride in Africa and believe it is a wonderful country.

   **90 =** Tebello, Luke, and Zahra are very proud to live in Africa, which clears up the misconception that Africa is poor and doesn’t have much to offer. Tebello writes that “Africa is a great place to be.” Luke thinks that Table Mountain makes Cape Town the best place to visit. Zahra says that Africa has good weather.

   **80 =** They are very proud to live in Africa, which clears up the misconception that Africa doesn’t have much to offer.

2. **How is Sherifa similar to Tebello, Luke, and Zahra?** [DC, SA] (Team Talk rubric)

   **100 =** Sherifa is similar to Tebello, Luke, and Zahra in terms of her interests and activities. Sherifa enjoys traveling and visiting places such as Egypt’s north coast. She participates in a lot of activities outside of school. For example, she is in a swimming club. Luke attends a music school and plays the saxophone, and Tebello is on a debate team. Zahra is interested in traveling and wants to visit a national park. Although Sherifa, Tebello, Luke, and Zahra live in different parts of Africa, their interests are very similar.

   **90 =** Sherifa is similar to Tebello, Luke, and Zahra because of what she likes to do. Sherifa likes traveling and visiting places. She does a lot outside of school. She is in a swimming club. Luke goes to a music school, and Tebello is on a debate team. Zahra wants to visit a national park.

   **80 =** Sherifa is similar to Tebello, Luke, and Zahra because of her interests and activities.

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Cue students to use their student routines for strategy use and Team Talk discussion.
3. Explain how today’s reading further clears up the misconception that only one language is spoken in Africa. How does this connect to what you read last cycle? [DC, MI, SA] (Team Talk rubric)

100 = Today’s reading further clears up the misconception that only one language is spoken in Africa because the kids provide firsthand information about the various languages they speak. For example, Tebello speaks Sesotho, a native Lesotho language. However, he also speaks English. Zahra speaks English, Luganda, and Ruyankole. This relates to the article “From Arabic to Zulu” because it explains that many Africans are fluent in languages spoken elsewhere but that native languages are also common. Since the kids speak so many languages, it is more evidence that clears up a misconception.

90 = Today’s reading further clears up the misconception that only one language is spoken in Africa because the kids give firsthand information about the different languages they speak. Tebello speaks Sesotho and English. Zahra speaks English, Luganda, and Ruyankole. The article “From Arabic to Zulu” says that many Africans know languages spoken elsewhere and native languages.

80 = It further clears up the misconception that only one language is spoken in Africa because the kids give firsthand information about the different languages they speak.

4. On page 35, Tebello writes that “Africa is a great place to be.” If you could visit one of the countries you read about today, which would it be? Explain your choice. [DC, RE, SA] (Team Talk rubric)

(Asswers may vary.)

100 = I would visit Uganda because it’s a beautiful country and a wonderful place to visit. Zahra’s school has beautiful scenery, and her town has a cool climate. Her house has a lot of flower beds. Also, you can go swimming in Uganda and visit a national park. Uganda has good weather and kind people who are very welcoming. Based on Zahra’s description of how beautiful Uganda is and the good people, I would enjoy visiting her country.

90 = I would visit Uganda because it’s pretty and a great place to visit. Zahra’s school has beautiful scenery. Her house has a lot of flower beds. You can visit a national park. Uganda has good weather and kind people.

80 = I would visit Uganda because it’s pretty and a great place to visit.
Team Talk Questions *continued*

5. In which of the following sentences is the word *affront* used incorrectly? Explain. [CV]
   - A. Brent felt that Rosie’s rude behavior was a personal affront and didn’t realize that she was rude to everyone.
   - B. *It was a major affront to Emilie when her teacher said she enjoyed reading her well-written book report.*
   - C. Gabe thought that it was an affront to his intelligence when his mom asked if his homework was too hard.
   - D. Dr. Schneider took it as an affront when his students did not pay attention to the lecture he spent several hours preparing.

   *Affront is used incorrectly in B because the teacher is giving Emilie a compliment, not insulting her.*

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

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

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

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

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

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**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 team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

---

Celebrate

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

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

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

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

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

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

Reading Objective: Gather and synthesize information from multiple sources to answer a central question.

Teacher Background

Today students will read “The Grandmother Project.” This article describes the popularity of television in Senegal. Despite its popularity with kids, older people feel that the behavior of people on television shows does not set a good example. The shows are in French, which many older people don’t speak. Consequently, there is tension between young and old. However, The Grandmother Project seeks to change this. This project’s goal is to have older people visit classrooms and share stories with students. This helps young adults have more respect for their elders and learn important lessons.

Teacher’s Note:

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

Active Instruction

(15–25 minutes)

Partner Vocabulary Study

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

2. Spot check the Read and Respond homework.

Vocabulary

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

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

3. 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.
Use Multiple Sources

**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 texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

   **T:** The Grandmother Project  
   **I:** To explain the purpose of The Grandmother Project  
   **G:** A web

5. Generate interest in today’s reading by asking students how they feel about television.

   Today we will read about the role that television plays in one part of Africa. Use **Think-Pair-Share** to ask:

   **What role does television play in your life?**

   *(Answers may vary.)* I watch television every night to relax. I have certain shows that I like to watch and never miss. I like to talk about the shows with my friends. I would be upset if I couldn’t watch TV.

**Interactive Read Aloud**

1. Read page 42 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **How does television relate to a misconception about Africa?**

   *People think that Africa is all rural and that the people who live there have very different interests from Americans. However, television is important to people in Senegal’s villages.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 42 (paragraph 3). Use **Think-Pair-Share** to ask:

   **How can you tell that television is very important to kids in Senegal?**

   *Kids walk thirty minutes to find a village that has a TV powered by a car battery or a solar panel. Kids will walk through dark forests and tall grasses.*

   **From what you’ve read so far, can you identify any connections between kids in Senegal and the kids you read about in Lesotho, South Africa, and Uganda?**

   *Kids in Senegal really enjoy watching TV. Some have to walk a long distance to find a TV. This reminds me of Tebello because he doesn’t have a TV in his house and has to go to someone else’s house if he wants to watch TV.*

   Use **Random Reporter** to debrief.

---

**Teams review their cycle goal.**

**Post and present the reading objective.**

**Refer students to pages 42–45 in the text.**

**Students begin the TIGRRS process by predicting the topic and author’s intent and choosing a graphic organizer.**

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV in Senegal</td>
</tr>
<tr>
<td>big role</td>
</tr>
<tr>
<td>kids walk to village w/ TV</td>
</tr>
<tr>
<td>thru forest</td>
</tr>
<tr>
<td>30 min. walk</td>
</tr>
<tr>
<td>Mexican soap opera = popular</td>
</tr>
</tbody>
</table>

**Teamwork (20–30 minutes)**

**Partner Prep**

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

   **pages 42 (paragraph 4)–45 aloud with partners.**
   (If skipping Interactive Read Aloud, pages 42–45)

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

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

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

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why was The Grandmother Project founded? [MI, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = The Grandmother Project was founded to reduce the tension between kids and elders in Senegal. Although kids really enjoy watching television, many older people believe that the characters don’t demonstrate good behavior. The shows are told in French, and older people don’t speak this language. Cell phones also contribute to tension. A good relationship doesn’t exist between young and old in Senegal. Due to all this tension, an anthropologist started The Grandmother Project to bring the young and old together.</td>
</tr>
<tr>
<td>90 = The Grandmother Project was founded so there will be less tension between kids and elders in Senegal. Kids really like watching television, but many older people think that the characters don’t have good behavior. The shows are told in French, and older people don’t speak this language. Cell phones also cause tension.</td>
</tr>
<tr>
<td>80 = It was founded so there will be less tension between kids and elders in Senegal.</td>
</tr>
<tr>
<td>2. Describe The Grandmother Project and whether it is successful. [DC, RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = The Grandmother Project is used in elementary schools that older people visit to share stories. Elders visit classrooms to share songs and tales. This is similar to Grandparents’ Day in the United States. Stories share important lessons about values such as respect. The Grandmother Project has been successful because in villages there are various ways that stories are communicated. For example, storytelling nights and theater are becoming popular. The Grandmother Project allows older people to spend time with kids so there is less tension.</td>
</tr>
<tr>
<td>90 = The Grandmother Project is used in elementary schools that older people visit to share stories. Elders visit classrooms to share songs and tales. Stories share important lessons about values. The Grandmother Project has been successful because in villages there are a lot of ways that stories are shared. Storytelling nights are becoming popular.</td>
</tr>
<tr>
<td>80 = It is used in elementary schools that older people visit to share stories. It has been successful because there are a lot of ways that stories are shared.</td>
</tr>
</tbody>
</table>

continued
3. How do text features in this article help clear up misconceptions about Africa?  
(Write) [DC, SA] (Team Talk rubric)

100 = The text features in this article help clear up misconceptions about Africa because they show various types of technology. For example, the picture of the cell phone has a caption that explains that cell phones are very common in Senegal. There is a picture of two young boys who hooked a boombox to a car battery. As a result, they can listen to music. There is also a picture of a TV with a caption that states that a Mexican soap opera is very popular. Although people often think of Africa as a rural area with no technology, this is not true at all.

90 = The text features in this article help clear up misconceptions about Africa because they show different technology. The picture of the cell phone has a caption that says cell phones are very common in Senegal. There is a picture of two young boys who hooked a boombox to a car battery. There is a picture of a TV.

80 = The text features in this article help clear up misconceptions about Africa because they show different technology.

4. Summarize The Grandmother Project. [MI] (summary rubric)

100 = Although electricity is rare in Senegal, television is still very important to people who live there. Kids will walk a long distance to another village to find a television powered by a solar panel. Kids really enjoy watching soap operas. However, older people don’t like the characters’ behavior. Older people feel that as a result of technology, they do not have a good relationship with kids anymore. Therefore, The Grandmother Project was created to reduce the tension between young and old people. The project’s goal is to have kids and older people spend time together. Elders visit classrooms and share stories that teach important lessons with students. In many villages, storytelling and theater are becoming more popular. The Grandmother Project also helps keep traditions alive.

90 = Electricity is rare in Senegal, but television is still very important to people who live there. Kids will walk a long distance to another village to find a television. Kids really like watching soap operas. Older people don’t like the characters’ behavior. Older people feel that they do not have a good relationship with kids anymore. The Grandmother Project was started so there’s less tension between young and old people. Elders visit classrooms and share stories with students. In many villages, storytelling is becoming more popular.

80 = Electricity is rare in Senegal, but television is still very important to people who live there. Kids really like watching soap operas. Older people feel that they do not have a good relationship with kids anymore. The Grandmother Project was started so there’s less tension between young and old people. Elders visit classrooms and share stories with students. In many villages, storytelling is becoming more popular.

5. Choose a word from the vocabulary list, and write a meaningful sentence that uses 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 corrupt character in the movie did whatever he could to earn money, even if it involved illegal things.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

**Class Discussion**

(20 minutes)

**Lightning Round**

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

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

**Celebrate**

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

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

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

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

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

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

**Writing Objective:** Gather relevant information from multiple sources to answer a question.

**Teacher Background**

If students need help generating ideas for their response to the prompt, you can guide them by reminding them that the prompt asks how their reading this cycle clears up the misconception that Africa is rural. You can ask them what they learned this cycle and if that information shows that Africa is rural. For example, they learned about the popularity of television and how people in Africa use the Internet. You could ask students if this would be likely in a rural place.

**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 texts, authors, and writing objective.
4. Remind students about their focus in cycle 1 and cycle 2.

Remember that this cycle and last cycle you have gathered information from multiple sources to clear up misconceptions about Africa. In the first cycle, you learned about several misconceptions that people have about Africa. In the second cycle, you learned more information that clears up misconceptions. You will use that information to answer a question today.

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

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do this cycle's articles help further clear up the misconception that Africa is rural? Use relevant information from this cycle to explain why this is a misconception.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

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

The prompt is asking me to explain information. I know because I have to explain what information from this cycle clears up a misconception.

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

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

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

Which guidelines relate to our writing objective: gather relevant information from multiple sources to answer a question?

_Ideas, because it says to use relevant details, and organization, because it says to provide facts and examples._

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 to use relevant details.

   **Remember that a criterion under ideas is to develop the topic with relevant details.** It is important that the information you use helps explain why it is a misconception that Africa is rural. I will show you some details I’ve selected after reading the articles. I need your help figuring out which detail does _not_ support the topic. Read the following details aloud.

   **Which detail is not relevant?**

   1. In Uganda, kids watch television for fun. (p. 37)
   2. Mother’s Day is celebrated in Egypt. (p. 29)
   3. In Egypt, a girl attends an Internet safety camp and learns how to be safe when using Facebook. (p. 29)
   4. In Senegal, more than half the population owns a cell phone. (p. 44)

2. Use Think-Pair-Share to ask:

   Which detail is not relevant? Why isn’t this detail relevant compared to the others?

   **Detail #2 is not relevant. It is not relevant compared to the others because it just says that a holiday is celebrated in Egypt. This does not show that a place isn’t rural. Holidays could be celebrated in rural places. On the other hand, the other details are about technology. Often technology is not common in rural places. I agree. Detail #2 is interesting, but it is not relevant to the topic. If you are not sure whether a detail is relevant when you work on your response, you can ask yourself, “Will this help a reader understand the topic?”**
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 inform or explain and the writing objective—gather relevant information from multiple sources to answer a question.

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

For example, ask:

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

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

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

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

*Answers will vary.*

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

*Answers will vary.*

Did you find it easy or difficult to gather information from multiple sources? Explain.

*Answers will vary.*

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

Writing Prompt

How do this cycle's articles help further clear up the misconception that Africa is rural? Use relevant information from this cycle to explain why this is a misconception.

<table>
<thead>
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| **Ideas** | • Clearly introduce the topic.  
• Develop the topic with relevant details. |
| **Organization** | • Begin by introducing the topic.  
• In the middle, provide facts, examples, or events that help a reader understand the information.  
• End with a closing statement that supports the information. |
| **Style** | • Use words and phrases that help a reader understand how the facts or events are related.  
• Include details or examples that help a reader make a mind movie. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |
Which detail is not relevant?

1. In Uganda, kids watch television for fun. (p. 37)

2. Mother’s Day is celebrated in Egypt. (p. 29)

3. In Egypt, a girl attends an Internet safety camp and learns how to be safe when using Facebook. (p. 29)

4. In Senegal, more than half the population owns a cell phone. (p. 44)
Lesson 6

**Reading Objective:** Gather and synthesize information from multiple sources to answer a central question.

**Writing Objective:** Gather relevant information from multiple sources to answer a question.

**Teacher Background**

Today’s cycle test challenges students to connect ideas from earlier in the reading. Students will rely on their notes taken across each reading to draw conclusions about information and to make connections about common topics and themes as they answer a central question.

Today’s assessment reading is “Wangari Maathai: Trees for Peace.” This article describes the challenges that Dr. Wangari Maathai, a female Kenyan scientist, faced as she attended college in addition to her work founding the Green Belt Movement. This movement resulted in African women learning how to make a living instead of relying on charity. It also helped plant millions of trees, which benefits humans and animals. Due to the movement’s success, it resulted in similar movements in other African nations.

**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 texts, authors, 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 gathering and synthesizing information from multiple sources to answer a central question and gathering relevant information from multiple sources to answer a question. Use Think-Pair-Share to ask:

   How have articles you read in cycle 2 helped you synthesize what you read in cycle 1?

   *In cycle 1, I read about many misconceptions people have about Africa. In cycle 2, I identified more information that helps me understand why those misconceptions are incorrect.*

   Tell students that they will use this skill as they take the cycle test.

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

Test Directions

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

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

3. Point out that questions #3 and #4 ask about gathering and synthesizing information from multiple sources.

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

   3. Describe how the Green Belt Movement clears up a misconception about Africa. [DC, SA]

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

   *Today you will read about the impact of Dr. Wangari Maathai's work.*
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.

   **How does Dr. Maathai’s work relate to misconceptions about Africa?**

   *Her work helps women earn a living. Often, people think of Africa as a very poor continent that receives a lot of charity. This is not always the case. Dr. Maathai’s movement helps women provide for themselves.*

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

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Use Multiple Sources

Cycle 2 Test
Use Multiple Sources

Directions: Read “Wangari Maathai: Trees for Peace,” pages 20 and 21. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)
1. What is the topic?
   5 points = The topic is Dr. Wangari Maathai’s work.

What is the author’s intent?
   5 points = The author’s intent is to describe Dr. Maathai’s work and explain what its effects have been.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]
10 points = Dr. Wangari Maathai won the Nobel Peace Prize in 2004 after experiencing various challenges along the way. Dr. Maathai went to college but discovered that many of her peers and professors didn’t trust her because she was a woman scientist. However, she headed a department at the University of Nairobi. She founded the Green Belt Movement, which trains African women to plant and tend tree seedlings that are sold to GBM and redistributed for free. This movement helps women make a living. Due to the success of the GBM, other African nations such as Uganda have begun similar movements.

2. Which of the following words best describes Dr. Maathai? [DC, RE, SA]
   A. humorous
   B. irresponsible
   C. persistent
   D. exhausted

Explain why this word describes Dr. Maathai.
20 points = The word persistent describes Dr. Maathai because even though she encountered challenges, she continued working hard. For example, when she attended school to earn her bachelor’s and master’s degrees and Ph.D., some students did not trust her because she was a woman scientist. However, she kept working hard and became the first woman to head a department at the University of Nairobi. Despite people’s reactions to her, Dr. Maathai did not give up.
15 points = The word persistent describes Dr. Maathai because even though things weren’t always easy, she still worked hard. When she went to school to get her bachelor’s and master’s degrees and Ph.D., some students did not trust her because she was a woman scientist. She kept working hard.

10 points = Persistent describes Dr. Maathai because even though things weren’t always easy, she still worked hard.

3. Describe how the Green Belt Movement clears up a misconception about Africa. [DC, SA]

20 points = The Green Belt Movement clears up the misconception that Africa is composed of poor rural areas because it helps women to make a living. African women learn to care for tree seedlings. Once the seedlings can be planted, they are sold to the GBM and given for free to areas that really need them. The GBM helps poor women to earn money. As a result, these women do not need to rely on charity. The GBM doesn’t need outside money to operate. Although some people think of Africa as really needing charity, this isn’t always the case.

15 points = The Green Belt Movement clears up the misconception that Africa has a lot of poor rural areas because it helps women to make a living. African women learn to care for tree seedlings. Once the seedlings can be planted, they are sold to the GBM and given for free to areas that really need them. The GBM helps poor women to earn money. These women don’t need charity.

10 points = The Green Belt Movement clears up the misconception that Africa has a lot of poor rural areas because it helps women to make a living.

4. How are the goals of the Green Belt Movement and The Grandmother Project similar? [DC, SA]

20 points = The goal of both the Green Belt Movement and The Grandmother Project is to improve conditions. The GBM has planted millions of trees. This is important because not only do humans need the oxygen that trees provide, trees prevent water pollution. The Grandmother Project was created because kids were watching too much television and were not interested in their elders. For this project, elders share stories and teach kids important lessons. The GBM and The Grandmother Project are based on different ideas, but both improve lives.

15 points = The goal of both the Green Belt Movement and The Grandmother Project is to make things better. The GBM has planted millions of trees. This is important because humans need the oxygen from trees. The Grandmother Project was created because kids were not interested in their elders. For this project, elders teach kids important lessons.

10 points = The goal of both the Green Belt Movement and The Grandmother Project is to make things better.
5. Explain how planting trees has developed over time in Africa. [DC, RE, SA]

20 points = When Dr. Maathai first had the idea to plant trees, hardly any trees were planted. Over time, the number of trees planted increased not just in Kenya but throughout Africa. Before 1970, only nine trees were planted in Kenya for every 100 cut down. As a result, it appeared that Kenya could turn into a desert where people couldn’t live. Once the Green Belt Movement was successful, the Pan African Green Belt Network was created in 1986. This led to other African nations such as Uganda starting similar movements. At one time, hardly any trees were planted, but today millions of trees are planted.

15 points = When Dr. Maathai first had the idea to plant trees, hardly any trees were planted, but over time, more trees were planted all over Africa. Before 1970, only nine trees were planted in Kenya for every 100 cut down. It seemed that Kenya could turn into a desert. Once the Green Belt Movement was successful, the Pan African Green Belt Network was created.

10 points = When Dr. Maathai first had the idea to plant trees, hardly any trees were planted, but over time, more trees were planted all over Africa.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
Based on this cycle's reading, answer this cycle’s Big Question: Do you think that people have different goals and interests because they live in different places? Why or why not? Support your answer with information from more than one article or source.

No, I do not think that people have different goals and interests because they live in different places. For example, in the primary accounts written by teens who live in different parts of Africa, they have hobbies similar to those of American teenagers. Tebello Mokoena likes watching movies. So does Luke Zandstra. One of Zahra Ayebare’s hobbies is swimming. This is a popular hobby in the U.S. Just like some older people in the U.S., older people in Senegal like to feel respected and encourage teenagers to take a break from using technology. The Grandmother Project allows older people to visit classrooms and spend time sharing stories that teach kids lessons. Dr. Maathai’s Green Belt Movement helps women earn a living while helping the environment at the same time. In the U.S., there are different projects that help people improve their lives. Just because people live in different places, it does not mean their goals or interests are different, as the various articles from this cycle show.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
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<tbody>
<tr>
<td><strong>Ideas</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. What is a synonym for the word *affront*? What is an antonym for the word *affront*? [CV]

   *(Accept reasonable responses.)* A synonym for the word *affront* is insult. An antonym is compliment.

2. Although Carmen always drove on the highway to work, she took the back roads when she saw that construction was being done and the highway’s surface was ________.

   Choose the word that belongs in the blank. [CV]
   
   A. massive
   B. corrugated
   C. phenomenal
   D. initiatives

3. In which of the following sentences is *phenomenal* used incorrectly? [CV]

   A. Hardly anyone knew who the actress was at the start of her career, so it is phenomenal that she is now known around the world for her movies.
   B. Since Leona does such a phenomenal job at work, her boss felt confident leaving her in charge when he went on vacation.
   C. Brantley’s teacher could tell that he had not put any effort into his project and complimented him on his phenomenal work.
   D. Everyone realized Melanie’s phenomenal talent when they saw that the portrait she drew of her father looked exactly like him.
4. Write a meaningful sentence using the word *constituents*. [CV]

   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The mayor liked to get feedback from her constituents so she could make the best decisions for her city.*

5. Reading _______ in schools help students to improve vocabulary and comprehension skills.

   Choose the word that belongs in the blank. [CV]
   
   A. massive  
   B. *initiatives*  
   C. corrupt  
   D. menacingly

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

   A. Rhonda smiled at her mother and said menacingly, “I hope you have a great birthday.”
   B. Ben’s dog barked so menacingly that Shawntel did not want to enter Ben’s house.
   C. The lion roared menacingly, and all of its cubs were scared and quickly backed away.
   D. After the storm, water began to rise menacingly and the town’s residents feared the town would be destroyed.

7. People were upset when they learned that they had elected a very _______ man who had lied about his background.

   Choose the word that belongs in the blank. [CV]
   
   A. massive  
   B. phenomenal  
   C. corrugated  
   D. corrupt

8. What is a synonym for the word *massive*? What is an antonym for the word *massive*? [CV]

   (Accept reasonable responses.) A synonym for the word massive is enormous. An antonym is tiny.

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

   A word that we explored is ruptured. It means broken. A sentence using ruptured is “The conflict has ruptured the peace that had always existed between the two countries.”
10. As used on page 25 in the sentence “Government buildings are imposing,” *imposing* most nearly means— [CV]

   A. impressive.
   B. plain.
   C. humorous.
   D. unclean.

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

*Students will explain their thinking. For example, I used the context. The article talks about grand buildings and different kinds of architecture. Things that are grand are often impressive, so imposing must mean impressive.*

<table>
<thead>
<tr>
<th>Question Codes</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>
</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:** Gather and synthesize information from multiple sources to answer a central question.

**Teacher Background**

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

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

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

**Vocabulary**

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

**Set the Stage**

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

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

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

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

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

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

Read and Respond Questions

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

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.

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 in this lesson, and set new goals. Hold a class council meeting.

Teacher Background

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

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

Active Instruction

(2 minutes)

Two-Minute Edit

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

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

Celebrate/Set Goals

(20 minutes)

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

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

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

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

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

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

*Accept supported answers.*

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

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

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**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.

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**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

occupation

An occupation of a place refers to the use of a land by a group of people. can be negative, such as when land is seized or taken over by a foreign country/military also means a job

Sample Word Map
Cycle 2

shelters

possible meaning = protects

corresponding word

context

related word

grass roof

scorching sun

shelter

place you live

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

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

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

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

Unit Overview

This research unit follows the level 7 unit Use Multiple Sources: FACES magazine: So You Think You Know Africa?

The focus of this unit is the impact of the environment on culture. This focus motivates students to generate questions and to stimulate new thinking about the book read in the previous unit.

This unit’s mini-lesson is on interview skills—how to do an interview to gather research information and how to cite an interview source.
Lesson 1

**Teacher Background**
This unit's focus is the impact of the environment on culture.

Doing research can involve interviewing people. In this lesson, students learn how to interview people and cite their sources.

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**Active Instruction**

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

<table>
<thead>
<tr>
<th>Research Purpose:</th>
<th>In this unit, you will ask questions, find and organize information, and present your findings to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Focus:</td>
<td>The impact of the environment on culture</td>
</tr>
</tbody>
</table>

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

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

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

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

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

3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.
4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).

6. Use Random Reporter, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.

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

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

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

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

**Interactive Skill Instruction** (25 minutes)

1. Present the mini-lesson on interview skills.

   Tell students that people are another source of information. Today we will discuss how to interview a person to gather information.

2. Use Think-Pair-Share to ask:

   **What do you think makes a good interview?**

   *Answers will vary. (Record student suggestions on the board.) For example, students may say that asking good questions, being prepared, or practicing active listening make a good interview. Also, choosing someone knowledgeable about the topic that you want to discuss makes a good interview.*
3. Refer students to the Interview Tips student page. Review additional tips that were not discussed.

| Step Up to Research
|---|
| **Citing an Interview Source**
| **In the text:** At the end of the sentence or paragraph that gives the information learned in the interview, put the name, date, and phrase "personal communication" in parentheses, for example:
| **In the bibliography:** Include the person's name—last name first—, date, and the phrase "personal communication." For example:

**Interview Tips**

**Get Ready**
- Share and discuss your research question with the person whom you would like to interview.
- Schedule the interview at a convenient time and in a quiet place.
- Decide if you will take notes, have your partner take notes, or use a recording device while you conduct the interview.
- Gather your materials, and practice using them with your partner.
- Practice explaining your research in a confident voice.
- Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.
- Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn’t think to ask.

**Conduct the Interview**
- Start by thanking the person for meeting with you. Share a little about yourself and your interest in this topic. Relax, smile, and make this a comfortable conversation and not an interrogation.
- Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.
- Practice active listening. Sit still, nod when necessary, and keep eye contact.
- Use short questions, such as "Can you tell me more about that?" to get more detail or clarification.
- Near the end of the interview, ask the person if there is anything else that he or she would like to add.

**After the Interview**
- Label your notes, tapes, or digital files with the interviewee's name, your research question, and the date and time of the interview.
- Review your notes as soon as possible, and add any important details and impressions.
- Send a thank-you note to your interviewee that says how much you value his or her time and expertise.

For more information about interviewing, check out "How to Conduct a Strong Interview" at www.whatkidscando.org/featurestories/2007/maine_students/tip_sheets/INTERVIEWING TIP SHEET.pdf.

4. Explain that if they use a person as a source of information for their research, they should cite the person both in the text and in the bibliography in the following manner. Display the blackline master, and review with students.

5. Have students practice doing a research interview. Point out that they may not be able to apply all the tips during this practice, but they will be able to practice correct body language, active listening, asking questions, and recording answers.

Explain that they will work in partner pairs with each student being, in turn, the interviewer, i.e., each partner pair will undergo two interview sessions.

Assign one partner to be the interviewer and the other to be the interviewee.

Choose a topic known to all of your students, or select from the following list:
- the school
- school sports teams
- school clubs
- your city or town

Allow students about two minutes to write their interview questions.

6. Have partners take turns being the interviewer and interviewee with the interviewer using as many of the interview tips as possible. Allow a maximum of five minutes for each interview.

7. Use Random Reporter to share team practice answers, and then award team celebration points.
8. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

**Start Digging** (10 minutes)

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

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

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

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

5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Citing an Interview Source

In the text: At the end of the sentence or paragraph that gives the information learned in the interview, put the name, date, and the phrase “personal communication” in parentheses, for example:


In the bibliography, include the person’s name—last name first—, date, and the phrase “personal communication,” for example:

Johnson, Tanya. November 9, 2012. Personal communication

Interview Tips

Get Ready

- Share and discuss your research question with the person whom you would like to interview.
- Schedule the interview at a convenient time and in a quiet place.
- Decide if you will take notes, have your partner take notes, or use a recording device while you conduct the interview.
- Gather your materials, and practice using them with your partner.
- Practice explaining your research in a confident voice.
- Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.
- Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn’t think to ask.

Conduct the Interview

- Start by thanking the person for meeting with you. Share a little about yourself and your interest in this topic. Relax, smile, and make this a comfortable conversation and not an interrogation.
- Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.
- Practice active listening. Sit still, nod when necessary, and keep eye contact.
- Use short questions, such as “Can you tell me more about that?” to get more detail or clarification.
- Near the end of the interview, ask the person if there is anything else that he or she would like to add.
• If you are taking notes, don’t write so much that you can’t interact with the interviewee. You can add to your notes later.
• If you use a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it’s still running.

After the Interview

• Label your notes, tapes, or digital files with the interviewee’s name, your research question, and the date and time of the interview.
• Review your notes as soon as possible, and add any important details and impressions.
• Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.

For more information about interviewing, check out “How to Conduct a Strong Interview” at www.whatkidscando.org/featurestories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf.
Lesson 2

Teamwork

Keep Digging: Search and Process (50 minutes)

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

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

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

4. Spot check the Read and Respond homework.

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

Class Discussion (10 minutes)

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

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

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

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

**Teamwork**

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

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

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

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

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

**Team Feedback** (20 minutes)

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

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

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

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

5. Spot check the Read and Respond homework.

**Class Discussion** (10 minutes)

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

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

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

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

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

Present and Evaluate

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

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

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

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

Present (30 minutes)

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

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

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

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

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

Team Discussion (20 minutes)

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

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

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

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

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

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

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

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

Remind students of the Read and Respond homework assignment.
### Research Evaluation

<table>
<thead>
<tr>
<th>Writing Purpose (circle one):</th>
<th>To inform or explain</th>
<th>To support a claim with reasons</th>
</tr>
</thead>
</table>

| Writing Quality: Note one area of strength, and give evidence to support your choice. |
|-----------------|------------------|-----------------|
| Ideas           | Organization     | Style           |
| Mechanics       |                  |                 |

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

<table>
<thead>
<tr>
<th>Research Skills (Note one or two strengths.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers a focused question</td>
</tr>
<tr>
<td>Uses multiple sources</td>
</tr>
<tr>
<td>Quotes and paraphrases sources</td>
</tr>
<tr>
<td>Cites trustworthy sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Skills (Note one or two strengths.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good eye contact</td>
</tr>
<tr>
<td>Good volume</td>
</tr>
<tr>
<td>Clear pronunciation</td>
</tr>
<tr>
<td>Enthusiastic presentation</td>
</tr>
</tbody>
</table>
Common Core State Standards

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

**Level 7 Use Multiple Sources**

**English Language Arts Standards: Reading: Informational Text**

**Key Ideas and Details**
RI.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.
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**English Language Arts Standards: History/Social Studies**

**Integration of Knowledge and Ideas**
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**English Language Arts Standards: Writing in History/Social Studies/Science**

**Text Types and Purposes**
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

**English Language Arts Standards: Speaking and Listening**

**Presentation of Knowledge and Ideas**
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Media Acknowledgements

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

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- WNET
- Charles R. Smith, Jr.
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