This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

Literature

Analyze Plot and Theme

The Time Machine
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 Reading Edge Middle Grades 2nd Edition Teacher Edition
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We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
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>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**Reading:** Analyze story elements to draw conclusions about theme.

**Writing:** Begin with a clear point (a well-worded thesis).

## Unit Overview

In this unit, students analyze story elements to draw conclusions about theme. During Team Talk in the first cycle, students will discuss setting, characterization, and plot events. Having a solid grasp of setting, characters, and events will help them to better connect these elements as they discern what themes are present in the text. Students will need to have a clear understanding of how one story element can affect another; for example, the setting can affect characters' feelings and actions. Theme is not introduced until cycle 2, so students will have a lot of practice with identifying story elements, ensuring that they are well prepared to identify themes during the next cycle. In cycle 2, students will begin to identify the several themes present in the novel. Students will begin to analyze the information they gathered in cycle 1 through Team Talk, story maps, and teacher-led discussion to consider what themes are in the novel.

The writing objective for both cycles in this unit is to begin with a clear point (a well-worded thesis). Students will also focus on supporting their points with evidence from the text. In lesson 5 of both cycles, the writing prompts will provide students opportunities to practice the writing objective.

## Unit Topic/Content

The title of the book for this unit is *The Time Machine*, written by H.G. Wells. This classic science-fiction novel tells the story of the Time Traveller, a man who invents a time machine and uses it to travel approximately 800,000 years into the future. The story begins with the Time Traveller talking with a group of friends and proposing the idea of time travel. The men doubt his ideas, even after seeing his life-size machine. Eight days later, the men gather at the Time Traveller's house for dinner, only to find their host is delayed. He surprises them by arriving mid-meal, disheveled and unwell. After cleaning up and eating, the Time Traveller tells them his story. The plot of the book centers on the Time Traveller's experiences in the year 802,701 with the Eloi and Morlocks, two apparent descendants of humans. This book has several themes: decay and destruction, arrogance in one's superiority, and the struggle of the classes are some examples.

## 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 that you have the correct plug-ins.
### At a Glance

#### The Time Machine

#### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 3–18 (stopping at paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 18 (paragraph 1)–30</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 31–43 (stopping at paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 43 (paragraph 1)–54 (stopping at paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 54 (paragraph 1)–66</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

#### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 67–79 (stopping at paragraph 1)</td>
<td>(Embedded) “Fluency”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 79 (paragraph 1)–90 (stopping at paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 90 (paragraph 1)–101</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 102–112</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 113–121</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**
In today's reading, students will be introduced to the Time Traveller and his intellectual friends. They will learn about the Time Traveller's thoughts on time travel and whether it is possible. This cycle's Big Question asks students to think about 100, 500, and 1,000 years into the future and what humans or technology will be like at that time. This question will help connect students to the plot of the novel. You can use this question to activate students' prior knowledge about how humans, culture, or technology change over time.

**Active Instruction**

(22 minutes)

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

**The Big Question:** What do you imagine the future to be like? Think forward 100 years, 500 years, and 1,000 years. What will humans be like? What technology might exist?

**Teacher's Note:**
Help students imagine the future by thinking about the past and how much has changed from 100, 500, or 1,000 years in the past to our present time. For example, one hundred years ago, World War I was ending in Europe; 500 years ago, Europeans were beginning to explore the Americas; 1,000 years ago, Vikings were raiding England, Ireland, and Europe.

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

   What do you imagine the future to be like? Think forward 100 years, 500 years, and 1,000 years. What will humans be like? What technology might exist?

   *(Answers will vary.*) Humans will be more peaceful in the future. They will have invented ways to travel quickly from Earth to other planets. They will have colonies on the Moon or Mars.

   How do you think someone who lived 1,000 years ago would think of the present day if they were able to travel through time?
(Answers will vary.) I think they would be amazed. They would see skyscrapers, airplanes flying in the sky, electricity, and the ability to talk instantly with anyone around the planet.

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

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

4. Distribute copies of The Time Machine. Have students preview the text. Use Think-Pair-Share to ask:

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

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

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

   Accept reasonable responses. For example, the book will be about travelling through time. The title indicates that someone makes a machine that can travel through time. The picture on the cover shows a clock face, and things that look like parts of a machine.

5. Use Think-Pair-Share to ask:

   The Time Machine is a science fiction novel. What are some of the characteristics of the science fiction genre?

   (Answers may vary.) Science fiction novels often use technology that doesn’t exist yet. They often take place in the future. They try to be correct about the science used in the books.

   H.G. Wells wrote The Time Machine in 1895. How do you think the time he lived in might have affected how he saw the future?

   (Answers may vary.) For H.G. Wells, electricity would not have been common, and cars were still a novelty. He might have imagined a future with amazing machines since people were inventing so many new technologies.

   What could problems could arise if you traveled back in time?

   (Answers may vary.) If you traveled back in time, you could accidentally change history and the future. If you make someone late, change their opinion about something, or destroy something, you could affect your present day.
Interactive Read Aloud

1. This cycle our reading objective is to analyze story elements to draw conclusions about theme.

2. Read pages 3–6 (paragraph 3) aloud. A sample Think Aloud follows.

   **Sample Think Aloud**

   I know that the objective this cycle is to analyze story elements and draw conclusions about theme. Before I start thinking about theme, I need to understand the story elements. Remember, story elements are the setting, characters, problem, events, and solution. What have I learned just by reading the beginning of the novel? The Narrator tells me that the main character will be called the Time Traveller. He has a group of friends over at his house. The room they are sitting in is softly lit and comfortable. His friends are given names such as Filby, the Medical Man and the Provincial Mayor. He is talking to them about the Fourth Dimension, which is time. I've gathered some information, so now I want to see if I've learned about any story elements. I've learned a little about the Time Traveller. He seems like he's well educated because he's talking about mathematicians and some really difficult ideas. His friends seem well educated, too. I'm also going to make an assumption about the setting. Time is going to be an important setting in this story. The book doesn’t tell us what year it is, but since H.G. Wells wrote the book in 1895, I think we can say that this is also the time setting at this point in the book. The author is British, so I think this story also takes place in England. I've identified a few story elements just from this short selection. The setting seems comfortable for after dinner discussions. I'm sure we’ll learn about more story elements as we read further.

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

   **After reading about the main character, how do you think he will affect the plot?**

   *(Answers may vary.*) I think the main character, the Time Traveller, will affect the plot because he will figure out how to travel through time. He will travel either into the past or the future. We will end up in a different setting in time.

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

**Title:** The Time Machine

**Characters:**
the Time Traveller, the Narrator, Filby, the Very Young Man, the Provincial Mayor, the Medical Man, the Psychologist

**Setting:**
Where: England, the Time Traveller's home

When: 1895

6. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Students will read pages 6 (paragraph 4)–9 (paragraph 10).

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

   **What more have we learned about the Time Traveller?**

   *The Time Traveller is interested in Time Travel, and has experimented and verified that it is possible.*

   **What more have we learned about Trevor and Eli?**

   Use Random Reporter to debrief.

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**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 9 (paragraph 11)–18 (stopping at paragraph 1) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

### Team Talk Questions

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
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<tbody>
<tr>
<td>1. <strong>What do you think the Medical Man means when he says, “wait for the common sense of the morning,” on page 13. Support your thinking.</strong> [AC, DC, SA] (Team Talk Rubric)</td>
</tr>
<tr>
<td><strong>100 =</strong> I think the Medical Man means that he might have a clearer opinion about what he has seen when he says “wait for the common sense of the morning.” The group is in shock after watching the time machine model vanish in front of them. On page 13, the Narrator says that everyone is silent for a minute. They can’t explain how it vanished, except to accept that it has traveled into the future. The Medical Man thinks time travel sounds plausible right in the moment after seeing the machine disappear, but that might change when he has had more time to think about what happened. I know that having time to think about or sleep over something difficult can help people understand the problem better.</td>
</tr>
<tr>
<td><strong>90 =</strong> I think the Medical Man means that he might have a clearer opinion about what he has seen when he says “wait for the common sense of the morning.” The group was surprised after watching the time machine model disappear. The Narrator says that everyone is quiet for a minute. They can’t explain how it disappeared, except that it has traveled into the future. The Medical Man thinks time travel sounds believable right in the moment after seeing the machine disappear, but that might change.</td>
</tr>
<tr>
<td><strong>80 =</strong> The Medical Man means that he might have a clearer opinion about what he has seen when he says “wait for the common sense of the morning.”</td>
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continued
Analyze Plot and Theme

Team Talk Questions continued

2. What do we learn about the Time Traveller that affects how his friends react to his time machine invention? (Write) [RE, DC, SA] (Team Talk Rubric)

100 = We learn that the Time Traveller’s friends don’t trust him, and that makes them believe that the time machine is a joke. On page 14, the Medical Man mentions a ghost trick the Time Traveller played on them last year. According to the Narrator on page 15, he says that the Time Traveller has a “touch of whim” to him that makes his friends distrust him. It seems like the Time Traveller has played jokes on his friends in the past, so they don’t take his plan to explore time and the time machine seriously.

90 = We learn that the Time Traveller’s friends don’t trust him, and that makes them believe that the time machine is a joke. The Medical Man mentions a ghost trick the Time Traveller played on them last year. The Narrator says that the Time Traveller has a sense of humor and takes things lightly, so his friends don’t believe him.

80 = His friends don’t trust him, and that makes them believe that the time machine is a joke.

3. Which of the following statements best describes how the Time Traveller’s friends feel about his experiment a week later? [DC, RE, SA]

A. They fully accept the Time Traveller’s explanation about time travel.
B. They have figured out how the Time Traveller made the model disappear.
C. They think the key to the trick had to do with the candle blowing out.
D. They don’t believe in time travel, but still can’t explain what happened.

What evidence from the text helped you figure this out?

100 = According to the Narrator, he thinks that he and the other friends were probably trying to figure out what happened to the model all week. On page 16, he says he has been thinking about the plausibility and how incredible the whole idea of time travel is. The Narrator says that he is stuck on how the model disappeared. According to the Medical Man, he claims he saw a similar trick before, but still could not explain how it was done. The Time Traveller’s friends cannot believe that the model is traveling through time, but they still don’t know how he made the model vanish.

90 = The Narrator thinks that he and the other friends were probably trying to figure out what happened to the model all week. He says he has been thinking about how believable the whole idea of time travel is. The Narrator says that he is stuck on how the model disappeared. The Medical Man says he saw a similar trick before, but still could not explain how it was done.

80 = The Narrator other friends were probably trying to figure out what happened to the model all week, and still couldn’t explain it.
4. Make a prediction about what happened to the Time Traveller. What clues from the text lead you to this prediction? [DC, RE, SA] (Team Talk Rubric)

100 = I think the Time Traveler traveled through time, but was attacked by whoever he found in the future or the past. According to the Narrator, the Time Traveller was late for dinner at his own home. When the Time Traveller finally appears, he is a mess. On page 17, the Narrator describes his clothes as dusty, dirty, and stained with green. The Time Traveller's hair appears grayer or faded. He looks haggard and drawn. He has a cut on his face, and is walking with a limp. The Time Traveller looks like he had a bad experience or a fight with someone, which seems unusual since his friends are shocked by how he looks.

90 = I think the Time Traveler traveled through time, but was attacked by whoever he found in the future or the past. The Narrator says that the Time Traveller was late for dinner at his own home. When the Time Traveller finally arrives, he is a mess. The Narrator describes his clothes as dusty, dirty, and stained with green. The Time Traveller's hair appears grayer or faded. He looks tired. He has a cut on his face, and is walking with a limp.

80 = The Time Traveler traveled through time, but was attacked by whoever he found in the future or the past.

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

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

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

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

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

Class Discussion (18 minutes)

Lightning Round

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

**Celebrate**

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

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

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

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

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

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

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**

Students will find out what happened to the Time Traveller as he begins to tell the story of where he was and why he was in such bad shape when he arrived in the middle of dinner.

During Set the Stage, you may want to tell students that *The Time Machine* is told as a story within a story. The text begins as told by the Narrator, a friend of the Time Traveller. Beginning in chapter 3, the story is told entirely from the Time Traveller’s point of view.

**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>nil (noun)</td>
<td>nil</td>
<td>nothing, zero</td>
<td>The Strikers won their final soccer match two to nil, which meant that they would play in the championship tournament.</td>
</tr>
<tr>
<td>verbatim (adjective)</td>
<td>ver-ba-tim (ver-BAY-tim)</td>
<td>fword-for-word: following the exact words</td>
<td>“Your summaries should not be a verbatim copy of what you are reading in the text,” Mr. Holshue reminded his students.</td>
</tr>
</tbody>
</table>
Analyze Plot and Theme

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>indolent</td>
<td>in-do-lent</td>
<td>habitually lazy</td>
<td>Ms. Richards would not allow her <em>indolent</em> sons to sit in front of the TV, and required them to complete certain tasks around the house each weekend.</td>
</tr>
<tr>
<td>derelict</td>
<td>der-e-licit</td>
<td>abandoned; run-down</td>
<td>The <em>derelict</em> old house was an eyesore for the neighborhood with its broken windows and overgrown weedy lawn.</td>
</tr>
<tr>
<td>tentative</td>
<td>ten-ta-tive</td>
<td>not fully worked out</td>
<td>“The <em>tentative</em> plan for the picnic is for us to provide the burgers and hot dogs, and everyone else will bring a side or dessert,” Jeri said.</td>
</tr>
<tr>
<td>diminished</td>
<td>di-min-ished</td>
<td>decreased; lessened</td>
<td>Since Jake was sick with the flu, his appetite <em>diminished</em>.</td>
</tr>
<tr>
<td>musing</td>
<td>mu-sing</td>
<td>wondering; marveling</td>
<td>Erikah was <em>musing</em> at the simple beauty of the fields of sunflowers that seemed to stretch for miles from either side of the highway.</td>
</tr>
<tr>
<td>infirm</td>
<td>in-firm</td>
<td>weak from old age; of poor health</td>
<td>When you are <em>infirm</em>, it is especially easy to fall seriously ill from colds that would just be a nuisance to a younger person.</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.
Sets the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to the strategy cards in their team folders and to the Predicting Strategy Card for literature. Review the clues that students can use to help them make predictions about what will happen in a story.

Predicting

Informational Text
1. Before you read, ask: What clues can help me predict what this text is about?
   - titles
   - headings
   - bold text
   - captions
   - sidebars
   - pictures
2. Use clues to predict the topic of the text. Be prepared to explain your thinking.
3. Can you confirm your prediction?

Literature
1. As you read, ask: What clues can help me predict what might happen?
   - setting
   - events
   - character’s actions, thoughts, feelings
   - dialogue
2. Use clues to predict possible outcomes. Be prepared to explain your thinking.
3. Read on to find out if your prediction is confirmed.

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

Interactive Read Aloud

1. Refer students to the reading objective. Explain how understanding story elements will help students understand theme.

Remember that our reading objective is to analyze story elements to draw conclusions about theme. Analyzing these elements helps us understand the importance of each individual element to a story and how one element can affect another to contribute to the overall theme of a story. Without understanding the setting, for example, it would probably be more difficult to understand a character’s feelings. Similarly, if we didn’t understand a character, it would be harder to consider possible themes. It is important for readers to understand all the story elements so they can examine relationships.
among these elements and how they contribute to the themes. We will begin discussing theme next cycle, so we need to make sure that we understand the story elements.

2. Read pages 18 (paragraph 1)–22 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve learned a little more about the Time Traveller and his friends in this reading. First, the Time Traveller’s friends are still very skeptical about his plans to travel through time. Only the Narrator, the Medical Man, and the Psychologist were present at last week’s dinner to witness the time machine model disappear. When the Narrator tells the other guests about it, they don’t seem to believe that the Time Traveller’s current state could be related to actually travelling through time. They joke about it. The Editor asks, “Hadn’t they any clothes-brushes in the future?” referring to the Time Traveller’s appearance. Then, the Time Traveller is eager to tell his story, but he doesn’t want any interruptions or questions from his friends. He just wants them to listen. I think he knows that his friends are skeptical of time travel. If he has actually traveled in time, I he wants them to hear his story in full.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to have students discuss how understanding story elements can help them draw conclusions.

**How can using story elements help us to draw conclusions?**

Using story elements can help us draw conclusions because if we know about the characters, for example, we can conclude how that makes other characters act or react to them. We read about how the Time Traveller’s friends react to his time travelling idea. This helps us to draw conclusions about how the Time Traveller is treated and how his friends think about him.

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

**Title:** Indigo

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Time Traveller,</td>
<td>Where: England, the Time Traveller’s</td>
</tr>
<tr>
<td>the Narrator, Filby,</td>
<td>home</td>
</tr>
<tr>
<td>the Very Young Man,</td>
<td>When: 1895</td>
</tr>
<tr>
<td>the Provincial Mayor,</td>
<td>One week after the first dinner party</td>
</tr>
<tr>
<td>the Medical Man,</td>
<td></td>
</tr>
<tr>
<td>the Psychologist,</td>
<td></td>
</tr>
<tr>
<td>the Editor, the</td>
<td></td>
</tr>
<tr>
<td>Journalist, and the</td>
<td></td>
</tr>
<tr>
<td>Silent Man</td>
<td></td>
</tr>
</tbody>
</table>

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

The Time Traveller claims to have created time travel, but his friends are skeptical.

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

The Time Traveller appears late to dinner at his own house and is in bad shape. After he cleans up and eats, he tells his story to his friends.

5. Use **Think-Pair-Share** to have students identify another problem in the story. Let me go back to the Problem section for a minute. I think we have identified a problem in this story.

After reading more, what other problem has been revealed at this point in the story?

The Time Traveller has invented a machine to travel through time, but his friends are skeptical that this is really possible.

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

What prediction can you make about what would make the Time Traveller’s friends believe his Time Machine works.

I predict that the Time Traveller’s friends will need physical evidence that the Time Traveller actually travelled into the past or the future. His friends are well-educated and interested in science. They will want evidence to prove his story, not just his words.

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

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

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 23–30 aloud with partners.

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

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

Team Discussion

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

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

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

1. Did the Time Traveller go into the future at a constant speed? What evidence from the text supports your conclusion? [DC, SA] (Team Talk Rubric)

100 = The Time Traveller went into the future at an increasing speed. I can tell because the Time Traveller begins seeing the world around him as a blur. At first, the Time Traveller mentions that he watched Mrs. Watchett walk through his laboratory like a rocket. After he presses the lever to its extreme position, night and day alternate faster and faster. After the laboratory walls vanished, he could see the sun and the moon as they travelled across the sky, but they soon became streaks of light and night and day were no longer distinct. The Time Traveller could first see the world like watching a movie on fast forward, but it became so fast it was just a blur of activity.

90 = The Time Traveller went into the future at an increasing speed. I can tell because the Time Traveller begins seeing the world around him as a blur. The Time Traveller describes Mrs. Watchett walk through his laboratory like a rocket. After he presses the lever all the way, night and day change faster and faster. After the laboratory walls disappear, he could see the sun and the moon as they travelled across the sky, but they soon became streaks of light.

80 = He went into the future at an increasing speed. The world around him becomes a blur.

2. What did the Time Traveller consider an unavoidable risk during time travel? [RE, SA] (Team Talk Rubric)

100 = The Time Traveller considered the possibility of stopping his Time Machine while an object occupied the same space as he did an unavoidable risk. According to the Time Traveller on page 26, he felt like he was just a vapor slipping through substances as he travelled forward in time. He realized that when he finally stopped the machine, all of his molecules would be jammed into the same space as whatever object was in his way. He assumed some kind of reaction would happen because of that, possibly even something that could kill him. He had “cheerfully” accepted this risk as one he had to take to experiment with time travel.

90 = The Time Traveller thought stopping his Time Machine while an object was in the same space as him could be dangerous. He felt like he was just a cloud slipping through objects as he travelled forward in time. He realized that when he finally stopped the machine, he and the Time Machine would be jammed into the same space as whatever object was in his way. He believed some kind of reaction would happen because of that.

80 = He thought stopping his Time Machine while an object was in the same space as him could be dangerous.
3. How does the new setting of the future affect the Time Traveller’s fearlessness shortly after he stops the Time Machine? (Write) [RE, DC, SA] (Team Talk Rubric)

100 = The new setting of the future affects the Time Traveller’s fearlessness shortly after he stops the Time Machine because he is suddenly afraid of what he has gotten himself into. On page 28, the Time Traveller expresses his fears about what he might find when the rain and hail are gone. He wonders what might have happened to humans and if they have become cruel. He is afraid they could have become inhuman and overwhelmingly powerful. The Time Traveller worries that future humans might see him as savage animal that should be killed. He realizes that travelling so far into the future could be dangerous and reckless.

90 = The new setting of the future affects the Time Traveller’s fearlessness shortly after he stops the Time Machine because he is suddenly afraid of what he has gotten himself into. The Time Traveller is afraid of what he might find when the rain and hail are gone. Humans might have become meaner, less human, and more powerful. They might see him as animal that should be killed.

80 = He is suddenly afraid of what he has gotten himself into.

4. Which of the following best describes what the Time Traveller means when he says, “I felt naked in a strange world,” on page 29? [AC, SA]

A. His clothes were very damaged after the hail storm.
B. He feels under-dressed for the weather conditions in the future.
C. He feels unprotected and unprepared for what might happen.
D. His clothes do not match the style of clothes in the future.

What evidence in the text helped you to identify this meaning?

100 = Evidence that helped me identify that the Time Traveller feels unprotected and unprepared is that the weather is suddenly clear and bright after the hailstorm and rain. On page 29, he describes how he feels like a bird flying in clear air while a hawk flies above it. I know that a bird flying in the air has nowhere to hide easily, so a hawk flying nearby can easily see and catch it. Now that the weather is clear and sunny, the Time Traveller can see distinctly around him. He assumes that he is also now visible to anyone in this future world.

90 = Evidence that helped me identify that the Time Traveller feels unprotected and unprepared is that the weather is suddenly clear and bright after the hailstorm and rain. He describes how he feels like a bird flying in clear air while a hawk flies above it. I know that a bird flying in the air has nowhere to hide easily, so a hawk flying nearby can easily see and catch it.

80 = The weather is suddenly clear and bright after the hailstorm and rain, so he can be seen by others.

5. Describe a situation where being infirm could be a problem. [CV]

(Answers will vary.) A situation where being infirm could be a problem is if you are camping in the woods. If you are in poor health or weak, you could easily be injured in the wild and have a hard time making it back to safety.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words 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>nil</th>
<th>nil</th>
<th>nothing, zero</th>
<th>The Strikers won their final soccer match two to nil, which meant that they would play in the championship tournament.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(noun)</td>
<td>(nil)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbatim</td>
<td>ver-ba-tim</td>
<td>fword-for-word: following the exact words</td>
<td>“Your summaries should not be a verbatim copy of what you are reading in the text,” Mr. Holshue reminded his students.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(ver-BAY-tim)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indolent</td>
<td>in-do-lent</td>
<td>habitually lazy</td>
<td>Ms. Richards would not allow her indolent sons to sit in front of the TV, and required them to complete certain tasks around the house each weekend.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(IN-deh-lent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>derelict</td>
<td>der-e-lict</td>
<td>abandoned; run-down</td>
<td>The derelict old house was an eyesore for the neighborhood with its broken windows and overgrown weedy lawn.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(DER-eh-likt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tentative</td>
<td>ten-ta-tive</td>
<td>not fully worked out</td>
<td>“The tentative plan for the picnic is for us to provide the burgers and hot dogs, and everyone else will bring a side or dessert,” Jeri said.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(TEN-tuh-tiv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diminished</td>
<td>di-min-ished</td>
<td>decreased; lessened</td>
<td>Since Jake was sick with the flu, his appetite diminished.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(dih-MIN-ished)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>musing</td>
<td>mu-sing</td>
<td>wondering; marveling</td>
<td>Erikah was musing at the simple beauty of the fields of sunflowers that seemed to stretch for miles from either side of the highway.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(MYUSE-ing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>infirm</td>
<td>in-firm</td>
<td>weak from old age; of poor health</td>
<td>When you are infirm, it is especially easy to fall seriously ill from colds that would just be a nuisance to a younger person.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(in-FIRM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**

In today’s reading, we learn that the Time Traveller has traveled to the year 802,701. He meets his first creatures in the future. We learn the Time Traveller’s initial thoughts about these creatures and the life they live, which tells us about his character and the setting he comes from. It also tells us about the time in which H.G. Wells wrote the book.

**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

A word from our text is *keenness*. It’s used in the sentence “In writing it down I feel with only too much *keenness* the inadequacy of pen and ink...” on page 21. I’ve heard the word *keen* before, I think it is an adjective, it describes something. I’ve seen it used to describe a sword blade—a *keen* blade. But that seems to describe the blade as sharp, and that doesn’t seem to fit this sentence. I’ll check the dictionary. (Model looking up the word *keen* in a dictionary.) I see the word *keen* has several definitions in the dictionary. I see that the first meaning is the one I’m familiar with—finely sharpened. But I also see a definition that matches the sentence from the book better, it says “intense, as feeling or desire.” This makes sense if swap it out—“In writing it down I feel with only too much intensity the inadequacy of pen and ink...” Some related words are *keenly* and *keen*. I think an antonym for *keen* is *dull*. If you experience *keenness* about something, you are excited or feel strongly about it, but if you are not *keen* about it, your feelings are *dull*.

Sample Word Map

<table>
<thead>
<tr>
<th>adjective</th>
<th>antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>keenness</em></td>
<td><em>dull</em></td>
</tr>
<tr>
<td><em>keen</em></td>
<td>intense, as feeling or desire</td>
</tr>
<tr>
<td><em>a keen blade</em></td>
<td></td>
</tr>
</tbody>
</table>

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

**Set the Stage**

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

1. This cycle our reading objective is to analyze story elements to draw conclusions about theme.

2. Read pages 31–33 (stopping at paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud

I just learned something about the Time Traveller. He had thought that when he travelled into the future, he would likely learn that the human species was even more advanced than they were in his own time. He’s now met some human-like creatures in the future and he is disappointed. He thinks the creatures have the intelligence of five-year olds. He can’t understand their language, but he understands that they think he came from the sun in a thunderstorm. It is almost like they think he is like a mythological character. What happened that humans, or their descendants, seem less advanced in the future? I wonder if this will have an effect on the plot later on.

3. Use Think-Pair-Share to ask:

What story element did we learn more about?

We learned about the Time Traveller. He expected the future humans to be more advanced and is disappointed. We also met these future human descendants. They seem simple.

How might this information help you later on?

It might help because it might explain the Time Traveller’s actions toward these creatures later in the book.

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.
<table>
<thead>
<tr>
<th>Title: The Time Machine</th>
</tr>
</thead>
</table>

### Characters:
the Time Traveller, the Narrator, Filby, the Very Young Man, the Provincial Mayor, the Medical Man, the Psychologist, The Editor, The Journalist, and the Silent Man, the future humans

### Setting:
Where: England, the Time Traveller's home
When: 1895

### Problem:
The Time Traveller claims to have created time travel, but his friends are skeptical.

**Event:** The Time Traveller appears late to dinner at his own house and is in bad shape. After he cleans up and eats, he tells his story to his friends.

**Event:** The Time Traveller stops in the future, around the year 802,000. He meets some human-like creatures or descendants. Humans seem less advanced in the future.

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

**What is the most important information in the section I just read?**

*(Answers may vary.)* I think it's most important that the Time Traveller is disappointed in the future humans. He says that he feels that travelling through time was in vain if he can't learn anything from the descendants of humans.

6. **Add this event to your story map.**
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 33 (paragraph 1)–43 (stopping at paragraph 1) aloud with partners.

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

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

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

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

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

1. How does the Time Traveller describe the condition of the buildings in the future? How might this relate to the qualities of the future humans? (Write) [RE, DC, SA] (Team Talk Rubric)

100 = The Time Traveller describes the condition of the buildings in the future as **ruinous**. This might relate to the qualities of the future humans because they seem lazy and do not work. **On pages 34 and 35**, the Time Traveller describes the building he is brought to by the future humans. He says that the decorations on the building seem badly broken and **weathered**. He describes the hall as **dilapidated**. The stained-glass windows are broken, the curtains are heavy with dust, and the marble tables are **fractured**. If the future humans are lazy and don’t work, it seems like they also don’t maintain or repair their buildings.

90 = The Time Traveller describes the condition of the buildings in the future as damaged. This might relate to the qualities of the future humans because they seem lazy and do not work. The Time Traveller says that the decorations on the building seem badly broken and worn. He describes the hall as run-down. The stained-glass windows are broken, the curtains are heavy with dust, and the marble tables are cracked.

80 = He describes the buildings in the future as damaged. The future humans seem lazy and do not work to keep them repaired.

2. Why do you think that the Time Traveller thinks it is strange that the future humans lose their interest in him very quickly? Support your thinking. [DC, SA] (Team Talk Rubric)

100 = I think the Time Traveller thinks it is strange that the future humans lose their interest in him very quickly because he is so different from them and seemingly appeared out of nowhere. Although the future humans show a lot of initial interest in him and give him flowers and want to touch him, they quickly wander away. The group that found him and brought him to the hall to eat has left him. I can tell from the Time Traveller’s description of the future humans that he is much taller, has a deeper voice, and is dressed very differently from them. I think the Time Traveller feels that if roles were reversed, he would be very curious about this new being and would want to learn everything he could.

90 = I think the Time Traveller thinks it is strange that the future humans lose their interest in him very quickly because he is so different from them. The future humans show a lot of interest in him at first and give him flowers and want to touch him, but then they quickly wander away. The group that found him and brought him to the hall to eat has left him. I can tell from the Time Traveller’s description of the future humans that he is much taller, has a deeper voice, and is dressed very differently from them.

80 = He is so different from them that he expects them to be more curious.

continued
3. What is the Time Traveller’s explanation for why it is hard to tell the difference between males and females in the future-human species? [RE, SA] (Team Talk Rubric)

100 = The Time Traveller’s explanation for why it is hard to tell the difference between males and females in the future-human species is that it is no longer necessary in the future. According to the Time Traveller, he believes that the similarity in the sexes is to be expected in the future. In his time, men have to be strong in order to work, and women have to be soft and gentle in order to raise children. His speculation is that if there is no violence and life is balanced, then there is less need for the sexes to be different. At first he believes this is the completion of the process he already thinks is beginning in his time, but he tells us his speculation was wrong.

90 = The Time Traveller’s explanation for why it is hard to tell the difference between males and females in the future-human species is that it is no longer needed in the future. He expects males and females to be alike in the future. In his time, men have to be strong in order to work, and women have to be soft and gentle in order to raise children. He thinks that if life is peaceful and equal, then there is less need for males and females to be different.

80 = Males and females don’t need to be different in the future.

continued
4. Which of the following best describes the Time Traveller’s beliefs about the cause of human intelligence? [RE, AA, SA]
   A. Humans need to carefully record their advancements for future generations.
   B. Humans need to face difficulty in life in order to grow and innovate.
   C. Humans need freedom from hard work and problems to be creative.
   D. Humans need strong leaders to make sure society stays organized and focused.

   What evidence from the text supports your choice?
   100 = The Time Traveller indicates that since future humans triumphed over nature, there is nothing left for them to work toward. On page 41, the Time Traveller describes how in his time, humans are working on improving food crops gradually through selective breeding, creating for example seedless grapes, improved peaches, and more convenient breeds of cattle. The Time Traveller also doesn’t see signs of contagious diseases. Now these future humans no longer work or struggle with anything. By eliminating the problems and obstacles they faced in life, future humans no longer needed to rely on intelligence or strength to survive.

   90 = The Time Traveller believes that since future humans defeated nature, there is nothing left for them to work toward. He describes how in his time, humans are working on improving food crops slowly, creating seedless grapes, improved peaches, and better breeds of cattle. The Time Traveller also doesn’t see signs of diseases. Now these future humans no longer work or struggle with anything.

   80 = The Time Traveller believes that since future humans defeated nature, there is nothing left for them to work toward.

5. Which vocabulary word best fits in the blank? Explain why. [CV]
   “Can you give me a(n) ______ account of what happened after school, just like you gave to Mr. Dodds?” Principal Chalmers asked Doria.

   Verbatim would best fit in the blank because if you give the same account or story to two different people, you might give it word for word so that the story is the same each time.

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

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

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

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

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

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

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

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**
In today’s reading, the Time Traveller begins to explore the future world a little more. He soon realizes that the Time Machine has been moved, which causes him to panic. He notices that it appears that the Time Machine was dragged into the base of the large white sphinx statue that was in front of him when he stopped. He decides to continue exploring while he thinks about how to get his machine back.

At the end of today’s reading, the Time Traveller mentions a person from central Africa visiting London for the first time. H.G. Wells uses the word negro to describe an African visitor. Remind students as necessary that when H.G. Wells wrote this book in 1895, the word negro was a common way to refer to a person of color. Also remind students that in 1895, the world was a smaller place, so it was much more possible than today for someone to live completely isolated and unaware of modern technology. H.G. Wells’s point is how do you explain a brand new world to your friends when no one has explained it to you first.

**Active Instruction (25 minutes)**

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

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

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

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

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

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

5. Use Think-Pair-Share to ask:

   **Have you ever lost something important to you, or something you needed? How did you react to this loss?**

   *(Answers will vary.)* Yes. I once lost a charm from my bracelet that was given to me by my grandmother. I was very upset about it and searched the house frantically. I tried retracing my steps and stared at the ground for a whole day hoping to see it. I asked everyone I knew to look for it. I cried and was angry at myself.

Interactive Read Aloud

1. Read pages 43 (paragraph 1) and 44 aloud.

2. **What have we learned from this selection?**

   *The Time Traveller thinks he has figured out why the future humans are so lazy and that the future seems to be in disrepair. The Time Traveller also says that his theory proves to be wrong later.*

3. Use Think-Pair-Share to ask:

   **After reading this selection, is there anything we can add to our story map?**

   *We can add that the Time Traveller begins exploring the future and has determined that the future humans eliminated nature's obstacles, which has allowed them to lead a life where they don’t have to work or create anything new.*
**Sample Graphic Organizer**

**Title:** *The Time Machine*

**Characters:**
the Time Traveller, the Narrator, Filby, the Very Young Man, the Provincial Mayor, the Medical Man, the Psychologist, The Editor, The Journalist, and the Silent Man, the future humans

**Setting:**

<table>
<thead>
<tr>
<th>Where:</th>
<th>England, the Time Traveller's home</th>
</tr>
</thead>
<tbody>
<tr>
<td>When:</td>
<td>1895</td>
</tr>
<tr>
<td></td>
<td>One week after the first dinner party</td>
</tr>
<tr>
<td></td>
<td>Approximately 802,000 years into the future</td>
</tr>
</tbody>
</table>

**Problem:**
The Time Traveller claims to have created time travel, but his friends are skeptical.

**Event:**
The Time Traveller appears late to dinner at his own house and is in bad shape. After he cleans up and eats, he tells his story to his friends.

**Event:**
The Time Traveller stops in the future, around the year 802,000. He meets some human-like creatures or descendants. Humans seem less advanced in the future.

**Event:**
The Time Traveller begins exploring the future and determines that the future humans eliminated nature’s obstacles, which has allowed them to lead a life where they don’t have to work or create anything new.
Teamwork

(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 45–54 (stopping at paragraph 1) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does the setting of the morning affect the Time Traveller compared to his first night in the future? (Write) [RE, DC, SA] (Team Talk Rubric).</td>
</tr>
<tr>
<td><strong>100 =</strong> The morning affects the Time Traveller by calming him down and allowing him to think reasonably about the disappearance of the Time Machine. During the previous night, the Time Traveller was raging and frantic after realizing that the Time Machine had disappeared. On page 47, he describes how he ran around beating at the bushes in the moonlight until his hands were bleeding. He found a group of sleeping future humans in the hall where he first ate and yelled at them about his machine. However, after falling asleep from exhaustion, he woke up the next morning and thought more clearly about what to do. On page 49 he says, “with the plain, reasonable daylight, I could look my circumstances fairly in the face.” Morning gives the Time Traveller a chance to think about his next steps and investigate how to get his Time Machine back.</td>
</tr>
<tr>
<td><strong>90 =</strong> The morning affects the Time Traveller by calming him down and allowing him to think reasonably about the disappearance of the Time Machine. The Time Traveller was angry and scared after realizing that the Time Machine had disappeared the night before. He ran around beating at the bushes in the moonlight until his hands were bleeding and yelled at some future humans about his machine. He woke up the next morning and thought more clearly about what to do.</td>
</tr>
<tr>
<td><strong>80 =</strong> It calms him down and allows him to think reasonably about the disappearance of the Time Machine.</td>
</tr>
<tr>
<td>2. What action had the Time Traveller taken earlier that proved to be the only thing that reassured him after the Time Machine disappeared? [RE, SA] (Team Talk Rubric).</td>
</tr>
<tr>
<td><strong>100 =</strong> The Time Traveller had removed the levers to the Time Machine after he initially met the future humans, and this reassured him because he knew that the Time Machine didn’t work without them. Without the levers, the Time Machine could not be accidentally sent forward or backward in time. According to the Time Traveller, he designed the machine so that someone could not tamper with it when the levers were not attached. He knew that the machine had just moved in space, not time. This gave him hope that as long as he could find the machine, he could return to his starting time.</td>
</tr>
<tr>
<td><strong>90 =</strong> The Time Traveller had removed the levers to the Time Machine after he met the future humans, and this made him feel better because he knew that the Time Machine didn’t work without them. Without the levers, the Time Machine could not be accidentally sent forward or backward in time. The Time Traveller designed the machine so that someone could not play with it when the levers were not attached. He knew that the machine had just moved in space, not time.</td>
</tr>
<tr>
<td><strong>80 =</strong> He removed the levers to the Time Machine, so he knew that the Time Machine didn’t work without them.</td>
</tr>
</tbody>
</table>

**continued**
Team Talk Questions continued

3. Do you think the future humans are responsible for removing the Time Machine? What clues from the text support your conclusion? [DC, SA] (Team Talk Rubric)

100 = I do not think the future humans are responsible for removing the Time Machine because it seems to be against their nature. Based on everything we’ve read about the future humans so far, they are not curious or interested in working. Earlier in the text, the Time Traveller had trouble trying to pull the Time Machine back upright because it is large and heavy. The Time Traveller repeatedly calls the future humans fragile, so I don’t think they would be able to drag the machine away. Additionally, they seem disgusted or scared when the Time Traveller points to the sphinx. On page 50, the Time Traveller mentions narrow footprints, like those from a sloth. He doesn’t seem to think they belong to the future humans. These clues tell me that there may be another kind of creature living in the future that did take the Time Machine.

90 = I do not think the future humans are responsible for removing the Time Machine because it seems to be against their nature. The future humans are not curious or interested in working. The Time Traveller had trouble trying to pull the Time Machine back upright because it is large and heavy. The future humans seem weak, so I don’t think they would be able to drag the machine away. They also seem scared when the Time Traveller points to the sphinx. The Time Traveller sees narrow footprints, but doesn’t say they look like the future humans’ feet.

80 = No. It seems to be against their nature.

4. On page 53, the Time Traveller describes, “Here and there water shone like silver…” This is an example of— [AC] (Team Talk Rubric)

A. simile.
B. metaphor.
C. hyperbole.
D. personification.

How do you know what type of figurative language this is, and what does the example mean?

100 = I know this is a simile because it uses the word like. Similes use the words like or as to compare two different things. In this example, a river—The Thames—is being compared with silver metal using the word like. The example describes what it can look like when sunlight shines on water. The simile helps me understand how instead of looking blue, the light reflects off the water and looks silver.

90 = I know this is a simile because it uses the word like. Similes use the words like or as. In this example, a river—The Thames—is being compared with the silver metal using the word like. The example describes what it can look like when sunlight shines on water.

80 = It’s a simile because it uses the word like. It compares water with silver metal.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Karla kept her plans for Saturday tentative because she was waiting to hear about whether she made the basketball team and would need to go to practice.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

Class Discussion

(15 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Writing Objective:** Begin with a clear point (a well-worded thesis).

**Teacher Background**
Remember that a thesis is a point around which a writer develops his or her writing.

**Active Instruction**

(10 minutes)

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. The writing project gives students a chance to work on their written skills, particularly in the areas of ideas, organization, style, and mechanics. In this cycle’s reading, there are a lot of different dynamics that exist among the main character and the setting and a lot of possible themes that are developed. The writing objective is to write a well-worded thesis. In the writing prompt, each student will have to decide what his or her answer is to the question posed and then write a response that includes a clear statement of his or her point in addition to support with textual evidence.
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>Do you think the setting is important to the plot in <em>The Time Machine</em>? Support your answer using evidence from the story.</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 write a literary response. I know because the prompt asks a question about setting, which is an aspect of the novel. Then it says to “support your answer using evidence.” This phrase means I have to give reasons to support my point about the setting.*

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing a literary response 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 a Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
</tr>
<tr>
<td>• Support your point with evidence from the text.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by making a clear point about an aspect of the literary work.</td>
</tr>
<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</td>
</tr>
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<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

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

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

**Which guideline relates to our writing objective to begin with a clear point (a well-worded thesis)? Remember, a thesis is a sentence that describes the main point of a piece of writing. This sentence usually comes at the beginning of the piece of writing.**

*The Ideas section relates to our writing objective because it says to make a clear point. Also, under Organization, it says to begin by making a clear point about an aspect of the text.*
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>setting is important to plot</td>
</tr>
<tr>
<td>traveled from approx. 1895 to 802,701 AD</td>
</tr>
<tr>
<td>future humans</td>
</tr>
<tr>
<td>all problems seem to be solved</td>
</tr>
<tr>
<td>don’t work or innovate</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 a literary response and the writing objective—to begin with a clear point (a well-worded thesis).

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?
- Is the point supported with evidence from the text?
- Does the writer include words and phrases to support his or her point?
- Does the writer use correct punctuation, spelling, and grammar?

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 support your point? Explain why it was easy or difficult.

*Answers will vary.*
Celebrate

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

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

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

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

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

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

Do you think the setting is important to the plot in *The Time Machine*? Support your answer using evidence from the story.

### Writing a Literary Response

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</tbody>
</table>
Lesson 6

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Writing Objective:** Begin with a clear point (a well-worded thesis).

**Teacher Background**

Today’s cycle test gives students the opportunity to make connections between the information they’ve read so far and organized on a story map and the events that occur in today’s reading.

In the section of the story that will be read for the assessment, the Time Traveller begins to question his own theories because the information he has about the future does not really add up. For example, he does not know where the future humans, called Eloi, get their clothing and sandals from, especially since they do not seem to do any work. The Time Traveller makes a friend in the future after he saves an Eloi named Weena from drowning in the river. She becomes his constant companion. The Time Traveller also discovers that a second species of future humans, the Morlocks, live underground.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Set the Stage**

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

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

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

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

1. Remind students that they have been practicing analyzing relationships between story elements to prepare them to identify themes next cycle. Use Think-Pair-Share to ask:

   How has the setting affected the characters?

   The setting has affected the Time Traveller because he is a man from around the year 1895 visiting the year 802,701. There are some recognizable things about Earth, but humans and civilization has changed a lot, so the Time Traveller does not understand much about the future yet.

   How have the character’s feelings affected the plot so far?

   The Time Traveller does a lot of investigating and theorizing about the future in order to understand it. Since the future humans can’t answer a lot of questions, he has to do a lot of investigating.

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

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

Test Directions

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

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

3. Point out that questions #1, #3, #4, and #5 ask about analyzing story elements.

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

3. What new setting does the Time Traveller discover in the future? Why might this be an important development in the story? Use evidence from the text to support your answer. [RE, 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 what happens when the Time Traveller befriends one of the future humans and investigates the strange waterless wells.
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**

**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**

**Lightning Round**
1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
   
   Use **Think-Pair-Share** to ask:
   
   **How is the setting important in the assessment reading?**
   
   *The setting is important because the Time Traveller discovers that there is another half to the world in the future—an Under-world—and another species of future humans, the Morlocks.*

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 do we learn about the Time Traveller's character that explains why his friends don't take his invention seriously? [RE, DC, SA]

20 points = We learn that the Time Traveller has a history of playing jokes on his friends, and generally not being a serious person. Despite witnessing the Time Machine model disappear from the room, his friends do not believe he invented time travel. On page 14, the Medical Man asks if he is serious or if this is like a ghost trick he played on them. The idea of time travel seems impossible, so his friends don't want to be tricked into being excited about it and believing it's real.

15 points = We learn that the Time Traveller has a history of playing jokes on his friends, and generally not being a serious person. Even after watching the Time Machine model disappear from the room, his friends do not believe he invented time travel. The Medical Man asks if he is serious or if this is like a ghost trick he played on them.

10 points = The Time Traveller has a history of playing jokes on his friends, and generally not being a serious person.

2. Which of the following best describes the Time Traveller's feelings about the Eloi soon after meeting them? [RE, SA]

A. Angry at their playful nature and general laziness
B. Confused by their vegetarian diet
C. Disappointed that they aren't interested in learning
D. Saddened by their lack of civilization

Explain why this best describes the Time Traveller's feelings.

20 points = Disappointed best describes the Time Traveller's feelings because he expects the Eloi to be curious about him, just like he is curious about them. The Eloi show a lot of initial interest in him by bringing him flowers and wanting to touch him, but they get distracted and wander away. The group of Eloi that found him first eventually leave him alone. On page 36, he quickly realizes that trying to learn from them or ask them questions is difficult because they get tired of work. He expected the humans of the future to be more advanced, curious, and innovative.

15 points = Disappointed best describes the Time Traveller's feelings because he expects the Eloi to be curious about him, just like he is curious
about them. The Eloi show a lot of interest in him by bringing him flowers and wanting to touch him at first, but they get bored and wander away. Even the group of Eloi that found him first leave him alone. He quickly realizes that trying to learn from them or ask them questions is difficult because they get tired of work.

10 points = Disappointed best describes the Time Traveller’s feelings because he expects the Eloi to be curious about him, just like he is curious about them.

3. What new setting does the Time Traveller discover in the future? Why might this be an important development in the story? Use evidence from the text to support your answer. [RE, DC, SA]

20 points = The Time Traveller discovers that there is an Under-world in the future. At first, the Time Traveller thought the Upper-world and the Eloi were the only signs of life in the future. I think this is an important development because the Time Traveller has a new species of future humans to deal with, the Morlocks. He saw a Morlock disappear down one of the waterless wells and realizes that they are ventilation shafts to the Under-world. He wonders if industry and factories moved underground over time. Earlier in the text, he heard an engine-like noise coming from one of these shafts. The future is not as simple as he thought it was.

15 points = The Time Traveller discovers that there is an Under-world in the future. The Time Traveller thought the Upper-world and the Eloi were the only signs of life in the future. I think this is an important development because the Time Traveller has a new type of future humans to deal with, the Morlocks. He saw a Morlock disappear down one of the waterless wells and realizes that they are air shafts to the Under-world. He wonders if factories moved underground over time. He heard an engine-like noise coming from one of these shafts.

10 points = There is an Under-world in the future. Now the Time Traveller has a new type of future humans to deal with, the Morlocks.

4. What evidence does the Time Traveller cite to conclude that the Morlocks must be subterranean creatures? [RE, SA]

20 points = The Time Traveller cites the way the Morlock looks and how it behaves in sunlight to conclude that it is subterranean. On page 61, he describes the Morlock as “dull white, and had strange large greyish-red eyes; also that there was flaxen hair on its head and down its back.” This reminds him of the white fish that live deep in dark caves, never exposed to light. The Morlock’s eyes reflected light, like an owl or a cat. When the Morlock ran from him, it held its head down and blundered into a block of granite, like it could not see. These are characteristics of animals that rarely visit daylight or that live underground.

15 points = The Time Traveller refers to the way the Morlock looks and how it behaves in sunlight to conclude that it must live underground.
He describes the Morlock as “dull white, and had strange large greyish-red eyes; also that there was flaxen hair on its head and down its back.” This reminds him of the white fish that live deep in dark caves and never see sunlight. The Morlock’s eyes reflected light, like an owl or a cat. When the Morlock ran from him, it held its head down and ran into a block of granite, like it could not see.

10 points = The Time Traveller refers to the way the Morlock looks and how it behaves in sunlight to conclude that it must live underground.

5. What is the Time Traveller’s theory on how the Morlocks came into existence? Support your thinking with evidence from the text. [RE, DC, SA]

20 points = The Time Traveller believes that the Morlocks came into existence as the working class was forced to live underground with the industries they worked in. According to the Time Traveller, even in their own time they utilize underground spaces for subways, workrooms, and restaurants. He believes that as humans increased the amount of industry underground, the workers of these industries lost the right to live above ground. As the people living above ground and below ground remained separated, they each began to change and adapt to their surroundings. For the workers, that was to become subterranean Morlocks. Living above ground was associated with being rich, while the poor workers lived below ground.

15 points = The Time Traveller believes that the Morlocks came into being as the working class was forced to live underground with the industries they worked in. The Time Traveller says that even in their own time they use underground spaces for subways, workrooms, and restaurants. He believes that as humans moved more industry underground, the workers of these industries lost the right to live above ground. As the people living above ground and below ground stayed separated, they each began to change to their surroundings.

10 points = The working class was forced to live underground with the industries they worked in.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain how the disappearance of the Time Machine into the sphinx is an important event in this story. Use evidence from the text to support your answer.

Sample answer: I think the disappearance of the Time Machine into the sphinx is an important event in this story because it is a problem that the Time Traveller has to solve. Since he returns to his own time to tell his friends the story, we know he must get the Time Machine back. However, until he is able to retrieve the Time Machine, he is trapped in the future, and that fact is all the Time Traveller knows when he discovers that it is missing. When the Time Traveller realizes he will not get his machine back by force and beating the base of the sphinx statue, he realizes he will have to wait and be patient. This causes him to take his time to learn more about the future world he is in and
to try and figure it out. I think he realizes the Eloi did not take the machine, but he has to figure out who or what did. Now that he has met Morlocks, I think he will suspect them and will figure out how to get his machine back from them.

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</td>
</tr>
<tr>
<td>• Supports the point with evidence from the text</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begins by making a clear point about an aspect of the literary work</td>
</tr>
<tr>
<td>• In the middle, supports the point with examples and evidence from the text</td>
</tr>
<tr>
<td>• Ends with a closing statement</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Quotes words, phrases, and dialogue from the text to support the point</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Begins with a clear point (a well-worded thesis).</td>
</tr>
</tbody>
</table>

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

1. Sarah’s energy greatly ________ after swimming several laps in the large pool. Choose the word that belongs in the blank. [CV]
   - A. diminished
   - B. wary
   - C. confided
   - D. pitied

2. Write a meaningful sentence using the word *infirm*. [CV]
   
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: People often ignore infirm, older cats and dogs in shelters because they don’t think they will be as healthy or fun to own as young kittens or puppies.

3. Which of the following is an example of not being indolent? [CV]
   - A. sleeping in until noon
   - B. *doing yard work all day*
   - C. watching television for hours
   - D. letting dirty dishes pile up

4. What is a synonym for *verbatim*? What is an antonym for *verbatim*? [CV]
   
   (Accept reasonable responses.) A synonym for verbatim is exact. An antonym is differing.
5. Write a meaningful sentence for the word *nil*. **[CV]**  
Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The final score of the game was nil to nil, so the two teams would have to go into overtime until one of them scored a point.

6. Lacey was _______ over the view from the top of the stadium that she didn’t realize a line of people were waiting for her to move so they could find their own seats.  
Choose the word that belongs in the blank. **[CV]**  
A. nil  
B. musing  
C. derelict  
D. tentative

7. Which of the following is an example of something that is *derelict*? **[CV]**  
A. an ancient Greek temple  
B. a newly built home  
C. a bustling city  
D. a factory in full production

8. What is a synonym for the word *tentative*? What is an antonym for the word *tentative*? **[CV]**  
(Accept reasonable responses.) A synonym for tentative is undecided. An antonym for tentative is definite.

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 we explored is *grossly*. Grossly can mean that something is glaringly obvious, utterly, or rudely. For example: Shawn grossly exaggerated his role in helping the team win the basketball game, since he sat on the bench the whole time.

10. As used on page 34 in the sentence “The roof was in shadow, and the windows, partially glazed with coloured glass and partially unglazed, admitted a tempered light,” *tempered* most nearly means— **[CV]**  
A. made harsher and brighter.  
B. magnified.  
C. softened or toned down.  
D. aggravated.

Explain how you figured out the meaning of *tempered*.  
Students will explain their thinking. For example, I used the context. The sentence makes it sound like it is not very bright in the room, since the roof is in shadow. I don’t think colored glass, like stained glass, lets in as much light as clear glass, so I eliminated A, B, and C because they talk about making things more intense. Tempered must been softened or toned down.
### Question Codes

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

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**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.

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

Lightning Round

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

Celebrate

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

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

   - What was your team’s highest score?
   - What score do you want to improve?
   - What can the team do to improve that score?
   - Use Random Reporter to ask:
     - What is your team’s goal for the next cycle? Why did you choose that goal?
     - Accept supported answers.
5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

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

**Class Council**

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and use Random Reporter to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:
   
   **What did this game require your brain to do?**
   
   **How will use of this skill improve my success in other classes?**
Lesson 1

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**

In today’s reading, the Time Traveller finally climbs down one of the ventilation shafts, where he saw a Morlock go. He discovers that the Morlocks do indeed have machines beneath the ground, and they also seem to be carnivorous. This leads the Time Traveller to reassess his theory about the relationship between the Eloi and the Morlocks. He also begins to understand why the Eloi fear the dark so much.

**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 society benefits more from being diverse and open or from keeping different groups of people separated?

**Set the Stage**

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

   **Do you think society benefits more from being diverse and open or from keeping different groups of people separated?**

   *(Answers may vary.)* I think society benefits more from being diverse and open because it allows people to meet people different from themselves. It introduces people to new cultures, foods, music, art, and ways of thinking.

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

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

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
H.G. Wells wrote this book in 1895, near the end of the Victorian Era in England. Queen Victoria reigned from 1837–1901. In England at this time, there were two very distinct social classes—the Upper class and the Working class—with a rising Middle class in between. The gap between the Upper and Working classes was drastic. People living in the Upper class generally had to do little manual labor, were well educated, and lived off monetary investments. The Working class was generally very poor, lived in unsanitary conditions, and struggled to provide for their families.

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

**How might the Time Traveller's theory about the Eloi and the Morlocks relate to the English class system?**

*(Answers may vary.)* I think the Time Traveller believes that the Morlocks are the descendants of the Working class of England, while the Eloi are the descendants of the Upper class. He believes that factories and industries must have been moved underground, and the Working class was forced to move there with it. The Upper class continued living above ground, depending on hidden industry and workers to provide for them.

Remember that our objective for reading *The Time Machine* is to analyze story elements to draw conclusions about theme. Last cycle we identified relationships among the story elements such as the setting, the characters, and the plot events. This cycle we will examine how these story elements contribute to the theme. We know a lot about the Time Traveller, are learning about the Eloi and Morlocks, and are learning more about the year 802,701. Now we will see how these elements may reflect the theme. Remember that theme is the message that an author communicates through a story. Authors do not directly state a theme; rather, it is implied through the story elements. We used story maps last cycle to organize information about the story elements. This cycle we will draw from that information to create new graphic organizers as we begin to address theme.

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

**Looking at your story maps from last cycle, do you see any repeated ideas?**

Yes, I see this idea about the lack of progress or advancement. The Time Traveller expected to land in a future full of fantastic advances, but he seems to be seeing the human species on its way out. The Eloi don't work or take care of the world around them. Everything is in ruins, there doesn't seem to be anything new. There is also an idea about the Upper class, the Eloi, and the Working class, the Morlocks. The Time Traveller believes that the Working class was forced to live underground by the Upper class.
Thinking about these repeated ideas, what might a theme be?

(Answers may vary. If students struggle, ask them whether the gap between the Upper class and the Working class has gotten wider or narrower in the time of the Eloi and Morlocks. Or ask why we develop new technologies.) A theme might be the gap between social classes has grown even wider. The Eloi live above ground and do nothing but play and eat all day, while the Morlocks live underground, fear the light, but seem to operate machines. Another theme might be that technology might make humans less innovative in the future. As humans solved their problems with food creation and disease, they stopped having problems to create technology for and became lazy.

We can use the information listed on our story maps to help us as we create a new organizer for theme. Which details can we add that support the theme a widening gap between social classes?

Eloi represent the Upper class. Morlocks represent the Working class. The Eloi fear things that seem to have to do with the Morlocks, like the ventilation shafts. The Morlocks have been forced underground so long that they cannot stand sunlight. The Eloi do nothing but eat and play. Morlocks work underground. The Eloi are beautiful. The Morlocks are ugly, like cave creatures.

Since our focus this cycle is on theme, we will use a different graphic organizer. We will use the information we gathered for our story maps to help us.

---

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

---

**Interactive Read Aloud**

1. Read pages 67–70 (stopping at paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

**How is the setting affecting the Time Traveller at this point in the story?**

_The setting is making the Time Traveller uneasy. He knows that the moon is going through its last quarter, so the nights will be completely dark without moonlight. Now that he knows about the Morlocks, he fears that they will be more active when it is very dark._

**How has the idea of exploring the wells affected the Time Traveller?**

_The Time Traveller has tried to avoid or delay investigating the wells. He wants to, but he is also disgusted by the Morlocks. He is afraid of what he'll find in the wells._

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t think we learned anything that helps us identify the theme in this passage. However, I think we learned more about the story elements. I learned more about the setting and how it affects the Time Traveller. Before, he thought of the future Earth as a sort of paradise just based on what he saw of the surface. Even though the buildings are falling apart, it is beautiful above ground with flowers and fruit to eat. But now he knows about the Morlocks, and assumes there is a whole underworld of these creatures. The idea of the dark and night is frightening now that he knows they exist.</td>
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</tbody>
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**Teamwork**

_(20 minutes)_

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: _pages 70 (paragraph 1)–79 (ending at paragraph 1) aloud with partners._

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on 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><strong>1. What mistake does the Time Traveller say he made when he set off on the Time Machine? [RE, SA] (Team Talk rubric)</strong></td>
</tr>
<tr>
<td><strong>100 =</strong> The Time Traveller says he that he left for the future particularly <strong>ill-equipped</strong> for his experience underground with the Morlocks. According to the Time Traveller, he had <strong>assumed</strong> that whatever humans he met in the future would be “<strong>infinitely</strong> ahead of ourselves in all their appliances.” He didn’t bring any weapons or medicine with him. I think he either thought that anything he brought would be useless compared to future technology, or there would be no need for it. <strong>However,</strong> he has found that the future is less advanced, and a weapon would have helped him with the Morlocks.</td>
</tr>
<tr>
<td><strong>90 =</strong> The Time Traveller says he that he left for the future <strong>unprepared</strong> for his experience underground with the Morlocks. He thought that the humans he met in the future would be more advanced than him. He didn’t bring any weapons or medicine with him. I think he either thought that anything he brought would be useless compared to future technology, or there would be no need for it.</td>
</tr>
<tr>
<td><strong>80 =</strong> He that he left for the future <strong>unprepared</strong> for his experience underground with the Morlocks.</td>
</tr>
<tr>
<td><strong>2. Are the Morlocks afraid of the Time Traveller? Support your thinking. [RE, DC, SA] (Team Talk rubric)</strong></td>
</tr>
<tr>
<td><strong>100 =</strong> The Morlocks are not afraid of the Time Traveller, they only fear the light from his matches. The Morlocks do not stay away from the Time Traveller when he climbs down the well. <strong>On page 70,</strong> he describes how he is <strong>roused</strong> by a soft hand touching his face, and sees three Morlocks standing near him when he lights a match. <strong>On pages 72 and 73,</strong> the Time Traveller learns that shouting at them only works once to scare them. They are also quick to grab him once his matches go out. The Morlocks <strong>realize</strong> that the fire is only <strong>temporary</strong> and that the Time Traveller has no other weapon.</td>
</tr>
<tr>
<td><strong>90 =</strong> The Morlocks are not afraid of the Time Traveller, they only fear the light from his matches. The Morlocks do not stay away from the Time Traveller when he climbs down the well. The Time Traveller learns that shouting at them only works once to scare them. They are also quick to grab him once his matches go out.</td>
</tr>
<tr>
<td><strong>80 =</strong> They only fear the light from his matches.</td>
</tr>
</tbody>
</table>

continued
Team Talk Questions continued

3. What does the Time Traveller determine about the relationship between the Eloi and Morlocks? What is one possible theme that this supports? (Write) [RE, DC, SA] (Team Talk Rubric).

100 = The Time Traveller determines that the Morlocks are no longer the servants of the Eloi and are their enemy. The Morlocks have all the machines and technology with them underground, and they do all of the work. On page 76, the Time Traveller says that the Morlocks do certain things out of habit, such as make clothing for the Eloi, but they only stay below ground because they cannot tolerate sunlight. I don’t think the Eloi would fear the Morlocks if the Eloi were in control of the world. This supports the theme of the widening gap between social classes. The Morlocks were forced to live underground and out of sight, but now the Eloi fear them. The Morlocks now control the lives of the Eloi.

90 = The Time Traveller believes that the Morlocks are no longer the servants of the Eloi and are their enemy. The Morlocks have all the machines with them underground, and they do all of the work. The Time Traveller says that the Morlocks do certain things out of habit for the Eloi, but they only stay below ground because they cannot stand sunlight. I don’t think the Eloi would fear the Morlocks if the Eloi were in control. This supports the theme of the widening gap between social classes. The Morlocks were forced to live underground and out of sight, but now the Eloi fear them.

80 = The Time Traveller believes that the Morlocks are no longer the servants of the Eloi and are their enemy. The gap between the two classes has widened completely.

4. As used on page 78, the word *lame* most nearly means— [CV]

A. out of touch.
B. injured.
C. uncool.
D. offensive

Explain how you clarified the meaning of this word.

100 = The word lame means weakened or damaged through injury. I figured this out by using context clues. The Time Traveller says that the heel of his shoe was loose, and a nail was working through the sole. The Time Traveller is talking about how it took him longer than expected to reach the Palace of Green Porcelain. This makes sense because I can see how this would make it difficult and painful to walk quickly. Using my knowledge of the story helped me to figure out what lame means.

90 = The word lame means weakened or damaged through injury. I figured this out by using context clues. The Time Traveller says that the heel of his shoe was loose, and a nail was working through the sole. I can see how this would make it difficult and painful to walk quickly.

80 = Lame means weakened or damaged through injury. I figured this out by using context clues.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words 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.

3. Show video “Fluency.”

**Celebrate**

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

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

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

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

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

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

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**

In today's reading, the Time Traveller realizes more terrible things about the relationship between the Eloi and Morlocks, and is determined to find a way to protect himself and retrieve his Time Machine from the Morlocks. He finally reaches the Palace of Green Porcelain and discovers that it was a museum, with many specimens and objects still inside of it. Some are recognizable from museums of his own time.

**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>dexterous</td>
<td>dex-ter-ous</td>
<td>done with physical skill and quickness.</td>
<td>The dexterous climbing ability of squirrels helps keep them safe from predators.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(DEK-steh-res)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pitied</td>
<td>pi-tied</td>
<td>felt sorry for</td>
<td>Everyone pitied Lisa when she misspelled the last word and lost the spelling bee.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(PIT-eed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued
### Word Pronunciation Definition Sample Sentence

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>receded (verb)</td>
<td>re-ced-ed</td>
<td>moved away; withdrew</td>
<td>After the hurricane, it took several days before the water completely receded.</td>
</tr>
<tr>
<td>futility (noun)</td>
<td>fu-ti-i-ty</td>
<td>uselessness</td>
<td>Javon soon realized the futility of trying to hold a conversation during the concert due to the high volume of the band.</td>
</tr>
<tr>
<td>incessant (adjective)</td>
<td>in-ces-sant</td>
<td>continuing or following without interruption</td>
<td>The incessant rain lasted for several days, giving the children no opportunities to go outside and run around.</td>
</tr>
<tr>
<td>uncanny (adjective)</td>
<td>un-can-ny</td>
<td>unusual; beyond what is normal</td>
<td>Belinda always thought the knot in the old tree had an uncanny resemblance to an old man’s face.</td>
</tr>
<tr>
<td>undulating (verb)</td>
<td>un-du-la-ting</td>
<td>presenting a wavy appearance</td>
<td>The undulating course proved that the race would be difficult for runners who were not used to running up and down hills.</td>
</tr>
<tr>
<td>decadent (adjective)</td>
<td>dec-a-dent</td>
<td>marked by decay or decline</td>
<td>The decadent old house looked beautiful from a distance, but up close you could see signs of its age and disrepair.</td>
</tr>
</tbody>
</table>

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

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

### Set the Stage

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

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

3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 79 (paragraph 1)–81 (paragraph 1) aloud.

2. Use Think-Pair-Share to ask:

   Did you find any possible themes in the passage I just read? If so, what were they?

   *(Answers may vary since theme can be subjective. However, if students are struggling, you may want to discuss the fact that the Time Traveller mentions how different the Eloi and Morlocks have become from humans like him and each other.) Yes, I see some evidence the supports the theme about the widening gap between social classes. The Time Traveller thinks about how the Eloi have forgotten their “high ancestry.” I think he means that they’ve forgotten how intelligent and creative they were. He also thinks about the Morlocks and how much the Eloi fear them. The roles of the their social classes have changed, since the Upper class now fears the Working class.*

3. Use Think-Pair-Share to ask:

   What details can we add to our organizer?

   The Eloi have forgotten their history; Social classes are reversed.

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Eloi = Upper class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morlocks = working class</td>
</tr>
<tr>
<td>Eloi fear things to do with Morlocks</td>
</tr>
<tr>
<td>Eloi beautiful, Morlocks ugly.</td>
</tr>
<tr>
<td>Eloi eat and play, Morlocks work</td>
</tr>
<tr>
<td>widening gap between social classes</td>
</tr>
<tr>
<td>Elloi forgot their history.</td>
</tr>
<tr>
<td>Social classes are reversed</td>
</tr>
<tr>
<td>Morlocks cannot stand sunlight</td>
</tr>
</tbody>
</table>
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 81 (paragraph 2)–90 (stopping at paragraph 1) aloud with partners.

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

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

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

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

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

1. Why does the Time Traveller feel more sympathy for the Eloi than the Morlocks? How do you think this relates to the novel’s theme? [RE, DC, SA] (Team Talk Rubric)

   100 = The Time Traveller feels more sympathy for the Eloi than the Morlocks because the Eloi retained more of their human form than the Morlocks. Even though the Eloi had experienced intellectual degradation, the Time Traveller feels that they are more similar to humans of his time than the Morlocks. He views the Morlocks as less human. I think this relates to the novel’s theme of the widening gap between social classes. The Time Traveller is probably from the Upper class, so he feels sympathy for the Eloi, who descended from the Upper class. He doesn’t feel sympathy for the Morlocks or the conditions that led to their creation.

   90 = The Time Traveller feels more sympathy for the Eloi than the Morlocks because the Eloi kept more of their human form than the Morlocks. The Eloi are less intelligent, but they are more similar to humans of his time than the Morlocks. He sees the Morlocks as less human. I think this relates to the novel’s theme of the widening gap between social classes. The Time Traveller is probably from the Upper class, so he feels sympathy for the Eloi.

   80 = Eloi kept more of their human form than the Morlocks. I think this relates to the novel’s theme of the widening gap between social classes.

2. What is the Palace of Green Porcelain? What does the condition of the building and its contents tell you about the Eloi? What is one possible theme that this supports? (Write) [RE, DC, SA] (Team Talk Rubric)

   100 = The Palace of Green Porcelain is an old museum. The condition of the building and its contents tells me that the Eloi stopped caring about education and preserving history. Like all of the other buildings in the future, this is in disrepair. On page 85, the Time Traveller describes a partial skeleton of a Megatherium. Part of the skeleton is on the floor, but part wore away from rain falling on it through the broken roof. Everything is covered in thick dust, as if it hasn’t been touched in ages. This supports the theme that humans became less innovative in the future as technology solved their problems. The museum shows past discoveries and accomplishments, and there is nothing new in it. The Eloi haven’t tried to continue innovating or even preserve the past. However, the Morlocks seem to visit or use the area with machines. They might learn how to build and maintain their machines.

   90 = The Palace of Green Porcelain is an old museum. The condition of the building and its contents tells me that the Eloi stopped caring about education and history. Like all of the other buildings in the future, this is falling apart. The Time Traveller describes a broken skeleton of a Megatherium. Everything is covered in thick dust, as if it hasn’t been touched in ages. This supports the theme that humans became less creative in the future as technology solved their problems. The museum shows past discoveries and accomplishments, and there is nothing new in it.

   80 = It is an old museum. The Eloi stopped caring about education and history. Humans became less creative in the future as technology solved their problems.
### Team Talk Questions continued

3. How is the hall of machines different from other areas of the museum? Why do you think this is? Support your thinking. [DC, SA] (Team Talk Rubric)

   **100** The hall of machines is different from other areas of the museum because it has been used or visited more recently or frequently. According to the Time Traveller on page 88, there are narrow footprints in the dust on the floor. He also describes the layer of dust in this area as less even, and there is less of it. I think the Morlocks visit or use the hall of machines. They keep machines underground, so they may get parts for their machines from the museum. They may also learn to build machines from the ones in the museum. The Morlocks value the museum more than the Eloi.

   **90** The hall of machines is different from other areas of the museum because it has been used or visited more recently or often. There are narrow footprints in the dust on the floor. He also describes the layer of dust in this area as less even, and there is less of it. I think the Morlocks visit or use the hall of machines. They keep machines underground, so they may get parts for their machines from the museum.

   **80** The hall of machines is different because the Morlocks visit and use it.

4. Which of the following is an example of a simile? [AC, AP] (Team Talk rubric)

   A. “The sky kept very clear, except for a hazy cloud or so.”
   B. “And here I had not a little hope of useful discoveries.”
   C. “…which the ant-like Morlocks preserved and preyed upon…”
   D. “I could not imagine the Morlocks were strong enough to move it far away.”

   Why do you think the author included this simile?

   **100** I think the author included this simile because it helps the reader visualize how the Morlocks must live their lives. Similar to ants, Morlocks live in tunnels and caves underground but come above ground to find food or other things to bring back to their home. This simile helps me make a mind movie about characters in the story.

   **90** I think the author used this simile because it helps the reader see how the Morlocks must live their lives. Like ants, Morlocks live in tunnels and caves underground but come above ground to find food or other things to bring back to their home.

   **80** It helps the reader see how the Morlocks must live their lives.

5. Which of the following situations would most likely strike someone as uncanny? Explain. [CV]

   A. hugging a costumed mascot at a sporting event
   B. seeing a hot air balloon land in the middle of the street
   C. parking a bike on a rack outside of a store
   D. stopping by a corner store on the way home from school

   Seeing a hot air balloon land in the middle of the street is most likely to be uncanny because uncanny means unusual or beyond what is normal. Hot air balloons usually take off and land in big fields. Hot air balloons are also not something you see all the time.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

---

**Class Discussion**

(15 minutes)

**Lightning Round**

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

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

**Celebrate**

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

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

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

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

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

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

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Remind students of the Read and Respond homework assignment.
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Lesson 3

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**
In today’s reading, the Time Traveller leaves the Palace of Green Porcelain feeling more confident with his box of fresh matches and metal lever. But he and Weena soon run into trouble as they try to cut through a small woods during the night and are attacked by the Morlocks. The Time Traveller tries to use fire to scare the Morlocks away, but soon sets the forest on fire. Along the way, he loses Weena, and assumes she is dead.

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

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

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

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

A word that I wasn’t sure about in our reading was *malign*. It was used in the sentence “…but there was an altogether new element in the sickening quality of the Morlocks—a something inhuman and malign.” I don’t think I’ve heard this word before, so I’m not really sure what the Time Traveller means when he uses it to describe the Morlocks. Maybe I can try using some context clues before I check my dictionary. Right after this sentence, the Time Traveller says he loathes them. I know that word, it means hate. He seems to be feeling a lot more fear now that he’s encountered the Morlocks up close. Maybe *malign* means something bad or awful. Now that I have an idea, I think I’ll check the dictionary to see if I’m correct. (Model looking up the word *malign* in a dictionary.) The dictionary says *malign* means evil in nature, influence, or effect. That’s pretty close to what I thought. The Time Traveller thinks the Morlocks are evil after they tried grabbing him and keeping him underground. I see that *malign* has an Anglo-French root word, *mal-*, bad. This can be combined with other words such as *malpractice*, *malformed*, and *malnourished*. All of those have negative meanings. Some related synonyms are *malevolent*, *malicious*, and *malignant*. Some antonyms are *benevolent*, *benign*, or *loving*.

Sample Word Map

<table>
<thead>
<tr>
<th>more than just bad</th>
<th>evil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related words:</td>
<td></td>
</tr>
<tr>
<td><em>malevolent</em>,</td>
<td></td>
</tr>
<tr>
<td><em>malicious</em>,</td>
<td></td>
</tr>
<tr>
<td><em>malignant</em></td>
<td></td>
</tr>
<tr>
<td>Antonyms:</td>
<td></td>
</tr>
<tr>
<td><em>benevolent</em>,</td>
<td></td>
</tr>
<tr>
<td><em>benign</em>,</td>
<td></td>
</tr>
<tr>
<td>or <em>loving</em></td>
<td></td>
</tr>
</tbody>
</table>

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

**Set the Stage**

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

1. Read pages 90 (paragraph 1)–92 aloud.

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

   **What theme does this passage possibly support?**

   This passage supports the theme that humans became less innovative as technology solved their problems. The best weapons the Time Traveller can access are matches, camphor, and an iron bar. As humans stopped having wars, they must have stopped making new weapons.

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

   **What should we add to our theme web?**

   We should add humans became less innovative as technology solved their problems to the center. Then we can add details around it. We can add “The Time Traveller’s best weapons are matches, camphor, and an iron bar,” and “Humans stopped making new weapons.” From earlier readings, we know that the Eloi don’t value education or creativity and that the future is less advanced.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>humans stopped making new weapons</td>
</tr>
<tr>
<td>best weapons are matches, camphor, and an iron bar</td>
</tr>
<tr>
<td>humans less innovative as tech solved problems</td>
</tr>
<tr>
<td>Eloi don’t value education or creativity</td>
</tr>
<tr>
<td>future is less advanced</td>
</tr>
</tbody>
</table>
**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 93–101 aloud with partners.
   (if skipping Interactive Read Aloud, pages 90 [paragraph 1]–101)

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

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

**Team Discussion**

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

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

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

---

**Team Talk Questions**

1. **Is there a connection between fire and a theme in the novel? Explain.** (Write)
   **[RE, DC, SA]** (Team Talk Rubric)
   
   100 = Fire is related to the theme that humans became less innovative as technology solved their problems. According to the Time Traveller, the ability to make fire is lost in the future. He cites how Weena is fascinated by the fire he builds and he has to keep her from running into it. Previously, we have read how the Eloi are entertained by the Time Traveller lighting matches. Since the Morlocks don’t like light, even they do not use fire. Fire was discovered by the earliest humans.

   90 = Fire is related to the theme that humans became less innovative as technology solved their problems. The Time Traveller says that the ability to make fire is lost in the future. Weena is amazed by the fire he builds and he has to keep her from running into it. The Eloi are entertained by matches. Morlocks don’t like light, so they do not use fire.

   80 = Fire is related to the theme that humans became less innovative as technology solved their problems.

   **continued**
### Team Talk Questions continued

2. **How does the setting of today’s reading help the Time Traveller in his fight against the Morlocks? Support your thinking. [RE, DC, SA] (Team Talk Rubric)**

   **100 =** The setting of today’s reading helps the Time Traveller in his fight against the Morlocks by easily catching on fire. **On page 97,** the Time Traveller realizes that the leaves and trees around him are dry due to the lack of rain in the days since he arrived. This helps him make a fire more easily. It also results in the whole woods catching on fire. Before he and Weena entered the woods, he had lit a fire to keep the Morlocks from chasing them too quickly. **The bright light caused by the forest fire frightens and confuses the Morlocks,** allowing the Time Traveller to escape.

   **90 =** The setting of today’s reading helps the Time Traveller in his fight against the Morlocks by easily catching on fire. The Time Traveller sees that the leaves and trees around him are dry because it has not rained. This helps him make a fire more easily. It also causes the whole woods to catch fire from the first one he lit before ending the woods.

   **80 =** The woods catches on fire, allowing him to escape.

3. **How does the Time Traveller feel about the assumed death of Weena? Support your answer with evidence from the text. [RE, DC, SA] (Team Talk Rubric)**

   **100 =** The Time Traveller is upset about the assumed death of Weena. The Time Traveller tried to protect her during the night, but she had gone unconscious and he fell asleep, letting the fire go out. Then he was overwhelmed by the Morlocks. **The following morning** he looks for her, but he assumes the Morlocks left her in the woods when they escaped from the fire. **On page 101,** he says he felt the “intensest wretchedness” for Weena’s death. The only thing he is happy about is that she escaped the fate of being eaten by the Morlocks.

   **90 =** The Time Traveller is upset about the assumed death of Weena. The Time Traveller tried to protect her during the night, but she fainted and he fell asleep. Then he was fighting too many Morlocks. He says he felt the “intensest wretchedness” for Weena’s death.

   **80 =** He is upset about the assumed death of Weena

   **continued**
Team Talk Questions continued

4. What gives the Time Traveller some hope at the end of today’s reading? Explain why. [RE, DC, SA] (Team Talk Rubric)

100 = The Time Traveller has some hope at the end of today’s reading because he finds a few matches in his pocket. During the night fight, the Time Traveller thought he had lost the remaining matches. It’s possible that the Morlocks stole them from him when he fell asleep so that he could not light more fires. Now the Time Traveller is returning to the White Sphinx to find his Time Machine, and is glad to have a few matches. The matches will help him if there are Morlocks protecting the Time Machine.

90 = The Time Traveller has some hope at the end of today’s reading because he finds a few matches in his pocket. The Time Traveller thought he had lost the rest of his matches. The Morlocks might have stolen them when he fell asleep so that he could not light more fires. Now the Time Traveller is going back to the White Sphinx to find his Time Machine, and is glad to have a few.

80 = He finds a few matches in his pocket.

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

The pain of my sprained ankle _______ from my memory after a few days of rest and healing.

A. receded
B. undulating
C. pitied
D. futility

Receded belongs in the blank. I know because it means moved away or withdrew. If you spend a few days resting a sprained ankle, it will probably hurt less, so the pain goes away.

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

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

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

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

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

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

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

Celebrate

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

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

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

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

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

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

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**

In today's reading, the Time Traveller returns to the White Sphinx to find his Time Machine. To his surprise, the base of the statue is open, revealing his Time Machine. This proves to be a trap by the Morlocks, but the Time Traveller is able to fend them off and escape. He travels forward into the future again and witnesses an increasingly dying Earth.

**Teacher's Note:**

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

**Active Instruction**

(15–25 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Vocabulary**

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

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

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

**Set the Stage**

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

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

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

**Interactive Read Aloud**

1. Read pages 102–104 (stopping at paragraph 1) aloud.

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

   **Did you find more details for themes we’ve already discussed, or are there new themes you identified?**

   *I read more details supporting the theme that humans became less innovative as technology solved their problems.*

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

   **How was this theme shown in the reading?**

   *While the Eloi solved all of their problems and became less innovative, the Morlocks retained some of their creativity in order to maintain the machines. This creativity allowed them to solve their underground food supply problem. They decided to treat the Eloi like cattle and eat them.*

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

   **What details can we add about the theme that you can’t hold people back from what they love?**

   *The Eloi solved their problems and became less innovative. The Morlocks kept some creativity because they maintained the machines. They solved their food supply problem by eating the Eloi.*

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>humans less innovative as tech solved problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future is less advanced</strong></td>
</tr>
<tr>
<td><strong>Eloi solved their problems, lost creativity</strong></td>
</tr>
<tr>
<td><strong>humans stopped making new weapons</strong></td>
</tr>
<tr>
<td><strong>best weapons are matches, camphor, and an iron bar</strong></td>
</tr>
<tr>
<td><strong>Eloi don’t value education or creativity</strong></td>
</tr>
<tr>
<td><strong>Morlocks maintained machines, kept creativity</strong></td>
</tr>
<tr>
<td><strong>Morlocks eat Eloi to solve food supply problem</strong></td>
</tr>
</tbody>
</table>
Teamwork  
(20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 104 (paragraph 1)–112 aloud with partners.  
(if skipping Interactive Read Aloud, pages 102–112)

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

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

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

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

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

Team Talk Questions
1. What does the phrase “momentary extinction” mean as it’s used on page 107? What clues from the text helped you understand the meaning? [AC, SA] (Team Talk Rubric)

100 = The phrase “momentary extinction” means that the sun went dark for a short period of time. According to the Time Traveller on page 107, the sun is red and very large. His description shows that the sun no longer gives steady, bright light. I know that the word extinction has to do with dying, because extinct animals are no longer alive on Earth. So the sun must go dark and appear to die for a short while. The sun is dying, but it isn’t fully gone in this far future time.

90 = The phrase “momentary extinction” means that the sun went dark for a short period of time. The sun is red and very large and no longer gives steady, bright light. I know that the word extinction has to do with dying, because extinct animals are no longer alive on Earth. So the sun must go dark and appear to die for a short while.

80 = The sun went dark for a short period of time.
Team Talk Questions continued

2. What type of figurative language does the author use on page 108? [AC, AP] (Team Talk rubric)
   A. hyperbole
   B. personification
   C. simile
   D. metaphor

Explain why you chose the answer that you did.

100 = The author uses a simile on page 108 when he writes, “Only a slight oily swell rose and fell like a gentle breathing, and showed that the eternal sea was still moving and living.” Similes use like or as to compare two different things. This sentence compares the movement of the sea or ocean to someone breathing. The author uses the word like to compare the motion of the sea or ocean waves on the beach to a body breathing. When we breathe, our chest and stomach rise and fall, like the waves go in and out. This simile helps me make a mind movie about the ocean.

90 = The author uses a simile on page 108 when he writes, “Only a slight oily swell rose and fell like a gentle breathing, and showed that the eternal sea was still moving and living.” This sentence compares the movement of the sea or ocean to someone breathing. The author uses the word like to compare the way the ocean waves on the beach move to a body breathing. Our chest and stomach rise and fall as we breathe.

80 = A simile is, “Only a slight oily swell rose and fell like a gentle breathing, and showed that the eternal sea was still moving and living.”

3. How has the setting changed between the time of the Eloi and Morlocks and the far future? Support your thinking. [RE, SA] (Team Talk Rubric)

100 = The setting has changed because Earth appears to be a dying planet. In the time of the Eloi and Morlocks, Earth is still lush and full of life. According to the previous readings, everything is green, there are flowers and fruits, and there are still birds. In contrast, the far future is relatively lifeless. The Earth has stopped rotating, so the sun is motionless. The sky is no longer blue, the light is dim, and there is little plant life. On page 111, the Time Traveller describes the absolute silence of the lifeless world. The Earth of the far future can no longer support most life.

90 = The setting has changed because Earth appears to be a dying planet. In the time of the Eloi and Morlocks, Earth is still full of life. Everything is green, there are flowers and fruits, and there are still birds. The far future is lifeless. The Earth has stopped spinning, so the sun does not rise or set. The sky is no longer blue, the light is dim, and there is little plant life. The Time Traveller describes the world as silent.

80 = Earth has gone from full of life to dying. continued
4. How does the setting of the far future that the Time Traveller visits support the theme that humans became less innovative as technology solved their problems? Support your thinking. \textbf{(Write)} [RE, DC, SA] (Team Talk Rubric)

\textbf{100 =} The setting of the far future supports the theme that humans became less innovative as technology solved their problems, because humans \textit{eventually} didn’t survive Earth’s changes. When the Time Traveller stops the first time in the far future, the only creatures he sees are a giant butterfly and a crab-like creature, and all \textit{traces} of human \textit{civilization} are gone. Based on his \textit{descriptions}, the Earth is dying. \textit{Despite this}, some creatures have survived. After losing their creativity, humans lost their ability to survive in a changing world.

\textbf{90 =} The setting of the far future supports the theme that humans became less innovative as technology solved their problems, because humans didn’t survive Earth’s changes. When the Time Traveller stops the first time in the far future, the only creatures he sees are a giant butterfly and a crab-like creature, and all signs of human life are gone. Earth is dying, but some non-human creatures survived anyway.

\textbf{80 =} Humans didn’t survive Earth’s changes.

5. What is a synonym for the word \textit{dexterous}? What is an antonym for the word \textit{dexterous}? \textbf{[CV]}

(Accept reasonable responses.) A synonym for \textit{dexterous} is \textit{nimble}. An antonym is \textit{clumsy}. \textit{Dexterous} means done with physical skill, so the opposite would be clumsy, which means awkward or done without skill.

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

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words 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:** Begin with a clear point (a well-worded thesis).

**Teacher Background**

There are many themes that seem to be present in *The Time Machine*. Theme can be subjective for readers, so it is important to accept themes that students may write about that you have not thought of. The important thing is for students to follow the criteria in the writing guide and be able to support the themes they choose with evidence.

**Active Instruction**

**(10 minutes)**

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Vocabulary**

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

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

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

**Set the Stage**

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

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

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

4. The focus this cycle has been building upon the story elements that were identified during the last cycle to identify possible themes in the novel.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
The prompt is asking me to write a literary response. I have to clearly state one of the novel’s themes. Theme is an aspect of a literary work.

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing a literary response 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 a Literary Response</th>
</tr>
</thead>
</table>
| **Ideas** | - Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.  
- Support your point with evidence from the text. |
| **Organization** | - Begin by making a clear point about an aspect of the literary work.  
- In the middle, support your point with examples and evidence from the text.  
- End with a closing statement. |
| **Style** | - Choose and quote words, phrases, and dialogue from the text to support your point. |
| **Mechanics** | - Use correct punctuation, capitalization, spelling, and grammar. |

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

Use Think-Pair-Share to ask:

**Which guideline relates to our writing objective: to begin with a clear point (a well-worded thesis)?**

The Ideas section because it says to make a clear point and the Organization section because it says to begin by making a clear point.

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

Remind students that the first step in the writing process is planning, or prewriting. Model developing a clear and well-worded thesis. Point out that keeping the criteria in mind as they write helps to make the writing process easier.

I wrote a thesis, but I need your help. Read the following aloud to students.

The gap between social classes has widened.

Use Think-Pair-Share to ask:

Is this a strong thesis? Why or why not?

No, this is not a strong thesis. It does state a theme, but if you just read that sentence, you aren’t really sure what aspect of the novel will be discussed in the response.

How could the thesis be improved?

(Answers may vary.) Adding some more information to the thesis would improve it. Mentioning theme in the first sentence would be helpful.

Model for students how to improve a thesis. I know what theme I want to discuss, but I need to figure out how to let readers know in that sentence that theme is what I’m discussing in my response. What if I wrote, “A theme is the gap between social classes has widened”?

Use Think-Pair-Share to ask:

Is this a better thesis?

Yes, it is better, but it can still be improved.

What are some ways to improve it?

(Answers may vary.) You could say, “A theme in The Time Machine is that the gap between the social classes has widened, and there are a lot of details that show this theme.” You could also say, “A theme in The Time Machine is that the gap between the social classes has widened, and characters’ actions reflect this.”

Great! I think my thesis will be “A theme in The Time Machine is that the gap between the social classes has widened, and characters’ actions reflect this theme.”
**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 a literary response and the writing objective—to begin with a clear point (a well-worded thesis).

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

For example, ask:

- **Does the writer make a clear point about the theme?**
- **Is the theme supported with evidence from the novel?**
- **Does the writer include words or phrases to connect the evidence to the theme?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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 support your point with evidence from the novel?

Answers will vary.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Describe one of the themes in the novel. Begin your response with a clear statement of the theme. Use evidence from the story that supports the theme you have chosen.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>
Lesson 6

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Writing Objective:** Begin with a clear point (a well-worded thesis).

**Teacher Background**

Today’s cycle test challenges students to connect the assessment reading to themes they identified earlier in the cycle.

In the Assessment reading, the Time Traveller has finished telling his story about his journey into the future. His friends are skeptical of his story, despite the strange flowers he showed them from his pocket and his own condition from the experience. When the narrator returns to the Time Traveller’s house the next day, the Time Traveller tells him he’ll be back by lunch time with more proof of the future. The narrator reveals that that was three years ago.

**Active Instruction**

*(5 minutes)*

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Set the Stage**

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

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

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

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

(5 minutes)

Partner Review
1. Remind students that they have been practicing how to analyze story elements to draw conclusions about theme. Use Think-Pair-Share to ask:

   **What are some themes you’ve identified in the story so far?**

   Some themes are love requires sacrifice, differences can be a good thing, and belonging.

   **How have the story elements helped you identify theme?**

   The setting helped me think about theme because Oak Grove is landlocked, and everyone fears the water except Trout and Eel, who like it. This shows the theme of belonging. The characters’ actions, such as leaving Oak Grove, also show the theme that love requires sacrifice.

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

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

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

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

3. Point out that questions #1, #3, and #5 ask about drawing conclusions about theme.

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

   **3. Think about today’s reading. What has the Time Traveller learned that helps support a theme in the story?**

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

   **Today, you will find out whether the Time Traveller’s friends believe his story.**
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.

   **Did you find any connections between what was read earlier this cycle and what you just read?**

   Yes. Earlier I read that the Time Traveller felt ill-prepared in the future because he didn’t bring anything with him aside from matches. Before he disappears, the Narrator sees him with a camera and a knapsack. The Time Traveller is bringing supplies with him, and a camera to take photographs that will prove his story.

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

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

---

**Celebrate**

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

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

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

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

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

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

Analyze Plot and Theme

Directions: Read *The Time Machine*, pages 113–121, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. How does the Palace of Green Porcelain relate to a theme in this story? Support your thinking. [RE, DC, SA]

   20 points = The Palace of Green Porcelain relates to the theme that humans became less innovative as technology solved their problems. The Palace is an old museum, and similar to other buildings in the future, it has not been maintained. The Eloi have not cared about preserving the past or learning from it. And many of the items in the museum are recognizable to the Time Traveller. There are no newer creations on display. Only the Morlocks have found the museum of use for their machines.

   15 points = The Palace of Green Porcelain relates to the theme that humans became less creative as technology solved their problems. The Palace is an old museum, and like other buildings in the future, it has not been taken care of. The Eloi have not cared about the past or learning from it. And many of the items in the museum are recognizable to the Time Traveller. There are no newer creations on display.

   10 points = The Palace of Green Porcelain relates to the theme that humans became less creative as technology solved their problems.

2. Have the Time Traveller's friends changed their opinions about time travel now that they've heard his story? Support your answer with evidence from the text. [RE, SA]

   20 points = No, most of the Time Traveller’s friends still think time travel is impossible. When the Time Traveller finishes his story, the Editor is the first to speak. On page 115 he says, “What a pity it is you’re not a writer of stories!” This shows that the Editor thinks it is just an imaginative story. His other friends don’t believe it either, despite seeing the unusual flowers that the Medicine Man cannot identify and the beat up Time Machine. Only the Narrator seems to think he might be telling the truth. The Time Traveller’s friends still need more concrete proof of time travel.

   15 points = No, most of the Time Traveller’s friends still think time travel is not real. When the Time Traveller finishes his story, the Editor is the first to speak. He says, “What a pity it is you’re not a writer of stories!” The Editor thinks it is just a creative story. His other friends don’t believe it either, even though they cannot identify
The flowers and see the beat up Time Machine. Only the Narrator seems to think he might be telling the truth.

10 points = No, most of the Time Traveller’s friends, except the Narrator, still think time travel is not real.

3. Think about today’s reading. What has the Time Traveller learned that helps support a theme in the story? [RE, DC, SA]

20 points = The Time Traveller has learned that he cannot make assumptions about what the future is like. When he initially travelled into the future, he assumed that he would be going to a time more advanced than his own. For that reason, he brought no supplies with him. Now as he goes back to the future, he is bringing a knapsack and camera with him. I think this supports the theme that humans cannot rely on their superiority to go unchanged into the future. For all their innovations in the present, humans lost their knowledge and became less advanced.

15 points = The Time Traveller has learned that he cannot make take the future for granted. When he first travelled into the future, he assumed that he would be going to a time more advanced than his own. That’s why he brought no supplies with him. Now he is bringing a knapsack and camera with him. I think this supports the theme that humans cannot rely on their abilities to go unchanged.

10 points = The Time Traveller has learned that he cannot make take the future for granted. This supports the theme that humans cannot rely on their abilities to go unchanged.

4. How does the Narrator feel about the future that the Time Traveller described? [RE, SA]

20 points = The Narrator cannot imagine the future that the Time Traveller described. According to the Narrator, he has a hard time believing that humans will end up like the Eloi and the Morlocks. Even though the Time Traveller told how civilization had destroyed itself, the Narrator can only imagine a blank future. He describes it as a vast ignorance. It does comfort him that human tenderness and kindness remain, represented by Weena’s flowers.

15 points = The Narrator cannot imagine the future that the Time Traveller described. He has a hard time believing that humans will end up like the Eloi and the Morlocks. The Narrator can only imagine a blank future.

10 points = He cannot imagine the future that the Time Traveller described.
5. Which of the following best describes a message that the author thinks readers should come away with after reading this story? [AP, RE, SA]

A. Humans should maintain the knowledge of how to build a fire in the future.
B. Humans should take care to unite as species and preserve their knowledge.
C. Humans should learn how to prevent the Earth and Sun from dying.
D. Humans should believe their friends when they develop new technologies.

Explain why you chose the answer you did.

20 points = I selected choice B because two themes in this novel are the widening gap between social classes and humans becoming less innovative. If humans continue to segregate the Upper class and Working class, they will turn into the Eloi and Morlocks, with the Eloi being the prey of the Morlocks. And as humans, especially the Upper class, solve their problems, they lose their knowledge and become lazy, which allows the Morlocks to take over. If humans create more equality and preserve their knowledge, maybe they can avoid the future of the Eloi and Morlocks.

15 points = I chose B because two themes in this novel are the widening gap between social classes and humans becoming less innovative. If humans continue to separate the Upper class and Working class, they will turn into the Eloi and Morlocks, with the Eloi being the prey of the Morlocks. And as humans solve their problems, they lose their knowledge and become lazy, which allows the Morlocks to take over.

10 points = I chose B because two themes in this novel are the widening gap between social classes and humans becoming less innovative.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Write about one of the themes in the story The Time Machine. Begin your response with a clear and well-worded statement of the theme. Use evidence from the text to support that theme.

One theme of The Time Machine is that humans become less innovative as technology solved their problems. The Time Traveller envisioned a future that would be far more advanced than his own time, but when he arrives in the year 802,701, he sees that human civilization is dying. All of the buildings are in disrepair, and objects inside of them are falling apart. The Eloi seem to be lazy, spending their days eating, playing, and relaxing. They do not do any work that the Time Traveller can see, including make their own clothes. The Eloi are also not as curious about the Time Traveller as he assumed they would be. Most of them grow bored of him or become distracted. They no longer read and write, and they don’t use the museum to educate themselves about the past. They cannot even make fire. The Time Traveller believes it is the need to solve problems that makes humans innovative, therefore after solving all of their problems, humans lost that ability. Only the Morlocks retained some need to innovate.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<tr>
<td>Ideas</td>
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<td>Organization</td>
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<td>Style</td>
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<td>Mechanics</td>
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<td>Writing Objective</td>
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Part III. Vocabulary (100 points)

1. What is a synonym for the word *incessant*? What is an antonym for the word *incessant*? [CV]

   *(Accept reasonable responses.)* A synonym for *incessant* is constant. An antonym for *incessant* is irregular.

2. Write a meaningful sentence using the word *pitied*. [CV]

   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Everyone pitied Philip when he slipped on the wet floor and fell in a hallway filled with teachers and students.*

3. Despite its former beauty, the big home had become ________ as generations of owners could not afford to make repairs or keep the building in good shape.

   Choose the word that belongs in the blank. [CV]
   
   A. *decadent*  
   B. *futility*  
   C. *dexterous*  
   D. *uncanny*

4. Which of the following would describe the actions of someone who is *dexterous*? [CV]

   A. dropping a crate full of apples at the store  
   B. slipping on an icy sidewalk  
   C. *being the lead ballerina for a ballet company*  
   D. falling out of tree you’re climbing
5. Write a meaningful sentence using the word \textit{futility}. [CV]

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Navi was frustrated with the futility of having a mobile phone that never held a charge and often did not get a good signal.

6. Since the bathtub overflowed, it took a while before the water _______.

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

A. pitied
B. receded
C. undulating
D. decadent

7. The looming thunderstorm cast the outdoors in an _______ darkness for the middle of the afternoon.

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

A. incessant
B. dexterous
C. uncanny
D. receded

8. What is an example of a surface that should not be \textit{undulating}? [CV]

A. a table top
B. the ocean
C. a golf course
D. mountains

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)

One word we explored was luminous. The meaning is shining or full of light. For example: The room with the large window was luminous with sunlight.

10. “Its back was corrugated and ornamented with ungainly bosses, and a greenish incrustation blotched it here and there.” In this sentence from page 109, \textit{ornamented} most nearly means— [CV]

A. clean from.
B. \textit{embellished or decorated}.
C. rippled and undulating.
D. brought credit to.

Explain how you figured out the meaning of \textit{ornamented}.

Students will explain their thinking. For example, I used the base word. I recognized the word \textit{ornament}, which is something you decorate with. Then the context of the sentence makes it sound like it is describing how its back looks, so it is describing \textit{things} on the creature’s back. Embellished or decorated \textit{fit} this best.
<table>
<thead>
<tr>
<th>Question Codes</th>
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<tbody>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
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<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Analyze story elements to draw conclusions about theme.

**Teacher Background**

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

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

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

**Vocabulary**

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

**Set the Stage**

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

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

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

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

Teacher’s Note:

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

Read and Respond Questions

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

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

Celebrate

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

Objectives: Celebrate successes 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 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 my success in other classes?**
Word Power Journal Sample Entries

Sample Word Map
Cycle 1

keenness

- adjective
- intense, as feeling or desire
- antonym
- dull

Sample Word Map
Cycle 2

malign

- more than just bad
- evil
- Anglo-French root mal-, bad
- Related words: malevolent, malicious, malignant
- Antonyms: benevolent, benign, or loving

Related words:
- malevolent, malicious, malignant
- Antonyms:
  - benevolent, benign, or loving
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  Analyze Plot and Theme |
|------------------|------------------|
| **English Language Arts Standards: Reading: Literature** |
| **Key Ideas and Details** |
| RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| **English Language Arts Standards: Writing** |
| **Text Types and Purposes** |
| W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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- WNET
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