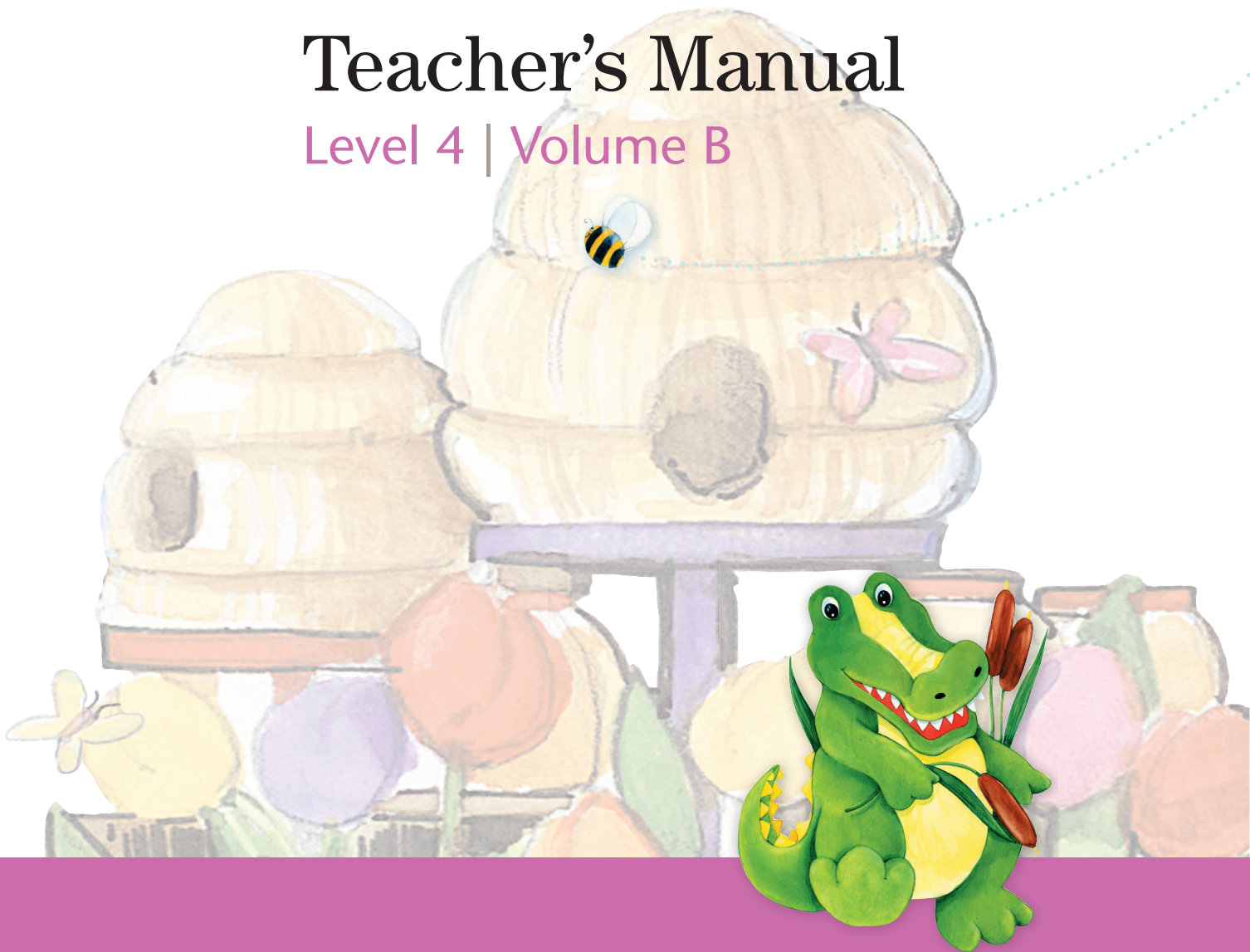


Reading Roots

4th Edition

Teacher's Manual

Level 4 | Volume B



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4th Edition



Teacher's Manual

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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.

Reading Roots 4th Edition Teacher's Manual, Level 4, Volume B

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What is Reading Roots 4th Edition?

Reading Roots 4th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters a love for reading through systematic phonics instruction, rich literary experiences, oral-language and vocabulary development, thematically focused writing instruction, and opportunities to read decodable stories.

The Reading Roots 4th Edition Teacher's Manual consists of four volumes with forty-eight engaging lessons that provide fun and interesting activities centered on literature and grade-level, decodable text. Each lesson contains instruction and practice in phonemic awareness and phonics (FastTrack Phonics), student story reading (Shared Story), interactions with children's literature (Story Telling and Retelling), and writing (Adventures in Writing). The lesson components work together to help develop oral language and foster a genuine love for reading and writing.

The students in a Reading Roots 4th Edition classroom work together cooperatively in partnerships and teams. They are focused and engaged in helping one another to figure out words and their meanings, read fluently, and write effectively.

Introduction

What are the expected outcomes for students using Reading Roots 4th Edition?

You can expect to see dramatic growth and development in the following areas of reading instruction. For each area, the specific skills that students are expected to achieve are outlined below.

Oral-Language and Vocabulary Development

The students will:

- speak in elaborate sentences using complex vocabulary.
- connect ideas and experiences with partner discussion.

Phonemic Awareness

The students will:

- hear and manipulate sounds in words.
 - Auditory sound blending
 - Auditory sound segmentation

Word Skills

The students will:

- use letter-sound correspondences.
- blend sounds and syllables to read words.
- write sounds.
- write words.
- recognize sight words.

Fluency

The students will:

- read smoothly and accurately with expression.
- use appropriate emphasis and inflection.
- read with one-to-one correspondence, without losing place or skipping words.

Introduction

Comprehension

The students will:

- identify story elements in a narrative.
- identify the main idea and supporting details in expository texts.
- preview.
- make predictions.
- monitor for meaning.
- retell what is read.
- use context clues.
- recognize and self-correct errors.

Writing—Sentence Level

The students will:

- write in complete sentences.
- address questions asked or respond to a writing prompt.

How the Areas of Reading Instruction Are Addressed

Oral-Language and Vocabulary Development

Oral-language and vocabulary development is a primary focus of Reading Roots. The students learn an array of vocabulary words through both the Shared Story and STaR parts of the lessons. Vocabulary words are defined by the teacher and discussed by the teacher and students as the words are encountered during the reading of the stories. The students also write sentences with the vocabulary words during STaR. An activity designed to review STaR vocabulary, Silly or Sensible?, occurs in approximately every third lesson. The teacher is taught to support the students in elaborating their sentences during Alphonse's Question Quiz.

General oral-language development is fostered through the thematic connection between the Shared Story and the STaR story. This is enhanced as students respond to writing prompts that relate to the topic or theme of the stories during Adventures in Writing.

The use of cooperative learning throughout all lesson components ensures numerous opportunities for the students to practice using new vocabulary in the context of connected speech.

Introduction

Phonemic Awareness

Phonemic awareness is the understanding that words are made up of separate, distinct phonemes, or sounds. To the literate adult, this connection may seem obvious—of course words are made up of different sounds! However, this understanding is not always gained as children learn to speak. Phonemic awareness isn't really necessary to speak a language (a natural process); but it is necessary to read and write in a language (a learned process). Since phonemic awareness isn't acquired naturally, the way language is, it must be explicitly taught.

Phonemic-awareness activities train the ear; the students focus on the different sounds, or phonemes, they hear in words. Much time and attention is devoted to hearing the separate sounds in words and blending sounds together to make words in Reading Roots. (This instruction is especially helpful for English language learners.) In the FastTrack Phonics part of early lessons, you will notice that the focus is on the *sounds* of letters and not on letter names. Focusing on the sound facilitates the learning of letter-sound correspondence, a critical element for the effective use of sound blending when learning to read.

Word Skills (Phonics and Sight Words)

Unlike phonemic awareness, which is associated with the *spoken* word, phonics is associated with the *written* word. Phonics activities train the eye and the hand; the students learn how to read and write the letters or letter groups (graphemes) that represent the sounds (phonemes) that they have learned.

Word-level blending, or Stretch and Read, is the ability to look at a word, recognize the graphemes, make the sound for each grapheme, and then put the sounds together to say a word. In Reading Roots, the teacher and puppets (through the media segments) model this process for the students. The process is then closely guided and practiced with partners during both the FastTrack Phonics and Shared Story parts of the lesson.

Sight words are introduced as a part of the vocabulary presentation for the Shared Story. The students practice Say-Spell-Say, a simple memorization game, as the words are read in partnerships. The sight words are displayed on a word wall in the classroom and reviewed regularly.

Fluency

Fluency is addressed one step at a time within the Shared Story section of the lessons. In the beginning, only the accuracy of reading is addressed and tracked for each student. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that the students will be reading at a rate of 60 words per minute.

The teacher provides a good model of fluent reading throughout the lessons as he or she reads STaR stories aloud to the class.

Introduction

Comprehension

The students polish their previewing and predicting skills each time that a new Shared Story or STaR story is introduced. They learn to use context clues and monitor for meaning, first within the context of the Guided Partner Reading process as each Shared Story is introduced and later through practice on subsequent days during Partner Reading.

The students retell what has been read during both Guided Partner Reading and Partner Reading as they move from page to page. Retell skills are also strengthened by a variety of retell activities used with the STaR stories.

Story stars, story maps, and idea trees are used throughout the lessons with both Shared Stories and STaR stories to teach the students to identify story elements in narrative text and the main idea and supporting details in expository text.

Writing

Writing skills are developed in all parts of the Reading Roots lesson. In FastTrack Phonics, the students are taught to write the letters and letter groups that correspond to the sounds that they have learned. Letter-writing cues are taught that link to the mnemonic pictures the students use to remember letter sounds. Letter-writing skills are combined with auditory sound segmentation to write words phonetically. Sound spelling is taught and practiced during Stretch and Spell. On the second day with the Shared Story, the students work with their partners to answer comprehension questions about the story in writing. The students create sentences in STaR with vocabulary words and also to share their favorite parts of each story. On the last day of each lesson, the students respond to a creative writing prompt related to the topic or theme of the Shared Story and/or the STaR story during Adventures in Writing.

In level 1, a series of emergent writing strategies are introduced each day during STaR Writing. The teacher maintains a Writing Strategies Bank that grows each time a new strategy is introduced. The strategies are used as the teacher models writing sentences during STaR, Shared Story, and Adventures in Writing. Although the teacher focuses on the more sophisticated writing strategies as the students' skills advance, the Writing Strategies Bank remains available for the students throughout all the levels of Reading Roots.

In level 2, the students are encouraged to rely on sound spelling and other more advanced strategies for writing words. There is also increased focus and instruction on helping the students to elaborate their sentences. For the students, we use the phrase "make their writing more interesting."

In level 3, self-editing and peer editing are introduced. A simple editing checklist is introduced in lesson 26 during Adventures in Writing. The students use the checklist to practice editing papers that the puppets have written for practice in a group setting, and then they check their own papers with their partners. They also start helping the teacher make his or her sentences more interesting and edit them with the checklist during STaR Writing. New things to look for are added to the editing checklist periodically throughout level 3.

Introduction

The Parts of Reading Roots 4th Edition Lessons

In levels 1–3 (lessons 1–37), the parts of the Reading Roots 4th Edition lesson unfold over three days.

Day 1	Day 2	Day 3
<p>FastTrack Phonics Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>	<p>FastTrack Phonics Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>	<p>FastTrack Phonics Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>
<p>Shared Story Preview the new story, and tap into or develop background knowledge; teacher-guided presentation of the story vocabulary; partner practice in reading the story vocabulary; teacher-guided reading and discussion of the new story</p>	<p>Shared Story Review of the new story; partner practice in reading the story vocabulary; partner practice in reading the story with accuracy; partner discussion and written responses to comprehension questions. Individuals celebrate learning by reading aloud to the class.</p>	<p>Shared Story Partner practice in reading the story vocabulary; partner practice in reading the story with smoothness and good expression. Individuals celebrate learning by reading aloud to the class. The class celebrates by reading the entire story in unison.</p>
<p>STaR Previewing and predictions of the new story or text; vocabulary instruction. The teacher reads the story or expository text to the class in an interactive manner. The students use the vocabulary to create sentences orally and in writing.</p>	<p>STaR Review of the new story or text; structure review and retell. The students create sentences about their favorite parts of the story or text orally and in writing.</p>	<p>Adventures in Writing Creative writing related to the topic of the Shared Story and/or STaR story; framed by teacher modeling, partner planning, independent writing, and sharing</p>

Introduction

FastTrack Phonics (20–30 minutes)

Each day begins with instruction that develops phonics and phonemic-awareness skills through fun, fast-paced, systematic FastTrack Phonics lessons. Colorful mnemonic picture cards, Alphie the puppet, rhymes, chants, and games bring the lessons alive. The many opportunities for partner work and sharing motivate the students to participate and learn together.

In early lessons, a single letter grapheme or consonant combination (“ch,” “sh,” “th,” and “ng”) is introduced each day. Once a grapheme (letter or letter group) is introduced, it is revisited extensively in future lessons as a part of daily teacher instruction and student practice. These lessons are divided into three major parts: review of previously introduced sounds, introduction and practice with the new sound, and writing of both previously introduced sounds and the new sound.

Beginning in lesson 13, a series of vowel digraphs are taught. Because these graphemes are more difficult for young children to remember, the letter groups are introduced over a period of two lessons. See the FastTrack Phonics Graphemes chart in the appendix of this manual to see when each letter or letter group is introduced. As the chart indicates, the teacher will stop periodically to assess previously introduced graphemes and spend FastTrack Phonics class time the next day reviewing any sounds with which the class needs more practice before introducing a new grapheme in the next lesson.

Shared Story (30–35 minutes)

The Shared Stories allow the students to read complex, engaging, and interesting stories even when they know only a few letter sounds. The students are able to read the decodable Green Words from the story by applying the Stretch and Read strategy they have learned in FastTrack Phonics. They gain reading independence one step at a time, first by reading stories in a teacher-guided situation, then by reading them with a partner, and finally by reading them individually. The students are provided with many opportunities to celebrate their reading success and gain fluency by reading the stories aloud to the class, to partners, and to people at home.

Each page in the Shared Story has both teacher text and student text. The student text uses only letter sounds and words that the students have already learned, a few key sight words (Red Words) and readles, words represented by pictures. The teacher text presents a context for the story and includes predictive questions that are answered in the student sections. In the earliest stories, the teacher text adds a great deal of meaning to the stories. Over time, the amount of student text increases, and the teacher text diminishes. This scaffolding allows the students to read meaningful and worthwhile stories from the very start of their reading instruction.

The students read Shared Stories over the course of three days in levels 1, 2, and 3 and over four days in level 4. On the first day, the story is introduced by having the class work together to establish background knowledge and possible themes based on the title, the cover art, and other factors that help them to make story predictions. The lesson continues with the students reading words and sentences in preparation for reading the decodable storybook. The teacher guides the students through their first reading of the book through a process called Guided Partner Reading. In Guided

Introduction

Partner Reading, the teacher reads the teacher text located at the top of each page. The teacher text helps establish the characters, places, and other information for the class. In the very early lessons, after the teacher text is read, the class reads the student text as a group with the teacher's assistance. In later lessons, as the students gain some experience, they read with their partners. At the end of each page, the teacher asks comprehension questions to make sure that the students have understood the text that they have just read.

On Days 2 and 3, the students read the Shared Stories with their partners with a focus on reading fluently. Partners work together on the second day to write answers to comprehension questions about the story.

At the end of Days 2 and 3, it is time for celebration. On Day 2, two students are chosen to read a page or two from the Shared Story to the class, and the whole class celebrates the students' efforts with cheers or some other team-building gesture. On Day 3, the entire class reads the story in unison.

STaR (Story Telling and Retelling) (20–30 minutes)

During the STaR component, the students are engaged in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words.

After reviewing the story the next day, the teacher uses a story star (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of oral and written sentences that critique the story.

Adventures in Writing (30–40 minutes)

The Adventures in Writing part of the lesson allows the students to extend their comprehension by responding creatively in writing to a prompt that relates to the theme or topic of the Shared Story and/or STaR story. The lesson begins with a prewriting discussion led by the teacher to explain the writing assignment and generate ideas. The teacher models using the Writing Strategies Bank as he or she records the students' ideas or demonstrates writing sentences. The students then work with their partners to plan specifically what they would like to write. Partners are coached to help each other elaborate their sentences. The students are then provided with time to write their sentences independently. Writing is celebrated and shared with the class at the end of the lesson.

Introduction

The Reading Roots Classroom

Classroom Organization

To prepare for the daily lessons, you will need to establish a separate instruction area for FastTrack Phonics and STaR. Students sit in a small group around you while you read stories, present different learning materials, or model activities. All classrooms vary in size, but it is important to ensure that each student can see the books and materials being used during the lesson.

In the Shared Story lessons, students work with partners to practice story words, read stories, and discuss comprehension questions. You should arrange your classroom so that it can easily accommodate team work. Desks that are arranged in groups of four facilitate partner and team cooperation work. Any other arrangement should be easily adjustable for pair work with minimal disruption.

Cooperative Learning

Cooperative learning is an essential component of Reading Roots 4th Edition. Working with other students ensures that everyone in the class, not just those students who are called on, gets to participate in the lessons by answering questions and discussing ideas and concepts. When cooperative learning is working well, the classroom is buzzing during partner and team activities as the students work together to become better readers and super teams. The students are focused and engaged in helping one another to figure out words and the meaning of text, read fluently, and write effectively.

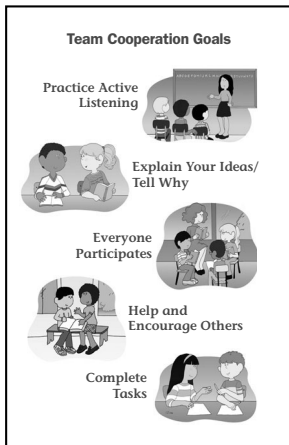
In Reading Roots, the teacher assigns two- or three-member partnerships to four- or five-member teams that will stay together from four to eight weeks. Balance teams by ethnicity and gender. Also, consider the students' reading fluency, behavior, and personality when choosing partners and team members. Disperse any students with attendance challenges among different teams. The teacher will announce the partnerships and teams during the start-up lesson at the beginning of the school year or on the first day that a new reading group is established.

Team Celebration Points

In levels 1–3, the focus is on polishing cooperative skills primarily at the partnership level. As the students demonstrate that they have worked well together to practice reading words, sentences, or text, to create a sentence, or to think of an idea, the teacher is prompted in the lesson plan to award team celebration points to that team.

The students will also be able to earn team cooperation points by exhibiting behaviors in accordance with the team cooperation goals. These are a set of rules that help to communicate the norms and expectations for working cooperatively within partnerships and teams. The teacher can award team celebration points for behaviors related to any team cooperation goal or select a specific goal to focus on during a given lesson.

Introduction



Team Cooperation Goals

Practice Active Listening

The students learn how to listen carefully to the teacher and their teammates.

Help and Encourage Others

Every student in the team must succeed for the team to succeed, so the students must learn how to help one another learn.

Everyone Participates

Active students think more and learn more, so teammates must learn to help everyone participate.

Explain Your Ideas/Tell Why

The students learn more when they try to express their thinking aloud. This expression requires that they organize their thoughts, which helps them discover what they don't really know well enough to explain. This is particularly true for students with less-developed language skills. Teammates must learn to hold rich discussions.

Complete Tasks

Teammates learn to help one another use time efficiently.

The team celebration points are recorded on the Team Celebration Points poster posted in the classroom. The students may also keep track of points earned at their desks by placing plastic chips in a cup, moving a clothespin or paperclip along a number line, recording tally points, etc. During the course of a lesson, the teacher will add any points gathered at the students' desks to the Team Celebration Points poster and announce the number of points earned so far by each team at the end of each day. At the end of the lesson, the point totals for each team are converted to a score that determines whether each team is a Super, Great, or Good Team.

To determine the score, place the overlay over the poster so the highest score in the class aligns with the top of the blue band. Any teams with scores that fall into the range of the blue band are super teams. Those with scores in the yellow band are great teams, and those with scores in the red band are good teams. Place a Super, Great, or Good Team sticker on the poster, and lead the class in a celebration cheer for each team. Super, Great, or Good Team certificates are also prepared for each student and awarded on the first day of the next lesson.

Reading Roots Data Tools will generate printable, completed student certificates once the teacher enters the scores into the system.

Introduction

Celebration Cheers

While team celebration points are used to recognize student progress related to working together cooperatively, celebration cheers can be used at any point to celebrate successes. It's fun to cheer, but doing it too loudly can disrupt nearby groups or classrooms. Doing a short, planned cheer is a fun way to celebrate without disturbing others. The following is a list of some of the most popular cheers that SFA teachers have developed. Have fun making up some of your own!

- Roller Coaster** Pretend to be sitting in a roller coaster car. Pantomime going up a steep hill and make a “chug, chug, chug” sound. When you go down the hill, throw your arms above your head and say, “Whoooooooooooo!”
- Silent Cheer** Wave your fists in the air and show excitement in your expression, without making any noise.
- Sizzler** Pretend to slap a burger on a hot grill with the palm of your hand. Hold your hand on top of the burger for a moment. Ask: “Is it done yet?” Peek under your hand, say: “Not yet,” and return your hand on top of the burger. Repeat this two or three times. The last time you look at the burger, say: “Yes! Well done!”
- Snap, Crackle, Pop** Snap fingers on both hands for “Snap.” Rub hands together for “Crackle.” Clap hands loudly for “Pop.”
- Truck Driver** Pretend to be holding onto a steering wheel and driving a truck. Make a pumping motion with your arm and say, “Honk! Honk!” Speak into your CB radio and say, “10-4! Good job, good buddy.”
- Seal of Approval** Stiffen your arms, extend them in front of you, and cross them over each other. Then clap them like a seal would clap its flippers.
- Wow Cheer** Without making a noise, put both of your hands up with three fingers extended to make a W (pointer, middle, and ring fingers). Put one hand on each side of your mouth while making your mouth into a circle to spell W-O-W.
- Kiss Your Brain** Tell students to “Kiss their brains” while you demonstrate by kissing your fingertips and touching your head.
- Microwave** Hold your hands out in front of you with only your pinky fingers extended. Bend your pinky fingers, and have them wave at each other.
- Hip Hip Hooray** Slap one of your hips and say, “Hip.” Slap the other hip and say, “Hip.” Then clap your hands in front of you and say, “Hooray!”
- Cowboy Cheer** Put your arm up in the air, and move your wrist in a circle as if you were getting ready to throw a lasso. Say, “Yee haw!”

Introduction

Participation Strategies

It is important to encourage all students to talk during instruction. Below are some participation strategies that are used throughout the lessons.

Think-Pair-Share (T-P-S)

The students think of an answer individually, and then they pair up and share ideas with their partners. Then, together, they raise their hands and report to the whole class.

Whole Group Response (WGR)

At your signal, all students respond together with either a one-word or a short-phrase answer.

Dramatization

Students act out situations.

Retelling Stories

Students dramatize or relate parts of stories through words, actions, or written activities.

Random Reporter (formerly known as Numbered Heads)

Students in each team are assigned a number. When a question is asked, the team must ensure that all team members understand the answer. After discussion time, the teacher calls a number and the student with that number in each team must respond. Once the number is called, other team members may not be consulted.

SFA Management Signals

Using simple and consistent signals ensures effective management of a cooperative learning classroom. Since students go to a different teacher for reading, it is important that all teachers use the same signals and that they be practiced and reinforced by everyone.

Zero Noise Signal

The purpose of the Zero Noise Signal is to get students focused on the teacher and ready to listen quickly. Raise your hand. Students respond to the signal by: (1) quickly finishing their sentence, if they are explaining something to a teammate, and then STOPPING the discussion, (2) focusing their eyes on the person who has given the signal, and (3) returning the signal by raising their hands in return. The return of the signal by raising a hand is very important. You should set an expectation that students respond quickly to the signal and that you will not begin talking until you have seen the signal returned by every student. The Zero Noise Signal should not be used simply to remind students to quiet down. Use it only when you need students' quiet, focused attention to hear what you have to say.

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Active Listening Signal

Sometimes, once you have used the Zero Noise Signal and are talking to the students, you may need to remind them that you expect Active Listening. Raise your hand as you would for the Zero Noise Signal, but form a V with your fingers (like the V for victory). Teach your students that this is a silent reminder for them to use the active listening skills that you have taught them.

Think Time Signal

Often, when we ask our students a question, we do not give them adequate time to think before we begin calling on students to answer. We call on the first students who raise their hands, thus rewarding students for the fastest answer rather than the most thoughtful answer. Use the Think Time Signal to remind your students that it is important to THINK about the answer before they share it. Point your index finger at your temple. Silently count to three before calling on students to answer. Young students may also enjoy pointing to their own temples as a reminder that they are supposed to be thinking about their answers. During think time, there is no talking and there is no writing; we are THINKING!

Think-Pair-Share

The Think Time Signal can also be used as a part of Think-Pair-Share, an essential cooperative learning strategy used in Success for All classrooms. After giving students time to THINK about their answers, ask them to turn to their partners and talk about their answers or their ideas. This is the PAIR part of the strategy. Rather than having only one student in the classroom actively involved when called upon by the teacher to answer, ALL students are actively involved in thinking and then in responding to the question by talking with their partners. Signal time to PAIR by holding up your hand with your first two fingers crossed. Following PAIR, you might call on several students to then SHARE their thoughts with the entire class. Sometimes you may want to ask a student what his or her partner answered, to reinforce the importance of actively listening to one's partner.

1-2-3 Move Signal

Sometimes it is necessary for students to move from one location in the classroom to another during the course of a lesson. (Example: The students may be sitting in a rainbow circle around the teacher during a lesson and need to return to their seats to work on Adventures in Writing.) Using a simple 1-2-3 count can quickly and efficiently organize your students to move from one place to another with a minimum amount of time and disruption.

Say “one”: Students gather materials.

Say “two”: Students stand and push chairs in.

Say “three”: Students move to new location and sit down.

Introduction

Partner Pyramid

When a student partnership discusses a question and agrees on an answer, they hold hands and put them up in the air in the shape of a pyramid. The Partner Pyramid lets the teacher know when a partnership is finished with their discussion.

Thumbs Up Signal

This signal is useful in two ways. It can be used as an “up the volume” signal if students are reading out loud too softly, or it can be used if you cannot hear a student’s answer. It is also a “ready” signal when students are pairing with partners or working with their teams to discuss the answer to a question. Everyone involved can give the “thumbs up” signal to let the teacher know that they are ready.

Strategies for English Language Learners

Students who are learning English as a second language face a number of challenges. While trying to acquire the skills they need to decode written English, they are also trying to learn new vocabulary, improve their comprehension, and speak with fluency. The *Reading Reels for Roots* series is an optional media support piece to assist these students. However, the lessons in Reading Roots 4th Edition already contain a number of built-in support strategies to accommodate English language learners. The support strategies are also helpful to other students who need additional language support.

ELL Icons

These icons are found in the left-hand margin of the Shared Story lessons in the Teacher’s Manual. Each icon represents a research-based teaching strategy that you can use to help your students understand words or concepts throughout the lesson.



Pantomime

Demonstrate a word or idea by acting it out for the students. This is often the quickest and most effective way to teach vocabulary.



TPR (Total Physical Response)

Direct the students to demonstrate a word or an idea by acting it out and saying the word(s) associated with the action. Research shows that when students combine movement with a word, it increases their ability to retain vocabulary.



Realia

Realia are actual objects to show to the class. Realia are chosen on the basis of the story themes. (Example: If the students are reading a story about fishing, you may use a fishing rod and a net to demonstrate how they work.) Using real objects improves the students’ ability to retain the vocabulary words.

Introduction



Picture Cards

Many times realia are not available or practical for the purposes of demonstration. (Example: An iceberg, which caused the destruction of the *Titanic*, would be impossible to bring to class.) Detailed and colorfully illustrated Picture Cards can often fulfill the same role as the actual objects. Cards illustrating important concepts in the Shared Stories are provided as well.



Point

Many times, the best explanation of a word or a concept is through the book's illustrations. By carefully selecting the words and concepts that are important to understanding the story's theme and then pointing to those illustrated objects in the book and repeating the vocabulary words, you help the students learn and retain new words while they enjoy the story.

ELL Boxes

The Shared Story and STaR lessons contain additional, optional language development material located in dotted boxes. This material is intended for English language learners but can be used with ANY group that needs language support. If your class does not need the additional language support, you can simply skip the boxes and move on to the next part of the lesson.

An ELL box is found on Day 1 of every Shared Story lesson and contains teacher text and directions for using the Reading Reels to aid students in previewing the story they are about to read. ELL boxes are also found in every STaR lesson. The material in these boxes gives teachers additional strategies to ensure that all students understand the story concepts and key vocabulary. It also contains follow-up comprehension questions for students at lower levels of language proficiency, so even students who are not yet fluent in English can participate by responding to questions about the text.

Monitoring Student Progress

Monitoring and tracking student progress is a major, essential, and integrated part of teaching and learning in Reading Roots. The students' progress and mastery of the desired student outcomes are determined using multiple measures.

Information and guidance for administering periodic assessments, recording data, and tracking students' progress is described in the *Reading Roots 4th Edition Informal Assessment Booklet*. The teacher will use this information to offer frequent and specific feedback to the students through encouragement, the use of rubrics, and by awarding team celebration points.

Introduction

Support

Working with other Reading Roots teachers as a professional learning community is the most effective way to support one another and move forward as educators work collectively to advance the students enrolled in Reading Roots in a school. Teachers should also maintain an open dialogue with their Success for All facilitator, who can provide additional support or address concerns.

Each school will also be assigned a Success for All Foundation coach who supports the school's staff in implementing Reading Roots and other components of the Success for All program in the most effective way possible, to help all students reach their full potential in reading.

Teachers can get information and documents, post questions, and participate in discussion forums with other Reading Roots teachers nationwide on the Reading Roots Resource Center website. Consult with your Success for All facilitator for a password that will enable access to the site.

Materials

Reading Roots 4th Edition—Interactive Teacher Manuals

- Teacher manual, level 1
- Teacher manual, level 2
- Teacher manual, level 3
- Teacher manual, level 4

Reading Roots 4th Edition Informal Assessment Booklet

Reading Roots Student Shared Stories (First-Grade Level)

- A class set of Shared Stories 4–48 for students (class set of 25)
- Level 1: lessons 1–15
- Level 2: lessons 16–25
- Level 3: lessons 26–37
- Level 4: lessons 38–48

Introduction

Reading Roots Teacher Shared Stories 4–48, Color

Shared Stories 4–48 in slightly larger format with teacher instructions

Reading Roots STaR Book Kit

Forty-eight children’s literature selections

Reading Roots 4th Edition Sequence Cards

Reading Roots Classroom Kit

Puppet house

Alphie the Alligator puppet

Bett the Bear puppet

Cami the Bee puppet

Poster set (Story Star, Idea Tree, and Story Map)

Team Celebration Points poster

Reading Roots Teacher Materials Set

Key cards, wall set

Letter-Blending Cards, D’Nealian: Decks 1 and 2

Letter-Blending Cards, Manuscript: Decks 1 and 2

Word cards

Student cue cards

Cooperative Learning Cue Cards

Reading Strategy Cue Cards

Reading Roots Student Materials Set

FastTrack Phonics Partner Practice Booklets (1–7)

Reading Roots Consumables (Levels 1–3)

Reading Celebration certificates

Reading Roots team certificate—Super Team

Reading Roots team certificate—Great Team

Reading Roots team certificate—Good Team

Fluency Flyer (level 2) sheets 1 and 2

Fluency Flyer (level 3) sheets 1 and 2

Read & Respond bookmarks, levels 1–3

English alphabet letter strips

Introduction

Reading Roots Consumables (Level 4)

- Reading Roots Story Test booklet, level 4
- Reading Roots Team Score Sheet
- Reading Roots team certificate—Super Team
- Reading Roots team certificate—Great Team
- Reading Roots team certificate—Good Team
- Reading Roots Reading Celebration certificate
- Reading Roots Fluency Flyer (level 4) sheets 1 and 2
- Reading Roots Read & Respond bookmarks, level 4
- Alphie’s Word Bingo

Reading Roots Formal Assessment Kit

- Reading Roots Formal Assessment—directions for administration
- Reading Roots Formal Assessment—Student Record Form
- Reading Roots Quarterly Assessment Summary
- Reading Roots Grade Summary Assessment Form
- Reading Roots Formal Assessment Student Booklet

The following materials are *only* included in the traditional version of Reading Roots 4th Edition. They are not needed by Reading Roots–Interactive users.

Reading Reels for Roots DVD Set

Reading Roots Language Development Cards Set

- Reading Roots Language Development Cards Set: Box 1 (levels 1 and 2)
- Reading Roots Language Development Cards Set: Box 2 (levels 3 and 4)

Reading Roots Phonics Picture Card Set

The following materials are *only* used in schools that are using the Reading Roots–Interactive version of the program.

Reading Roots 4th Edition–Interactive Software Set

- Reading Roots 4th Edition—Interactive DVD, levels 1–4, PC software
- Reading Roots 4th Edition—Interactive User’s Guide*
- Reading Roots 4th Edition—Interactive DVD, levels 1–4, Mac software

Reading Roots 4th Edition–Interactive Key Card Set

Introduction

Description of Materials

Reading Roots 4th Edition Teacher Manuals

The teacher’s manuals contain specific, detailed instructions for daily Shared Story, FastTrack Phonics, STaR, and Adventures in Writing lessons. The lesson format makes it easy for teachers to implement and use the program in their classrooms right away. These manuals are for use with both the traditional and interactive versions of Reading Roots 4th Edition.

Reading Roots Informal Assessment Booklet

This booklet contains everything that the teacher needs for daily monitoring and tracking of student progress throughout the grading period. This includes instructions for collecting general observation data through rubrics, and instructions and materials for administering periodic assessments in phonics and oral language.

Reading Roots Student Shared Stories (First-Grade Level)

These full-color, illustrated, decodable textbooks give students at all levels an opportunity to demonstrate their reading skills. The books also contain a list of story words, sentences, and comprehension questions for practice in class and at home. Students can take the books home and practice reading them to parents or other listeners. Students are ready to read at a second-grade level when they have completed level 4.

Reading Roots Teacher Shared Stories

Teachers receive a slightly larger edition of each of the student Shared Stories. The teacher edition contains suggestions for enhancing comprehension and directions for helping and encouraging language development for English language learners.

Reading Roots STaR Book Kit

This book set contains forty-eight children’s literature selections to be used with the STaR lessons. The set comprises both fiction and nonfiction texts with themes related to the Shared Stories. The kit also includes a set of sequencing cards to be used during some STaR lessons.

Reading Roots Classroom Kit

The classroom kit, housed in the puppet house, contains materials teachers will use in class for Reading Roots lessons. Three colorful puppets and a poster set keep the lessons varied and fun.

Introduction

Reading Roots Teacher Materials Set

This set includes word cards, student cue cards, key cards, and Letter-Blending Cards. Word cards are large-print, color-coded cards used for word presentation. The package for each level contains lesson and alphabetical indices and sets of Green Word Cards (phonetic) and Red Word Cards (sight). These cards are arranged by lesson within each color. The level 4 package also includes white Location Word Cards (geographical words) and tan Challenge Word Cards (words that are partially phonetic).

Student cue cards are small, laminated reference cards that students use while they are reading Shared Stories with their partners. The cue cards remind the students of the team cooperation goals and various reading strategies that help them with difficult words and passages they may encounter in the text.

This set also contains materials that are used in daily phonics lessons. Key cards introduce the letter-sound focus for the day and provide the students with an entertaining mnemonic device to help them associate letters and their sounds. The Letter-Blending Cards are a set used to demonstrate sound blending and segmenting.

Reading Roots Student Materials Set

The class sets contains the Partner Practice Booklets used with FastTrack Phonics. The booklets provide an opportunity for daily reading practice with phonemic-awareness and phonics activities. This set also includes the consumable kits described below.

Reading Roots Consumables (Levels 1–3)

Teachers receive class sets of materials that are used during lessons and as documentation of homework. Reading Celebration certificates reward the students for reading for the whole class. Fluency Flyers provide motivation for partners to work together and demonstrate reading mastery for each of the Shared Stories. Read & Respond forms are used to document completion of homework. The alphabet letter strip is a mini version of the key cards that students can keep and use for quick reference.

Reading Roots Consumables (Level 4)

This kit contains additional items that are only used in level 4. Story Test booklets are used to assess the students' mastery of each of the Shared Stories. The students use Alphonse's Word Bingo to play the bingo game in later FastTrack Phonics lessons.

Introduction

Reading Reels for Roots DVD Set

Reading Reels is a series of video segments that accompanies the FastTrack Phonics and Shared Story parts of each lesson. The video clips are embedded into the Reading Roots–Interactive program, making the DVD set unnecessary for interactive whiteboard users.

Reading Reels includes:

Animated Alphabet

This is an animated version of the illustrations from the key cards in FastTrack Phonics. These delightful segments reinforce letter sounds.

The Sound and the Furry

Engaging puppets introduce sound-blending strategies, starting with basic CVC words and working up through multisyllabic words. Segments also show puppets modeling fluency, reading strategies, and various cooperative-learning routines.

Between the Lions

Content from the award-winning PBS television program *Between the Lions* is used to introduce and reinforce letter sounds, sound blending, chunking, and word-meaning strategies. Wacky puppets, animations, and actors ensure that students have fun learning.

Word Plays

Lively skits introduce the key vocabulary and story theme for each of the Shared Stories. Word Plays are essential for English language learners, but English-proficient students love them (and learn from them) as well.

Reading Roots Language Development Cards Set

The Reading Roots Language Development Cards Set provides opportunities for vocabulary development for both native English speakers and English language learners. These colorful picture cards, used in each Reading Roots lesson, are arranged by lesson to make planning easy for teachers.

Reading Roots Phonics Picture Card Set

Colorful phonics picture cards are used to give students practice hearing and identifying specific sounds and also aid in vocabulary development.

Reading Roots 4th Edition–Interactive Software Set

This set contains the Reading Roots 4th Edition –Interactive installation software for PCs and Macs and a user’s guide for the program.

Reading Roots-Interactive Key Cards

This set includes all sixty-two key cards used in FastTrack Phonics.

Introduction

What's new in level 4?

Your students' reading and writing skills have grown rapidly as they have progressed through the first three levels of Reading Roots 4th Edition. In level 4, longer stories with more challenging vocabulary stimulate continued growth in reading skills. Lesson presentations, team practice opportunities, and motivating team feedback build students' skills in breaking down and reading multisyllabic words, reading with fluency, and demonstrating comprehension of both narrative and expository reading.

In level 4, your students will read and be read to about many different parts of the world. About half the stories provide information about life in other cultures, and the other half expose your students to folk and fairy tales from other cultures. The content of the Shared Stories and the STaR Stories in level 4 is interesting and challenging. It will stimulate the students to continue to develop background knowledge and vocabulary skills and become strong readers.

If you are continuing your instruction from level 3, you will find that many of the classroom procedures, teaching strategies, and lesson components are the same as in earlier levels. You will also find some new elements in the level 4 lessons and materials, which have been added to adapt to the longer stories and more challenging objectives. Some of these elements are designed to motivate the students to be more responsible for their own learning. New elements are described below.

Cooperative-Learning Teams

Just as they did in earlier levels, your students will work in four- or five-member teams. Teamwork focuses around team discussion and sharing. During discussions, the students challenge one another to express their understanding of the story and provide evidence to support their thinking. Team members also listen to one another as they practice reading for fluency. All the students are taught to listen carefully to one another as they read and provide feedback on accuracy, attention to punctuation, expression, and rate of reading. You also guide the students to provide one another with feedback on their writing as they respond to both Shared Stories and STaR Stories.

These teamwork opportunities are designed to speed up the learning process. During cooperative-learning activities, all the students must be thinking and participating. The students have to try out their skills, explain their thinking to others, and help other students with problems similar to theirs. They cannot be passive observers of the lesson. Oral expression and oral vocabulary development are strongly supported as the students are constantly involved in helping one another with accurate reading, discussing story questions, planning writing, and providing one another with feedback.

In levels 1–3, team members earned their Super, Great, or Good Team status solely through earning team celebration points. Team celebration points were awarded for returning completed homework and working well with one another during the various partner and team practice activities throughout the lesson. At the end of each lesson, the total number of points was converted to a score of 100, 90, or 80, which determined Super, Great, or Good Team status.

Introduction

In level 4, teams will continue to earn team celebration points. However, the score earned from the total number of points will contribute to a larger score, which also includes individual students' averages on a series of activities for which they will earn points. This includes Words Out Loud and Story Test assessments, which are administered on the fourth day of each lesson.

Read & Respond—Each student can earn 2 points for each day that his or her form is returned signed and includes a written response, or 1 point if he or she has only a signature or written response. The total, of up to 8 points, is determined on the fourth day of the lesson.

Fluency Flyer—Up to 8 points can be earned for each Shared Story based on criteria met on the level 4 Fluency Flyer.

- 2 points – Most words correct
- 2 points – Smooth
- 2 points – Expressive
- 2 points – All words correct (bonus)

Words Out Loud—8 points possible per team member

- The students will read all the words on the inside front cover of the Shared Story, or specific words selected by the teacher.
- Each student can earn a total of 8 points if all the words are read correctly. You will subtract 1 point for each word missed to determine the student's score. If a student misses more than two words, allow more time for practice, and retest.

Story Test—8 points possible per team member

- The students demonstrate their comprehension by answering short-answer and multiple-choice questions.
- 2 points – There are two vocabulary items worth 1 point each on the Story Test.
- 6 points – There are two comprehension questions worth 3 points each.
- You will add both the vocabulary and comprehension scores and record the student's resulting score in the "Story Test" column of the teacher cycle record form.

Adventures in Writing—Adventures in Writing assignments will now earn a score of up to 8 points.

- 2 points – Completes the task (teacher defines the number of sentences expected)
- 2 points – Addresses the writing prompt
- 2 points – Uses complete sentences
- 2 points – Includes STaR words or Shared Story words

Introduction

At the beginning of each lesson, you will provide each team with a team score sheet. The team celebration points and average score of each individual team member from the previous lesson are included on the top part of the form. If you are using the Reading Roots Data Tools, the team score sheets will be generated automatically, and this information plus the students' names, team names, and the lesson will print. Otherwise, you will need to enter the information onto a blank team score sheet, duplicated from the appendix, by hand.

Sample team score sheet

Reading Roots
4th Edition


Teacher: Kathy Simpson

Super Readers

Level 4 Team Score Sheet

Start Date: _____


Lesson 42: A Farm in China

Team Celebration Score	Individual Score Averages	Previous Team Goal	Team Score
Includes: Team Cooperation Goals Partner Reading STaR Alphie's Bingo Alphie's Question Quiz Reading Olympics	Read & Respond Fluency Flyer Words Out Loud Story Test Adventures in Writing	Goal not met	 <p>Super: 122-136 Great: 108-121 Good: 95-107</p>
Score: 0 +	Score: 0 +	Points: 0 =	Total Score: _____

Lesson 43: Woo Zen, a Cinderella Story

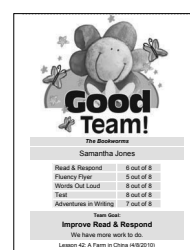
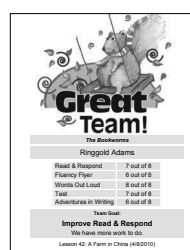
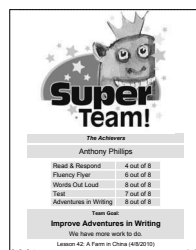
Our Team goal is to improve our average on: _____

Tally boxes for Team Celebration Points <small>(use during partner reading and team practice; transfer to poster at end of each lesson)</small>	Read & Respond	Day 1	Day 2	Day 3	Day 4
Day 1	Carmen Allen (4) Ringgold Adams (2) Samantha Jones (3) Virginia Smith (1)				
Day 2					
Day 3					
Day 4					



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On the first day of each lesson, the students will review their scores from the previous lesson and determine an area on which they would like to focus as a team during the new lesson (e.g., Read & Respond, Fluency Flyers, the Words Out Loud test, the Story Test, or Adventures in Writing.) This is called their team goal. They will write their team goal on the line in the bottom section of the team score sheet. If at the end of the lesson cycle they have met or exceeded their score for the team goal in the previous lesson, they will earn 2 bonus points on the team score sheet. The total score will determine the team status: 138–122 for Super Team, 108–121 for Great Team, and 95–107 for Good Team. The Reading Roots Data Tools database will print certificates for the students that include their names, team name, team status, and individual scores for the lesson. Otherwise, you may create certificates by duplicating those found in the appendix.



Introduction

Shared Stories

Level 4 Shared Stories have no teacher text. The student text is written in paragraphs. Because of the increased difficulty of the student text in level 4, the students read the story in three parts. The ends of parts 1 and 2 are indicated by “Alphie’s paws.”

The inside front cover contains story words in four boxes. The first three boxes contain the Green Words and challenge words for each part of the story. The last box contains the Red Words. The challenge words have asterisks in both the teacher and student versions of the Shared Stories. The numbers in parentheses after the words in the teacher’s Shared Stories show the page number where the word first occurs. Help your students understand the meaning of underlined words in your Shared Story by using these words in oral sentences as needed. Sample sentences are provided in the teacher’s manual for those words that have a special meaning in the story or which need special clarification.

The partner story questions on the inside back cover are in a numbered box for each part of the story. One item is a comprehension question, and the other deals with vocabulary. The teacher’s Shared Story contains the questions for modeling and the partner story questions with suggested answers.

As the students read the Shared Stories, they will continue to use the word strategies from the front of the Reading Strategy Cue Card, as they did in levels 1–3. In level 4, we also introduce the sticky note technique. If the students encounter a word that they cannot pronounce or do not know the meaning of, they mark the word with a sticky note. If after consulting with their partners they still cannot read the word, they discuss it in their teams. Any unresolved issues are brought to the class for discussion. This strategy, guided by the back of the Reading Strategy Cue Card, draws attention to the process of resolving comprehension issues and underlines the importance of full comprehension.

Another important comprehension skill that is enhanced in level 4 is summarizing. In levels 1–3, with each of the STaR stories, the students used story stars and story maps to summarize the essentials of narrative text and idea trees to summarize the main ideas and supporting details of expository text. In level 4, the students will continue to use these tools with STaR stories, but they will also use them with the Shared Stories.

Word Cards

In level 4, there are four different types of word cards: Location Word Cards, Green Words, Red Words, and challenge words. You will present the words only on the days when they are included in the section that the students will read. Scan the margin lists next to the Word Presentation section for each day’s lesson to select the appropriate cards for that day. The words included are only samples of new and review words that the students will encounter in the story. The students are challenged to use their word strategies and get help from their partners and teammates to read many of the other words.

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Location Words—The white Location Word Cards will help you to teach your students about where places in the story are located. Unless you are using Reading Roots–Interactive, you will need to provide a large map or globe that you can label with the Location Word Cards. The cards come in two versions: small versions that can be used to label your map and larger versions that you can use to review the words with your students.

Green Words—Just as in levels 1–3, the Green Words are phonetic words that the students should be able to sound out by using Stretch and Read. We teach them that green means go, so they can go ahead and sound out the word.

Red Words—Red Words continue to contain some phonetic irregularity that qualifies them as sight words. The students can memorize the words with the Say-Spell-Say game. We teach the students that red means stop. They must stop and think about a Red Word, and, if they don't remember the word, they should ask someone or keep reading to try to figure out the word from context.

Challenge Words—Challenge words contain a combination of phonetic and unphonetic elements and, therefore, are colored brown (the result of combining green with red.) They may contain Red Words, silent letters, letters or letter groups with two possible pronunciations, or vowels that need adjusting. When challenge words occur in a section of the Shared Story, you will encounter a table in the Word Presentation section that lists many possible mispronunciations and a sample sentence using the words. You may wish to write the sample sentences on the board to help the students learn to make the correct adjustments to the letter sounds as they read the words in context.

Fluency—Reading at the Appropriate Rate

Fluent reading, which is the ability to read quickly and accurately, is critical because it frees the students to pay attention to understanding what they read rather than figuring out individual words. In the first three levels of Reading Roots 4th Edition, the development of fluency has been supported in a variety of ways.

Teaching—The meaning of fluency was directly taught.

Modeling—Fluent reading was modeled in STaR readings and in the rereading of the Shared Stories.

Guided Practice—Partner Reading and Guided Group Rereading provided many opportunities for practice with appropriate teacher support.

Feedback and Celebration—Evidence of success in accurate, smooth, and expressive reading was provided on the Fluency Flyers. Accurate, smooth, and expressive reading was also celebrated for two individual students on Days 1 and 2 of each lesson.

In level 4, you continue to use a Fluency Flyer to reinforce accurate, smooth, and expressive reading. However, the students now receive points on their Fluency Flyers that contribute to their team scores. (See the Teacher Page on The Fluency Flyer in level 4, volume A, page 22.) The first three levels of Reading Roots focus on the development of accurate, smooth, and expressive reading. In level 4, your lessons continue to support the earlier objectives, but also you begin to monitor reading rate

Introduction

so you can help the students build the number of words they can read accurately per minute. The most common expectation is that the students read 60 words correctly per minute (wcpm) by the end of first grade.

In the Reading Olympics Warm-up segment on Day 3 of each lesson, you teach and model reading at an appropriate rate and provide practice opportunities that tell half of the students whether they are reading at the rate of 60 wcpm. When the students think they are reading quickly and accurately enough, they ask to be timed for the Reading Olympics. Students who succeed receive a Reading Olympics Gold Medal certificate, which is posted on a bulletin board, and a copy is sent home. The *Reading Reels for Roots* video provides a skit that models reading at the right speed. (See the Teacher Page on The Reading Olympics in level 4, volume A, page 39.)

The Four-Day Lesson Cycle

In level 4, the longer stories are broken into three parts. Each lesson is taught using the following four-day lesson plan. On each of the first three days, one part of the story is read, discussed, and responded to in writing. On the fourth day, the story is reviewed and summarized and the Story Test is taken. FastTrack Phonics and STaR continue as shown on the following chart. Adventures in Writing is a two-day process on the third and fourth days.

Day 1	Day 2	Day 3	Day 4
Team Celebration (20 minutes)	FastTrack Phonics (20 minutes)	FastTrack Phonics (20 minutes)	FastTrack Phonics (20 minutes)
Shared Story Guided Partner Reading of part 1 (50 minutes)	Shared Story Partner Rereading of part 1 Guided Partner Reading of part 2 (50–70 minutes)	Shared Story Partner Rereading of part 2 Guided Partner Reading of part 3 Reading Olympics Warm-ups (50–70 minutes)	Shared Story Partner Rereading of part 3 Story map/ Idea tree Story Test (40–50 minutes)
STaR First Reading (20 minutes)	STaR Retell (20 minutes)	Adventures in Writing Planning and drafting (20 minutes)	Adventures in Writing Planning and sharing (30–40 minutes)

Start-Up Lesson

You will need:

Introductions

Student nametags
(teacher acquired)

Team Celebration
Points poster
with overlay

Cups and plastic chips
or other point-tracking
system supplies
(teacher acquired)

Cooperative Learning
Cue Cards

List of celebration
cheers (see front matter)

Markers (or crayons):
a set of four different
colors per team
(teacher acquired)

Construction paper or
small piece of poster
board for each team
(teacher acquired)

Curriculum Overview

Puppet house (box) and
puppets: Alpie, Bett,
and Cami

Assorted Shared Stories
(Try to select books from
different levels.)

Assorted STaR stories
(your choice)

Reading Reels for Roots DVD*

FastTrack Phonics

Key card for /ge/, /dge/*
Partner Practice Booklet 7

* Not needed for interactive whiteboard users

- This lesson will be used on the first day that you meet with your students for Reading Roots class. It is only used once, at the beginning of the school year, even if your reading group has changed after the students have been regrouped.
- In this lesson, the students will meet you and their new classmates on the first day of instruction. They will get to know their partners and teammates and create a team name. You will also introduce them to the fun and interesting activities they will do together in Reading Roots.
- In preparation for this lesson, you will need to create four- or five-member teams using the Reading Roots Data Tools. Within each team, you will have two two- or three-member partnerships. Strive to balance teams by ethnicity and gender. If you know the students, you can also take into account their behavior and personalities.
- We recommend that your students' desks be arranged in a way that accommodates teamwork.

Introductions

Students, Partnerships, and Teams

Zero Noise Signal

- Use the following text as a guide to introduce your students to the Reading Roots classroom. Maintain a sense of enthusiasm as you discuss it with your students.
- Have the students gather together in front of you, on a rug if possible. Teach the Zero Noise Signal by raising your hand and placing your finger to your lips to give a “quiet” signal.
- **Welcome to Reading Roots, class! I am your teacher, Ms. Smith. We’re going to have a lot of fun in this class as we learn together. The first thing that we will learn is called the Zero Noise Signal. Did you see how I raised my hand when I was ready for you to be quiet just now? When you see me raise my hand like that, you will finish what you are saying to someone if you are talking and then raise your hand too. When you start to see other boys and girls raise their hands, then you will know it’s time to do the same thing. Let’s try it. When I say “go,” I want you to tell someone sitting close to you what you ate for breakfast this morning. Ready? Go!** Give the students a moment to share information about what they ate, and then raise your hand. Be careful not to speak yourself when your hand is raised. Smile and give other gestures to encourage the students to also stop talking and raise their hands. Once all the students are quiet and have their hands raised, put down your own hand and say, “Hands down.” Emphasize that the students can finish their thoughts first before raising their hands. Repeat the practice if necessary.
- **Let’s get to know our classmates.** Call each student to come to the front of the room and receive a nametag. Introduce each student to the class as you do this.
- **Now that we know everyone’s names, let’s find out a little more about one another. In our class, you will work together with a partner. You will talk to your partner about what you read, help your partner to plan for writing, and practice reading and writing together.** Announce the student partnerships. Have partners sit together. Assign each partner a role such as “A” or “B” or “Peanut Butter” or “Jelly.”

Think-Pair-Share

- **One thing that we will do in our class a lot is called Think-Pair-Share. Sometimes when I ask you a question, I will give you some quiet time to think about the answer and then have you pair, or tell your answer to your partner and listen to his or her answer. After you talk to your partner, I will call on some of you to share what you and your partner talked about with the entire class.**

Start-Up Lesson.

- **Let’s practice Think-Pair-Share by answering the question “What are some things you like to do?” For example, I like fishing, skating, and reading books. What do you like to do? Think about that first, without talking.** Point to your head to indicate think time. **Now share what you like to do with your partner and listen to what he or she likes to do. Jellies, you can talk first this time. Tell your partner some things that you like to do, and then the Peanut Butters will share.** Give the students a minute or two to talk. Then have the students introduce their partners and tell about some things that they like.
- **In our Reading Roots class, your partnership will be a part of a team. Now that you and your partner know something about each other, you will join another partnership to become a team.** Announce the teams. Have each team move to their desks or tables.

Team Celebration Points

- **Each day you will practice reading, writing, and sharing ideas with your partners and teams. When you do a good job with that, you will earn team celebration points!**
- Introduce the Team Celebration Points poster. **You have all done a great job so far with sharing about your partners, so each team has earned some points!** Add points to the poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each lesson. If you are also using a point-tracking system to be used at the students’ desks, introduce this system as well. Explain that at the end of each day, the points earned at the students’ desks will be added to the poster.
- Distribute the Cooperative Learning Cue Cards. **You can earn team celebration points by following directions or doing your homework. You can also earn points by working well together with your partners and teammates. We will all have fun learning and helping our classmates learn too. To be able to do this, we need to have some rules in our class. These rules will help us become good students and good learners.**
- Introduce the students to the team cooperation goals printed on the Cooperative Learning Cue Cards (Practice Active Listening, Explain Your Ideas/Tell Why, Everyone Participates, Help and Encourage Others, and Complete Tasks). Explain and model each of the goals. Use the following text as a guide.

Start-Up Lesson.

Teacher’s Note: You may have already introduced the team cooperation goals to the students in your school within the context of Getting Along Together or SECURe lessons during the first few weeks of school. If so, use this opportunity to remind the students of the expectations for each goal and clarify that the same goals will be used in reading class too.

Practice Active Listening—When I am speaking or another student is speaking, it is important to be quiet. BUT, you have to do more than that. You have to LISTEN CAREFULLY to everything that is being said. That is called active listening. Active listening means that you are doing your best to hear, understand, and think about every word that is being spoken. I will do this to remind you when it is time to practice active listening. Show the students the Active Listening signal (a “V” formed with your middle and index fingers held high over your head). Ask: **Why is it important for us to practice active listening in class?** Discuss answers with the class.

Explain Your Ideas/Tell Why—In this class, you will spend time working with a partner. You and your partner will work together and share your ideas. Do you think it’s a good idea to work and learn with a partner? Why? Call on different students to share their ideas with the class. Point out how discussion helps both partners to learn.

Everyone Participates—When we learn together, it is important that everyone take part in the lessons. I need to hear from every single student in this room every single day. Lead a discussion by asking the students to think about why it is important for everyone in the class to take part in the learning activities. Be sure to point out to the students that they learn by taking part in class.

Help and Encourage Others—It is important that we learn a lot in class, but it is also important that we help our classmates learn too. One of the things we can do to help our classmates is to encourage them. For example, if Maria and I are reading a book together, and she gets stuck trying to read a hard word, I can say something like, “That’s okay, Maria. Start from the beginning, and try again. You can do it!” When she reads the word, I can say, “Good job, Maria! I knew you could do it!” Ask the students if they would like to work with someone who encourages them and tell why. Ask the students to think of different ways they could encourage their classmates.

Complete Tasks—Explain that completing tasks means finishing class work. Ask the students to think about why this is important. Have the students share their ideas with the class.

Start-Up Lesson.

Team Building

- **Each team will need a name. Now you can talk with your teammates to find out some other interesting things about one another. That may help you to decide on a team name. For example, if you find out that everyone on your team likes to play soccer, you might decide to call yourselves the Soccer Champs.** Give the students some time to talk about their team names. If a team is having a difficult time determining a name, or they are all choosing similar names, engage the team members in conversation to guide them toward a name that will describe their team. Once all teams have decided on names, invite each team to tell the class the name they have chosen.
- **To help everyone remember the names of all the teams in our class, each team can make a poster with the team name and a picture that tells about the team. You should also write your names on the poster.** Distribute a piece of construction paper or poster board and a set of four different colored markers (or crayons) to each team. **Now you may make your team poster. You may decorate it any way you like to show which team you are. Each person on your team will choose a different color marker to work with. You will only use the color marker you've chosen to make your part of the poster. Because this is a team project, when the poster is finished, there should be equal amounts of each color on your poster.**
- Give the students enough time to plan and create their posters. Circulate as they work to offer encouragement or answer their questions about this assignment as needed. As you notice most teams finishing up, provide a two-minute warning to have all the teams complete their posters.
- Invite each team to share its poster and explain how the poster identifies the team.

If you do not have a space in your classroom to hang team posters, the students may make a table tent instead by folding the paper in half.

Curriculum Overview

- **In Reading Roots, we will be doing all kinds of things to become better readers and writers! Let's find out about some of the things that we will be using as we learn.**
- Pull out the Alphie (alligator), Bett (bear), and Cami (bee) puppets. **I won't be your only teacher. These are my three helpers.** Allow each puppet to talk to the students, welcoming them to class and expressing great excitement about the fun they are all going to have together in class.
- Display the puppet box. **The puppets live in this house.** Point out that there are three different houses on the box. Discuss the qualities of each house, and ask the students to guess who or what might live in the houses.

Start-Up Lesson.

- Distribute a few Shared Stories to each team. **We will be using these books, called Shared Stories, to learn how to read. We will read them as a class, and you will read them with your partners. When you're finished, you even get to take the books home!** Give the students a few minutes to look through the stories. If you have provided books from different levels, point out how the books get harder and harder as the students learn to read more and more.
- Display a few STaR stories. **I'll also be able to read some of these great stories to you. We will learn lots of new words from hearing and talking about these stories. We will also write sentences about them.**
- **One of the fun things we will do in this class is watch short movies of Alphie, Bett, Cami, and their friends as they learn how to read. They'll help us learn how to work together and be good learners. Let's take a look at some of the things we'll get to see.**
 - **Reading Roots–Interactive users:** Select lesson 8 from the menu on the interactive white board. Follow the paths to find sample clips in each of the categories below:
 - Word Play—Day 1 / Shared Story / Previewing
 - Animated Alphabet—Day 1 / Shared Story / Word Presentation
 - Sound It Out—Day 1 / Shared Story / Word Presentation
 - *Between the Lions*—Day 2 / Shared Story / Celebration
 - **Noninteractive whiteboard users:** Insert disc 1 of the Reading Reels for Roots DVD into the player. Choose the Shared Story option from the menu. Select lesson 8 from the menu. After you select lesson 8, the following segments will play: Word Play, Animated Alphabet for “p,” Sound It Out, and *Between the Lions*.
- Introduce each skit, and tell the students how each one helps them to learn.

Word Plays—We'll read lots of books in this class. These skits, called Word Plays, will help you with story words and ideas.

Animated Alphabet—Every day we'll learn a new sound. These cartoons will help us remember each sound.

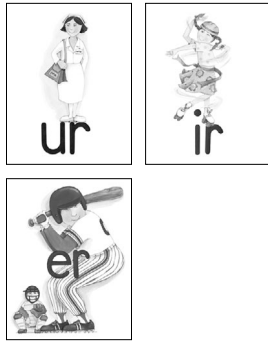
Sound It Out—Alphie and his friends will show us how to read hard words.

***Between the Lions*—These skits will help us to read.**

- **You've done a great job of learning about our classroom today. You've done such a good job that we're going to cheer for ourselves!** Explain to the students that the cheers will be used every day to celebrate their good work. Choose several cheers to demonstrate to the class. Have the class stand up and join you.

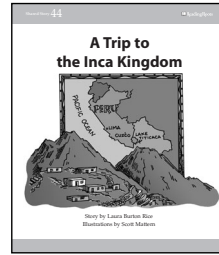
At a Glance

FastTrack Phonics



Days 2–4:
New sound: /ur/, /ir/,
and /er/

Shared Story



Shared Story:
*A Trip to the
Inca Kingdom*
by Laura Burton Rice



Review Sound: /oa/
and /ow/

Thematic focus:

Peru

Strategies/Skills:

Getting factual
information from the text

Summarizing to identify
main ideas

Understanding historical
information

Discriminating between
“there” and “their”
(review)

STaR

STaR Story:
We’re from Brazil
written by Emma Lynch

Students will identify
historical information
in the text and how they
know these are facts.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

Students will use the
Writing Strategies Bank
to write a sentence to
critique the STaR story.

Adventures in Writing

Students will write about
a typical day.

Students will use the
Writing Strategies Bank
for words they do not
know how to write.

Students will provide
feedback to their
partners to help them
make their sentences
more interesting.

Students will use the
Editing Checklist to check
their own work and their
partners’ work to identify
and correct errors.

You will need:**Team Celebration**

Team score sheets for lesson 44 (print from the Reading Roots Data Tools database)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 43

Cooperative Learning Cue Cards

Shared Story

Shared Story 44:
A Trip to the Inca Kingdom

Language development cards for lesson 44*

Word cards for part 1*

Map with labels (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Read & Respond forms

STaR

STaR story:
We're from Brazil

Editing Checklist (teacher created–optional)

Writing Strategies Bank (teacher created)

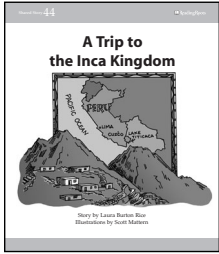
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute the team score sheets for lesson 44. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 43, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Shared Story

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book, pointing out the features mentioned. **The title of this story is *A Trip to the Inca Kingdom*. I'll bet someone is going to take a trip. We can go along by reading the story. In the picture on the cover, I see mountains and small low houses with low roofs. I wonder why the houses are built like this. I wonder if the Inca Kingdom is high up in these mountains. I also see a map on the cover. I know the map can tell me where the Inca Kingdom is located.**
- Point to places on your map labeled with smaller versions of the Location Word Cards. **The cover shows us a map of Peru (puh-ROO), where this story takes place. Let's look at our large map to see where Peru is located. Peru has a coast along the Pacific Ocean. It is just south of the equator on the continent of South America. What other country have you read about that is near the equator? [Nigeria.] The capital of Peru is Lima (LEE-muh). The high mountains in Peru are called the Andes (AN-deez) Mountains. A thousand years ago, a powerful tribe of Native Americans lived in and ruled Peru. They were the Incas, and today, if you visit the city of Cuzco (KOOZ-koe) high up in the Andes Mountains, you will meet the people who are descended from the original Incas. Another place you can find Incas is around Lake Titicaca (tee-tee-KAH-kuh), the highest large lake in the world. As we take a trip with the boy in the story, we will learn some of the history of Peru. History is true information about people, countries, and events that happened in the past. Review the location words, and have the students repeat each word after you.**

Interactive
Whiteboard Users

Method varies

Location Words

- Cuzco
- Incas
- Lima
- South America
- Andes Mountains
- Lake Titicaca

Picture Cards

South America
Andes Mountains
earthquake
volcano
coast

Video Words



hike steep lava
cart wheels stone
coast loaded boats
llama volcano
messenger
earthquakes
Inca Kingdom



Key Cards



Animated Alphabet



The Sound and the Furry

Green Words

low coast

*For students who need additional language development, choose **one** of the following options to continue previewing. If you do not have the video Word Plays for the Shared Stories, use option A. If you plan to use the video, skip option A, and move on to option B.*

Option A: Teacher Overview

- **Now let’s look through the book to see if we can find out more of what this story is going to be about.**
- Display selected pages of the story, and point out the features mentioned in the story or on your map. Page 1: **Here are Ramiro Alarco (rah-MEERoe ah-LAR-koe) and his family. Ramiro lives in the city of Lima, Peru. Ramiro is standing in front of his house. Does his house look like the houses where we live? (WGR) Page 2: In this picture, we can see the high mountains behind the houses. There are volcanoes in the high mountains of the Andes. Do you think Ramiro ever worries about a volcano erupting near his home? (WGR) Page 3: Here we see Ramiro and his mother, a newspaper writer, looking at a story that she wrote about the Incas. Ramiro is very interested in the Incas. We will get to join Ramiro and his mom as they take an exciting journey to learn more about this interesting group of people.**

Option B: Video Word Play

- **Now we’re going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 44 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Word Presentation—Part 1

Green Words

- **Let’s practice the two special letter groups we’ll see a lot in today’s story.** Play the Animated Alphabet segments, or display the key cards for “oa” (boat) and “ow” (blow). Have the students review the alliterative phrases and practice the sounds.
- **Now let’s practice reading some words.** Show the video segments for Sound It Out for lesson 44.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Lesson 44 Day 1

- This story has many words in which “oa” makes the long o sound. Remember the phrase “Goat in a boat?” Let’s do Quick Erase to practice these words.

coast...goats...boats...coats...loads...roads...road

- Another letter combination that sometimes makes the long o sound is “ow.” Remember the phrase “Blow the snow”? Now let’s do Quick Erase with some of these words.

low...row...grow...arrow...snow...show...showed

Challenge Words

volcanoes lava
sometimes mountains
earthquakes

Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
earth-quake+s compound	EERTH-kwakes (with long “e”)	The ground shakes during <u>earthquakes</u> .
moun-tain+s	MOUN-taenz	Some <u>mountains</u> are very high.
vol-can-o+es	vol-CAN-oez VOL-can-oez (with short “a”)	<u>Volcanoes</u> have hot, melted rock inside.
la-va	LAE-va	<u>Lava</u> can run down the sides of a volcano. (Both LAH-va and LAV-a are correct pronunciations.)
some-time+s compound Red Word + Green Word	SOEM-times	<u>Sometimes</u> we have parties at school.

Red Words

there carry
straight their
carrying

Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Sample oral sentences to distinguish “there” and “their”:

He is sitting over there. There are thirty students in our class.

Their books were in their desks.

- Post the Red Words on the word wall, and conduct a rapid review of the word wall.
- Write the name of the Peruvian boy on the board.
- **At the beginning of this story, you will see the name of the boy in this story. His name is Ramiro Alarco (Rah-MEER-oe ah-LAR-koe). Let’s say this name together.**

Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Guided Partner Reading—Part 1

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1 and 2). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.

Monitor →

- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Focus on Fluency →
Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Partner Story Questions—Part 1

Teacher Modeling →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

What does this sentence mean? “A sleeping volcano wakes up and spits out fire, stones, and melted rock.” [*Melted rock and fire come from volcanoes. It happens quickly.*]

- **Now we’ll try a different kind of sentence about words. Let’s read the first sentence together.** Use Think-Pair-Share to choose the right answer.
- Circle the right answer.

Lima is a big city on the coast of Peru. Here “coast” means:

A. land near the sea. B. to slide. C. to drive with no gas.

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

Partner Practice →

1. **What are homes in Lima like?**
[The homes in Lima are low and have one floor.]
2. Circle the right answer.
A **volcano** sometimes spits fire and liquid rock. A **volcano** is a:
A. dragon **B. mountain** C. lake

Monitor →

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class’s answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.
- Ask the students to tell you which sentences tell you facts about Peru.



All Together Now

Focus on Fluency →

Read Smoothly

- Reread part 1 (pages 1 and 2) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

STaR Words

barbecue	celebration
tourists	rare

STaR**STaR story:*****We're from Brazil***

written by Emma Lynch

Background Words

famous	largest
country	village

Summary: *Learn about life in Brazil as you meet three children who live in different parts of this large South American country. Experience the similarities and differences in these children's lives as the book depicts how they live, work, go to school, play, and celebrate with their families.*

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *We're from Brazil*. Look at the picture on the cover. What do you see?** Wait for students' responses. **The children on the cover are from a country in South America called Brazil. This book is expository, so it will give us facts and information about life in Brazil.**
- Point out the features of this expository text: the table of contents, headings, and captions. **This book has special features that are found in expository texts. For example, it has a table of contents. Does anybody remember what a table of contents is?** Give the students time to answer, and then point to the table of contents on page 3. **Very good! A table of contents is a list of the parts of the book, or chapters. It shows the names of the chapters and gives page numbers. Read the names of several chapters from the table of contents.**
- Page 4: **The first chapter is called "Where is Brazil?"** Have the students repeat the title of this chapter. **In the Shared Story, we read about another country in South America. What was the name of that country?** Wait for the students' responses. **Brazil and Peru are neighboring countries. That means they are next to each other.**
- Page 6: **The name of this chapter is "Meet Guilherme (ghee-LYEHRM)." This tells us about where Guilherme lives and the things he likes to do. One of the things Guilherme likes is to eat food cooked on a barbecue. A barbecue is an outdoor stove.**
- Page 11: **Look at the child in this picture. Why do you think he is dressed this way?** Wait for the students' responses. **He is dressed up for a celebration. A celebration is a special kind of party. Point to the caption next to the picture. The caption is the explanation about the picture. This caption tells us that the biggest Carnaval celebration in Rio de Janeiro, Brazil.**

Lesson 44 **Day 1**

- Pages 20 and 21: Point to the heading “Landmarks.” **This is called a heading. A heading is usually written in larger print and tells what the chapter will be mostly about. This heading tells us that this part of the book will be about the things tourists like to see in Brazil. Tourists are people who travel to new and interesting places.**
- Page 28: **The heading for this part of the book tells us that this section will be mostly about nature and wildlife. There are many rare plants in Brazil. “Rare” means unusual.**
- Read the STaR words below aloud, and ask the students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words in the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
barbecue	7	an outdoor oven or grill	Picture Walk, page 7
celebration	11	party, festival	Picture Walk, page 11
tourists	21	people who travel	Picture Walk, page 21
rare	28	unusual	Picture Walk, page 28

Lesson 44 Day 1

- Use the following optional activity to elaborate on background words with students who need more extensive oral-language development.

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
country	4	nation	Our <i>country</i> is the United States of America.
famous	4	well known	Tisha asked the <i>famous</i> singer for an autograph.
village	14	very small town	There are only five families who live in José's <i>village</i> .
enjoys	26	likes	Kaylin <i>enjoys</i> reading a story before going to sleep.

This book is about children who live in Brazil. Brazil is a country in South America. A country is a large area where people with the same laws live. What is the name of our country? Wait for the students' responses. What other countries do you know? Invite the students to share information about the countries that they know.

Christian lives in a village. A village is a very small town with a small number of homes. Do you think there are big, tall buildings in a village?

Guilherme lives near a very famous soccer stadium. When something is famous, it means many people know about it. Can you name something famous? Invite the students to share about famous people or places.

There is a large rain forest in Brazil. There are rare plants and animals that live there. A rare animal is one that is unusual or unfamiliar.

Interactive Reading

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.



Page 4 Point to the map. **This is a map of Brazil. It is one of the countries in South America. You can see some of the other countries in the illustration.** Use Whole Group Response to ask the students: **What country are we from?** Point to Brazil on the map. Use Whole Group Response to ask the students: **What country are the children in the book from?**

Think-Pair-Share

Use Think-Pair-Share to ask the students: **What is this part of the book mostly about?** Wait for the students' responses. **This part of the book gives information about where Brazil is located and what the country is like.**

Page 7 **“Barbecue” is one of our STaR words. Guilherme likes to eat foods cooked on the barbecue. This helps me to understand that a barbecue is something you cook on. When I look at the picture, I can see the food is cooking outside.** Use Think-Pair-Share to ask the students: **What does Guilherme’s father cook on the barbecue that Guilherme likes to eat?**

Page 8 Use Think-Pair-Share to ask the students: **What are some of the things that Guilherme does at his school that we do at our school?** If necessary provide the students with the following sentence stem. **In both schools, _____.** Point out the label on the picture on page 9. **This is a label. It is another feature often found in expository texts. This label tells us that the woman in this picture is Guilherme’s grandmother.**

Page 11 Use Think-Pair-Share to ask the students: **What are these two pages mostly about? In February, Guilherme likes to go to a big celebration called Carnival. “Celebration” is one of our STaR words. A celebration is a party where many people gather for a special event.**

Page 13 Read the caption at the bottom of page 12. Use Think-Pair-Share to ask the students: **Do you think Guilherme likes to play and watch soccer? Even though the author doesn’t tell us Guilherme watches soccer, we can guess that he does because it is so popular in Brazil.**

Page 15 **Christian is another child who lives in Brazil. He lives in a small village.** Read the caption at the top of page 15. Use Think-Pair-Share to ask the students: **Why can Christian easily visit his grandparents?**

Lesson 44 **Day 1**

- Page 17 Use Think-Pair-Share to ask the students: **What is this part of the book mostly about?** Point to the picture of the children walking to school as you read the caption. Use Think-Pair-Share to ask: **How does the way Christian and his friends go to school differ from the way you come to school?** If necessary, provide the following sentence stem. **The way Christian goes to school is _____, but I come to school _____.**
- Pages 18, 19 Before reading the text on these pages, use Think-Pair-Share to ask: **The heading for this part of the story is “At Home.” What do you think we will find out about Christian and his family in this part of the book?**
- Page 21 **I just read our STaR word “tourists.” Tourists are people who travel to visit interesting places.** Use Think-Pair-Share to ask the students: **What are some of the special places tourists come to see in Brazil?**
- Page 23 **Ingrid is the third child from Brazil in this book.** Use Think-Pair-Share to ask the students: **What do we find out about Ingrid from the part of the book called “Meet Ingrid”?**
- Page 24, 25 Before reading these pages, read the heading, and then use Think-Pair-Share to ask the students: **What do you think the pictures will teach us about the hard work that Ingrid and her family do?**
- Page 27 Use Think-Pair-Share to ask the students: **What are some things that Ingrid enjoys doing?**
- Page 28, 29 Use Think-Pair-Share to ask the students: **What is this part of the book mostly about? The author tells us that the rain forest is home to many rare animals and plants. The word “rare” is a STaR word that means unusual.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let's **cel-e-brate** a **word** we've **learned**.

We'll **make** a **sentence**. It's **our** turn.

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie’s Questions:

What does Guilherme like to eat on the barbecue?

What celebration does Guilherme enjoy?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>fish</i>	Good answer. Can you say that in a complete sentence? <i>Guilherme likes to eat fish.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “Guilherme likes to eat fish.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>Guilherme likes to eat fish.</i>	Good answer. Can you add some details to your sentence? <i>Guilherme likes to eat fish that his father cooks on the barbecue.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where does his father cook the fish?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Partner Practice Booklet 7
Chart paper
Alphie picture card

Shared Story

Fluency Flyers for lessons 44–48

Shared Story 44:
A Trip to the Inca Kingdom

Language development cards for lesson 44*

Word cards part 2*

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Reading Celebration certificates

STaR

STaR story:
We're from Brazil

Idea tree poster*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users



Read & Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

Whole Group Response →



Partner Practice Booklet 7

FastTrack Phonics

Comparing “ur,” “ir,” and “er”—Part 1

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 23. Partners will take turns reading Alpie’s new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**
- When the students have finished reading, ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “dirty”). Draw a circle around the tricky part of the word to remember how to read it. (The “y” makes the long e sound.)

d i r t (y)

Find Words with the Sound



Finger Detective

- Tell the students that they are going to look for all the words with the /ur/ sound in Alpie’s story. Partners will take turns rereading Alpie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ur/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /ur/ sound in words, regardless of the spelling.

We have a **birdbath** in our garden. Every morning, the **birds** come to sip from it. The big, **thirsty birds** are the **first** to arrive. The small ones have to wait their **turn**! Last Sunday, I ran into the garden and caused a **stir**. I **twirled** around until my **skirt** was a **blur**. It scared the **birds**. Then I **turned** to run and fell in the **dirt**! I wasn’t **hurt**, but I **burst** into tears because Mom said, “You’ll just have to go to **church** in your **dirty skirt**!”

List Words on the Chart

Interactive Whiteboard Users →
Method varies

- When partners have completed the task, ask them to identify the different ways they saw the /ur/ sound spelled (“ur” and “ir”). Tell the students that you will make a chart that shows the different spellings for Alphie.
- Make a chart with two columns on a piece of chart paper. Label one column “ur” and the other “ir.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ur	ir
①		
②		
③		

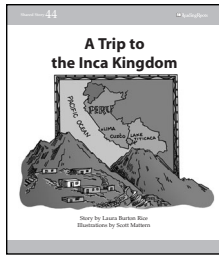
Random Reporter →
Team Celebration Points →

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ur” and “ir.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: Did you find any /ur/ words in that sentence? Decide with your teams what column the word belongs in.
- Use Random Reporter to select students to share any words that contain the /ur/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.
- Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students choose one word from each category to write in the same column and row on their own charts.
- Your final chart will look like this:

	ur	ir
①	turn, blur, hurt, burst, church	first, stir, skirt, dirt
②	turned	thirsty, twirled, birds, dirty
③		birdbath

Lesson 44 Day 2

- Underline the base word, and circle the ending for the row 2 words. Have the students do the same in their Partner Practice Booklets.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ur/ sound spelled with “ur” or “ir.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Shared Story

Partner Reading—Part 1

- Distribute the Fluency Flyers for lessons 44–48. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 2

Green Words

loads wheels hiked
roads carts rows

Challenge Word

arrow

Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Challenge Word

- Model how to sound out the challenge word. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence.

Lesson 44 Day 2

Teacher Modeling →

Word	Possible Mispronunciations	Sentences for Checking
ar-row	AR-roe ("ar" as in "car")	The boy liked to hunt with a bow and <u>arrow</u> .

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Picture Cards

Inca Kingdom
Incas

Guided Partner Reading—Part 2

Let's review some of the words we will see in this part of the story. Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 3–5). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.

Lesson 44 Day 2

- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Partner Story Questions—Part 2

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

What did the Incas make long ago? [*The Incas made strong stone homes and roads.*]

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

Partner Practice

1. Tell one important thing the Incas could not make.

[*The Incas could not make wheels. / They had no carts to carry big loads.*]

2. Circle the right answer.

The Incas had no carts for big loads. A cart is:

A. like a box with wheels

B. like a train

C. like a car

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences relate facts about Peru.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 2 (pages 3–5) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



Focus on Fluency

Read with Expression

Team Celebration Points

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 44.



Between the Lions

STaR

Think-Pair-Share

STaR Review

Review the title and author of the story as you display the front cover. Ask the following questions. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Display the cover of the book. **What is the title of this story?** [*The title is We're from Brazil.*]

Display page 4. **In what country do the children in this book live? In what country do you live?**

What does Guilherme like to eat that his family cooks on the barbecue? [*Guilherme like to eat fish and steak on the barbecue.*] **Have you ever eaten something cooked on a barbecue?**

To what celebration does Guilherme go? [*He goes to a celebration called Carnival.*]

Have you ever gone to a celebration? What kind of celebration was it?

Display page 12. **Why is the Brazilian soccer team famous? What famous team do you know?**

Display page 14. **Why does everyone know one another in Christian's village?**

What do the tourists visit in Brazil? [*Tourists visit waterfalls and a mountain.*] **Have you ever been a tourist and visited a new place?**

Display page 26. **What is something that Ingrid enjoys? What do you enjoy doing?**

Why are the rare animals in the rain forest in danger? [*The rare animals in the rain forest are in danger because people want to cut down the trees that are their homes.*] **Have you ever seen a rare animal? Where did you see it?**

Structure Review

Idea Tree



Whole Group Response



Think-Pair-Share

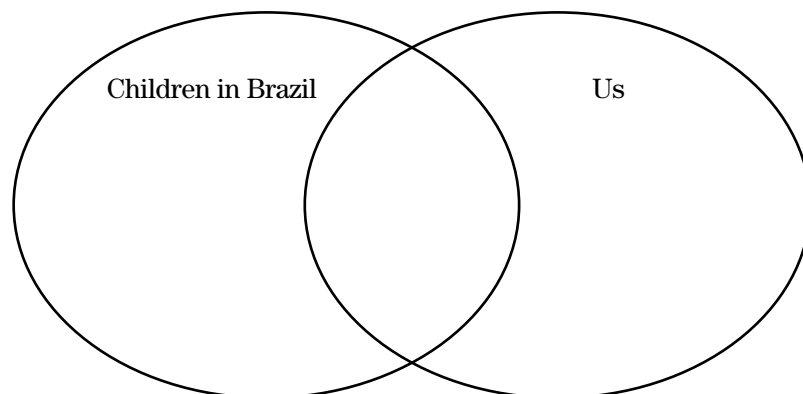


- Display the idea tree poster. **Let's use our idea tree to help us think about important parts of the expository text.**
- WGR: **What is the title of the story?** *[The title is We're from Brazil.]*
- TPS: **What is the topic of the text?** *[The topic of the text is the children of Brazil.]*
- Write the topic on the trunk of the tree. Use the prompts below to help the students generate main ideas and supporting details from the text. Draw branches on the tree to record main ideas, and draw smaller branches to record details.
- TPS: **What is one main idea in the book?** *[One main idea is family life in Brazil.]*
- TPS: **What are some supporting details about family life in Brazil?** *[Children eat with their families, visit relatives, help with housework, and play with friends.]*
- TPS: **What is another main idea in the book?** *[Another main idea is schools in Brazil.]*
- TPS: **What are some supporting details about schools in Brazil?** *[All the children in the book go to school; they all study and do homework; some schools are in the city others in small villages.]*
- TPS: **What is another main idea in the book?** *[Brazil has a huge tropical rain forest.]*
- TPS: **What are some supporting details about Brazil's tropical rain forest?** *[Plants grow well in the rain forest; rare plants and animals live in the rain forest; large parts of the rain forest are being cleared.]*

Retell

- Extend understanding about story details by rereading the story or engaging students in an interactive retell.

Option 1: Graphic Organizer: Compare and Contrast



Lesson 44 Day 2

- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle “Children in Brazil” and the other “Us.”
- Ask the students to talk in their groups about words or phrases that would only describe children in Brazil or them. Fill in the appropriate circles as the students respond.

Random Reporter

- Ask the students to talk in their groups about ways that they are the same as children in Brazil. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. [*We are the same as children in Brazil because we all go to school. We are different because children in Brazil live in Brazil and we live in _____.*]

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Random Reporter

Where is Brazil?

What does Guilherme do after school?

What famous sport do people in Brazil play and watch?

Where does Christian’s family get most of the food they eat?

Who goes to see the landmarks in Brazil?

How does Ingrid help her father?

Why are rain forests in danger?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the book (e.g., a part they enjoyed learning about, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their teams.
- Ask them to tell to which part of the idea tree their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.

Lesson 44 Day 2

- **It's time for Alpie's Question Quiz, the exciting time when Alpie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alpie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alpie's Questions:

What places do tourists visit in Brazil?

Where do rare plants and animals live in Brazil?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>mountains</i>	Good answer. Can you say that in a complete sentence? <i>They visit mountains.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They visit mountains."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They visit mountains.</i>	Good answer. Can you add some details to your sentence? <i>Tourists ride in a cable car to go up the mountain.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do tourists get to the top of the mountain?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Chart paper
Partner Practice
Booklet 7

Shared Story

Shared Story 44:
*A Trip to the
Inca Kingdom*

Language
development cards
for lesson 44*

Word cards for part 3*

Reading Strategy
Cue Cards

Sticky notes
(teacher acquired)

*Reading Reels for
Roots DVD**

Fluency Flyers

Reading Celebration
certificates

Adventures in Writing


STaR story:
We're from Brazil

Bett puppet

Writing Strategies Bank
(teacher created—optional)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

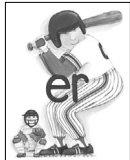


Check Day 2 Homework

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

**FastTrack Phonics**

Comparing “ur,” “ir,” and “er”—Part 2



Key Cards

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 24. Partners will take turns reading Alpie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alpie wrote another story with lots of /ur/ words.**

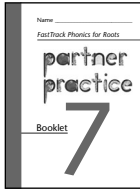
Whole Group Response →

Lesson 44 Day 3

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “dirtier”). Draw a circle around the tricky part of the word to remember how to read it. (The suffix ending “_ier” has a long e sound followed by the /ur/ sound.)

d i r t ier

Find Words with the Sound



Partner Practice Booklet 7

- Tell the students that Alphie has some new /ur/ words that they need to find in the story. Have partners take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ur/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /ur/ sound in words, regardless of the spelling.

The dirtiest place I ever go is to the farm where I ride horses. Even in winter, the dirt stirs up in a swirl when the horses trot. And when we gallop, the air is a blur of dirt! My horse’s name is Curly. His coat is as soft as rabbit’s fur, but it gets dirty! Once we rode through a shallow river, and after that, Curly’s coat returned to its bright brown color. I put a purple ribbon on his saddle. “First prize for the cleanest and most perfect horse ever!”

List Words on the Chart

Think-Pair-Share →

- When the students have completed the task, say: **I think Alphie had trouble with these words because he found some more ways to spell the /ur/ sound. We talked about using “ur” and “ir” to spell that sound. Is there another way to spell that sound? (T-P-S)**
- **Yes, the /ur/ sound can be spelled with “er.” Let’s make a new chart to help Alphie remember how to spell these words. We’ll put words with “ur,” “ir,” and “er” on the chart.**

Lesson 44 Day 3

Interactive
Whiteboard Users

Method varies

- Make a chart with three columns on a piece of chart paper. Label the columns “ur,” “ir,” and “er.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ur	ir	er
①			
②			
③			

The students have this chart in their Partner Practice Booklets. Have them label the columns “ur,” “ir,” and “er.”

- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ur/ words in that sentence? Decide with your teams what column the word belongs in.**

Random Reporter

Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /ur/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.

Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

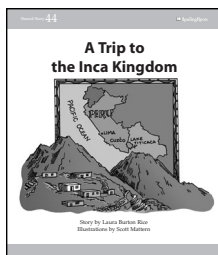
Teacher’s Note: If the students identify the word “color,” tell them to circle it because it is a special word that doesn’t follow the rules.

Lesson 44 Day 3

- Your final chart will look like this:

	ur	ir	er
①	blur, fur	dirt, swirl, first	
②	Curly, Curly's	stirs, dirty	winter, river, perfect, ever
③	returned	dirtiest	

- Underline the base words, and circle the ending for the row 2 word “stirs.” Have the students do the same in their Partner Practice Booklets.
- Underline the base words, and circle the endings for the row 3 words. Have the students do the same thing in their Partner Practice Booklets. For the word “dirtiest,” remind the students that the “y” changes to “i” before the ending is added.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ur/ sound spelled with “ur,” “ir,” or “er.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Monitor →

Shared Story

Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 3–5) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 3

Green Words

coats showed
boats wool
loaded

Challenge Words

llamas
messengers

Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
llam-a+s	LAE-mas lam-MAS	Some people raise llamas for wool.
mes-sen-ger+s Hint: Try both of the sounds for “g.”	mes-sen-ger+s (hard “g” instead of soft “g”)	Teachers send <u>messengers</u> to the office.

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading the story words in the third box and reviewing the words in all the other boxes.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Picture Cards

- wool
- llama
- messenger
- steep
- steps

Guided Partner Reading—Part 3

Let’s review some words we will see in this part of the story. Display each picture card for part 3 (or select the picture cards from the list that you think will be most helpful for your students), name each, and have the students repeat after you. Give a brief explanation, if needed, of each card. Review picture cards from parts 1 and 2 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 6–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency →

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Partner Story Questions—Part 3

Teacher Modeling →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

Are there Incas in Peru today? How do you know? [*Yes. Ramiro saw some Incas in boats on the lake.*]

Partner Practice →

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

1. **How did the Incas carry big loads?**
[*The Incas made llamas carry big loads.*]
2. Circle the right answer.
Inca messengers ran from place to place. A messenger is:
 - A. someone who makes paths
 - B. someone who fixes things
 - C. someone who brings the news**

Lesson 44 Day 3

Teacher Modeling

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences relate facts about the history of Peru.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 3 (pages 6–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

Reading Olympics Warm-up

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Remember that today is the day to see if we are ready to go for the gold!** Show sample Reading Olympics Gold Medal certificates that you have copied from the appendix. **Turn to page 7, and get ready to read with your partners. Partner Bs, read quickly, smoothly, and accurately for one minute. Partner As keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one minute, and then discuss whether the readers met the goal.
- **Partner As, raise your partners' hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 7. Partner As, raise your partners' hands if they finished page 7.**
- **If you reached the goal with accuracy, you are ready to go for the gold and read for me! Raise your hand, and I will put your name on the list. Then I will ask you to read for me in the next few days.**
- Write down the names of students who think they are ready to read for an individual fluency assessment. **If you didn't reach your goal today, practice on your own. Then tell me when you feel ready to have me time you while you read.**

Start the Reading Olympics Warm-up on page 7. The goal is to read accurately to the end of page 7 in one minute.



Focus on Fluency

Read with Expression

Team Celebration Points

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the *Between the Lions* segment for lesson 44.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the chart paper. Review what the students learned about children in Brazil. **In the story *We're from Brazil*, we learned a lot about the lives of the children who live in that country. Let's review some of the things that we learned about Brazilian children.**
- Display pages 8, 9, 17, and 36. **We see children in school and doing homework. Guilherme does his homework at the table, Christian sits at a desk in his school, and Ingrid does her homework on her bed.**
- Display pages 24 and 25. **We see Ingrid doing chores with her family. She helps with the dishes and washing clothes.**
- Display page 16. **We see Christian with his friends. They walk to school together.**
- Display page 7. **We see Guilherme outside eating with his family. They are preparing food on the barbecue.**
- **We have seen what children in Brazil do during the day.**
- Introduce the writing assignment. Explain that the students will take notes on a chart to help them think about what they do on a typical day. Model the process by writing notes about your own day.
- **Now we need to think about what we do on a typical day. We are going to think about things we do in the morning, during school, after school, and at night.**
- **Bett and I will show you how you can organize your ideas by writing them on a chart.** Draw a chart with four columns. Write the headings at the top of each column as you introduce them. **You will tell about four different parts of your day. First, you'll tell about the morning.** Write "Morning" at the top of the first column. **Then, we'll tell about what we do at school.** Label the second column

Lesson 44 Day 3

“At School.” **After that, we’ll tell what we do after school.** Label the third column “After School.” **Finally, we’ll tell what we do before bed.** Label the fourth column “Before Bed.”

- **These headings will help us organize our papers. We’ll use each one to tell about a different part of the day. Let’s start with the first heading. It says, “Morning.” You need to tell about the things you do in the morning. What are some things you do in the morning?** Use Think-Pair-Share to have the students respond.
- To Bett: **Bett, what are some things you do in the morning?**
- As Bett: **Well, I always comb my fur so it will look nice and neat. And I eat honey for breakfast. Then, of course, I have to brush my teeth.**
- As the teacher: **Let’s write some phrases on our chart under “Morning” so we will remember the things that Bett has told us.** Write “comb fur,” “eat honey,” and “brush teeth” in the first column. Continue to ask Bett about the other parts of her day, and write responses in the appropriate columns. Include at least three things in each column.
- Model thinking of a title and introductory sentence for Bett’s paper. Then show how to write a sentence using the information in Bett’s first column.
- **We will be using the information from our charts to write our papers. We will need a title for our papers. What would be a good title for Bett’s paper?** Use Think-Pair-Share to have the students respond. Write the title at the top of a new piece of chart paper. [*Possible response: “My Day.”*]
- **Next, we need a starting sentence that will tell the reader what we are writing about. How could Bett begin her paper?** Use Think-Pair-Share to have the students respond. Write the introductory sentence. [*Possible response: On most days, I am very busy.*]
- **Now we are ready to write sentences that include the information in Bett’s chart. Looking at the first thing I wrote on my chart under “Morning” reminds me that Bett told us that she combs her fur to make it look nice. I will include that detail in my sentence to make it more interesting.** Write “Bett combs her fur to make it look nice.” **I will put a check mark next to “comb fur” so I know I already included that information in my sentences.** Work with the students to think of other sentences that include all the details from the “Morning” column on Bett’s chart. Encourage the students to think of sentences that use more than one idea, such as “I eat honey for breakfast, and then I brush my teeth.”

Partner Planning

- Have the students return to their seats. Guide the students to create their own four-column charts with the headings from the chart paper in their partner writing books.
- Provide time for partners to work together to think of things that they do each day and to make notes about them in the appropriate columns on their charts. Although partners will help each other, their charts will likely contain different items. Remind the students that they should include at least three items in each column.

Lesson 44 **Day 3**

- Explain that the students should discuss how to express their ideas in complete sentences. Encourage the students to help their partners think of details that will make their sentences more interesting.
- Ask partners to tell each other what they will use for their titles and starting sentences.

Writing

Drafting

- Tell the students to begin writing their papers. Remind them to include a title and starting sentence. Then they will need to write sentences that include all the information from their charts.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:

FastTrack Phonics

Alphie’s Word
Bingo cards (one
per partnership)


Shared Story

Shared Story 44:
*A Trip to the
Inca Kingdom*
Fluency Flyers
Idea tree poster*
Reading Olympics
Gold Medal
certificates (duplicate
from appendix)
Story Test booklets
Colored pens
or pencils

Adventures in Writing

Partner writing books
(teacher acquired)
Editing Checklist
(teacher created)
Copies of the Adventures in
Writing Scoring Guide
Writing paper
(teacher acquired)

*Not needed for interactive whiteboard users



Check Day 3 Homework

Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



FastTrack Phonics

Comparing “ur,” “ir,” and “er”—Part 3



Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the /ur/ sound. Let’s take another look at the words we found.
- Display both charts with Alphie’s Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- Now we’re going to play Alphie’s Word Bingo. Pass out a bingo card to each partnership.
- Tell the students to write “ur,” “ir,” and “er,” in whatever order they choose, in the spaces along the left side of the card. Then tell them to pick one of the letter combinations to write again in the open space on the left side of the card.

Key Cards

Alphie’s Word Bingo				
	1	2	3	4

Lesson 44 Day 4

Interactive Whiteboard Users

Method varies

- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.

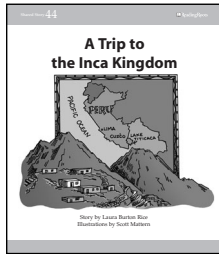
	ur	ir	er
①	turn, blur, hurt, burst, church, fur	first, stir, skirt, dirt, swirl	
②	turned, Curly, Curly’s, purple	thirsty, twirled, birds, dirty, stirs	perfect, winter, ever, river
③	returned	birdbath, dirtiest	

Interactive Whiteboard Users

Method varies

- When you call out a column and word, write the word and column number on the board.
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.

Team Celebration Points



Shared Story

Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 6–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

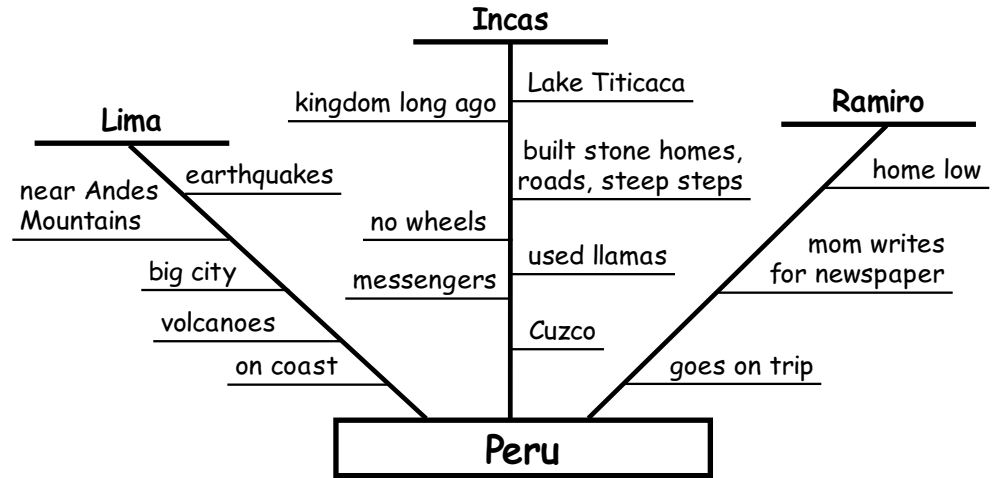
Fluency Flyer
 Award Team Points →

Summarization

- **This story is about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Ramiro Alarco and his family are made-up people, but everything else in the story is real. **Through Ramiro's eyes and activities, we learned some facts about Peru.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We'll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about life in Peru. "Peru" is the topic we will use for our idea tree.** Write "Peru" on the trunk of the tree.
- **Now that I know the topic we will use, I can think about some of the main ideas. What did the story tell me about Peru? I know. We learned facts about Lima.** Write "Lima" on a branch of the tree. **We learned some facts about the Incas, who had a kingdom hundreds of years ago.** Make a new branch on the tree, and write "Incas" on it. **We also read about Ramiro.** Make another branch, and write "Ramiro."
- **Go back to the first branch. This branch says, "Lima." What facts did we learn about Lima? (T-P-S) Record the students' responses on the small branches.**
- Have the students continue to discuss facts related to the other main ideas in the story as described above. Use as many main ideas and supporting facts as time and the readiness of your students allow. If the students give an unrelated fact, write it on the correct branch. Your completed idea tree should look similar to this one although you and your class may have some different ideas about how to group the facts.

Lesson 44 Day 4

- Orally summarize one of the branches in a sentence or two. Use Think-Pair-Share to have the students create oral summary sentences for another branch.

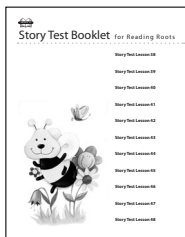


Assessment of Growth

Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words from the inside front cover of the Shared Story for a Words Out Loud score.
- Have the students who signed up after the Reading Olympics Warm-up read aloud from this or a previous Shared Story so you can record an informal score for words correct per minute. Award Reading Olympics Gold Medal certificates to students who read 60 words per minute accurately.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess



Story Test Booklet

Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

1. What did the Incas make with stones?

1 pt. — stone roads / stone homes/stone steps

2 pts. — made stone steps up mountains

3 pts. — The Incas built strong stone roads, stone homes, and stone steps up the mountains.

2. How did llamas help the Incas?

1 pt. — loads / wool coats

2 pts. — carried things / llama wool for coats

3 pts. — The llamas carried things the Incas needed. / The llamas carried loads. / Llama wool was used for coats.

Circle the right answer.

3. We carry food in a cart at the market. A cart is:

A. a thick paper

B. a box with wheels used to carry things

C. a kind of road

4. Today we may see messengers on bikes. A messenger is:

A. someone who writes letters

B. someone who fixes things

C. someone who takes news or boxes from one place to another

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

Random Reporter →

Adventures in Writing

Writing Review

- Remind the students that yesterday they created charts and sentences describing what they do each day. They focused mainly on making sure that their sentences included all the information from their charts and that they were interesting for the reader.
- Explain that today they will check their sentences for mistakes. **Today we're going to take the papers that we wrote for practice and check them to make sure that they are just right. Then we'll make a final copy.**
- Tell the student to locate their charts and draft sentences in their partner writing books.

Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**

Lesson 44 **Day 4**

- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.
- **To earn the first 2 points, you have to have at least three items in each column of your chart. Then you have to have a title, a starting sentence, and sentences that tell about the things you do each day.**
- **To earn the next 2 points, your sentences need to include all the information from your chart.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

Polishing

- Instruct the students to write their polished copies of their sentences. **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed.


Lesson 44 **Day 4**

Team Celebration Points

- Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Team Celebration Points

- Award team celebration points to students who share an error that they or their partners found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.
- Post polished copies of the students' writing on a writing celebration bulletin board.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Preparation for the Next Lesson

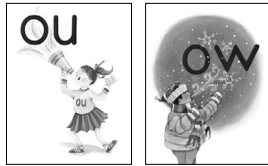
- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

Extension Activity *(optional)*

- Introduce and play a tourist game.
- **Today we will play a game in which we will pretend that we are tourists visiting Brazil. As we play this game, we will think about the things that tourists may see when they visit Brazil. What are some of the things that a tourist might see when he or she visits the Brazil? Wait for the students' responses. Yes, visitors to Brazil might see waterfalls, mountains, cable cars, rare animals, rare plants, the rain forest, Carnaval, and soccer games.**
- Quickly place students in small groups of five or six students.
- **One person in each group will start the game by saying, "I'm a tourist in Brazil. On my visit, I will see..." and then name something a tourist may see in Brazil. For example, you might say, "I will see a rare animal." After you're finished, the person next to you will say, "I'm a tourist in Brazil. On my visit, I will see a rare animal," and then that person will name something he or she might see in Brazil. After everyone in each group has had a chance to name something that he or she might see in Brazil, we will share the things we thought of with the class. So you must listen carefully to remember the things the tourists in your group will see.**

At a Glance

FastTrack Phonics



Days 2–4:
New sound: /ou/ and /ow/

Shared Story



Shared Story:
The Magic Lake
by Wendie Old and
Laura Burton Rice



Review Sound: /x/

Thematic focus:

Legend genre

Strategies/Skills:

Summarizing to describe
narrative story plot

STaR

STaR Story:
*At Home in the
Rain Forest*
written by Diane Willow,
illustrated by
Laura Jacques

Students will identify facts
in an expository text.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

Students will use the
Writing Strategies Bank
to write a sentence to
critique the STaR story.

Adventures in Writing

Students will write poems
(a cinquain about a
story character).

Students will use the
Writing Strategies Bank
for words they do not
know how to write.

Students will provide
feedback to their
partners to help them
make their sentences
more interesting.

Students will use the
Editing Checklist to check
their own work and their
partners' work to identify
and correct errors.

You will need:**Team Celebration**

Team score sheets for lesson 45 (print from the Reading Roots Data Tools database)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 44

Cooperative Learning Cue Cards

Shared Story

Shared Story 45:
The Magic Lake

Language development cards for lesson 45*

Word cards for part 1*

Map with labels* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Read & Respond forms

STaR

STaR story:
At Home in the Rain Forest

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

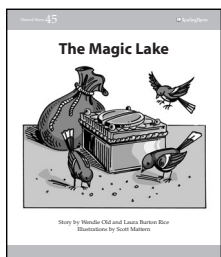
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute the team score sheets for lesson 45. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 44, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Shared Story

Previewing

Think-Pair-Share →

- Let’s preview the story by thinking about the title and the front cover picture. Remember, this will help us understand the story better when we read it.
- The story we are going to read today is not like *A Trip to the Inca Kingdom*. That story gave us information about the land and history of the Incas. The story we are going to read today is a legend. A legend is like a fairy tale because it has magic and make-believe. But a legend also has some truth. For example, a legend is often about real people and places from a long, long time ago. But the story about these people and places is made up.
- Our legend about the Incas is called *The Magic Lake*. The ancient Incas may have thought that Lake Titicaca (tee-tee-KAH-kuh) was a magic lake. Point to Lake Titicaca on the map. In the legend, Lake Titicaca is called “the lake where sky and water meet.” It is the highest large lake in the world.
- This book has a very mysterious front cover. I wonder if there is something valuable in the shiny box and in the bag behind it. And why are there three blackbirds hovering and pecking around the box and bag? Can you make a guess? (T-P-S)

*For students who need additional language development, choose **one** of the following options to continue previewing. If you do not have the video Word Plays for the Shared Stories, use option A. If you plan to use the video, skip option A, and move on to option B.*

Picture Cards

Incas	son
prince	illness
llamas	palace
jail	

Option A: Teacher Overview

- Now let’s look through the book to see if we can find out more of what this story is going to be about.
- Show selected pages of the story, and point out the features mentioned. Page 1: **In this old story, two men are going to help the king of the Incas. They may look like soldiers because of their helmets, but the two on the left are wise men, and the man on the right is the king. Here is that mysterious box that we saw on the front cover of the book. This shiny box must play an important part in this story. What is it for? How do you think it will help the king of the Incas?** (T-P-S)

Video Words



prince	ill
wisemen	gold
mother	father
son	magic box
feather	crab
sacred	

Option B: Video Word Play

- Now we’re going to watch a video that will help us find out more about the story. Show the video Word Play for Shared Story 45 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the “Do You Remember?” section.
- Let’s review some words we will see in the story. Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Word Presentation—Part 1



Animated Alphabet



The Sound and the Furry

Green Words

fix illness next
poor throw jail

Green Words

- **Let’s practice the special letter we’ll see a lot in today’s story.** Play the Animated Alphabet segment, or display the key card for “x.” Have the students review the alliterative phrase and practice the sound.
- **Now let’s practice reading some words.** Show the video segments for Sound It Out for lesson 45.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

The judge said, “Throw this man in jail. This thief should not be on the streets.” In this story, “throw” really means put.

- **Let’s practice some words with “x” by playing Quick Erase.**
six...mix...fix...fox...box...ox...ax...exit

Challenge Words

wise magic decided

Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
de-cid(e)+ed base word+ ending Hint: The “c” often has the /s/ sound when followed by “i.”	DEK-id-ed dee-KIED-ed DES-id-ed	I <u>decided</u> to take a trip.
mag-ic	MAG-ik (hard g) MAE-jik	In made-up stories, <u>magic</u> things happen.
wise	WIES	I was <u>wise</u> to read at home.

Red Words

son daughter
father feathers

Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.

Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Shared Story →

Monitor →

Team Celebration Points →

Focus on Fluency →
Read Smoothly

Partner Story Questions—Part 1

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

Why didn't the farmer's water help the king's son? [*The farmer filled the gold box with plain water, not water from the magic lake.*]

- **Now we'll try to complete a different kind of sentence about words, a vocabulary question. Let's read this sentence together.** Use Think-Pair-Share to choose the right answer.

Circle the right answer.

The king asked the wise men what to do. Wise means: [*smart*].

A. smart B. big C. quick

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. **What happened to the farmer?**

[*The king put the farmer in jail.*]

2. Circle the right answer.

The king wanted his son's illness to go away.

Illness means:

A. house

B. sadness

C. sickness

Monitor

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

STaR Words

suddenly	scent
balance	slender

Background Words

above	escape
sharp	sip

STaR**STaR story:*****At Home in the Rain Forest***

Written by Diane Willow

Illustrated by Laura Jacques

Summary: *This expository text explores the South American rain forest.*

The journey begins at the top of the rain forest, travels from the emergent layer through the upper and lower canopies to the bushy understory, and ends on the ground layer. Along the way, the author describes the vegetation and animal life in each layer while demonstrating their interrelatedness in this unique habitat.

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the text, without giving away the ending. Review the underlined STaR words as appropriate.
- ***At Home in the Rain Forest* is an expository text. Remember that expository texts don't tell a story. They tell us about something that is real and give us information about it. Expository texts have big topics, or main ideas. That is what they are about. A sentence that tell us a main idea is called a topic sentence. Look at the front cover of this book. Can you tell what it is about? Wait for the students' responses.**
- Point out the special features, illustrations and captions, of this expository text. **There are small illustrations on each page and captions that describe the illustrations. These are features of expository text. The small illustrations show specific examples of animals and plants that the text tells about, and the captions are the words that identify the examples.**
- Cover: **What clues do you see about who is at home in the rain forest? When we read this book I wonder if we will find out who or what lives in the rain forest.**
- Pages 6 and 7: **Look at this picture. What animals do you see that live in the rain forest? Wait for the students' responses. Yes, there are a lot of monkeys in this picture. Point to the picture of the red howler at the bottom of page 6. The caption under this animal tells us that this is a red howler monkey.**
- Pages 10 and 11: **Look at these beautiful flowers. I can imagine their sweet scent. The scent is the flower's smell.**
- Pages 14 and 15: **Here are some colorful animals that live in the rain forest. We've seen these birds before in the STaR story *Beaks*. These birds have sharp beaks to help them eat their food.**

Lesson 45 **Day 1**

- Pages 20 and 21: **There are a lot of small animals on these pages. Why do you think they are all on this green plant? Wait for the students' responses. When we read the book, we'll find out if your ideas are in the book.**
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of each word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
suddenly	6	quickly	The sky <i>suddenly</i> turned dark as an unexpected rainstorm approached.
scent	10	a smell	Picture Walk, page 10 The <i>scent</i> of the flowers in Amanda's garden reminds me of perfume.
balances	12	holds steady	Cady <i>balances</i> a big pile of books with one hand as she opens the door to her room.
slender	36	thin	The tall, <i>slender</i> blades of grass tickled Janell's legs as she walked through the field.

Lesson 45 Day 1

- Use the following optional activity to elaborate background words with students who need more extensive oral-language development.

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
above	2	at a higher place than	Brandon had a bird's-eye view of the game as he watched from a window <i>above</i> the field.
escape	6	get away	To <i>escape</i> from the noise of her brother practicing the trumpet, Leanne closed her door.
sharp	14	having a fine point	Josephina held the <i>sharp</i> scissors carefully so she wouldn't cut herself.
sip	22	taste	When Leo took a <i>sip</i> of hot chocolate, it burned his tongue, so he let it cool before he drank more.



This book is about the rain forest in South America. Many of the illustrations in the book make us feel like we are above the rain forest. “Above” means at a higher place.

Some of the animals in the rain forest chase other animals. The animals being chased move quickly to escape; they want to get away.

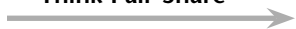
Many of the animals in this book have sharp claws. Sharp claws have a fine point that can cut or put a hole in things. These sharp body parts help the animals eat and survive in the rain forest.

Pantomime taking a sip of a drink. What am I doing? Wait for the students to respond. I am taking a sip of a drink. A sip is a small taste of a drink.

Interactive Reading

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.

Think-Pair-Share



Pages 2, 3 **The book says the rain forest looks like an ocean.** Use Think-Pair-Share to ask the students: **How is the top of the rain forest like an ocean?**



Pages 4, 5 **This part of the book tells about animals that live near a kapok tree.** Use Think-Pair-Share to ask the students: **When did we read about kapok trees before?** Wait for the students' responses. **In the book *Trees Around the World*, we read about kapok trees.**

Point to the illustration of the kapok pod at the bottom of page 4. **This illustration shows a kapok pod filled with the cottonlike stuffing we learned about in the book *Trees Around the World*. The other illustrations show plants and animals that live at the top of the rain forest.**

Pages 6, 7 **The book tells us the eagle suddenly flew from its perch. “Suddenly” is a STaR word.** Use Think-Pair-Share to ask the students: **What does the word “suddenly” mean?** Wait for the students' responses. **When something happens suddenly, it means it happens quickly.** Use Think-Pair-Share to ask the students: **Why does the harpy eagle suddenly fly into the canopy?** Wait for the students' responses. **The eagle chases the monkeys.**

Pages 8, 9 Use Think-Pair-Share to ask the students: **What are some of the animals this part of the book tells about?** [*Monkeys, woodpeckers, cicadas, and the passionflower butterfly.*]

Pages 10, 11 **The book tells us that the scent of the vanilla from the vanilla bean sweetens the air. “Scent” is a STaR word. A scent is a smell from something.** Use Think-Pair-Share to ask the students: **How do we know that the scent of the vanilla bean is a good smell?** Wait for the students' responses. If necessary, provide the following sentence stem. **We know the scent of the vanilla bean is a good smell because [*it sweetens the morning air*].**

Pages 12, 13 Use Think-Pair-Share to ask the students: **What animals eat the figs that grow in the rain forest?** Wait for the students' responses. **Toucans, parrots, and woolly monkeys eat the figs.**



Point to the picture of the parrot balancing on one foot in the center of the illustration. **Look at this parrot. It balances on the branch with one foot while it picks a fig with the other foot. “Balances” is a STaR word that means holds steady. The parrot uses one foot to hold itself steady while it grabs a fig with the other foot.** Invite the students to show you how they balance on one foot like the parrot.

Lesson 45 Day 1

Pages 16, 17 Use Think-Pair-Share to ask the students: **What is unusual about the three-toed sloth?** Wait for the students' responses. If necessary, provide the following sentence stem. **The sloth does** *[everything upside-down]*.



Pages 18, 19 Point to the illustrations at the bottom of page 4. **The author put these small illustrations of the animals here with captions that tell what each animal is.**

Think-Pair-Share

Pages 20, 21 **Look at all the colorful animals on this plant that grows in the trees.** Use Think-Pair-Share to ask the students: **Why are all these animals visiting this plant?** Wait for the students' responses. If necessary, provide the following sentence stem. **These animals visit the plant in the trees to** *[get a drink of water]*.

Pages 22, 23 **There sure is a lot of activity in this part of the rain forest.** Use Think-Pair-Share to ask the students: **What are some of the things that happen here?**

Pages 24, 25 Use Think-Pair-Share to ask the students: **What is this part of the book mostly about?**

Pages 26, 27 Use Whole Group Response to ask the students: **What looks like a slender vine that the ants pass by?** *[A snake.]* **“Slender” is a STaR word that means thin. The snake is long and thin and looks like a vine wrapped around the tree.** Use Think-Pair-Share to ask the students: **How does the iguana get away from the snake that sneaks up on it?**



Pages 28, 29 Point to and tell the names of the animals the text talks about on these pages. Use Think-Pair-Share to ask the students: **How can I tell which animal is which on this page?** Wait for the students' responses. **I can use the information from the text and look at the small illustrations with captions to help figure this out.** Point to the capybara. **I know this animal is the capybara because the small illustration at the bottom of the page has a caption that tells its name.** Point to the tapir. **This animal is a tapir. I can use the description from the text and the small illustration to help me figure this out.**

Pages 30, 31 Use Think-Pair-Share to ask the students: **Why will creatures and plants disappear from the rain forest if trees continue to be cut down?** Wait for the students' responses. If necessary, provide the following sentence stem. **They will disappear because they** *[won't have a home]*.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let's cel-e-brate a word we've learned.

We'll make a sentence. It's our turn.

Lesson 45 Day 1

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their teams.

Random Reporter →

- Use Random Reporter to select students to share their sentences with the class.

Team Celebration Points →

- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)

Random Reporter →

- Use Random Reporter to select one student from each team to share the team's written sentence with the class.

Team Celebration Points →

- Award team celebration points to students who successfully share a complete sentence.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie’s Questions:

What does the scent of the vanilla bean do in the rain forest?

Why does the harpy eagle suddenly dive into the canopy of the rain forest?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>makes the air sweet</i>	Good answer. Can you say that in a complete sentence? <i>The scent of the vanilla bean makes the air sweet.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “The scent of the vanilla bean makes the air sweet.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>The scent of the vanilla bean makes the air sweet.</i>	Good answer. Can you add some details to your sentence? <i>The scent of the vanilla bean makes the air sweet by drifting from the ripened bean.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How does the scent of the vanilla bean sweeten the air?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Partner Practice Booklet 7
Chart paper
Alphie picture card

Shared Story

Shared Story 45:
The Magic Lake
Language
development cards
for lesson 45*
Word cards for part 2*
Reading Strategy
Cue Cards
Sticky notes
(teacher acquired)
Fluency Flyers
*Reading Reels for
Roots DVD**
Reading Celebration
certificates

STaR

STaR story:
At Home in the Rain Forest
Idea tree poster*
Editing Checklist
(teacher created)
Writing Strategies Bank
(teacher created–optional)
Partner writing books
(teacher acquired)
Sentence strip and
marker for each team
(optional)

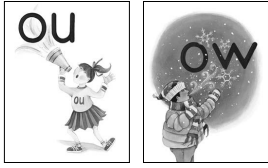
*Not needed for interactive whiteboard users



Read &
Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

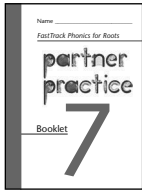
FastTrack Phonics

Comparing “ou” and “ow”—Part 1

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 25. Partners will take turns reading Alpie’s new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**
- When the students have finished reading, ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “around”). Draw a circle around the tricky part of the word to remember how to read it. (The “a” makes the /uh/ sound.)

Whole Group Response



Partner Practice Booklet 7

a r o u n d

Find Words with the Sound

- Tell the students that they are going to look for all the words with the /ou/ sound in Alpie’s story. Partners will take turns rereading Alpie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ou/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /ou/ sound in words, regardless of the spelling.



We have a mouse in our house. We found out about it one night when Dad was prowling around down in the kitchen for some soup. He’s always up late, like an owl! We heard Dad growl and our cat gave a loud meow. “What now?” Mom said with a frown. We were too drowsy to check it out. In the morning after his shower, Dad told us about the mouse.

“How do we get it out of the house?” we shouted.

“Oh, the cat will figure that out,” Dad vowed.

List Words on the Chart

Interactive Whiteboard Users →
Method varies

- When partners have completed the task, ask them to identify the different ways they saw the /ou/ sound spelled (“ou” and “ow”). Tell the students that you will make a chart that shows the different spellings for Alphie.
- Make a chart with two columns on a piece of chart paper. Label one column “ou” and the other “ow.” Then divide the chart paper into two rows. Your chart paper will look like this:

	ou	ow
①		
②		

Random Reporter →
Team Celebration Points →

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ou” and “ow.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ou/ words in that sentence? Decide with your teams what columns the words belong in.**
- Use Random Reporter to select students to share any words that contain the /ou/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, and those in the second row are two-syllable words and/or words with inflectional endings.
- The students will write the words on their charts in their Partner Practice Booklets. Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.
- Your final chart will look like this:

	ou	ow
①	mouse, house, found, out, our, loud	down, owl, growl, now, frown, how
②	around, shouted, about	prowling, vowed, meow, drowsy, shower

- Underline the base words, and circle the endings for the words “shouted” and “vowed” in row 2. Have the students do the same in their Partner Practice Booklets.

Lesson 45 Day 2

- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ou/ sound spelled with “ou” and “ow.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Shared Story

Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 2

Green Words

expect explained
plucked

Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Challenge Words

extra finding

Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Lesson 45 Day 2

	Word	Possible Mispronunciations	Sentences for Checking
Teacher Modeling →	ex-tra	ex-TRA (short “a”)	I took <u>extra</u> clothes in case I got wet.
Guided Practice →	find+ing Red Word + ending	FIND+ing (short “i” instead of long “i”)	I need help <u>finding</u> your house.

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Team Celebration Points

- Award team celebration points to students who share strategies they used to read difficult words.

Picture Cards

corn fan

Guided Partner Reading—Part 2

Let’s review some of the words we will see in this part of the story. Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Think-Pair-Share

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–7). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Monitor

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.

Lesson 45 Day 2

- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Focus on Fluency

Read Smoothly

Partner Story Questions—Part 2

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

Why does Sumax want to find the magic lake? [*Sumax wants to get her father back.*]

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

Partner Practice

1. How did the birds help Sumax?

[*The birds plucked their feathers and gave them to Sumax to make a magic fan.*]

2. Circle the right answer.

Six birds **plucked** feathers from their wings for Sumax.

Plucked means:

A. cleaned

B. puffed up

C. pulled out

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 2 (pages 5–7) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



Focus on Fluency

Read with Expression

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 45.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share →

STaR Review

Review the title and author of the story as you display the front cover. Ask the following questions. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Display the front cover of the book. **What is the title of this story?** [*The title is At Home in the Rain Forest.*]

Display page 2. **What did the leaves of the trees in the rain forest look like from above? What can you look at from above where you live?**

Where did the harpy eagle suddenly fly? [*The eagle suddenly flew into the trees.*] **Have you ever done something suddenly? What did you do?**

Display page 6. **From whom were the monkeys trying to escape?**

What scent sweetened the forest air? [*The scent of the vanilla beans.*] **Have you ever smelled a sweet scent? What made the scent?**

A parrot balances on one foot to get figs from a tree. How do monkeys hold on to trees when they eat figs? [*They hang on to the trees with their tails.*] **Have you ever balanced on one foot? How long did you balance?**

Display page 16. **How did the sloth's sharp hooks help it? What could sharp hooks help you do?**

Display page 22. **Where did the lizard get a sip of water? What do you like to sip?**

Why did the boa look like a long, slender vine? [*The boa looked like a long, slender vine because it was green and wrapped around the tree.*] **Have you ever discovered that something wasn't what you thought it was? What did you mistake for something else?**

Idea Tree →

Structure Review

Whole Group Response →

Think-Pair-Share →

- Display the idea tree poster. **Let's use our idea tree to help us think about important parts of the text.**
- WGR: **What is the title of the story?** [*At Home in the Rain Forest.*]
- T-P-S: **What is the topic of the story?** [*The text tells what plants and animals live in the rain forest.*]
- Write the topic on the trunk of the tree. Use the prompts below to help the students generate main ideas and supporting details from the text. Draw branches on the tree to record main ideas, and smaller branches to record details.
- T-P-S: **What is one main idea in the text?** [*There are many animals that live at the top of the rain forest.*]

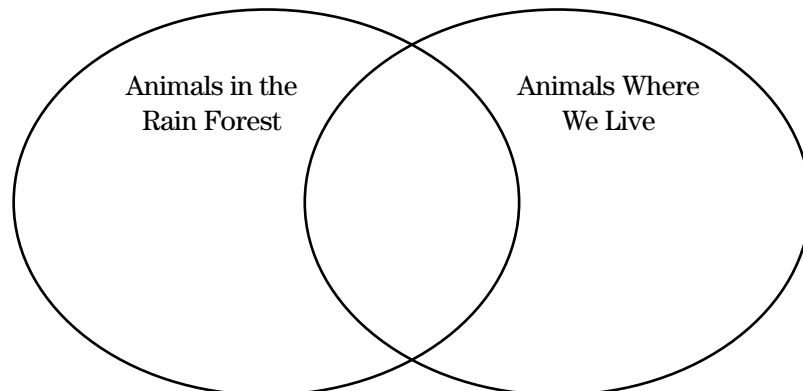
Lesson 45 Day 2

- T-P-S: **What details support this main idea?** [*Howler monkeys swing between the treetops. Eagles look down on the animals in the trees. Butterflies are attracted by vanilla beans.*]
- T-P-S: **What is another main idea in the text?** [*Animals in the trees visit the ponds that form in the plants with roots in the air.*]
- T-P-S: **What details support this main idea?** [*Salamanders lay eggs in the ponds. Tree frogs bring their tadpoles to the ponds to grow up. Snails and beetles live their whole lives in the ponds. Lizards drink water from the plant ponds.*]
- T-P-S: **What is another main idea in the text?** [*Many insects live on the rain forest floor.*]
- T-P-S: **What details support this main idea?** [*Leaf butterflies live on the forest floor. Leaf cutter ants get leaves and take them to their nests on the rain forest floor. Millipedes, spiders, and ants search the rain forest floor for food.*]

Retell

- Expand understanding of book details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle “Animals in the Rain Forest” and the other “Animals Where We Live.”
- Ask the students to talk in their groups about what they remember about each subject. Use Random Reporter to have the students share their answers. Fill in the appropriate circles as the students respond.
- Ask the students to talk in their groups about what they remembered that was the same about both subjects. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. [*Birds live in both the rain forest and where we live. Monkeys live in the rain forest, but not where we live. Dogs live where we do, but not in the rain forest.*]

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Think-Pair-Share →

Where do bats go after they finish eating?

Why is the rain forest so loud?

Why does the fruit from the cannonball tree frighten the animals?

What are some of the creatures that live in the trees?

What are some animals that get their food from the trees in the rain forest?

What are some of the animals that visit the stream?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the book (e.g., a part they enjoyed learning about). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their teams.
- Ask them to tell to which part of the idea tree their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

Editing Checklist
.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Lesson 45 **Day 2**

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points

Alphie's Questions:

Why does the parrot balance on one foot?

Why does the boa look like a slender vine?

Fostering Richer Language


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to eat food</i>	Good answer. Can you say that in a complete sentence? <i>The parrot balances on one foot to eat.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The parrot balances on one foot to eat."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The parrot balances on one foot to eat.</i>	Good answer. Can you add some details to your sentence? <i>The parrot balances on one foot to eat and uses the other foot to get and hold its food.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What does the parrot do with the other foot?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Read & Respond

Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Partner Practice
Booklet 7
Chart paper
Alphie card

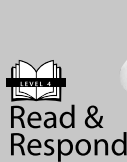
Shared Story

Shared Story 45:
The Magic Lake
Language
development cards
for lesson 45*
Word cards for part 3*
Reading Strategy
Cue Cards
Sticky notes
(teacher acquired)
*Reading Reels for
Roots DVD**
Fluency Flyers
Reading Celebration
certificates

Adventures in Writing

Shared Story:
The Magic Lake
Chart describing the criteria
for each line of a cinquain
(teacher prepared)
Writing Strategies Bank
(teacher created–optional)
Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users



Read &
Respond

**Check Day 2 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

FastTrack Phonics

Comparing “ou” and “ow”—Part 2

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 26. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphie wrote another story with lots of /ou/ words.**

Lesson 45 Day 3



Finger Detective

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (e.g., “trousers”). Draw a circle around the tricky part of the word to remember how to read it. (The “s” makes the /z/ sound.)

t r o u **s** e r s

Find Words with the Sound



Partner Practice Booklet 7

- Tell the students that Alphie has some new /ou/ words that they need to find in the story. Have partners take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ou/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /ou/ sound in words, regardless of the spelling.



The circus is coming to town! We love to go down to the big tent. The clowns are the most fun of all. They run around in funny trousers and make loud, silly sounds. Sometimes they tumble on the ground. Even their frowns are upside down! I like the clown who wears a big, round flower and squirts it in a shower. The group of acrobats makes us shout “Wow!” The growling, leaping tigers deserve to wear crowns. But the clown is the king of the circus, and takes the biggest bow.

Think-Pair-Share

List Words on the Chart

- When the students have completed the task, ask them to identify the different ways they saw the /ou/ sound spelled (“ou” and “ow”). Tell the students that you will make a chart that shows the different spellings for Alphie.

Lesson 45 Day 3

Interactive Whiteboard Users

Method varies

- Make a chart with two columns on a piece of chart paper. Label one column “ou” and the other “ow.” Then divide the chart into three rows. Your chart will look something like this:

	ou	ow
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ou” and “ow.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ou/ words in that sentence? Decide with your teams what column the word belongs in.**

Random Reporter

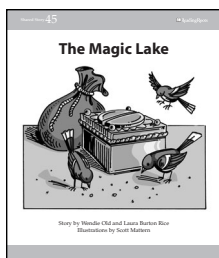
Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /ou/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets. Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.
- Your final chart will look like this:

	ou	ow
①	loud, ground, round, shout	town, down, clown, wow, bow
②	sounds, around	clowns, frowns, growling, crowns, flower, shower
③	trousers	

Lesson 45 Day 3

- Underline the base words, and circle the endings for the words “clowns,” “frowns,” “growling,” and “crowns” in row 2. Have the students do the same in their Partner Practice Booklets.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ou/ sound spelled with “ou” and “ow.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- Have the students complete the activity at the bottom of the Partner Practice Booklet page by adding endings to the words.



Monitor →

Shared Story

Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–7) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 3

Green Words

exclaimed hissed
thankful exit
ax

Challenge Words

moment quietly
others

Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

	Word	Possible Mispronunciations	Sentences for Checking
Teacher Modeling →	mo-ment	MAHN-ent	Wait a <u>moment</u> .
Guided Practice →	oth-er+s Red Word + ending	AHTH-er+s	Many <u>others</u> went to the show.
	qui-et+ly challenge word + suffix	KWITE-ly	We looked at the artist <u>quietly</u> .

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading the story words in the third box and reviewing the words in the other boxes.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Picture Cards

crab snake

Guided Partner Reading—Part 3

Let’s review some words we will see in this part of the story. Display each picture card for part 3 (or select the picture cards from the list that you think will be most helpful for your students), name each, and have the students repeat after you. Give a brief explanation, if needed, of each card. Review the picture cards from parts 1 and 2 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 8–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.

Lesson 45 Day 3

- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Focus on Fluency

Read Smoothly

Partner Story Questions—Part 3

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

How did the magic fan help Sumax? [*The fan took her to the magic lake. The fan made the big crab fall asleep. The fan made the red flying snake fall asleep. The fan took her to the sick prince.*]

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. How did the king thank Sumax?

[*The king let Sumax's father out of jail. / The king gave Sumax a gold ax, six bags of gold, and the gold box.*]

2. Circle the right answer.

The prince drank the magic water and was well.

Well means:

A. not sick

B. still sick

C. rich

Monitor

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 3 (pages 8–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

Reading Olympics Warm-up

Text: Start the Reading Olympics Warm-up on page 8. The goal is to read accurately to the end of page 9 in one minute.

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Remember that we are warming up to see if we are ready to go for the gold! Turn to page 8, and get ready to read with your partners. Partner As, read quickly, smoothly, and accurately for one minute. Partner Bs keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one minute, and then discuss whether the readers met the goal.
- **Partner Bs, raise your partners’ hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 9. Partner Bs, raise your partners’ hands if they finished page 9.**
- **If you didn’t reach your goal today, practice on your own. If you reached the goal with accuracy, you are ready to go for the gold and read for me! Raise your hand, and I will put your name on the list. Then I will ask you to read for me in the next few days. We are getting closer to the Reading Olympics tryouts!**
- Write down the names of students who think they are ready to read for an individual fluency assessment. **If you didn’t reach your goal today, practice on your own. Then tell me when you feel ready to have me time you while you read.**

Focus on Fluency

Appropriate Rate



Focus on Fluency

Read with Expression

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students’ voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the *Between the Lions* segment for lesson 45.

Team Celebration Points



Between the Lions

Adventures in Writing

Teacher’s Note: For today’s lesson, the students will write a cinquain. A cinquain is a five-line poem that describes a noun. There are many versions of the cinquain. We have chosen one for this lesson that your students should be able to understand.

Prewriting

- Have the students gather in front of the board. Review the definition of a poem. Invite the students to share poems that they know. **A poem is a piece of writing that expresses an idea in interesting language and with a musical feeling. Does anyone know a poem that they can share with the class?** Allow the students to share poems that they know. *[Possible responses: “Hickory, Dickory, Dock,” “Little Miss Muffet,” or “Humpty Dumpty.”]*
- Explain the criteria for writing a cinquain poem by creating one together with the students. **Today you are going to write a special kind of poem called a cinquain. A cinquain is a poem that describes a thing in a certain way. We will describe some of the characters that were in our book *The Magic Lake*. We will write a cinquain together to learn how!**
- Display your chart describing the criteria for each line of a cinquain.
 1. The character
 2. Two describing words about the character
 3. Three “_ing” action words about the character
 4. A sentence about the character
 5. A word that means the same thing as the character
- **A cinquain has five lines. This chart tells me about what I have to put on each line. Let’s write one together. On the first line, I have to name a person, place, or thing that my poem will be about. I will write about the king from *The Magic Lake*, so I will write “king” in the middle of my paper. Write “king” on a new sheet of chart paper or on the board. Center the word on the line.**
- **For the second line, I have to think of two words that would describe the king. What words could I use?** Use Think-Pair-Share to have the students respond. Show pictures from the book if needed. Write two words on the next line. *[Possible responses: powerful, strong, and sad.]*
- Continue in this manner until you have completed your sample cinquain.

Example:

king
strong, worried
hoping, looking for help, waiting
The king wants his son to get well.
leader

Lesson 45 Day 3

- **Now I've written a cinquain poem about the king.** Read the poem for the students. Help them feel the music of the poem. Encourage them to join in and read with you.
- Explain the writing assignment. **Today you will write a cinquain poem about another character in *The Magic Lake*. Who were some of the other characters?** Use Think-Pair-Share to have the students respond. [*The prince, the farmer, the farmer's daughter Sumax, the birds, the crab, and the snake.*]


Partner Planning

- Provide time for partners to decide which characters they would like to write their poems about. Have them talk about ideas they could include, using the criteria from your chart. If this task is difficult for your students, guide them to discuss their ideas for each line of the poem, one at a time, as demonstrated below.
- **First, think about which character you would like to write your poem about. Tell your partner whom you would like to write about.** Provide time for the students to discuss, and then use the Zero Noise Signal to recapture their attention.
- **Now talk with your partner about some words that you could use to describe your character.** Monitor partner discussions closely, providing guidance as needed. Allow the students to take notes about their ideas in their partner writing books. Use the Zero Noise Signal to recapture their attention.
- Continue in this manner until the students have planned their entire poems.

Writing

Drafting

- Tell the students to begin to write their poems. Challenge them to center each line of the poem on their papers as you did.
- Remind the students that they will work on checking their poems for errors next time. Today they will want to make sure that their poems have all the required items for each line.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:

FastTrack Phonics

Alphie’s Word
Bingo cards (one
per partnership)

Shared Story

Shared Story 45:
The Magic Lake
Fluency Flyers
Story map poster*
Reading Olympics
Gold Medal
certificates (duplicate
from appendix)
Story Test booklets
Colored pens
or pencils

Adventures in Writing

Chart describing the criteria
for each line of a cinquain
(teacher prepared)
Partner writing books
(teacher acquired)
Copies of the Adventures in
Writing Scoring Guide
Writing paper
(teacher acquired)
Crayons (optional)

*Not needed for interactive whiteboard users

Check Day 3 Homework


Read &
Respond



Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

FastTrack Phonics

Comparing “ou” and “ow”—Part 3

Alphie’s Word Bingo

Alphie’s Word Bingo	1	2	3	4

- We’ve read two of Alphie’s stories and looked for all the words with the /ou/ sound. Let’s take another look at the words we found.
- Display both charts with Alphie’s Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- **Now we’re going to play Alphie’s Word Bingo.** Pass out a bingo card to each partnership.
- Tell the students to write “ou” and “ow,” in whatever order they choose, in the spaces along the left side of the card. Then tell them to pick one or both of the letter combinations to write again in the two open spaces on the left side of the card.

Lesson 45 Day 4

Interactive Whiteboard Users

randomly generates column numbers and words that you can use for this game

- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.

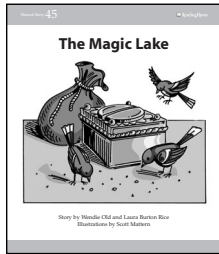
	ou	ow
①	mouse, house, found, out, our, loud, ground, round, shout	down, owl, growl, meow, now, frown, how, town, clown, wow, bow
②	around, shouted, about, sounds	prowling, vowed, drowsy, shower, clowns, frowns, growling, crowns, flower
③	trousers	

Interactive Whiteboard Users

Method varies

- When you call out a column and word, write the word and column number on the board.
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the bingo cards, and explain that all partnerships that have spelled the words correctly and written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.

Team Celebration Points



Shared Story

Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 8–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

Monitor



Fluency Flyer

Award Team Points



Summarization

- **You have read a Peruvian legend. We'll imagine that we are retelling *The Magic Lake* to a friend. Let's use our story map to help us remember the important parts of the story.**
- Have the students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As the students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

The form is a vertical rectangle divided into six sections, each with a label and a small icon:

- Title:** with a book icon and two horizontal lines.
- Setting:** with a landscape icon and two horizontal lines.
- Characters:** with a group of people icon and two horizontal lines.
- Problem:** with a question mark icon and two horizontal lines.
- Events:** with a vertical line icon and four horizontal lines.
- Solution:** with an exclamation point icon and two horizontal lines.

Story Map Poster

Title: The Magic Lake

Setting: Inca Kingdom

Characters: Inca king, son, wise men, father, Sumax, mother, birds, crab, snake

Problem: The king's son was very sick.

Events:

1. The wise men promised a gold box to anyone who could get water from the magic lake.
2. Sumax decided to look for the magic lake to get her father out of jail.
3. Birds gave Sumax feathers for a magic fan. It took her to the magic lake and made the crab and snake fall asleep.
4. The magic fan took her and the box of magic lake water to the sick prince.

Solution: The prince got well.

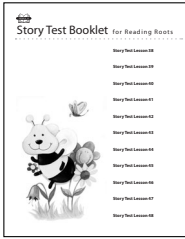
Assessment of Growth

Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- Have the students who signed up after the Reading Olympics Warm-up read aloud from this or a previous Shared Story so you can record an informal score for words correct per minute. Award Reading Olympics Gold Medal certificates to students who read 60 words per minute accurately.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess





Story Test Booklet

Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

1. Why did Sumax want to find the magic lake?

- 1 pt. — father in jail/help prince*
- 2 pts. — to get her father out of jail/to help prince get well*
- 3 pts. — Sumax wanted to get her father out of jail./Sumax wanted to help the prince get well.*

2. How did the magic fan help Sumax?

- 1 pt. — crab asleep, snake asleep*
- 2 pts. — took her to the magic lake/put crab/snake asleep*
- 3 pts. — The magic fan took her to the magic lake./The magic fan made the big crab fall asleep./The magic fan made the red flying snake fall asleep./The magic fan took her to the sick prince.*

Circle the right answer.

3. It is not wise to swim in a lake in the winter. Wise means:

- A. warm**
- B. fun**

C. smart

4. A boy had a cold. Resting made him well. Here well means:

- A. a place to get water**

B. not sick

- C. sleepy**

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.

Random Reporter →

- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

Adventures in Writing

Writing Review

- Review the criteria for each line of a cinquain.
- Remind the students that yesterday they wrote cinquains about characters from the Shared Story. They focused mainly on making sure that each line of their poems included the items required of a cinquain. Explain that today they will check their sentences for mistakes.
- **Yesterday we wrote a poem called a cinquain. A cinquain is a poem that has five lines. Each line tells something different about the topic of the poem. We all wrote cinquains about characters from the story *The Magic Lake*.**
- **Yesterday you worked to make sure that your cinquain had the right kinds of things on each line. Today we're going to check the poems that we wrote for mistakes. Then we'll make our final copies.**

Writing

Teacher's Note: Because the writing product for this lesson is not a collection of sentences, the students will not use the Editing Checklist to check their work.

Checking

- Ask the students to take turns reading their poems to their partners. Then guide the students to look for mistakes, one line at a time. The students should look at their own papers and their partners' paper as you discuss each line. Allow time for the students to make changes. The students should only correct mistakes in writing on their own papers.
- **Look at the first line. Did you name the character that your poem is about? Did you spell your character's name correctly?**
- **Look at the second line. Did you write two describing words about your character? Did you put a comma between the words?**
- **Look at the third line. Did you write three action words that end with “_ing”? You might have single words or a group of words, like I did on my cinquain with “Looking for help.” Did you write a comma between each word or word group?**

Lesson 45 **Day 4**

- **Look at the fourth line. Did you write a sentence about your character? Does your sentence begin with a capital letter and end with a period? If you chose Sumax, did you write her name with a capital letter?**
- **Look at the fifth line. Did you think of another word for your character? Did you spell the word correctly? If you used a writing strategy to write your word, does your partner know how to spell the word?**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.
- **To earn the first 2 points, you have to have five lines in your poem.**
- **To earn the next 2 points, each line of your poem needs to include the right kinds of words to make it a cinquain.**
- **To earn the next 2 points, your sentence in the fourth line must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your poem? Underline any words from either our STaR story or the Shared Story that you included in your poem. If you used any, you can earn the last 2 points!**

Teacher's Note: Because the vocabulary words for this lesson are difficult to include in the context of a cinquain, you may wish to award all 8 points for the successful completion of the first three criteria.

- Provide time for the students to make any necessary changes to their poems.


Polishing

- Instruct the students to write their polished copies of their cinquains.
- **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Pass out writing paper so the students can make their final copies. Encourage the students to center each line of their poems on their papers. Allow them to decorate their papers with crayons if time allows.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions afterward.
 - The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
 - Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
 - Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed.
 - Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Team Celebration Points** →
- Award team celebration points to students who share an error that they or their partners found and corrected.
- Team Celebration Points** →
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
 - Award team celebration points to students who successfully share their writing.
 - Post polished copies of the students' writing on a writing celebration bulletin board.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

Extension Activity *(optional)*

- Introduce a song about the rain forest. Sing it to the tune of “Here We Go ‘Round the Mulberry Bush.” (If you don’t know the tune, recite the words in a sing-song manner.)
- We can sing a song about the animals and plants that live in the rain forest. I’ll start by singing about the parrots in the rain forest. Teach the following verse using My Turn, Your Turn.

**Parrots live in the rain forest,
the rain forest, the rain forest.**

**Parrots live in the rain forest
in the Amazon.**

- Invite the students to think of other animals from the book *At Home in the Rain Forest* to sing about. You may want to display several pages from the book if the students need help remembering.
- We learned about many other animals that live in the rain forest in the book *At Home in the Rain Forest*. What is another animal that lives in the rain forest? Wait for the students’ responses. Select one of their responses, and create a new verse for the song. For example, if someone suggests “jaguar,” replace the word “parrot” with “jaguar” in the song.
- If time allows, invite the students to sing about plants that grow in the rain forest, modifying the song as needed.

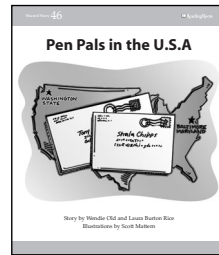
At a Glance

FastTrack Phonics



Days 2–4:
New sound: /oy/ and /oi/

Shared Story



Shared Story:
Pen Pals in the U.S.A.
by Laura Burton Rice



Review Sound:
/oo/ (book)

Thematic focus:

United States of America
(U.S.A.)

Strategies/Skills:

Getting factual
information from text

Summarizing to identify
main ideas

Reading letters

Changing “y” to “i” and
adding “es” (review)

STaR

STaR Story:
Country Kid, City Kid
written by Julie Cummins,
illustrated by Ted Rand

Students will make
comparisons within the
story and tell why the
author presented the
information this way.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

Students will use the
Writing Strategies Bank
to write a sentence to
critique the STaR story.

Adventures in Writing

Students will write about
a place they have visited.

Students will use the
Writing Strategies Bank
for words they do not
know how to write.

Students will provide
feedback to their
partners to help them
make their sentences
more interesting.

Students will use the
Editing Checklist to check
their own work and their
partners' work to identify
and correct errors.

You will need:**Team Celebration**

Team score sheets for lesson 46 (print from the Reading Roots Data Tools database)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 45

Cooperative Learning Cue Cards

Shared Story

Shared Story 46:
Pen Pals in the U.S.A

Language development cards for lesson 46*

Word cards for part 1*

Map with labels* (teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Read & Respond forms

STaR

STaR story:
Country Kid, City Kid

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created—optional)

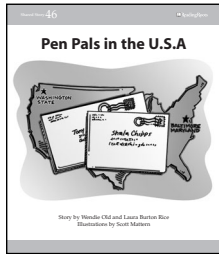
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute the team score sheets for lesson 46. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 45, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Shared Story

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book, pointing out the features mentioned. **The title of this story is *Pen Pals in the U.S.A.* I know what a pen pal is, do you? (T-P-S) A pen pal is a friend to whom you write letters and who then writes you back. The map on the front of our book shows the United States of America, but sometimes we just say U.S.A. There are two envelopes here also. Could the envelopes contain letters from pen pals? (T-P-S)**
- Point to the places on your map labeled with small versions of the Location Word Cards, as underlined in the following sample script. **We are going to read about a boy who lives on the East Coast in Baltimore, Maryland, near the Atlantic Ocean. He is 3,000 miles from a Native American girl who lives on the West Coast in the state of Washington near the Pacific Ocean. One of the characters in the story will visit Assateague (AS-uh-teeg) Island, which is off the coast of Maryland and Virginia on the East Coast. The other character lives near the Olympic Mountains and will see giant trees called sequoia (suh-KWOI-yuh) on the West Coast. They will share interesting stories about their lives with each other and with us.** Say the individual words again, and have the students say them with you.

Think-Pair-Share →

Location Words

- 3,000
- aquarium
- sequoia
- Baltimore
- Maryland
- Assateague Island
- Native American
- Olympic Mountains
- Pacific Ocean
- United States of America
- Washington (state)

*For students who need additional language development, choose **one** of the following options to continue previewing the story. If you do not have the video Word Plays for the Shared Stories, use option A. If you plan to use the video, skip option A, and move on to option B.*

Picture Cards

U.S.A.	oceans
coast	sails
letter	harbor
ships	masts
pen pals	apartment
clipper ship	
Atlantic Ocean	
Pacific Ocean	
wooden house	

Video Words



never	sailboat
doctor	harbor
wood	sails
ocean	whale
sea lion	beach
waves	medicine
hook	plains
mailed	

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Show selected pages of the story, and point out the features mentioned. Page 1: **We can see here that the U.S.A. is a big place. It is 3,000 miles from one coast to the other.** Page 4: **This is a view of Baltimore, where Tony lives. Baltimore has a big harbor with ships and a very famous aquarium. Do you know what an aquarium is?** (T-P-S) Page 7: **Shala is Native American. Her dad likes to go fishing, and they live in Washington state. Tony and Shala are both lucky to live where they do. When we read our story, we'll find out more about these exciting places.**

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 46 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card for part 1 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card.



Key Card

Word Presentation—Part 1

Green Words

- **Let's practice the special letter group we'll see a lot in today's story.** Play the Animated Alphabet segment, or display the key card for "oo" (book). Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the video segments for Sound It Out for lesson 46.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- **Let's practice some words with the short "oo" sound by playing Quick Erase. Think about our rhythmic phrase "Look for a book."**
**cook...book...look...took...shook...hook...hoof...hood...
 good...wood...woods**



Animated Alphabet



The Sound and the Furry

Green Words

miles	<u>wooden</u>
<u>state</u>	<u>sails</u>

Lesson 46 Day 1

Challenge Words

never harbor
apartment

Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
a-part-ment	AP-art-ment	A city boy may live in an <u>apartment</u> .
nev-er Red Word with another letter in front.	NEE-ver	I have <u>never</u> fished in the ocean.
har-bor	har-BOR (pronounced like “or”)	At a <u>harbor</u> you see boats.

Red Words

ocean friends
many wild
lion world

Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.

Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Teacher Shared Story →

Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Lesson 46 Day 1

Monitor

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Team Celebration Points

- Award team celebration points to students who share strategies they used to read difficult words.

Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Modeling

Partner Story Questions—Part 1

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

Give a fact that shows that the U.S.A. is a big place. [*The U.S.A. has two oceans. The West Coast is 3,000 miles from the East Coast.*]

- **Now we'll try finishing a sentence about words. Let's read this sentence together.** Use Think-Pair-Share to fill in the blank.

Write the answer on the blank line.

If you see boats, ships, and sailboats, you might be at a [harbor].

A. harbor B. mountain C. farm

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. **How can Tony and Shala be friends when they have never met?**
[*Tony and Shala write letters to each other. / Shala and Tony are pen pals.*]
2. Write the answer on the blank line.
In the story, Washington is a [state].
A. state B. part C. mountain

Lesson 46 Day 1

Monitor

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.
- Ask the students to tell you which sentences relate facts about the United States of America.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

STaR Words

apartment eager
promise returns

Background Words

taxicab field
fence mailbox

STaR

STaR story:

Country Kid, City Kid

Written by Julie Cummins

Illustrated by Ted Rand

Summary: *Ben and Jody live miles apart, yet they find that they are two of a kind. Ben, a country kid, tells all about country living. Jody, a city kid, shares about city living. During their summer vacation, Ben and Jody meet at a camp and become friends. Once camp ends for the summer, Ben and Jody promise to keep in touch with each other and write back and forth as pen pals.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, "Ben is a country kid."

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Country Kid, City Kid*.** Open the book to display the entire front and back cover pictures. **Look at the picture on the cover. What is shown with each child? “Child” is another word for kid.** Wait for the students’ responses. **Yes, there is a farm, woods, and fields shown with the country kid, and city buildings are shown behind the city child.** Point to these in the pictures. **What else do you know about the country?** Wait for the students’ responses. **What do you know about the city?** Wait for the students’ responses. **As you look at the pictures, when I read this book, think about how these children’s lives may be alike and how they may be different.**
- Pages 6 and 7: **Look at the illustrations on these two pages. How are they the same?** Wait for the students’ responses. **They both show buses. How are they different?** Wait for the students’ responses. **One bus is a school bus, and the other is a city bus.**
- Pages 12 and 13: **What are the children doing in these pictures?** Wait for the students’ responses. **Yes, they are both getting the mail from a mailbox. A mailbox is the place the letter carrier puts your mail. These two mailboxes are very different from each other.**
- Pages 25 and 26: **These pages look very different from the rest of the book. What do you notice that is new?** Wait for the students’ responses. **Yes, the girl and boy are shown together, in the same place. I wonder what happened in the story to bring them together.**
- Page 27: Do not show this last page now.

Lesson 46 **Day 1**

- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of each word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
apartment	5	a set of rooms used as a home inside a larger building	Gracie lives in an <i>apartment</i> on the third floor of the building.
eager	24	wanting very much	After lunch, the children are <i>eager</i> to go outside to play.
promise	27	say something will happen	The children kept their <i>promise</i> to their mom to stay on the sidewalk while they walked to school.
returns	27	comes back	The mother bird <i>returns</i> to the nest with food for her chicks.

Lesson 46 **Day 1**

- Use the following optional activity to elaborate background words with students who need more extensive oral-language development.

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
taxicab	3	a car with a driver that people pay to ride in	We paid the taxi driver twenty dollars for a ride to the airport in the <i>taxicab</i> . (Show the picture on page 3.)
field	8	a big open area without trees	Animals like cows, sheep, and horses can roam around in the <i>field</i> and eat the grass. (Point to the fields shown on the book's cover.)
fence	9	a wall	There is a wooden <i>fence</i> around our back yard to keep our dog from running away. (Point to the fences on pages 8 and 9.)
mailbox	12	a box the letter carrier puts mail into	A <i>mailbox</i> keeps the mail safe until it is picked up by the people who own the mailbox. (Show the pictures on pages 12 and 13.)

This book is about children who live in different places. One child lives in the country where there many trees and open fields. Some fields are used by farmers to grow crops like corn or beans. Sometimes farm animals, such as horses and cows, stay in fields to eat the grass and walk around freely. Farmers put fences all around those fields so the animals can't get out and run away. There are fences in the city, too, around yards, playgrounds, and parks. Fences can be made of wood or metal wire.

The other child lives where there are lots of buildings, cars, and trucks. There are special cars called taxicabs that people can pay money to ride in. People take taxicabs to places all over the city.

People who live in the country and in the city must have mailboxes for the letter carrier to put the mail into each day. What is your mailbox like? Do you ever help to get the mail out of your family's mailbox?

Interactive Reading

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.



Pages 2, 3 Invite the students to imitate the sounds that Ben hears in the country and the sounds that Jody hears in the city.

Think-Pair-Share

Page 5 **I just read one of our STaR words—“apartment.” An apartment is a home in a building that has other homes in it. Use Think-Pair-Share to ask the students: **What does Ben see from his bedroom window on the farm that is different from what Jody sees from her bedroom window in her apartment building?****

Use Whole Group Response to ask the students: **Do you live in a place that is more like where Ben lives or more like where Jody lives?**



Page 8 Point to the field. **This field is not for farm animals or for growing crops. This field is behind the school, where the children play games.** Use Think-Pair-Share to ask the students: **Where are the kids from Jody's school playing ball? Wait for the students' responses. What is the same in these two pictures? Wait for the students' responses. Yes, both the country and city children are playing baseball on their school playgrounds.**

Pages 10–19 Have the students briefly compare and contrast the pictures and the children's activities.

Why do you think Ben goes to a bookmobile stop instead of a neighborhood library? Use Think-Pair-Share to have the students respond.

Page 19 **Chores are jobs that you do at home.** Use Think-Pair-Share to ask the students: **What chores do your parents ask you to do at your house?**



Point to the collie dog, and reread the sentence. Invite a student to behave the way the dog in the picture is behaving. Use Think-Pair-Share to ask the students: **Why does the collie race around the barn while Ben does his chores?**

Pages 24, 25 **I just read a STaR word—“eager.” Ben is eager to go to summer camp. He can’t wait.** Use Think-Pair-Share to ask the students: **How do you know Jody is eager to go to camp too?** *[The picture shows she had fun riding the horse, and the text said she is excited.]* Turn back to page 19, and point to the collie. **I remember that I read that Ben’s collie eagerly greeted him after school each day.**

Use Think-Pair-Share to ask the students: **What is summer camp?** Wait for the students’ responses. **This is a summer camp where children stay overnight. Some children might spend just a weekend. Some children might be campers for the whole summer.**

Use Think-Pair-Share to ask the students: **What is the name of the camp Ben is going to?** Wait for the students’ responses. **What is the name of Jody’s camp?** Wait for the students’ responses. Use Think-Pair-Share to ask the students: **What do you think will happen next? Let’s read to find out what fun the country kid and the city kid have together.**

Page 27 **“Promise” is a STaR word. How will Ben and Jody keep their promise to stay in touch with each other?** Use Think-Pair-Share to have the students respond.

Another STaR word is on this page—“returns.” “Returns” means goes back to something. Ben returns to his country home, and Jody returns to her city home. Do you think Ben and Jody will return to Camp Eagle Ridge next summer? Wait for the students’ responses.

Page 28 Use Think-Pair-Share to ask the students: **What does “miles apart, but two of a kind” mean?** *[Ben and Jody lived in very different places, but they were much more alike than they were different.]*



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let’s **cel-e-brate** a **word** we’ve **learned**.

We’ll **make** a **sentence**. It’s **our** turn.

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their teams.
- Use Random Reporter to select students to share their sentences with the class.

Random Reporter →

Team Celebration Points →

- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie’s Questions:

What does Jody see from the window in her apartment?

Where was Ben eager to go? Why?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>a street</i>	Good answer. Can you say that in a complete sentence? <i>Jody sees a street from her apartment.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “Jody sees a street from her apartment.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>Jody sees a street from her apartment.</i>	Good answer. Can you add some details to your sentence? <i>Jody sees a busy street filled with cars from her bedroom window.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What is the street like?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Partner Practice Booklet 7
Chart paper
Alphie picture card

Shared Story

Shared Story 46:
Pen Pals in the U.S.A
Language
development cards
for lesson 46*
Word cards for part 2*
Reading Strategy
Cue Cards
Sticky notes
(teacher acquired)
*Reading Reels for
Roots DVD**
Fluency Flyers
Reading Celebration
certificates

STaR

STaR story:
Country Kid, City Kid
Story map poster*
Editing Checklist
(teacher created)
Writing Strategies Bank
(teacher created–optional)
Partner writing books
(teacher acquired)
Sentence strip and
marker for each team
(optional)

*Not needed for interactive whiteboard users



Read &
Respond

**Check Day 1 Homework**

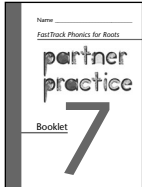
Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

FastTrack Phonics

Comparing “oy” and “oi”—Part 1



Partner Practice Booklet 7

Whole Group Response →

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 27. Partners will take turns reading Alphie’s new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR) **What was the sound?** (WGR) Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “noise”). Draw a circle around the tricky part of the word to remember how to read it. (The “s” makes the /z/ sound.)

n o i (s) e

Find Words with the Sound



Finger Detective

- Tell the students that they are going to look for all the words with the /oy/ sound in Alphie’s story. Partners will take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /oy/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /oy/ sound in words, regardless of the spelling.



If you give a boy a toy cowboy, he will enjoy it. Floyd makes a lot of noise with his toys.

“Floyd, you’re annoying me!” his mother says. “I need some peace and quiet. You’ll destroy me with your noise! Dinner will be spoiled!”

So Floyd tries to avoid shouting. But when he makes his horse and cowboy toys ride fast, he shouts for joy! “What’s the point in trying? I have no choice!” laughs Floyd.

List Words on the Chart

Interactive Whiteboard Users

Method varies

- When partners have completed the task, ask them to identify the different ways they saw the /oy/ sound spelled (“oy” and “oi”). Tell the students that you will make a chart that shows the different spellings for Alphie.
- Make a chart with two columns on a piece of chart paper. Label one column “oi” and the other “oy.” Then divide the chart paper into three rows. Your chart paper will look like this:

	oi	oy
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “oi” and “oy.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /oy/ words in that sentence? Decide with your teams what column the word belongs in.**

Random Reporter

Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /oy/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.

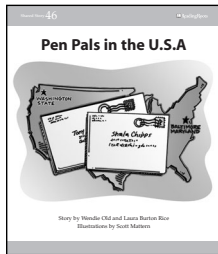
Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

- Your final chart will look like this:

	oi	oy
①	noise, choice, point	boy, toy, Floyd, joy
②	spoiled, avoid	toys, enjoy
③		cowboy, destroy, annoying

Lesson 46 Day 2

- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. (For example, when /oy/ is the final sound in a word, it is usually, but not always, spelled with “oy.”)
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /oy/ sound spelled with “oi” or “oy.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Shared Story

Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 2

Green Words

hoof hook flippers
beach shook whales
teased

Challenge Word

ponies

Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Challenge Word

- Model how to sound out the challenge word. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence.

	Word	Possible Mispronunciations	Sentences for Checking
Teacher Modeling →	pon(y)i+es	PAHN-eez	There are wild <u>ponies</u> on Assateague Island.
Guided Practice →	Change “y” to “i” and add “es.”		

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Picture Cards

- beach hoof
- sea lion aquarium
- waves whale
- flippers pony
- hook

Guided Partner Reading—Part 2

Let’s review some of the words we will see in this part of the story.
 Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.

Lesson 46 Day 2

- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Partner Story Questions—Part 2

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

What will Tony see when he goes to the Atlantic coast? [*Tony will see fish at the beach. Tony will see wild ponies.*]

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

Partner Practice

1. **What animals swim in the Pacific Ocean?**

[*Whales and sea lions swim in the Pacific Ocean.*]

2. Write the answer on the blank line.

A sea lion made fun of Shala. It [*teased*] her.

A. helped

B. teased

C. shook

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences relate facts about the United States of America.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 2 (pages 5–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



Focus on Fluency

Read with Expression

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 46.

Team Celebration Points



Between the Lions

STaR

STaR Review

Review the title and author of the story as you display the front cover. Ask the following questions. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Display the cover of the book. **What is the title of this story?** [*The title is Country Kid, City Kid.*]

Just by looking at the book's cover, how can you tell which child lived in an apartment? [*The girl, Jody, lived in the apartment because she was shown with city buildings in the background. Apartments are usually in cities.*] **Have you ever lived in an apartment? Where was your apartment?**

Display page 3. **Which child heard taxicabs in the morning? Where do you think the taxicabs may have been going?**

Display pages 8 and 9. **Which school had more room outside to play ball, the country field or the city playground?**

There was a fence in the country picture and in the city picture. How were they different and how were they the same?

Display pages 12 and 13. **Point to the mailbox on each page. Which kind of mailbox do you have? Where is your family's mailbox located?**

Why was Ben eager to go to camp? [*Ben was looking forward to canoeing, building campfires, and meeting friends.*] **Have you ever been excited about going somewhere? Where were you going?**

On the last night of camp, Jody and Ben made a promise to each other. What did they promise? [*They promised to keep in touch with each other until camp next year.*] **Have you ever made a promise to someone? What did you promise to do?**

What is Ben going to do when he returns home? [*Ben will draw a map of the star constellations.*]

Structure Review

Story Map →

Teacher's Note: Since *Country Kid, City Kid* has elements of both a narrative and expository text, the narrative aspects of the book will be discussed here while information about the country versus city settings will be addressed in the Retell part of the lesson.

- Display and review the story map with the students.

Lesson 46 Day 2

Whole Group Response →

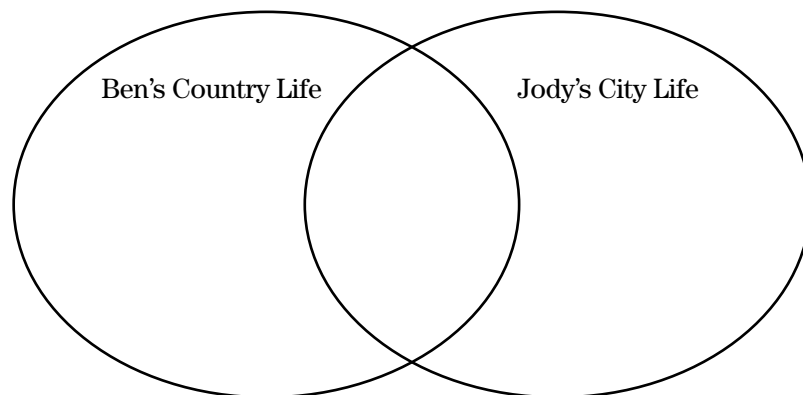
Think-Pair-Share →

- Prompt the children to tell the story elements (title, characters, setting, and problem and solution) in complete sentences. **Let's use a story map to help us think about the story. This book is a bit different from most stories because it gives a lot of information first, and then a short story involving the characters is told at the end of the book.**
- WGR: **The title tells us the name of the story. What is the title of the story?** [City Kid, Country Kid.]
- T-P-S: **Where did the story happen? What is the setting?** [This story has three different settings: the country where Ben lives, the city where Jody lives, and Camp Eagle Ridge.]
- T-P-S: **Who are the characters in the story?** [Ben and Jody.]
- T-P-S: **What is the problem in the story?** [Ben and Jody come from very different places where they experience the same things, such as going to school, shopping, and getting mail, in different ways. Will they only see the differences in each other, or will they find similarities and become friends?]
- T-P-S: **What was the solution? How was the problem solved?** [Ben and Jody become friends because they like to do the same things at camp. They like to learn about each other's homes, and they promise to keep in touch to keep their friendship going.]
- **One event in the story is Ben is excited to go to Camp Eagle Ridge. What are some other events in the story?** [Jody is excited to go to camp. Jody and Ben meet at camp. They win second place in a canoe competition. They promise to keep in touch.]

Retell

- Expand understanding about book details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle "Ben's Country Life" and the other "Jody's City Life."

Lesson 46 Day 2

Random Reporter →

- Ask the students to talk in their groups about ways they could describe Ben’s life in the country and Jody’s life in the city. Use Random Reporter to have the students share their answers. Fill in the appropriate circles as the students respond.
- Ask the students to talk in their groups about how Ben’s and Jody’s lives are similar. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. *[Ben’s and Jody’s lives are the same because they both like the snow. They are different because Ben sleds in the snow, but Jody walks on slushy sidewalks.]*

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Think-Pair-Share →

Why is *Country Kid, City Kid* a good title for this book?

Why did Ben’s bus have to go many miles to pick up other children?

How was grocery shopping for Ben and Jody different? Why?

As I reread this page, look and listen for clues that tell you what a sidewalk vendor is.

What other pets could Jody have in the apartment? What other animals might have been on Ben’s farm?

How did Ben and Jody become friends at camp?

What would it be like for Jody to visit Ben’s home and for Ben to visit Jody’s home?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the story (e.g., characters, events, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their teams.
- Ask them to tell to which part of the story map their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team's sentence in his or her partner writing books.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.

Lesson 46 **Day 2**

- **It's time for Alpie's Question Quiz, the exciting time when Alpie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alpie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alpie's Questions:

How were Ben's and Jody's lives the same?

What does "miles apart, but two of a kind" mean?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>get mail</i>	Good answer. Can you say that in a complete sentence? <i>They both get the mail from the mailbox.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They both get the mail from the mailbox."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They both get the mail from the mailbox.</i>	Good answer. Can you add some details to your sentence? <i>Ben gets mail from the mailbox on the road, and Jody gets the mail from the lobby.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where are their mailboxes?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Partner Practice
Booklet 7
Chart paper
Alphie card

Shared Story

Shared Story:
Pen Pals in the U.S.A.
Language
development cards
for lesson 46*
Word cards for part 3*
Reading Strategy
Cue Cards
Sticky notes
(teacher acquired)
*Reading Reels for
Roots DVD**
Fluency Flyers
Reading Celebration
certificates

Adventures in Writing

Alphie puppet
Writing Strategies Bank
(teacher created–optional)
Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Check Day 2 Homework


Read &
Respond



Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards



Partner Practice
Booklet 7

FastTrack Phonics

Comparing “oy” and “oi”—Part 2

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 28. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphie wrote another story with lots of /oy/ words.**

Lesson 46 Day 3

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “oily”). Draw a circle around the tricky part of the word to remember how to read it. (The “y” makes the long e sound.)

Find Words with the Sound



Finger Detective

- Tell the students that Alphie has some new /oy/ words that they need to find in the story.
- Have partners take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /oy/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /oy/ sound in words, regardless of the spelling.



My friend, Roy, has a pond full of koi. They look like big goldfish. I often visit Roy, and enjoy watching the koi. “I keep the pond free of twigs, leaves, and soil. They would spoil the water,” says Roy. “Be very still; koi don’t like noise. And we must avoid touching the koi, as it will annoy them.”

But once Roy let me touch the orange and black one called Troy. Troy’s scales felt oily! When Roy goes to camp in June, a boy on his street feeds the koi. I’m going to join Roy when he buys his next koi.

List Words on the Chart

- When the students have completed the task, say: **I think Alphonse had trouble with these words because there are two ways to spell this sound. Do you remember the two ways to spell the /oy/ sound? (WGR) Yes, the /oy/ sound can be spelled with “oi” and “oy.” Let’s make a new chart to help Alphonse remember how to spell these words. We’ll put “oy” and “oi” words on the chart.**

Interactive
Whiteboard Users →
Method varies

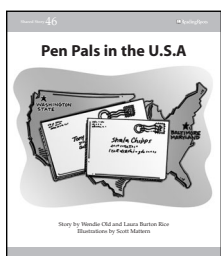
- Make a chart with two columns on a piece of chart paper. Label them “oi” and “oy.” Then divide the chart paper into three rows. Your chart paper will look like this:

	oi	oy
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “oi” and “oy.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: Did you find any /oy/ words in that sentence? Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified the word in their books.
- As the students share /oy/ words, you will write them on the chart paper.

	oi	oy
①	koi, soil, spoil, noise, join	Roy, Troy, boy
②	avoid, oily	enjoy, Troy’s
③	annoy	

- Underline the base word, and circle the ending for the row 2 word “oily.” Have the students do the same in their Partner Practice Booklets.
- Place the Alphonse card on top of the chart paper. **These are Alphonse’s spelling words. Alphonse’s spelling words have the /oy/ sound spelled with “oi” or “oy.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Shared Story

Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Monitor



Word Presentation—Part 3

Green Words

plains grows

Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

Challenge Words

ahead doctor
something medicine
secret

Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling



Guided Practice



Word	Possible Mispronunciations	Sentences for Checking
a-head (a+Red Word)	ae-HEED	It was hard to see <u>ahead</u> in the fog.
some-thing	SOEM-thing	I will tell you <u>something</u> .
med-i-cine	ME-die-kine	<u>Medicine</u> can help you get well.
doc-tor	DOK-tor (with “tor” rhyming with “or”)	A <u>doctor</u> helps sick people.
se-cret	SEHK-ret	If I tell you, can you keep a <u>secret</u> ?

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading the story words in the third box and reviewing the words in all the other boxes.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Picture Cards

- sequoia trees
- Olympic Mountains
- medicine
- person
- doctor

Guided Partner Reading—Part 3

Let's review some words we will see in this part of the story. Display each picture card for part 3 (or select the picture cards from the list that you think will be most helpful for your students), name each, and have the students repeat after you. Give a brief explanation, if needed, of each card. Review picture cards from parts 1 and 2 if needed.

Teacher Shared Story →

Monitor →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Modeling

Partner Story Questions—Part 3

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

What will Shala see in other parts of the U.S.A.? [*Shala will see big sequoia trees on the coast and lots of flat land on the plains.*]

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. **Tell something about the Plains states.**
[*The Plains states are flat. / Things that look close are far away.*]
2. Write the answer on the blank line.
Shala lives near the Pacific Ocean. She lives on the West [Coast].
A. Mountain B. Coast C. Plains

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences relate facts about the United States of America.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 3 (pages 9–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

Start the Reading Olympics Warm-up on page 4. The goal is to read accurately to the end of page 5 in one minute.

Reading Olympics Warm-up

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Remember that we are warming up to see if we are ready to go for the gold! Turn to page 4, and get ready to read with your partners. Partner Bs, read quickly, smoothly, and accurately for one minute. Partner As, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one minute, and then discuss whether the readers met the goal.
- **Partner As, raise your partners’ hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 5. Partner As, raise your partners’ hand if they finished page 5.**

Write down the names of students who think they are ready to read for an individual fluency assessment. **If you didn’t reach your goal today, practice on your own. Then tell me when you feel ready to have me time you while you read.**



Focus on Fluency

Read with Expression

Team Celebration Points

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students’ voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the *Between the Lions* segment for lesson 46.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible or in a silly way (e.g., wiggling fingers, flopping their wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.
 1. Our **village** is filled with tall buildings, taxicabs, and people. [*silly*]
 2. It was just another **ordinary** day at school when the circus came to town and set up tents on our playground. [*silly*]
 3. This year’s **crop** of crayons is very tasty and colorful. [*silly*]
 4. We had a **steep** climb up to the mountain peak. [*sensible*]
 5. I really wanted to stay home and play, so I was **eager** to go shopping with Mom. [*silly*]
 6. Our **apartment** is on the third floor of the building. [*sensible*]
 7. Jill will use glue to **weave** the picture into the book. [*silly*]
 8. Playing outside is a **chore** that I have to do every day. [*silly*]
 9. The first grade classroom is located across the playground inside an old **pyramid**. [*silly*]
 10. There’s a high **fence** around our playground to keep the kids and balls out of traffic. [*sensible*]

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the writing activity. **We have read two different stories about friends that write letters to each other. In each story, the friends told each other about their experiences in different places. Today we’re going to do something similar. You’re going to write about a place that you have been. It might be somewhere close to where you live, like a park or a store, or it might be somewhere that you had to travel far to get to. You will write sentences that tell where you went, what you saw, and what you did there.**
- **Let’s find out where Alphie went and what he saw and did there. To help him, I’m going to ask him the questions on this chart.** Bring out the Alphie puppet. Draw a chart divided into three sections. Label the sections with these questions: Where did you go? What did you see? What did you do?
- As the teacher: **Alphie, today we are talking about somewhere interesting we have been. Where is a place that you have gone that you really enjoyed, Alphie?**
- As Alphie: **I would like to talk about when I went to the library.**
- As the teacher: **We can make a note about that on this chart. Write “the library” on the chart. Now our next question asks, “What did you see?”**
- As Alphie: **Well, I saw children, computers, magazines, DVDs, and...oh yeah, lots and lots of books!** Make notes on the chart about what Alphie saw.
- As the teacher: **Now our last question asks, “What did you do?”**
- As Alphie: **I was really lucky because when I got there, they had just started story time! So first I listened to a story, and then I went to look for a DVD movie to watch at home with my mom, and then I found some books to check out.** Make notes on the chart about what Alphie did.
- Model how to help Alphie use the information from the chart to write complete sentences. Ask him questions that will help him make his sentences more interesting.
- As the teacher: **Okay, Alphie, we are ready to use the information from your notes to write some sentences. Our first sentence will tell about where you went.**
- As Alphie: **Okay. How about, “I went to the library.” That’s a complete sentence, right?**
- As the teacher: **Yes, it is complete, but I think we could make it more interesting. Can you tell me anything else about the library, like where it is or what it looks like?**
- As Alphie: **Oh, the library that I went to is really cool. It’s in one of those tall glass buildings right downtown! Maybe a better sentence would be, “I went to a tall building downtown to visit the library.”**
- Continue to model helping Alphie to think about how he can write complete and interesting sentences with the information from his notes.

Partner Planning

- Have the students return to their seats. Guide the students to create their own three-section charts for taking notes, using the same headings from your chart, in their partner writing books.
- Provide time for partners to work together to think about places they visited and to make notes about their visits in the appropriate sections on their charts. Although partners will help each other, their charts will likely contain different items. Remind the students that they should include at least three items that tell what they saw and what they did in the last two columns of their charts.
- Explain that they should discuss how to express their ideas in complete sentences. Encourage the students to help their partners think of details that will make their sentences more interesting.
- Ask partners to tell each other what they will use for their titles and starting sentences.

Writing

Drafting

- Tell the students to begin to write their papers. Remind them to include a title. Then they will need to write sentences that include all the information from their charts.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:

FastTrack Phonics

Alphie’s Word
Bingo cards
(one per partnership)

Shared Story

Shared Story:
Pen Pals in the U.S.A.
Fluency Flyers
Idea tree poster*
Reading Olympics
Gold Medal
certificates (duplicate
from appendix)
Story Test booklets
Colored pens
or pencils

Adventures in Writing

Partner writing books
(teacher acquired)
Editing Checklist
(teacher created)
Copies of the Adventures in
Writing Scoring Guide
Writing paper
(teacher acquired)

*Not needed for interactive whiteboard users

Check Day 3 Homework



Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

FastTrack Phonics

Comparing “oy” and “oi”—Part 3

Alphie’s Word Bingo

3	1	2	3	4

Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the /oy/ sound. Let’s take another look at the words we found.
- Display both charts with Alphie’s Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- Now we’re going to play Alphie’s Word Bingo. Pass out a bingo card to each partnership.
- Tell the students to write “oy” and “oi,” in whatever order they choose, in the spaces along the left side of the card. Then tell them to pick one or both of the letter combinations to write again in the two open spaces on the left side of the card.

Lesson 46 Day 4

Interactive Whiteboard Users

Method varies

- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.

	oi	oy
①	noise, choice, point, koi, soil, spoil, join	boy, toy, Floyd, joy, Roy, Troy
②	spoil, avoid, oily	toys, enjoy, Troy’s, annoy
③		cowboy, destroy, annoying

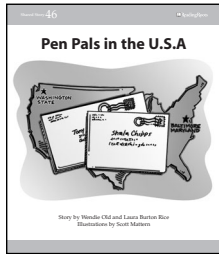
Interactive Whiteboard Users

Method varies

- When you call out a column and word, write the word and column number on the board.

Team Celebration Points

- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the bingo cards, and explain that all partnerships that have spelled the words correctly and written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.



Shared Story

Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

Monitor

Fluency Flyer

Award Team Points

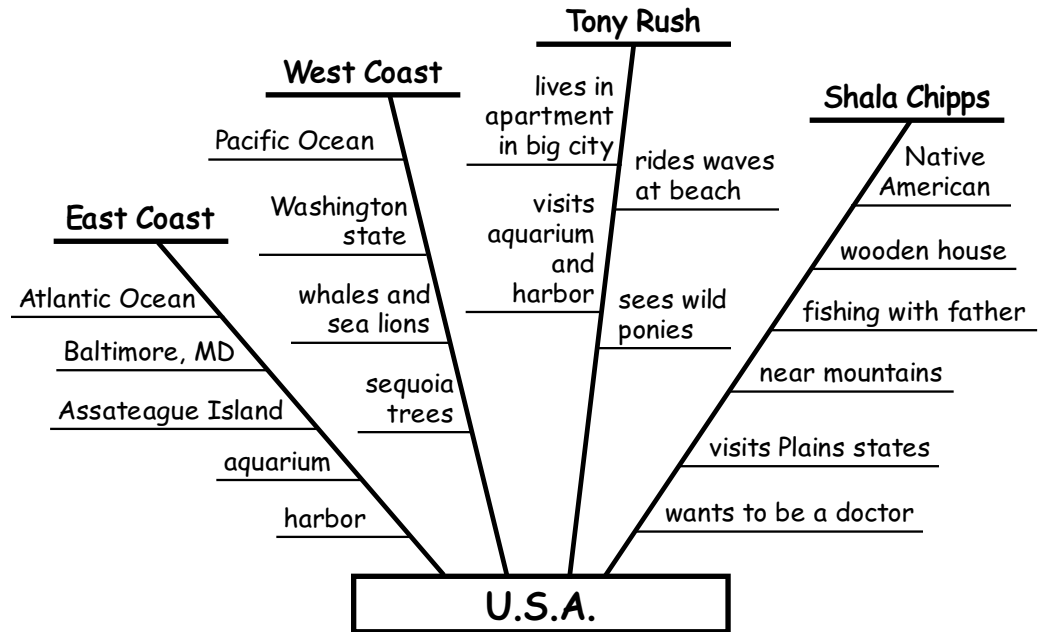
Summarization

- **This story is about a real place. We learned new information about our country and what life is like for people who live on opposite sides of the U.S.A.** Point out that the pen pals Tony Rush and Shala Chipps are made-up people, but everything else in the story is real. **Through their eyes and activities, we learned some facts about different parts of the United States of America.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We'll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about life in the United States of America, so "U.S.A." is the topic that we will use for our idea tree.** Write "U.S.A." on the trunk of the idea tree.
- **Now that I know the topic we will use, I can think about some main ideas. What did the story tell me about life in the U.S.A.? We learned some things about the East Coast from Tony's letters, and we learned some things about the West Coast from Shala's letters. Let's make the first two branches of our idea tree "East Coast" and "West Coast." We also learned some things about Tony and Shala that could be true for a boy who lives in a big city and a girl who lives in Washington state. We could make two more branches, one for "Tony Rush" and one for "Shala Chipps."**
- **Let's think about some East Coast things that Tony wrote about.** Use Think-Pair-Share to add some places and things the students could see on the East Coast. Then have the students suggest some places and things they could see on the West Coast.

Think-Pair-Share

Lesson 46 Day 4

- **Now let's think of some other things about Tony and Shala.** (T-P-S) Go back to the first branch. Record the students' responses on the appropriate small branches.
- Use as many main ideas and supporting facts as time and the readiness of your students allow. Your completed idea tree should look similar to this one although you and your class may have some different ideas about how to group the facts.
- Orally summarize one of the branches in a sentence or two. Use Think-Pair-Share to have the students create oral summary sentences for another branch.

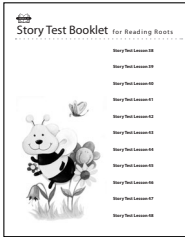


Assessment of Growth

Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- Have the students who signed up after the Reading Olympics Warm-up read aloud from this or a previous Shared Story so you can record an informal score for words correct per minute. Award Reading Olympics Gold Medal certificates to students who read 60 words per minute accurately.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess



Story Test Booklet

Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

1. What would you see if you went to the Baltimore Harbor?

- 1 pt. — aquarium/(clipper) ships/shops*
- 2 pts. — see aquarium/see (clipper) ships/see shops*
- 3 pts. — You would see (clipper) ships/shops/the aquarium.*

2. What animals would you see if you went fishing in the Pacific Ocean?

- 1 pt. — whales/sea lions/fish*
- 2 pts. — see whales/see sea lions/see fish*
- 3 pts. — You would see whales./You would see sea lions./You would see fish.*

Write the answer on the blank line.

3. Shala lives in the [state] of Washington.

state
part
city

4. The land is very flat on the [plains].

mountains
volcanoes
plains

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

Random Reporter →

Adventures in Writing

Writing Review

- Remind the students that yesterday they created charts and sentences describing a place they visited. They focused mainly on making sure that their sentences included all the information from their charts and were interesting for the reader. Explain that today they will check their sentences for mistakes.
- Tell the student to locate their charts and draft sentences in their partner writing books.

Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.

Lesson 46 **Day 4**

- **To earn the first 2 points, you have to have at least three items on your notes chart that tell what you saw and what you did. Then you have to have a title and sentences that tell about the place you visited.**
- **To earn the next 2 points, your sentences need to include all the information from your chart.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

Polishing

- Instruct the students to write their polished copies of their sentences.
- **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



Writing Celebration


- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed.
- Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partners found and corrected.

Team Celebration Points →

Lesson 46 **Day 4**

Team Celebration Points →

- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.
- Post polished copies of the students' writing on a writing celebration bulletin board.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

Extension Activity (*optional*)

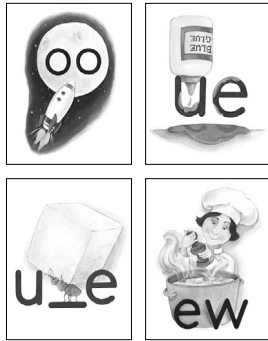
- Read a version of the story “Country Mouse, City Mouse” to the class. Compare it to *Country Kid, City Kid*.
- **The two stories are the same because... They are different because...**

Expanded Silly or Sensible?

- Reread each of the Silly or Sensible? sentences with the class.
- After reading each sentence, invite partners to alter the sentence to reverse it from silly to sensible or from sensible to silly.
- Alternatively, invite partners to think of their own Silly or Sensible? sentences with the vocabulary words and share them with the class. The other students will then determine whether the new sentences are silly or sensible.

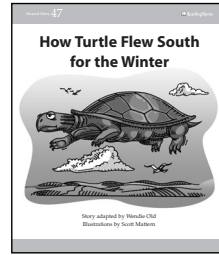
At a Glance

FastTrack Phonics

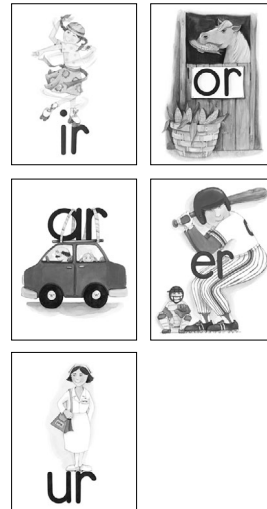


Days 2–4:
New sound: /oo/, /ue/,
u_e/, and /ew?

Shared Story



Shared Story:
*How Turtle Flew
South for the Winter*
by Wendie Old



Review Sound: /ir/, /or/,
/ar/, /er/, and /ur/

Thematic focus:

Folktale genre

Strategies/Skills:

Summarizing to describe
narrative story plot

STaR

STaR Story:

What Is in the Ocean?
written by Kathleen Collins
illustrated by James Bravo

Students will present
short reports of at least
six sentences, providing
information on a topic
with main ideas and
supporting details and
maintaining a clear focus.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

Students will use the
Writing Strategies Bank
to write a sentence to
critique the STaR story.

Adventures in Writing

Each student will write a
paragraph about a plant
or animal that lives in
the ocean.

Students will use the
Writing Strategies Bank
for words they do not
know how to write.

Students will provide
feedback to their
partners to help them
make their sentences
more interesting.

Students will use the
Editing Checklist to check
their own work and their
partners' work to identify
and correct errors.

You will need:**Team Celebration**

Team score sheets for lesson 47 (print from the Reading Roots Data Tools database)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 46

Cooperative Learning Cue Cards

Shared Story

Shared Story 47:
How Turtle Flew South for the Winter

Language development cards for lesson 47*

Word cards for part 1*

Map with labels* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Read & Respond forms

STaR

STaR story:
What Is in the Ocean?

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

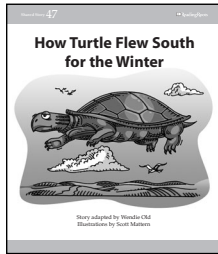
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute the team score sheets for lesson 47. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 46, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have all the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Think-Pair-Share →

Shared Story

Previewing

- **Today we are going to read a folktale of the Dakota Sioux. The Dakota Sioux are Native Americans from the Plains states that Shala from *Pen Pals in the U.S.A.* was going to visit. Point to the Plains states on your map or globe. Remember, a folktale is a special kind of story. What do you know about folktales? (T-P-S) Folktales are traditional stories. People tell their children these stories to pass them along from old times. A folktale often has a lesson to teach.**
- **Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.**
- **Display the cover of the book, and point out the features mentioned. The title of this story is *How Turtle Flew South for the Winter*.**
- **Now this is a puzzling picture. On the cover of the book, I see a turtle flying over flat land and fields. Have you ever seen a turtle fly? (WGR) Of course not, so this is definitely a made-up story. But like many made-up stories from long ago, I think this story is going to have a lesson.**

For students who need additional language development, choose *one* of the following options to continue previewing. If you do not have the video Word Plays for the Shared Stories, use option A. If you plan to use the video, skip option A, and move on to option B.

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.** Show selected pages of the story, and point out the features mentioned. Page 1: **In this Native American folktale, we meet Red Fox and his father, Storm Cloud. As the story begins, Red Fox asks his father many times if he can hunt buffalo. Can you tell from the picture how Red Fox might hunt the buffalo? (T-P-S) Storm Cloud doesn't think this would be a good idea.** Page 2: **This is where Storm Cloud's story begins. Here is Turtle.** Page 3: **Turtle is talking to Chief Bird. After we learn some story words, we'll go back to the story to see what they do.**

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 47 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

teepee buffalo turtle

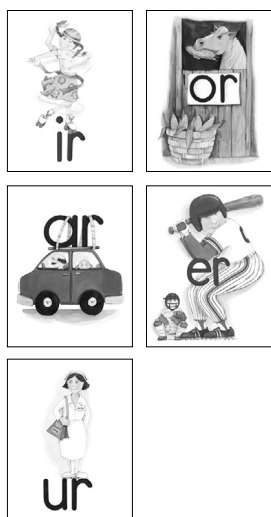
Video Words



fall	spring
winter	summer
food	bite
north	south
high	stick
dirt	talk

Word Presentation—Part 1

Green Words



Key Cards

Green Words

turtle spring
chirped floated
start fond

Challenge Words

babies finally
 buffalo what's

- **Let's practice the special letter groups we'll see a lot in today's story.** Play the Animated Alphabet segments, or display the key cards for "ir"—"Girl in a whirl," "or"—"Corn for the horse," "ar"—"Start the car," "er"—"Bigger batter," and "ur"—"Nurse with a purse." Have the students review the alliterative phrases and practice the sounds.

- **Now let's practice reading some words.** Show the video segments for Sound It Out for lesson 47.

- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

The leaves floated down in the fall breeze.

In this sentence, "floated" means to fall down lightly.

Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Word	Possible Mispronunciations	Sentences for Checking
ba-b(y)i+es	bab-bie-ehs	Dog <u>babies</u> are called puppies.
fi-nal-ly	FIN-al-lee	The long trip <u>finally</u> ended.
buf-fa-lo	buf-FAL-lah	Native Americans hunted <u>buffalo</u> .
what's Contraction of two Red Words—"what" and "is"	whatts (with a short "a")	<u>What's</u> for dinner?

Teacher Modeling →

Guided Practice →

Red Words

chief knew
 thought word
 talking

Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.

Sample oral sentence:

The teacher thought everyone knew the word.

Note the difference between "knew a person" and "a new dress."

- Post the Red Words on the word wall, and conduct a rapid review of the word wall.

Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Shared Story →

Monitor →

Team Celebration Points →

Focus on Fluency →
Read Smoothly

Partner Story Questions—Part 1

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

Why were the birds flying south? [*The birds were going to a warmer place where they could find more food.*]

Think-Pair-Share

- **Now we'll try finishing a sentence about words. Let's read this sentence together.** Use Think-Pair-Share to fill in the blank.

Circle the right answer.

The story said the "leaves floated down on top of Turtle."

Here floated means:

- A. fell slowly B. went down the river C. were in a parade

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. **Why did Turtle want to go with the birds?**

[*Turtle was scared that he would not have food.*]

2. Circle the right answer.

Turtle heard the birds chirping. Here chirp means:

- A. a dog's sound B. a bird's sound C. a turtle's sound

Monitor

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

STaR Words

waterproof creature
tentacles anchor

Background Words

Earth beach
shark strange

STaR

STaR story:

What Is in the Ocean?

Written by Kathleen Collins

Illustrated by James Bravo

Summary: *This expository book explains the basics of some of the animal and plant life of Earth’s oceans. Familiar ocean creatures such as hermit crabs, otters, seahorses, and sharks that live in the oceans are introduced. Readers learn that tiny animals such as krill are eaten by giant whales, and strange animals, such as anglerfish and giant tube worms, live in the ocean’s darkest depths and even in boiling water. The importance of sea grass meadows is explained, and seaweed is defined as a type of algae. A glossary is included.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *What Is in the Ocean?* What do you know about the ocean that may be in this book?** Wait for the students’ responses. **Let’s take a Picture Walk to see what the author chose to include about the ocean.**
- Point out the headings “Part I: Animal Life” (on page 2) and “Part II: Plant Life” (on page 12). **These headings tell us what this section of text will be about.**
- Page 13: **This is food, not sea creatures. Why do you think food is shown in a book called “What Is in the Ocean?”**

Lesson 47 **Day 1**

- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of each word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
waterproof	3	does not let water go through	My raincoat and boots are <i>waterproof</i> ; they keep me dry when it rains. (Have the children list other items that are waterproof.)
creature	4	animal	A bird is a wild <i>creature</i> . (Ask the children to name other creatures.)
tentacles	6	long, thin feelers that stick out of an animal's head or body	The octopus has eight large <i>tentacles</i> that it uses for grasping and feeding.
anchor	13	hold tightly in place	The paperweight will <i>anchor</i> the papers to the desk so they can't blow away. (Demonstrate.)

Lesson 47 **Day 1**

- Use the following optional activity to elaborate background words with students who need more extensive oral-language development.

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
Earth	1	the planet we live on	Show a globe, and explain that it is a model of Earth. Point out the blue oceans and the green land masses.
beach	1	sandy area where water washes up onto the shore	Lots of people go to the <i>beach</i> to swim in the waves and play in the sand.
shark	8	type of fierce sea fish	Some <i>sharks</i> are very dangerous to people, but most are very shy, and others only eat plants.
strange	10	unusual	Everyone watched the <i>strange</i> bright pink polka-dotted car as it bumped down the street.

This book gives information about animals and plants that live in the ocean. Most of our planet, Earth, is covered by ocean water. The rest is land on which we live and walk.

Who has been to the beach? Use a show of hands to have the students respond. Invite the students to tell about their beach experiences or what they know about the beach, including lake or river beaches. What animals or plants can people see when they are at the beach?

Some people are afraid to swim in the ocean because they are afraid a shark in the water might bite them. Most sharks are afraid of people, and they try to stay away from people.

You will see pictures in this book of some strange and wonderful animals and plants. They are strange to us because they are different from animals and plants that we have around us on land. It is fun and surprising to see them.

Interactive Reading

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.

Teacher’s Note: Because of the length of this text, the discussion prompts provided here mostly concern the STaR vocabulary. Opportunities to discuss other aspects of the text are provided throughout the lesson. Likewise, use the sidebar questions at a later time to prompt discussions.



Page 1 Point to the heading, “Introduction.” **We know we will read about what lives in the ocean, but this introduction will tell us some helpful information about oceans first.**

Page 2 Point to the heading, “Part I: Animal Life.” **This book is divided into two parts. This heading tells us that this is the first part of the book and that it is about animal life in the ocean.**



Page 3 Point to the sea otter. **Look at the sea otter’s thick, waterproof fur. “Waterproof” is a STaR word. Use Think-Pair-Share to ask the students: What do you think “waterproof” means? Read the sidebar definition to confirm the students’ responses. Use Think-Pair-Share to ask the students: Why is it helpful for the otter to have waterproof fur? Wait for the students’ responses. Yes, the otter’s waterproof fur helps it to stay warm, so it can stay in the water for long periods of time.**

Think-Pair-Share



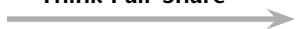
Page 4 **A seahorse is an interesting creature. “Creature” is another STaR word. “Creature” is another word for animal. Use Think-Pair-Share to ask the students: What is something about the seahorse that makes it an interesting creature?**

Lesson 47 Day 1



Page 5 Point to the coral polyps. Use Whole Group Response to ask the students: **What do the tentacles remind you of?** Wait for the students' responses. **These strange creatures catch their food with their long tentacles. "Tentacles" is a STaR word. Tentacles are the long, thin feelers that stick out of an animal's head or body. Let's read on to learn about other creatures that live in the coral reefs and how they use the polyps' tentacles.**

Think-Pair-Share



Page 7 **The book tells us blue whales migrate. We learned this word in other STaR stories.** Use Think-Pair-Share to ask the students: **What other animals that migrate did we learn about?** Wait for the students' responses. Use Think-Pair-Share to ask the students: **What other story about a whale did we read?** Wait for the students' responses. **Yes, in the story *Dear Mr. Blueberry*, Emily learned in the letters from her teacher that blue whales migrate.**

Page 9 Use Whole Group Response to ask the students: **What are the two ways the octopus protects itself?** Wait for the students' responses. **The octopus protects itself by changing color to blend in to its surroundings (camouflage), and it can squirt ink to cloud the water for a quick escape.**



Page 12 Point to the heading, "Part II: Plant Life." **This heading tells us that this is the second part of the book. The second part of this book answers the question in the book's title, *What Is in the Ocean?*, giving information about plant life.**

Use Think-Pair-Share to ask the students: **How is sea grass like grass in the park?** Wait for the students' responses. Use Think-Pair-Share to ask the students: **How does sea grass help the animals that live in the ocean?**

Page 13 **"Anchor" is a STaR word.** Use Think-Pair-Share to ask the students: **What do you think of when you hear the word "anchor"?** Wait for the students' responses. **When I hear the word "anchor," I think of a heavy steel anchor attached to a ship with a big rope. The anchor can be lowered to the ocean floor to keep the boat in one place so it will not float away.** Use Think-Pair-Share to ask the students: **Why do you think the text says, "Some types of seaweed anchor themselves to rocks on the ocean floor"?** Wait for the students' responses. **When some types of seaweed anchor themselves to rocks, they won't float away like other types of seaweed do.**

Use Think-Pair-Share to ask the students: **How do sea creatures use seaweed?** Wait for the students' responses. **How do people use seaweed that is different from the way animals use it?** Wait for the students' responses. **Yes, sea creatures use seaweed as anchors and homes, and people use seaweed as a nutritious food.**



Page 14 Point to the heading, “Conclusion.” **The conclusion of a text is the last part of the book. It retells the main ideas and gives us ideas to think about.** Use Think-Pair-Share to ask the students the questions posed in the text.



Page 15 Point to the heading, “Glossary.” **The glossary is like a little dictionary. It lists key words used in the text in alphabetical order. After each word, there is a definition.** Read one or two.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let’s cel-e-brate a **word** we’ve **learned**.

We’ll **make** a **sentence**. It’s **our** turn.

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Lesson 47 Day 1

- Restate each of the STaR words.
 - Explain that the students will now write a team sentence using the STaR words.
 - Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
 - Instruct each student on the team to write the team sentence in his or her partner writing book.
 - Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
 - Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Random Reporter →
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Team Celebration Points →
- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
 - Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
 - Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
 - Invite the class to give the student a cheer.
- Team Celebration Points →
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
 - Use the second question with another student if time allows.

Alphie's Questions:

What are some sea creatures that are not fish?

Why does seaweed anchor itself to rocks?

Fostering Richer Language


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>hermit crabs</i>	Good answer. Can you say that in a complete sentence? <i>Hermit crabs are not fish.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Hermit crabs are not fish."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Hermit crabs are not fish.</i>	Good answer. Can you add some details to your sentence? <i>Hermit crabs are not fish, but they live underwater like fish.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How are they like fish?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Read & Respond

Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about what they read on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Chart paper
Partner Practice Booklet 7
Alphie picture card

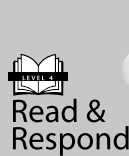
Shared Story

Shared Story 47:
How Turtle Flew South for the Winter
Language development cards for lesson 47*
Word cards for part 2*
Reading Strategy Cue Cards
Fluency Flyer
*Reading Reels for Roots DVD**
Reading Celebration certificates

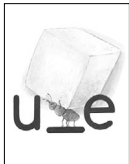
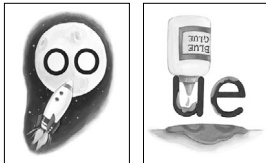
STaR

STaR story:
What Is in the Ocean?
Idea tree poster*
Book box items (teacher acquired)
Editing Checklist (teacher created)
Writing Strategies Bank (teacher created–optional)
Partner writing books (teacher acquired)
Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users

Check Day 1 Homework

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

FastTrack Phonics**Comparing Long u Letter Groups—Part 1****Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 21. Partners will take turns reading Alphie's new story one sentence at a time.



Partner Practice Booklet 7

Whole Group Response →

- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**
- When the students have finished reading, ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “knew”). Draw a circle around the tricky part of the word to remember how to read it. (The “k” is silent.)

k n e w

Find Words with the Sound



Finger Detective

- Tell the students that they are going to look for all the words with the long u sound in Alphie’s story. Partners will take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long u words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long u sound in words, regardless of the spelling.



My school took a trip to the zoo. We knew just where to look for the new kangaroo. She was in the newest part of the zoo. The weather was cool, so there were fewer people.

Outside the birdhouse, a goose walked about on the loose! Inside some caves, bats flew in circles and swooped down for food. The funniest thing was a silly baboon. He was sitting on a stool and chewing a banana. Then he threw it at us! It zoomed by my head!

We went back to school and wrote about our trip to the zoo. It was cool!

List Words on the Chart

Interactive
Whiteboard Users

Method varies

- When the students have completed the task, ask them to identify the different ways they saw the long u sound spelled (“oo” and “ew”). Tell the students that you will make a chart that shows the different spellings for Alphie.
- Make a chart with two columns on a piece of chart paper. Label one column “oo” and the other “ew.” Then divide the chart paper into three rows. Your chart paper will look like this:

	oo	ew
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “oo” and “ew.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ū/ words in that sentence? Decide with your teams what column the word belongs in.**
- Use Random Reporter to select students to share any words that contain the /ū/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.

Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

Random Reporter

Team Celebration Points

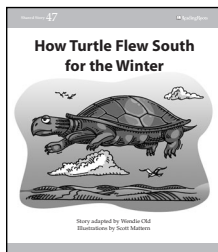
Lesson 47 Day 2

- Your final chart will look like this:

Alphie's Words

	oo	ew
①	school, zoo, cool, goose, loose, food, stool	knew, new, flew, threw
②	swooped, zoomed	newest, fewer, chewing
③	kangaroo, baboon	

- Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ū/ sound spelled with "oo" or "ew."**
- Have partners take turns reading the words on the chart together. Partners can initial each other's books when each reader has read all the words.



Shared Story

Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 2

Green Words

ordered mouth grip
forget beaks firm

Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Challenge Words

large almost before

Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
large Hint: The “g” often makes the /j/ sound when followed by “e.”	LARG (hard “g”)	Hawks are <u>large</u> birds.
be-fore Red Word “be”	BEF-or-eh	Mom said, “Make your bed <u>before</u> you play.”
al-most “al” pronounced like “all” + Red Word	AL-mahst	I kept asking and asking, “Are we <u>almost</u> there?”

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Picture Cards

stick grip/grasp

Guided Partner Reading—Part 2

Let’s review some of the words we will see in this part of the story.
 Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency →

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Modeling →

Partner Story Questions—Part 2

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

How did the birds carry Turtle? [*The birds carried Turtle on a stick. Turtle bit the stick. The birds held the stick in their beaks.*]

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

Partner Practice →

1. **Why couldn’t Turtle say a word?**
 [*Turtle had to keep a firm grip on the stick. / If Turtle opened his mouth, he would fall.*]
2. Circle the right answer.
Turtle had to keep a firm grip on the stick. Here grip means:
 A. hold **B. handle** **C. understand**

Lesson 47 Day 2

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



Focus on Fluency

All Together Now

Read Smoothly

- Reread part 2 (pages 5–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



Focus on Fluency

Reading Celebration

Read with Expression

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 47.



Between the Lions

STaR

STaR Review

Review the title and author of the story as you display the front cover. Ask the following questions. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Display the cover of the book. **What is the title of this story?** [*The title is What Is in the Ocean?*]

When you stand on the beach, are you standing on the land or in the ocean? [*The beach is land. You are standing on land.*]

Display page 1. **The planet Earth is where all people, animals, and plants live. This map shows the ocean waters and land. Which is there more of, water or land?** [*There is more water than land on Earth.*]

The otter's fur is waterproof. What are some waterproof clothing and things we use to stay dry? [*Rain coats, boots, and umbrellas to stay dry and warm like otters' fur keeps them dry and warm.*]

Some creatures look like rocks or plants instead of animals. What are some of these creatures? [*Coral looks like rocks, and sea anemones look like plants.*]

Both coral and sea anemones have tentacles that sway in the water and catch small fish and other food. But the clownfish is a friend to the sea anemone. How do sea anemones and clownfish help one another? [*The sea anemone protects the clownfish by letting it hide among its tentacles. The clownfish keeps the sea anemone clean and healthy.*]

Display page 8. **How are the teeth of the great white shark different from your teeth? How are they the same?**

Display page 10. **The anglerfish looks very different from other fish, so it looks strange to us. What is so strange about anglerfish?**

Some types of seaweed anchor themselves to rocks while others float in the water. Sea grass stays in place on the ocean floor with [roots].

Structure Review

Idea Tree →

- Display the idea tree poster. Draw two large branches on the tree. Tell the students that each branch tells us important details from the text.
- Use the following optional prompts to have the students generate the topic, main ideas, supporting details from the text. **Let's use our idea tree to help us think about important parts of the text.**
- **The big topic of this expository text is _____.** Write "Ocean Life" on the trunk.

- **There are two main ideas in this book. One of the main ideas is** _____ . Write “Animals live in the ocean,” on one large tree branch.
- Ask the students to name some of the animals that live in the ocean. Record the animal names on smaller branches. [*Possible responses: “Hermit crabs, sea otters, seahorses, coral, sea anemones, clownfish, whales, sharks, octopuses, anglerfish, and giant tube worms.”*]
- **Another main idea of the text is** _____ . Write “Plants live in the ocean,” on the other large branch.
- Ask the students to name some of the plants that live in the ocean. Record the animal names on smaller branches. [*Possible responses: sea grasses and seaweed.*]
- Prompt the students to tell what ocean-living plants the book tells about. Write on a branch “sea grasses and seaweed.”

Retell

- Expand understanding about book details by using one of the following retell activities.

Teacher’s Note: If you can’t find small items to fit in the box, you may use pictures of the items instead.

Book Box

waterproof rain slicker
or poncho
a small container
of sand
measuring tape
hermit crab
seahorse or coral
seaweed
anchor

Option 1: Book box

- Fill a box or container with the suggested items. Tell the students that you will pull items out of the book box that will help them remember the text.
- Pull out the first item, and make sure that each student can see it. Describe the item to the students, and ask questions about the item that elicit information about the text.
- Ask the students to talk in their partnerships about what the item reminds them of from the text.
- Continue pulling items from the box until you have asked questions about all the items.

Examples:

Pull out the sand. **This is sand. Where do we find sand?** Pull out a rain slicker. **This is a waterproof rain slicker. It reminds me of the sea otter because the sea otter’s fur is waterproof.**

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Think-Pair-Share →

Why would a hermit crab need a shell?

What does the giant tube worm remind you of? Why?

Which sea animal is your favorite? Why?

How are sea plants similar to land plants we see around us?

Which sea animal or plant do you want to know more about? Why?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the book (e.g., a part they enjoyed learning about, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their teams.
- Ask them to tell to which part of the idea tree their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.

Lesson 47 **Day 2**

- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points

Alphie's Questions:

What do the tentacles remind you of?

Why is it helpful for the otter to have waterproof fur?

Fostering Richer Language


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>arms</i>	Good answer. Can you say that in a complete sentence? <i>They remind me of arms.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They remind me of arms."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They remind me of arms.</i>	Good answer. Can you add some details to your sentence? <i>Tentacles remind me of arms because they help sea animals get food.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why do they remind you of arms?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about what they read on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Partner Practice
Booklet 7
Chart paper
Alphie card


Shared Story

Shared Story 47:
*How Turtle Flew South
for the Winter*
Language
development cards
for lesson 47*
Reading Strategy
Cue Cards
Sticky notes
(teacher acquired)
*Reading Reels for
Roots DVD**
Fluency Flyers
Reading Celebration
certificates

Adventures in Writing

STaR story:
What Is in the Ocean?
Alphie puppet
Samples of paragraphs in
books, etc. with the first
sentence indented
Writing Strategies Bank
(teacher created—optional)
Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users



Check Day 2 Homework

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards



Partner Practice
Booklet 7

FastTrack Phonics

Comparing Long u Letter Groups—Part 2

Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 22. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphie wrote another story with lots of /ū/ words.**

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “continue”). Draw a circle around the tricky part of the word to remember how to read it. (The “ue” at the end of the word is pronounced like “you.” It is not an /ū/ sound.)

c o n t i n u e

Find Words with the Sound



Finger Detective

- Tell the students that Alphie has some new long u words that they need to find in the story.
- Have partners take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long u words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long u sound in words, regardless of the spelling.



I told my sister Sue that I flew to* the moon in a blue hot air balloon last June. She refused to believe me. I said, “It’s true! The wind blew me there. I took clothes, soap and shampoo. I took my blue flute, so I tooted a tune. Then I zoomed home, using my new parachute.”

“What did you* eat?”

“Nothing but prunes.”

Sue fumed, “Do you think I’m a fool?”

We did not continue, because Mom waved her broom and said, “Don’t argue, you two*!”

List Words on the Chart

Think-Pair-Share →

- When the students have completed the task, say: **I think Alphie had trouble with these words because he found another way to spell the /ū/ sound. We talked about using “ou” and “ew” to spell that sound. Is there another way to spell that sound? (T-P-S)**

Lesson 47 Day 3

Interactive
Whiteboard Users

Method varies

- Yes, the /ū/ sound can be spelled with “ue” and “u_e.” Let’s make a new chart to help Alpie remember how to spell these words. We’ll put “oo” words, “ew” words, “ue” words, and “u_e” words on the chart.
- Make a chart with four columns on a piece of chart paper. Label them “oo,” “ew,” “ue,” and “u_e.” Then divide the chart paper into three rows. Your chart paper will look like this:

	oo	ew	ue	u_e
①				
②				
③				

- The students have this chart in their Partner Practice Booklets. Have them label the columns “oo,” “ew,” “eu,” and “u_e.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ū/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified the word in their books.

Teacher’s Note: If the students identify “you” and “two,” tell them to circle these words. They are special words that do not follow the rules.

- As the students share long u words, you will write them on the chart paper as shown below.

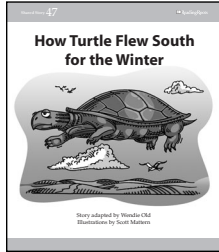
Alpie’s Words



	oo	ew	ue	u_e
①	moon, fool, broom	flew, blew, new	Sue, blue, true	June, flute, tune
②	zoomed, tooted			prunes, fumed
③	balloon, shampoo		continue, argue	refused, parachute

- Underline the base word, and circle the ending for the row 2 words. Have the students do the same in their Partner Practice Booklets.

- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ū/ sound spelled with “oo,” “ew,” “ue,” or “u_e.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Monitor →

Shared Story

Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 3

Green Words

rushing stir longer
crash hurt

Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

Sample oral sentence:

The children did not stir while they watched the show.

What does “stir” mean in this sentence? [To move.]

Lesson 47 Day 3

Challenge Words

important learned

Challenge Words

- Model how to sound out the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
im-por-tant	Im-port-ANT	It is <u>important</u> to read a lot at home.
learn+ed Red Word + ending	LEERN-ehd	We <u>learned</u> some facts about Peru.

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading the story words in the third box and reviewing the words in the other boxes.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Picture Cards

turtle shell

Guided Partner Reading—Part 3

Let's review some words we will see in this part of the story. Display each picture card for part 3 (or select picture cards from the list that you think will be most helpful for your students), name each, and have the students repeat after you. Give a brief explanation of the card. Review picture cards from Days 1 and 2 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency

Accuracy

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Partner Story Questions—Part 3

Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

How were Red Fox and Turtle the same? [*Red Fox and Turtle were the same because they both kept asking and asking.*]

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. Why did Turtle let go of the stick?
[*Turtle wanted to ask the birds a question.*]
2. Circle the right answer.
Turtle said, "I will not stir from this spot until spring."
Here stir means:
A. mix B. spin C. move

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



Focus on Fluency

Read Smoothly

All Together Now

- Reread part 3 (pages 9–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

Reading Olympics Warm-up

Start the Reading Olympics Warm-up on page 9. The goal is to read accurately to the end of page 10 in one minute.

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Remember that we are warming up to see if we are ready to go for the gold! Turn to page 9, and get ready to read with your partners. Partner As, read quickly, smoothly, and accurately for one minute. Partner Bs, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one minute, and then discuss whether the readers met the goal.
- **Partner Bs, raise your partners’ hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 10. Partner Bs, raise your partners’ hands if they finished page 10. If you reached the goal with accuracy, you are ready to go for the gold and read for me! Raise your hand, and I will put your name on the list. Then I will ask you to read for me in the next few days.**
- Write down the names of students who think they are ready to read for an individual fluency assessment. **If you didn’t reach your goal today, practice on your own. Then tell me when you feel ready to have me time you while you read.**



Focus on Fluency

Read with Expression

Team Celebration Points

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students’ voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the *Between the Lions* segment for lesson 47.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the writing activity. **In the book *What Is in the Ocean?* we learned about animals and plants that live in the ocean. Today we will write a paragraph about an animal or plant that lives in the ocean.**
- Invite the students to recall the different types of plants and animals they learned about through the STaR story and select the ones they'd like to write about. **What animals or plants did we read about?** Use Think-Pair-Share to have the students respond. Divide the chart paper into two columns. Write the students' responses, in note form, in the first column on the chart paper.
- **Let's review some of the facts we learned about the animals and plants we have on our list.** Display the book pages, and briefly review the information.
- **What animal or plant should we write about?** Use Think-Pair-Share to have the students respond. Arrive at a group consensus. Write the name of the selected animal or plant, in title form, at the top of the second column (e.g., "The Blue Whale").
- Generate a class list of facts that the students learned about their selected animal or plant. Write the facts, in note form, in the second column of the chart.

Example:

The Blue Whale

lives in oceans

biggest animal ever to live on Earth

One blue whale weighs as much as twenty-five elephants.

travels long distance

is a mammal

needs to come to the surface to breathe

- Introduce the concepts of beginning a paragraph with a topic sentence and indenting the first line. **We are going to write our sentences today in a form called a paragraph. A paragraph is a group of sentences that all tell about something. The first sentence in a paragraph is called the topic sentence, and it usually tells the reader what the paragraph is about. Let's think of a topic sentence for our paragraph.** Use Think-Pair-Share to have the students respond. After arriving at a class consensus with ideas from partners, model writing the title and topic sentence on a new piece of chart paper.
- **Watch as I write this sentence. I'm not going to start my first word all the way to the left. I will skip five spaces first.** Write the sentence, making sure that you skip five spaces before you begin. Be sure to go all the way back to the left when you start on the second line. Show the students examples of indented paragraphs from books, etc.

- Explain the remainder of the writing assignment. **What you will do today is write a title and topic sentence like I did. You can use mine, or you can change it if you want to. Then you will write sentences with the facts that we recorded. Each time you write a new sentence, you will start right after the last one unless you have run out of space on that line. When you run out of space, you will go to the beginning of the next line. Who can come and touch my paper where I would write the first word of my next sentence?** Allow a volunteer to indicate the correct space on the paper. Model adding a sentence if your students need additional support.

Partner Planning

- Provide time for partners to discuss how to express the facts from the class-generated list in complete sentences. Encourage the students to help their partners think of details that will make their sentences more interesting.


Writing

Drafting

- Ask the students to write their sentences in their partner writing books. Remind them to include a title and a topic sentence that tells what their paragraphs will be about. Help the students to indent the first sentence of their paragraphs as needed.

Teacher’s Note: You may wish to have the students write only the first letter of the first word in the topic sentence. Once you have verified that the students are indenting properly, you can give the approval for them to continue writing the rest of the sentence.

- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about what they read on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:

FastTrack Phonics

Alphie’s Word
Bingo cards
(one per partnership)


Shared Story

Shared Story 47:
*How Turtle Flew South
for the Winter*
Fluency Flyers
Story map poster*
Reading Olympics
Gold Medal
certificates (duplicate
from appendix)
Story Test booklets
Colored pens
or pencils

Adventures in Writing

Partner writing books
(teacher acquired)
Editing Checklist
(teacher prepared)
Copies of the Adventures in
Writing Scoring Guide
Writing paper
(teacher acquired)

*Not needed for interactive whiteboard users



Check Day 3 Homework

Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

FastTrack Phonics

Comparing Long u Letter Groups—Part 3



Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the long u sound. Let’s take another look at the words we found.
- Display both charts with Alphie’s Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- Now we’re going to play Alphie’s Word Bingo. Pass out a bingo card to each partnership.
- Tell the students to write “oo,” “ew,” “ue,” and “u_e,” in whatever order they choose, in the spaces along the left side of the card.

Key Cards

Alphie’s Word Bingo				
	1	2	3	4

Lesson 47 Day 4

Interactive Whiteboard Users

Method varies

- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.



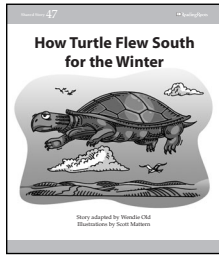
	oo	ew	ue	u_e
①	school, zoo, cool, goose, loose, food, stool, moon, fool, broom	knew, new, flew, threw, blew	Sue, blue, true	June, flute, tune
②	swooped, zoomed, tooted	newest, fewer, chewing		prunes, fumed
③	kangaroo, baboon, balloon, shampoo		continue, argue	refused, parachute

Interactive Whiteboard Users

Method varies

- When you call out a column and word, write the word and column number on the board.
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the bingo cards, and explain that all partnerships that have spelled the words correctly and written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.

Team Celebration Points



Shared Story

Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

Monitor

Fluency Flyer

Award Team Points

Summarization

- **You have read a Sioux legend. Imagine that you are retelling *How Turtle Flew South for the Winter* to a friend. Let's use our story map to help us remember the important parts of the story that Storm Cloud told to Red Fox.**
- Have the students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As the students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

Title:	_____
Setting:	_____
Characters:	_____
Problem:	_____
Events:	_____
Solution:	_____

Story Map Poster

Title: How Turtle Flew South for the Winter

Setting: Fall, someplace in the North

Characters: Turtle, Chief Bird

Problem: Turtle wants to go south with the birds

Events:

1. Turtle bites a stick, and the birds carry the stick in their beaks.
2. Turtle tries to ask questions and falls from sky.
3. Turtle lands hard and cracks his shell.

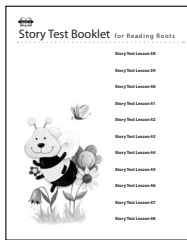
Solution: Turtle decides to stay in the North and crawl into the mud until spring.

Assessment of Growth

Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- Have the students who signed up after the Reading Olympics Warm-up read aloud from this or a previous Shared Story so you can record an informal score for words correct per minute. Award Reading Olympics Gold Medal certificates to students who read 60 words per minute accurately.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess



Story Test Booklet

Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

1. How did the birds carry Turtle?

1 pt. — on a stick

2 pts. — on a stick with their beaks

3 pts. — The birds carried Turtle on a stick./Turtle bit the stick./The birds held the stick with their beaks.

2. How were Red Fox and Turtle the same?

1 pt. — questions

2 pts. — kept asking and asking

3 pts. — Red Fox and Turtle were the same because they both kept asking and asking.

Circle the right answer.

3. I heard chirps outside my window in the morning?

Here chirps means:

- A. a dog's sound** **B. a bird's sound** **C. a car's sound**

4. When I slid down the hill, I kept a firm grip on the sled.

Here grip means:

- A. pull** **B. hold** **C. push**

Lesson 47 **Day 4**

Random Reporter →

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

Adventures in Writing

Writing Review

- Remind the students about the paragraphs they began to write yesterday. **Yesterday we began writing paragraphs about an animal or plant that lives in the ocean. Remember that our papers are based on facts. This means that everything we write is true.**
- **We wrote our sentences in paragraph form. That means that we skipped some spaces, or indented, before writing the first sentence. Today we're going to take the papers that we started yesterday and check them to make sure that they are just right. Then we'll make a final copy.**

Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.
- **To earn the first 2 points, you have to have a title, a topic sentence, and sentences about your animal or plant.**
- **To earn the next 2 points, all your sentences need to tell something about the animal or plant.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one. Also, you should have indented the first sentence five spaces.**

Lesson 47 **Day 4**

- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

Polishing

- Instruct the students to write their polished copies of their paragraphs.
- **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed.
- Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Team Celebration Points →

- Award team celebration points to students who share an error that they or their partners found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.

Team Celebration Points →

- Award team celebration points to students who successfully share their writing.
- Post polished copies of the students' writing on a writing celebration bulletin board.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

Extension Activity (*optional*)

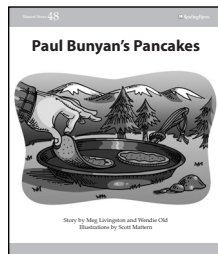
- Listen to real whales' songs at <http://www.archive.org/details/HumpbackWhalesSongsSoundsVocalizations/>.
- Use Think-Pair-Share to have the students answer this question: **What do the whales' songs remind you of?**

At a Glance

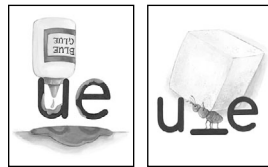
FastTrack Phonics

Review

Shared Story



Shared Story:
Paul Bunyan's Pancakes
by Meg Livingston and
Wendie Old



Review Sound:
/ue/, and /u_e/

Thematic focus:
Tall-tale genre

Strategies/Skills:
Summarizing to describe
narrative story plot

STaR

STaR Story:
Pecos Bill
retold by Bill Balcziaik,
illustrated by Roberta
Collier-Morales

Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

Students will use the Writing Strategies Bank to write a sentence to critique the STaR story.

Adventures in Writing

Students will write tall tales about themselves.

Students will use the Writing Strategies Bank for words they do not know how to write.

Students will provide feedback to their partners to help them make their sentences more interesting.

Students will use the Editing checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Team score sheets for lesson 48 (print from the Reading Roots Data Tools)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 47

Cooperative Learning Cue Cards

Shared Story

Shared Story 48: *Paul Bunyan's Pancakes*

Language development cards for lesson 48*

Word cards for part 1*

Map with labels* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Read & Respond forms

STaR

STaR story: *Pecos Bill*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute the team score sheets for lesson 48. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 47, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Shared Story

Previewing

Think-Pair-Share →

- Today we are going to read a tall tale from the United States. Unlike *Pen Pals in the U.S.A.*, the story we are going to read will not contain true information. The story we are going to read today is very exaggerated. What other tall tale have we read? (T-P-S) [And Then What Happened?]

Whole Group Response →

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the cover of the book, and point out the features mentioned. **The title of this story is *Paul Bunyan's Pancakes*. Now this is a strange picture. I see a frying pan sitting outdoors, and someone—a big someone—is cooking pancakes. Do you think you would see something like this in real life? (WGR) No. I don't think so either, so this must be another made-up story about some fantastic character that can do unusual things. The title says that these are Paul Bunyan's pancakes. Have you ever heard of Paul Bunyan? (WGR) Paul Bunyan was a huge man, a giant of a man. He was a logger who cut down trees. Who might have made up a story like this? (T-P-S) [Possibly real loggers in the north woods of Minnesota and Wisconsin.]**

Think-Pair-Share →

- These American stories about Paul Bunyan are called tall tales. They're called tall tales because they often stretch the truth; they exaggerate what really happened. But this is what makes them so much fun.

*For students who need additional language development, choose **one** of the following options to continue previewing. If you do not have the video Word Plays for the Shared Stories, use option A. If you plan to use the video, skip option A, and move on to option B.*

Option A: Teacher Overview

- Now let's look through the book to see if we can find out more of what this story is going to be about.
- Display selected pages of the story, and point out the features mentioned. Page 1: **Here is a picture of Paul Bunyan. Could a real person hold a big pine tree in his hand? (WGR)** Page 2: **And look at this picture. Who is bigger—Paul Bunyan or the pine trees? (WGR) We'll begin the story and learn more amazing things after we learn some new words.**

Option B: Video Word Play

- Now we're going to watch a video that will help us find out more about the story. Show the video Word Play for Shared Story 48 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- Let's review some words we will see in the story. Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

beard	pine tree
logs	settlers
log cabins	ox

Video Words



ready	pancakes
flour	eggs
blue	batter
mix	logs
drag	rolled
shovel	hose
enough	

Word Presentation—Part 1



Animated Alphabet



The Sound and the Furry

Green Words

branch	backwoods
cabins	settlers
<u>cute</u>	<u>thawed</u>

Challenge Words

used	huge
animal	loved

Green Words

- **Let’s practice the two special letter groups we’ll see a lot in today’s story.** Play the Animated Alphabet segments, or display the key cards for “ue” and “u_e.” Have the students review the alliterative phrases and practice the sound.
- **Now let’s practice reading some words.** Show the video segments for Sound It Out for lesson 48.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- **Let’s use Quick Erase to practice some words that have the “ue” and “u_e” letter groups.**

true...blue...glue

mule...cute...cube...huge

rule...tune...flute

Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Guided Practice →

Teacher Modeling →

Word	Possible Mispronunciations	Sentences for Checking
huge Hint: The “g” often makes the /j/ sound when followed by “e.”	HOOG (hard “g”)	Paul Bunyan was <u>huge</u> .
us(e)+ed Challenge Word + ending	OOST yoost	I <u>used</u> a toothbrush.
an-i-mal	an-i-MAL	A buffalo is a big <u>animal</u> .
lov(e)+ed	LOEVD	The dog <u>loved</u> the boy.

Red Words

grew	breakfast
enough	ready
nothing	poured

Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.

Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Shared Story →

Monitor →

Team Celebration Points →

Focus on Fluency →
Read Smoothly

Partner Story Questions—Part 1

Teacher Modeling →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.
- **Why did Paul brush his teeth with a tree branch?** *[(Answers will vary.) Paul was taller than the tallest tree. Paul was so huge that no toothbrush was big enough.]*
- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

Partner Practice →

1. **Why was Blue Babe a good friend for Paul?**
[Blue Babe loved to help Paul. / Blue Babe was huge like Paul.]
2. Write the answer on the blank line.

Paul Bunyan was a <u>[huge]</u> man.	thawed
The baby ox <u>[thawed]</u> out by the fire.	huge
Blue Babe <u>[loved]</u> to help Paul.	loved

Monitor →

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.



All Together Now

Focus on Fluency →

Read Smoothly

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

STaR Words

stampede herd
lasso determined

Background Words

cowboy grabbed
stream gently

STaR

STaR story:

Pecos Bill

Retold by Bill Balcziaik and illustrated by Roberta Collier-Morales

Summary: *Pecos Bill, the American tall-tale legend, was the “best cowboy ever.” He was raised by Texas coyotes and learned all his reading and writing in a few months. He single-handedly stopped a herd of stampeding longhorns and lassoed a dangerous cyclone. Bill married his pretty sweetheart, Slue-Foot Sue, who could ride and rope almost as well as Bill. They rode off into the sunset and Texas folklore. The text includes nonfiction background information about the Pecos Bill legend, a salsa recipe, a glossary, an index, and references.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Pecos Bill*. Look at the picture on the cover. What does the picture tell you about Pecos Bill?** Wait for the students’ responses. **Pecos Bill is a cowboy. What do you know about cowboys?** Wait for the students’ responses. **Let’s take a Picture Walk to learn more about the adventures of Pecos Bill.**
- Table of contents: **This is the table of contents. It is a list of the sections of this story and the page numbers each one starts on. The first section is “Runaway Cattle,” and it starts on page 4. “Cattle” is another word for a herd of cows. A herd is a group of one kind of animals that live together. Let’s turn to page 4 and see if it will be about a herd of cows running away.**
- Pages 6 and 7: **Where does this story take place?** Wait for the students’ responses. ***Pecos Bill* takes place in the state of Texas, where there is a lot of desert.** Point to the flat-topped mesas, the tall cactus, the pointy yucca plant, the lizard, and all the dry dust.
- Page 21: Point to Pecos Bill riding the mountain lion. **Pecos Bill isn’t riding a horse; he’s writing a mountain lion. Do you think this could really happen?**
- Page 26: Point to the lasso in the illustration. **This is a lasso. Why does a cowboy use a lasso?** Wait for the students’ responses. **A lasso is a rope tied in a circle that’s used to catch animals. When we read the story, perhaps we’ll find out why the cowboy in the picture has a lasso.**

Lesson 48 **Day 1**

- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of each word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
stampede	4	frightened animals wildly running together	When they smelled the burning forest, the wild animals started a <i>stampede</i> to get away as fast as they could.
herd	5	large group of animals of one kind living together	The <i>herd</i> of elephants headed toward the lake to get a drink of water.
lasso	8	a rope tied in a circle that's used to catch animals	Show page 20.
determined	24	do everything possible to meet a goal	The little child was <i>determined</i> to get a cookie. She dragged a chair from the kitchen table, climbed it to reach the counter, and crawled along the counter to the cookie jar.

- Use the following optional activity to elaborate background words with students who need more extensive oral-language development.

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
cowboy	4	a man who works on a ranch with cattle	Show the book cover, noting how Pecos Bill is dressed. The <i>cowboy</i> was tired after spending the day chasing the cattle.
grabbed	8	caught or captured	Demonstrate quickly grabbing a nearby object.
gently	15	carefully	Demonstrate picking something up gently. Compare this action to “grabbed.”
stream	16	flowing water on the ground	Fish swam in the little <i>stream</i> that flowed through the woods.

This book is about a cowboy. What do you know about cowboys? Wait for the students’ responses. Cowboys are people who work on ranches. They ride horses and take care of cattle.

Turn to page 17 to show the stream. **Have you ever put your feet in a stream of moving water? What was it like?**

You will hear the word “grabbed” several times in this story. Show the book’s cover. Point out how Pecos Bill has grabbed the rope with one hand and the horse’s reins with the other. Prompt the students to pretend to grab something.

Demonstrate lifting an object gently. **Am I lifting this roughly or gently? Yes, I’m lifting with a lot of care. I am lifting it gently.** Ask the students what needs to be handled gently.

Interactive Reading

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.

Pages 4, 5 **“Stampede” is one of our STaR words. The longhorn cattle are stampeding.** Use Think-Pair-Share to ask the students: **Why are the people in the town of Odessa in danger?** Wait for the students’ responses. **The stampeding cattle were smashing anything in their way, and the people of Odessa could get hurt.**

“Herd” is also one of our STaR words. The text says there were “Thousands of longhorn cattle....” and that “The herd was racing toward Odessa....” Use Think-Pair-Share to ask the students: **What do you think the herd in this story may be?** Wait for the students’ responses. **In this story, it is a huge herd of longhorn cattle.**



Page 8 **Pecos Bill was trying to stop the stampeding herd, so he used his lasso to catch them. “Lasso” is a STaR word.** Trace the lasso from Pecos Bill’s hands to around the cattle. **It takes great skill to form a lasso from a rope and catch an animal.** Invite the students to pantomime twirling the lasso over their heads and then throwing it (like a baseball pitcher) to catch the imaginary cattle. Reread the page from “As they rode...,” and invite the children to pretend to be Bill and pantomime his actions, including “he pulled the rope tight and yanked the reins to stop Widow-Maker.”

Page 9 **Imagine, Pecos Bill is trying to stop an entire stampeding herd of 5,000 longhorn cattle with one lasso!** Use Whole Group Response to ask the students: **Do you think one person could really do that?** Wait for the students’ responses. **This is not realistic. Let’s read on to find out more about Pecos Bill, and let’s think about if these things are really possible.**

Page 10 **This part of the story tells about Pecos Bill’s life before he became such a famous cowboy.** Use Think-Pair-Share to ask the students: **Is it really possible that Pecos Bill could do the things the story says he did when he was a baby? Why or why not?**


Page 15 Use Think-Pair-Share to ask the students: **How did Pecos Bill’s parents lose him?** Wait for the students’ responses. **How was Pecos Bill rescued?** Wait for the students’ responses. Use Whole Group Response to ask the students: **Would a coyote really pick up a baby and take it to its home?**

Page 19 Use Think-Pair-Share to ask the students: **Why didn’t Pecos Bill run from the man like the other coyotes?** Wait for the students’ responses. **I think Pecos Bill recognized that he was more like the man than he was like the coyotes.** Use Think-Pair-Share to ask the students: **Why did people come from across Texas to see Pecos Bill?** Wait for the students’ responses.

Lesson 48 Day 1

Page 20 **Pecos Bill learned many things such as how to speak, read, and write.** Point out the lasso. **Here is Bill learning to swing a lasso.** Use Think-Pair-Share to ask the students: **Do you think a person could really ride a mountain lion?** Wait for the students' responses. **No, mountain lions are dangerous wild animals, so this could not really happen.** Point to Bill lassoing a cyclone (a small tornado). Use Think-Pair-Share to ask the students: **Could a person really lasso a swirling windstorm? Why or why not?** Wait for the students' responses. **No, this could not really happen either. We can't put a rope around the wind.**

Page 23 **Wow! In real life, catfish usually grow to be about two or three feet long. One would never grow to be as big as a cow!** Use Think-Pair-Share to ask the students: **Also, do you think a person could really ride a fish as if it were a horse?** Wait for the students' responses. **This story is not realistic.**

Whole Group Response
→


Page 24 Use Whole Group Response to ask the students: **Who won the bucking contest, Sue or Widow-Maker?** Point to the bucking horse. **Widow-Maker bucked Sue off, so the horse won. Both were determined to win. "Determined" is one of our STaR words. Widow-Maker was determined that Sue would not ride him. That's what he decided, and he did everything he could to buck her off.**

Page 27 **So much happens in this story that could not happen in real life because everything is bigger and the characters are stronger than in real life. They remind me of superheroes. Stories like *Pecos Bill* are called tall tales.** Have the students repeat "tall tales" a few times. Use Think-Pair-Share to ask the students: **What other story did we read that had a character who was bigger and stronger than everyone else?**

Teacher's Note: Quickly introduce the students to the following reference pages by showing and briefly explaining each. Reading the text is optional. You may wish to read the information on pages 28–32 at another time.

Page 28 **The story is over. This is the informational part of the book. This page tells us more about Texas and cowboys and how the tall tales about Pecos Bill got started.**

Page 29 **This is a recipe for "Cowboy Caviar," a salsa to eat with chips.**

Page 30 **This list of words and definitions reminds me of the glossary in our book *What Is in the Oceans?***

Page 31 **Here are websites and places to go to get more information about the Pecos Bill stories, cowboys, and cowgirls.**

Page 32 **The last page has an index. This lists topics in the book and tells which pages they appear on. Here's "lasso" on pages 8, 9, 21, and 27. Turn to page 8 to show that the topic "lasso" is, indeed, there.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
- Let's **cel-e-brate** a **word** we've **learned**.
- We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.

Lesson 48 **Day 1**

Random Reporter →

- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team cooperation points to teams that successfully use STaR words correctly in complete sentences.

Team Celebration Points →

- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie's Questions:

What is one of the amazing tall tales told about Pecos Bill to prove he was the best cowboy in Texas?

Why did Pecos Bill and Slue-Foot Sue get along so well?

Fostering Richer Language

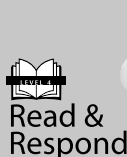
Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>rode a mountain lion</i>	Good answer. Can you say that in a complete sentence? <i>Pecos Bill rode a mountain lion.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Pecos Bill rode a mountain lion."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Pecos Bill rode a mountain lion.</i>	Good answer. Can you add some details to your sentence? <i>Pecos Bill rode a mountain lion just to see the looks on people's faces.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why did he do that?</i>

Oral-Language Scoring Rubric

- 0 – The student does not respond, or the response does not make sense.
- 1 – The student responds with a word or a phrase that makes sense.
- 2 – The student responds in a complete sentence that makes sense.
- 3 – The student responds in a complete sentence that makes sense and includes details

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Materials to support the review of any sounds not yet mastered by your students

Shared Story

Shared Story:
Paul Bunyan's Pancakes

Language development cards for lesson 47*

Word cards for part 2*

Reading Strategy Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration certificates

STaR

STaR story:
Pecos Bill

Story map poster

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

*Not needed for interactive whiteboard users



Read & Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

FastTrack Phonics**Review**

- Use the key cards or other materials to review any sounds that your students have not yet mastered.

Shared Story

Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Word Presentation—Part 2

Green Words

<u>sawmill</u>	<u>spun</u>
flour	pancakes
mixed	<u>steamboat</u>

Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Challenge Words

- There are no new challenge words to introduce for part 2.

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Lesson 48 **Day 2**

- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Guided Partner Reading—Part 2

Picture Cards

sawmill penny
steamboat pancakes
flour

Let's review some of the words we will see in this part of the story.

Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency →

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Partner Story Questions—Part 2

Teacher Modeling →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.
- **What was one funny thing that Paul did to mix the pancakes?** *[(Answers may vary.) Paul used 200 eggs. A steamboat stirred the batter.]*
- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

Partner Practice →

1. **Why did Paul mix so much pancake batter?**
[Paul had to feed 100 men.]

2. Write the answer on the blank line.
Settlers got their logs at the [sawmill].

A. steamboat B. cabins C. sawmill

Monitor →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points →

- Award team celebration points to students who share correct responses to question #1.



All Together Now

Focus on Fluency →

Read Smoothly

- Reread part 2 (pages 5–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



Reading Celebration

Focus on Fluency →

Read with Expression

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.

Team Celebration Points →

- Award team celebration points to students who read successfully.

Lesson 48 Day 2

- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 48.



Between the Lions

STaR

Think-Pair-Share

STaR Review

Review the title and author of the story as you display the front cover. Ask the following questions. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Display the cover of the book. **What is the title of this story?** [*The title is Pecos Bill.*]

Why is a herd of stampeding cattle dangerous? [*A stampeding herd will trample and smash everything in its path, even entire towns.*] **Have you ever seen a herd of animals? What kinds of animals were they?**

How did Pecos Bill save a town from the cattle stampede? [*Pecos Bill stopped the stampede with lassos.*] **Have you ever saved someone from getting hurt? Who was it? What did you do?**

How would a cowboy or cowgirl catch an animal with a lasso? [*A cowboy forms a loop and twirls the rope fast over his head. He throws the lasso over the animal.*] **Have you ever seen someone use a lasso? What were they trying to catch?**

Display page 9. **How can we tell Pecos Bill is a cowboy?**

Display page 14. **The coyotes grabbed baby Pecos Bill's crib and turned it over. Since they don't have hands, how do you think they grabbed the crib?**

Display page 15. **The coyote is carrying the baby by the diaper gently. What else would you carry gently?**

Display page 16. Point to the stream. **It looks like Pecos Bill is really enjoying a swim in the stream.**

Why was Pecos Bill's horse determined to throw Slue-Foot Sue off? [*The only person who Widow-Maker would carry was Pecos Bill.*] **What have you ever been determined about?**

Structure Review

Story Map →

Teacher’s Note: Explain to the students that because *Pecos Bill* is a collection stories, only one story, “Runaway Cattle,” will be chosen for the story map.

- Display and review the story map with the students.
- Prompt the children to tell the story elements (title, characters, setting, and problem and solution) in complete sentences. **Let’s use a story map to help us think about important parts of the story. This story is a bit different from other stories we’ve read. It has several stories about Pecos Bill. We’ll talk about the part of the book that tells about Pecos Bill and the runaway cattle.**

Whole Group Response →

• **WGR: The chapter title tells us the name of the story. What is the title of this chapter?** [*The “Runaway Cattle” story in Pecos Bill.*]

Think-Pair-Share →

- **T-P-S: Where did the story happen? What is the setting?** [*This story takes place near the towns of Midland and Odessa, Texas, long ago.*]
- **T-P-S: Who are some of the characters in the story?** [*Pecos Bill, Widow-Maker, and the stampeding longhorn cattle herd.*]
- **T-P-S: What is the problem in the story?** [*A herd of longhorns are stampeding toward the town of Odessa. Hundreds of people are in danger of being trampled.*]
- **T-P-S: What are some events in this part of the story about Pecos Bill?** [*Longhorn cattle were loose and running wild. Five thousand head of cattle were loose. The herd was racing toward Odessa. Hundreds of people were in danger. Pecos Bill lassoed the herd.*]
- **T-P-S: What was the solution? How was the problem solved?** [*With the help of his horse, Widow-Maker, Pecos Bill lassoed the entire herd and then tied another lasso to a high hill. He held on to both lassoes, stopped the cattle stampede, and saved the town.*]

Retell

- Expand understanding about book details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have the students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

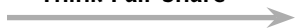
Pages 4 and 5: A herd of longhorn cattle are stampeding toward a town.

Pages 6 and 7: Pecos Bill and Widow-Maker hear the stampede and decide to stop the cattle.

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Think-Pair-Share



What would you have done if you had heard the stampede?

Why did Bill’s father, Pecos Johnny, move out west to Texas?

What could have happened to little Pecos Bill when his crib fell from the wagon?

How did the coyotes feel when Pecos Bill rode away with the man?

What was so special about Slue-Foot Sue?

How did Slue-Foot Sue end up circling the moon, and how did she come back to Earth?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the story (e.g., characters, events, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their teams.
- Ask them to tell to which part of the story map their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



STaR Writing

Editing Checklist

.....
Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Lesson 48 Day 2

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points

Alphie's Questions:

How did Pecos Bill stop the stampeding herd of longhorn cattle?

Why do we say the stories about Pecos Bill are tall tales?

Fostering Richer Language


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>with a lasso</i>	Good answer. Can you say that in a complete sentence? <i>Pecos Bill stopped the stampeding herd with a lasso.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Pecos Bill stopped the stampeding herd with a lasso."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Pecos Bill stopped the stampeding herd with a lasso.</i>	Good answer. Can you add some details to your sentence? <i>Pecos Bill stopped the stampeding herd with a lasso when he snagged the lead animals in the herd.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How did he do that?</i>

Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence that makes sense and includes details.

Team Celebration

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team celebration points earned with a cheer for each team.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Materials to support the review of any sounds not yet mastered by your students

Shared Story

Shared Story:
Paul Bunyan's Pancakes

Language development cards for lesson 48*

Word cards for part 3*

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD**

Fluency Flyers

Reading Celebration certificates

Adventures in Writing

STaR story:
Pecos Bill

Shared Story:
Paul Bunyan's Pancakes

Writing Strategies Bank (teacher created–optional)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

**Check Day 2 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

FastTrack Phonics**Review**

- Use the key cards or other materials to review any sounds that your students have not yet mastered.

Shared Story

Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Monitor →

Word Presentation—Part 3

Green Words

Green Words

squirted tune mules

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

Challenge Words

Challenge Words

bacon golden
leftover shovels
table

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
left-o-ver compound Green Word + Red Word	left-AHV-er	I give <u>leftover</u> food to my dog.
ba-con	BACK-ahn	We eat <u>bacon</u> for breakfast.
shov-el+s	SHAHV-ELZ or SHOEV-ELZ	We dig in the dirt with <u>shovels</u> .
gold+en challenge word + suffix	GAHLD-en	The <u>golden</u> pancakes smelled good. Old...gold...hold...told
ta-ble	TAB-leh	We eat at a <u>table</u> .

Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

Partner Word Reading

- Have partners take turns reading the story words in the third box and reviewing the words in the other boxes.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

Team Celebration Points
→

- Award team celebration points to students who share strategies they used to read difficult words.

Guided Partner Reading—Part 3

Picture Cards

bacon fat	shovel
fire	hose

Let’s review some words we will see in this part of the story. Display each picture card for part 3 (or select the picture cards from the list that you think will be most helpful for your students), name each, and have the students repeat after you. Give a brief explanation, if needed, of each card. Review picture cards from parts 1 and 2 if needed.

Teacher Shared Story
→

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Monitor
→

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Modeling

Partner Story Questions—Part 3

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.
- **How did Paul Bunyan’s men grease the pancake pan?** [*The men stuck cubes of bacon fat on the bottom of their boots and skated in the pan.*]
- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

Partner Practice

1. **How did Paul get the pancake batter into the hot pan?**
[*The men used a fire hose.*]
2. Circle the right answer.
After breakfast, Paul Bunyan’s men were ready to work.
This means they:
 - A. were too tired to work
 - B. were glad to work**
 - C. wanted to read books

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class’s answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



All Together Now

Focus on Fluency

Read Smoothly

- Reread part 3 (pages 9–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

Reading Olympics Warm-up

Start the Reading Olympics Warm-up on page 9. The goal is to read accurately to the end of page 9 in one minute.

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Remember that we are warming up to see if we are ready to go for the gold! Turn to page 9, and get ready to read with your partners. Partner Bs, read quickly, smoothly, and accurately for one minute. Partner As, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one minute, and then discuss whether the readers met the goal.
- **Partner As, raise your partners’ hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 9. Partner As, raise your partners’ hands if they finished page 9. If you reached the goal with accuracy, you are ready to go for the gold and read for me! Raise your hand, and I will put your name on the list. Then I will ask you to read for me in the next few days.**
- Write down the names of students who think they are ready to read for an individual fluency assessment. **If you didn’t reach your goal today, practice on your own. Then tell me when you feel ready to have me time you while you read.**

Focus on Fluency

Appropriate Rate



Focus on Fluency

Read with Expression

Team Celebration Points

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students’ voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the *Between the Lions* segment for lesson 48.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible or in a silly way (e.g., wiggling fingers, flopping their wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.
 1. The milk and eggs stay cold in our kitchen **mailbox**. [*silly*]
 2. I can squeeze a lot of water out of the **waterproof** sponge. [*silly*]
 3. Someday astronauts might be able to visit that other faraway planet, **Earth**. [*silly*]
 4. Mom told the tired child to **stampede** to bed. [*silly*]
 5. I am **determined** to do my best on the next spelling test. [*sensible*]
 6. Sara keeps her **promise** to write notes to her grandmother once every month. [*sensible*]
 7. Jake wanted to read more of the book, so he **returned** the next page. [*silly*]
 8. The batter hit the ball so **gently** that it flew high over the outfield fence. [*silly*]
 9. Tony’s shiny new bike was a beautiful **creature**. [*silly*]
 10. The magician’s **strange** clothes made him look even more mysterious. [*sensible*]

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Review the characteristics of *Pecos Bill* and *Paul Bunyan’s Pancakes* that made them tall tales. **We have read two tall tales. In a tall tale, some part of the story is exaggerated. That means that something is bigger, or someone is stronger, smarter, taller, shorter, or braver than he or she could be in real life. What are some things or people that were exaggerated in the stories that we read?**
- Introduce the writing activity. **We’re going to write tall tales about ourselves today! We’ll make up stories about ourselves and write some interesting details to go with them.**

Think-Pair-Share →

- Generate a class list of characteristics that the students could exaggerate about themselves. **What are some things that we could exaggerate about ourselves in our stories?** Use Think-Pair-Share to have the students respond. Write their responses on chart paper. [*Smart, strong, tall, short, skinny, tiny, fast, etc.*]
- Choose a word from the list to model thinking of interesting details. **Now I can choose a word that I like the most. I think I'll pick the word "fast." Now that I know the word I want to use, I can think of some interesting details that describe how fast I am. What could I say that explains how fast I am?** Use Think-Pair-Share to have the students respond. Write the students' responses, in note form, on the chart paper. [*Possible responses: faster than a cheetah, beat the school bus in a race, can only see a streak when I run, my shoes melt when I run.*]
- **When I write my story, I can use these ideas by writing complete sentences with them.** Model writing a story if your students need it. [*Example: There was once a teacher who could run very fast. One day a cheetah escaped from the zoo, but the teacher was able to catch it. Another day, she beat the school bus in a race, etc.*]

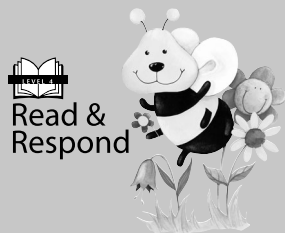
Partner Planning

- Provide time for the students to think of their own stories. They should select a feature that will be exaggerated and details about what happens in their stories.
- Encourage the students to share their ideas with their partners and to help one another think of details to add. Circulate to provide assistance as needed. The students may take notes as they plan.

Writing

Drafting

- Ask the students to write their stories in their partner writing books. Remind them to include a title.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words they do not know how to write.



Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Materials to support the review of any sounds not yet mastered by your students

Shared Story

Shared Story: *Paul Bunyan's Pancakes*

Fluency Flyers

Story map poster*

Reading Olympics Gold Medal certificates (duplicate from appendix)

Story Test booklets

Colored pens or pencils

Adventures in Writing

Partner writing books (teacher acquired)

Editing Checklist (teacher created)

Copies of the Adventures in Writing Scoring Guide

Writing paper (teacher acquired)

*Not needed for interactive whiteboard users



Read & Respond

**Check Day 3 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

FastTrack Phonics**Review**

- Use the key cards or other materials to review any sounds that your students have not yet mastered.

Shared Story**Partner Reading—Part 3**

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.

Lesson 48 Day 4

Monitor

- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:

- appropriate partner helping,
- accurate retelling, and
- appropriate turn-taking.

Fluency Flyer

Award Team Points

- Listen to the students read, and record points on their Fluency Flyers.

Summarization

- **You have read one version of the tall tale about Paul Bunyan. What makes it a tall tale? [It has lots of exaggerated things that could not be true.] Let's use our story map to help us remember the important parts of the story about Paul Bunyan.**
- Have the students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As the students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

The image shows a story map poster template. It has six main sections, each with a small icon and a set of lines for writing:

- Title:** with a book icon.
- Setting:** with a landscape icon.
- Characters:** with a group of people icon.
- Problem:** with a question mark icon.
- Events:** with a vertical line icon.
- Solution:** with an exclamation point icon.

Story Map Poster

Title: Paul Bunyan's Pancakes

Setting: Backwoods

Characters: Paul Bunyan, Blue Babe, Paul Bunyan's men

Problem: Paul had to make pancakes for 100 helpers.

Events:

1. Paul made a huge flat pan.
2. Paul made batter by pouring flour and water into a lake.
3. The men skated on bacon fat to grease the pan.

Solution: Paul and his men made a huge quantity of giant pancakes.

Assessment of Growth

Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.

Lesson 48 Day 4

Assess

- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- You may also time the students for their Reading Olympics Gold Medal certificates and award points on their Fluency Flyers.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

1. Why did Paul Bunyan brush his teeth with a tree branch?

1 pt. — huge / tall / toothbrush small

2 pts. — Paul too big / taller than tree / toothbrush not big enough

3 pts. — Paul was taller than the tallest tree. / Paul was so huge that no toothbrush was big enough.

2. What was one funny thing that Paul did to make pancakes?

1 pt. — 200 eggs / steamboat / shovels to flip / flour in lake

2 pt. — Used 200 eggs / used fire hose / stirred by steamboat

3 pts. — Paul used 200 eggs. / A steamboat stirred the batter. / Paul poured 100 bags of flour into the lake.

Circle the right answer.

3. I practiced my words. I was ready for the test. I was ready means:

A. I was glad to take the test.

B. I was reading a book.

C. My face was red.

Write the answer on the blank line.

4. Logs are cut at a [sawmill].

cabin

5. The settlers lived in a [cabin].

thawed

6. The frozen meat [thawed] out in the oven.

sawmill

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.

Random Reporter

Lesson 48 **Day 4**

- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

Adventures in Writing

Writing Review

- Have the students find their draft sentences in the partner writing books. **Yesterday we wrote stories about ourselves. The stories are tall tales, or stories that aren't true because something about us is exaggerated and could not happen in real life.**
- **We discussed our stories with our partners, and then we wrote draft versions. Today we're going to check our stories to make sure that they are just right. Then we'll make our final copies.**

Writing

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.
- **To earn the first 2 points, you have to have at least four sentences. Count your sentences to make sure that you have four, or more than four, sentences.**
- **To earn the next 2 points, your sentences need to tell a story about you that could not happen in real life.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

Polishing

- Instruct the students to write their polished copies of their sentences. **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.

Lesson 48 **Day 4**

- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed.
- Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partners found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.
- Post polished copies of the students' writing on a writing celebration bulletin board.

Team Celebration Points →

Team Celebration Points →

Extension Activity (*optional*)

- Sing and memorize the refrain to a verse of the old cowboy song “Home on the Range.” For the tune and complete lyrics, see <http://www.kididdles.com/lyrics/h020.html/>.

Oh, give me a home where the buffalo roam
And the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day

Expanded Silly or Sensible?

- Reread each of the Silly or Sensible? sentences with the class.
- After reading each sentence, invite partners to alter the sentence to reverse it from silly to sensible or from sensible to silly.
- Alternatively, invite partners to think of their own Silly or Sensible? sentences with the vocabulary words and share them with the class. The other students will then determine whether the new sentences are silly or sensible.

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Day 1	Day 2	Day 3	Day 4
<p>Team Celebration (20 min.)</p>	<p>FastTrack Phonics (20 min.) Introduction of new sounds and/or practice with review sounds</p>	<p>FastTrack Phonics (20 min.) Introduction of new sounds and/or practice with review sounds</p>	<p>FastTrack Phonics (20 min.) Introduction of new sounds and/or practice with review sounds</p>
<p>Shared Story (50 min.) Previewing <ul style="list-style-type: none"> • Background/Motivation • Location Words • (Video Word Play/ Picture cards—part 1) Word Presentation—Part 1 <ul style="list-style-type: none"> • Key card or (DVD/ Video—Animated Alphabet) • (DVD/Video—Sound It Out) • Green Words • Challenge words • Red Words • Word wall review of Red Words Partner Word Reading Guided Partner Reading—Part 1 Partner Story Questions—Part 1 <ul style="list-style-type: none"> • Comprehension question and vocabulary item: teacher modeling, partner discussion, partner writing • Class discussion of responses All Together Now—Part 1 <ul style="list-style-type: none"> • Group rereading of part 1 in unison • Word wall review of Red Words </p>	<p>Shared Story (50–70 min.) Partner Reading—Part 1 <ul style="list-style-type: none"> • (Picture cards—part 2) Word Presentation—Part 2 <ul style="list-style-type: none"> • Green Words • Challenge words • Word wall review of Red Words Partner Word Reading Guided Partner Reading—Part 2 Partner Story Questions—Part 2 <ul style="list-style-type: none"> • Comprehension question and vocabulary item: teacher modeling, partner discussion, partner writing • Class discussion of responses All Together Now—Part 2 <ul style="list-style-type: none"> • Group rereading of part 2 in unison Reading Celebration <ul style="list-style-type: none"> • Reading aloud by two students • Word wall review of Red Words • (DVD/Video—<i>Between the Lions</i>) </p>	<p>Shared Story (50–70 min.) Partner Reading—Part 2 <ul style="list-style-type: none"> • (Picture cards—part 3) Word Presentation—Part 3 <ul style="list-style-type: none"> • Green Words • Challenge words • Word wall review of Red Words Partner Word Reading Guided Partner Reading—Part 3 Partner Story Questions—Part 3 <ul style="list-style-type: none"> • Comprehension question and vocabulary item: teacher modeling, partner discussion, partner writing • Class discussion of responses All Together Now—Part 3 <ul style="list-style-type: none"> • Group rereading of part 3 in unison Reading Olympics Warm-Up <ul style="list-style-type: none"> • Timed class fluency practice Reading Celebration <ul style="list-style-type: none"> • Reading aloud by two students • Word wall review of Red Words • (DVD/Video—<i>Between the Lions</i>) </p>	<p>Shared Story (40–50 min.) Partner Reading—Part 3 Summarization <ul style="list-style-type: none"> • Idea tree or story map developed by class Assessment of Growth <ul style="list-style-type: none"> • Partner prep time/Words Out Loud and fluency • Story Test—comprehension, vocabulary </p>
<p>STaR (20 min.) Preview Interactive Reading STaR Celebration STaR Writing Alphie’s Question Quiz Homework <ul style="list-style-type: none"> • Read & Respond </p>	<p>STaR (20 min.) STaR Review Structure Review Retell STaR Celebration STaR Writing Alphie’s Question Quiz Homework <ul style="list-style-type: none"> • Read & Respond </p>	<p>Adventures in Writing (20 min.) Prewriting <ul style="list-style-type: none"> • Modeling/Planning Drafting Homework <ul style="list-style-type: none"> • Read & Respond </p>	<p>Adventures in Writing (30–40 min.) Checking <ul style="list-style-type: none"> • Content/Mechanics Polishing Celebrating Writing Homework <ul style="list-style-type: none"> • Read & Respond </p>

Level 1

Lesson	Day 1	Day 2	Day 3
1	/m/	/a/	/s/
2	/d/	/t/	/i/
3	/n/	/p/	/g/
4	/o/	Assessment 1	Review
5	/c/	/k/, /ck/	/u/
6	/r/	/b/	/f/
7	/e/	/l/	/h/
8	/ng/	Assessment 2	Review
9	/sh/	/z/	/w/
10	/ch/	/j/	/v/
11	/y/	/th/	/q/
12	/x/	Assessment 3	Review
13	/_ed/, /_ing/	/_ed/, /_ing/	/a_e/
14	/a_e/	/ee/	/ee/
15	/i_e/	/i_e/	/o_e/

Level 2

Lesson	Day 1	Day 2	Day 3
16	/o_e/	Assessment 4	Review
17	/oo/ (moon)	/oo/ (moon)	/ar/
18	/ar/	/c/ (ice)	/c/ (ice)
19	/ou/ (out)	/ou/ (out)	/ay/
20	/ay/	Assessment 5	Review
21	/ea/ (tea)	/ea/ (tea)	/or/
22	/or/	/ie/	/ie/
23	/_y/ (puppy)	/_y/ (puppy)	/oy/
24	/oy/	Assessment 6	Review
25	/er/	/er/	/ue/

Level 3

Lesson	Day 1	Day 2	Day 3
26	/ue/	/ai/	/ai/
27	/igh/	/igh/	/ow/ (snow)
28	/ow/ (snow)	Assessment 7	Review
29	/_ed/, /_ing/ (silent e)	/_ed/, /_ing/ (silent e)	/aw/
30	/aw/	/oi/	/oi/
31	/oa/	/oa/	/ur/
32	/ur/	Assessment 8	Review
33	/ow/ (cow)	/ow/ (cow)	/oo/ (book)
34	/oo/ (book)	/u_e/	/u_e/
35	/ir/	/ir/	/_y/ (fly)
36	/_y/ (fly)	Assessment 9	Review
37	/ph/	/ph/	/ge/, /dge/

Level 4

Lesson	Day 2	Day 3	Day 4
38	/ge/, /dge/	/tch/	/tch/
39	/ew/	/ew/	Assessment 10
40	Long a letter groups	Long a letter groups	Long a letter groups
41	Long e letter groups	Long e letter groups	Long e letter groups
42	Long i letter groups	Long i letter groups	Long i letter groups
43	Long o letter groups	Long o letter groups	Long o letter groups
44	/ur/, /ir/, /er/	/ur/, /ir/, /er/	/ur/, /ir/, /er/
45	/ou/, /ow/	/ou/, /ow/	/ou/, /ow/
46	/oy/, /oi/	/oy/, /oi/	/oy/, /oi/
47	Long u letter groups	Long u letter groups	Long u letter groups
48	Review	Review	Review

Letter(s)	Phrase	Lesson
ng	Bring the king a ring.	8
sh	Sherry shines her shoes.	9
ch	The chipmunk chooses cheese.	10
th	Theo has a thimble on his thumb	11
a_e	Bake a cake.	13–14
ee	See the tree?	14
i_e	In a while, crocodile	15
o_e	Phone home.	15–16
oo	Zoom to the moon	17
ar	Start the car.	17–18
c	City mice on ice	18
ou	Shout it out.	19
ay	May I play?	19–20
ea	Time for tea	21
or	Corn for the horse	21–22
ie	Tie your tie.	22
-y	Silly, happy puppy	23
oy	Boy with a toy	23–24
er	Bigger batter	25
ue	Blue glue	25–26
ai	Train in the rain	26
igh	Bright light	27
ow	Blow the snow.	27–28
aw	I saw a seesaw.	29–30
oi	Little voice, big voice	30
oa	Goat in a boat	31
ur	Nurse with a purse	31–32
ow	Brown cow	33
oo	Look for a book.	33–34
u_e	Huge cube	34
ir	Girl in a whirl	35
-y	Fly in the sky.	35–36
ph	Photo of Alphie	37
ge dge	Large badge	37–38
tch	Pitch and catch	38
ew	New stew	39

Level 1

Lesson	Shared Story	STaR Story	Author
1		<i>Are You My Mother?</i>	P. D. Eastman
2		<i>There's an Alligator Under My Bed</i>	Mercer Mayer
3		<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema
4	<i>Show and Tell</i>	<i>How to Be a Good Dog</i>	Gail Page
5	<i>A Card for Dad</i>	<i>Sophie and the Mother's Day Card</i>	Kaye Umansky
6	<i>Miss Sid Meets Sad Sam</i>	<i>Birds</i>	Caroline Arnold and Patricia J. Wynne
7	<i>The Ice Cream Man</i>	<i>Ice Cream: The Full Scoop</i>	Gail Gibbons
8	<i>Pit-Pat</i>	<i>Six-Dinner Sid</i>	Inga Moore
9	<i>A Game of Tag at the Farm</i>	<i>Come Out and Play</i>	Maya Ajmera and John D. Ivanko
10	<i>The Painters</i>	<i>Jamaica Louise James</i>	Amy Hest
11	<i>The Costume Party</i>	<i>The Costume Party</i>	Victoria Chess
12	<i>Kim's Visit</i>	<i>The Relatives Came</i>	Cynthia Rylant
13	<i>The Field Trip</i>	<i>The Ant and the Elephant</i>	Bill Peet
14	<i>The Rainy Day</i>	<i>Mud Puddle</i>	Robert Munsch and Sami Suomalainen
15	<i>The Mysterious Song</i>	<i>Beaks!</i>	Sneed B. Collard III and Robin Brickman

Level 2

Lesson	Shared Story	STaR Story	
16	<i>The Class Trip</i>	<i>Farmer Duck</i>	Martin Waddell and Helen Oxenbury
17	<i>Bug Alert!</i>	<i>Head Louse</i>	Karen Hartley, Chris Macro, and Philip Taylor
18	<i>Fang</i>	<i>Buster</i>	Denise Fleming
19	<i>The Pest in the Tent</i>	<i>Let's Go Camping!</i>	Brody Coleson
20	<i>May I Borrow Your Ice Cream?</i>	<i>Let's Be Friends Again!</i>	Hans Wilhelm
21	<i>The Noisy Morning</i>	<i>Bear Snores On</i>	Karma Wilson
22	<i>Hiccups</i>	<i>The Tortoise and The Hare</i>	An Aesop fable adapted by Janet Stevens
23	<i>Fish in Class</i>	<i>What's It Like to Be a Fish?</i>	Wendy Pfeffer and Holly Keller
24	<i>Late!</i>	<i>The Grouchy Ladybug</i>	Eric Carle
25	<i>And Then What Happened?</i>	<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett

Shared Story and STaR Story Title List

Level 3

Lesson	Shared Story	STaR Story	Author
26	<i>Let's Go Fishing</i>	<i>Dear Mr. Blueberry</i>	Simon James
27	<i>The Camping Trip</i>	<i>The Three Billy Goats Gruff</i>	Paul Galdone
28	<i>Is There an Alligator in the Pond?</i>	<i>Trosclair and the Alligator</i>	Peter Huggins
29	<i>Leaves Fall</i>	<i>Trees Around the World</i>	Lucy Wilson
30	<i>Cupcakes</i>	<i>Baking a Wonderful Wacky Cake</i>	Catalina Castillo
31	<i>Ride a Bike</i>	<i>Vera Rides a Bike</i>	Vera Rosenberry
32	<i>Home with a Cold</i>	<i>The Big Snow</i>	Berta and Elmer Hader
33	<i>Slippery Steps</i>	<i>Callie Cat, Ice Skater</i>	Eileen Spinelli
34	<i>The Ice Storm</i>	<i>"On a Night of Snow"</i>	A poem by Elizabeth Coatsworth
35	<i>Did That Tree Eat My Kite?</i>	<i>Dear Tooth Fairy</i>	Alan Durant
36	<i>Who Is Wilfred?</i>	<i>Extra! Extra! Writing a Newspaper Article</i>	Jack Gallagher
37	<i>Planting Seeds in May</i>	<i>Camille and the Sunflowers</i>	Laurence Anholt

Level 4

Lesson	Shared Story	STaR Story	Author
38	<i>The Land of the Midnight Sun</i>	<i>Living in the Arctic</i>	Allan Fowler
39	<i>The Three Wishes</i>	<i>Sausages</i>	Jessica Souhami
40	<i>The Artists of Benin City</i>	<i>Crafting Fun for a Rainy Day</i>	Kwami Conteh
41	<i>Anansi, the Spider</i>	<i>Rehema's Journey</i>	Barbara A. Margolies
42	<i>A Farm in China</i>	<i>The Empty Pot</i>	Demi
43	<i>Woo Zen, a Cinderella Story</i>	<i>Er-lang and the Suns</i>	Tony Guo, Euphine Cheung, and Karl Edwards
44	<i>A Trip to the Inca Kingdom</i>	<i>We're from Brazil</i>	Emma Lynch
45	<i>The Magic Lake</i>	<i>At Home in the Rain Forest</i>	Diane Willow
46	<i>Pen Pals in the U.S.A.</i>	<i>Country Kid, City Kid</i>	by Julie Cummins
47	<i>How Turtle Flew South for the Winter</i>	<i>What Is in the Ocean?</i>	by Kathleen Collins
48	<i>Paul Bunyan's Pancakes</i>	<i>Pecos Bill</i>	by Bill Balcziaik

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

Level 1

Shared Story Number	Letter Focus	Title	Skill
4	d	<i>Show and Tell</i>	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	<i>A Card for Dad</i>	Using periods correctly
6	i	<i>Miss Sid Meets Sad Sam</i>	Recognizing exclamation points Recognizing question marks
7	n	<i>The Ice Cream Man</i>	
8	p	<i>Pit-Pat</i>	Predicting Adding "s" to third person verbs
9	g	<i>A Game of Tag at the Farm</i>	
10	o	<i>The Painters</i>	
11	c	<i>The Costume Party</i>	Understanding the use of quotation marks
12	k, ck	<i>Kim's Visit</i>	
13	_nt, _nd	<i>The Field Trip</i>	
14	u	<i>The Rainy Day</i>	
15	ng	<i>The Mysterious Song</i>	Adding "ing" to the end of a verb

Shared Story Skills

Level 2

Shared Story Number	Letter Focus	Title	Skill
16	"s_" s blended with other consonants	<i>The Class Trip</i>	Introducing the word pattern "_all"
17	b	<i>Bug Alert!</i>	Understanding the prefix "un"
18	f	<i>Fang</i>	Identifying and describing new characters
19	e	<i>The Pest in the Tent</i>	Understanding the past tense "ed" ending
20	l	<i>May I Borrow Your Ice Cream?</i>	Introducing the contraction "I'll"
21	"_l" l blended with other consonants	<i>The Noisy Morning</i>	Recognizing "ed" and "ing" endings on verbs
22	h	<i>Hiccups</i>	Understanding the use of parentheses
23	sh	<i>Fish in Class</i>	Introducing the word pattern "_all"
24	r	<i>Late!</i>	
25	ee, ea	<i>And Then What Happened?</i>	Understanding the tall tale genre

Level 3

Shared Story Number	Letter Focus	Title	Skill
26	"_r" r blended with other consonants	<i>Let's Go Fishing</i>	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	<i>The Camping Trip</i>	Practicing consonant blends
28	j	<i>Is There an Alligator in the Pond?</i>	
29	v	<i>Leaves Fall</i>	
30	a_e	<i>Cupcakes</i>	
31	i_e	<i>Ride a Bike</i>	
32	o_e, oe	<i>Home with a Cold</i>	
33	y	<i>Slippery Steps</i>	
34	soft c	<i>The Ice Storm</i>	
35	ch	<i>Did That Tree Eat My Kite?</i>	
36	w	<i>Who Is Wilfred?</i>	
37	ay, ai	<i>Planting Seeds in May</i>	

Shared Story Skills

Level 4

Shared Story Number	Letter Focus	Title	Skill
38	aw	<i>The Land of the Midnight Sun</i>	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding “est” ending
39	th	<i>The Three Wishes</i>	Recognizing fairy tale genre Understanding and describing narrative story plot Understanding comparisons with “more than” and “less than” Discriminating “there” and “their” Using prefix “dis”
40	qu	<i>The Artists of Benin City</i>	Changing “y” to “i” before adding “es”
41	-ight, -ould	<i>Anansi, the Spider</i>	Recognizing folktale genre
42	oo (moon)	<i>A Farm in China</i>	
43	z	<i>Woo Zen, a Cinderella Story</i>	Recognizing fairy tale genre
44	oa (boat) ow (blow)	<i>A Trip to the Inca Kingdom</i>	Understanding historical information
45	x	<i>The Magic Lake</i>	Recognizing legend genre
46	oo (book)	<i>Pen Pals in the U.S.A.</i>	
47	ir, or, ar, er, ur	<i>How Turtle Flew South for the Winter</i>	
48	u__e, ue	<i>Paul Bunyan’s Pancakes</i>	

Level 1

Lesson	STaR Story	Text	Objective
1	<i>Are You My Mother?</i> by P. D. Eastman	narrative	Students will write sentences about the main character of the story.
2	<i>There's an Alligator Under My Bed</i> by Mercer Mayer	narrative	Students will identify the main character's feelings in the story.
3	<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema	narrative	Students will identify the setting of the story.
4	<i>How to Be a Good Dog</i> by Gail Page	narrative	Students will identify how the main character's feelings change in the story.
5	<i>Sophie and the Mother's Day Card</i> by Kaye Umansky	narrative	Students will identify important events in the story.
6	<i>Birds</i> by Caroline Arnold and Patricia J. Wynne	expository	Students will identify important information in a text.
7	<i>Ice Cream: The Full Scoop</i> by Gail Gibbons	expository	Students will answer questions about important parts of the text.
8	<i>Six-Dinner Sid</i> by Inga Moore	narrative	Students will ask questions about important story details.
9	<i>Come Out and Play</i> by Maya Ajmera and John D. Ivanko	expository	Students will use background knowledge to help them understand the topic of an expository text.
10	<i>Jamaica Louise James</i> by Amy Hest and Sheila White Samton	narrative	Students will identify the setting in a story.
11	<i>The Costume Party</i> by Victoria Chess	narrative	Students will identify the problem and solution in the story.
12	<i>The Relatives Came</i> by Cynthia Rylant and Stephen Gammel	narrative	Students will predict what will happen next in a story.
13	<i>The Ant and the Elephant</i> by Bill Peet	narrative	Students will compare characters in a story.
14	<i>Mud Puddle</i> by Robert Munsch and Sami Suomalainen	narrative	Students will understand dialogue in a story.
15	<i>Beaks!</i> by Sneed B. Collard III and Robin Brickman	expository	Students will make predictions about the main idea in an expository text.

STaR Story Objectives

Level 2

Lesson	STaR Story	Text	Objective
16	<i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury	narrative	Students will describe different parts of the story.
17	<i>Head Louse</i> by Karen Hartley, Chris Macro, and Philip Taylor	expository	Students will identify topic sentences and main ideas in the text.
18	<i>Buster</i> by Denise Fleming	narrative	Students will describe how and why a character's feelings change from the beginning to the end of a story.
19	<i>Let's Go Camping!</i> by Brody Coleson	expository	Students will identify the topic, main idea, and supporting details in an expository text.
20	<i>Let's Be Friends Again!</i> by Hans Wilhelm	narrative	Students will identify the theme of the story. They will give supporting evidence for this theme.
21	<i>Bear Snores On</i> by Karma Wilson	narrative	Students will retell the story in logical order.
22	<i>The Tortoise and The Hare</i> An Aesop fable adapted by Janet Stevens	narrative	Students will identify the moral of the story. They will tell the difference between the theme and the moral.
23	<i>What's It Like to Be a Fish?</i> By Wendy Pfeffer and Holly Keller	expository	Students will identify text features (e.g., pictures, diagrams) that help them understand the main ideas.
24	<i>The Grouchy Ladybug</i> by Eric Carle	narrative	Students will identify facts and opinions in the text.
25	<i>Cloudy With a Chance of Meatballs</i> by Judi Barrett	narrative	Students will identify humorous parts of the story.

STaR Story Objectives

Level 3

Lesson	STaR Story	Text	Objective
26	<i>Dear Mr. Blueberry</i> by Simon James	narrative	Students will discuss the differences between narrative and expository texts.
27	<i>The Three Billy Goats Gruff</i> by Paul Galdone	narrative	Students will identify how the setting of a story affects the characters.
28	<i>Trosclair and the Alligator</i> by Peter Huggins	narrative	Students will identify the theme of a story and whether it is real or fantasy.
29	<i>Trees Around the World</i> by Lucy Wilson	expository	Students will identify the topic of a text and tell why they think the author wrote about it.
30	<i>Baking a Wonderful Wacky Cake</i> by Catalina Castillo	expository	Students will identify the order of information in the text and tell why the author wrote it in this order.
31	<i>Vera Rides a Bike</i> by Vera Rosenberry	narrative	Students will identify the sequence of events in the story and tell why the author wrote the story in this order.
32	<i>The Big Snow</i> by Berta and Elmer Hader	narrative	Students will identify the main purpose of the story and tell how the author supports it.
33	<i>Callie Cat, Ice Skater</i> by Eileen Spinelli	narrative	Students will identify the moral of the story and give evidence that supports it.
34	<i>"On a Night of Snow"</i> A poem by Elizabeth Coatsworth	narrative	Students will interpret figurative language in a poem.
35	<i>Dear Tooth Fairy</i> by Alan Durant	narrative	Students will describe characters in the story. They will compare characters to themselves and tell how that makes them feel about the character.
36	<i>Extra! Extra! Writing a Newspaper Article</i> by Jack Gallagher	expository	Students will describe the importance of question words like "who," "what," "why," "when," "where," and "how."
37	<i>Camille and the Sunflowers</i> by Laurence Anholt	narrative	Students will tell why certain events are important to the solution of the problem in the story.

STaR Story Objectives

Level 4

Lesson	STaR Story	Text	Objective
38	<i>Living in the Arctic</i> by Allan Fowler	expository	Students will summarize the main ideas of the text.
39	<i>Sausages</i> by Jessica Souhami	narrative	Students will summarize the important events in a story.
40	<i>Crafting Fun for a Rainy Day</i> by Kwami Conteh	expository	Students will understand the process described in the text. They will identify clue words that help them to understand the sequence.
41	<i>Rehema's Journey</i> by Barbara A. Margolies	narrative	Students will identify questions that they have about the story and how the author answers the questions.
42	<i>The Empty Pot</i> by Demi	narrative	Students will identify various sentence structures in the story and tell how these affect the story.
43	<i>Er-lang and the Suns</i> by Tony Guo, Euphine Cheung, and Karl Edwards	narrative	Students will identify words that help them to understand the genre of the story. Students will tell how this genre differs from others.
44	<i>We're from Brazil</i> by Emma Lynch	expository	Students will identify historical information in the text and how they know these are facts.
45	<i>At Home in the Rain Forest</i> by Diane Willow	expository	Students will identify facts in an expository text.
46	<i>Country Kid, City Kid</i> by Julie Cummins	narrative	Students will make comparisons within the story and tell why the author presented the information this way.
47	<i>What Is in the Ocean?</i> by Kathleen Collins	expository	Students will present short reports composed of at least six sentences that provide information on a topic with main ideas and supporting details and maintain a clear focus.
48	<i>Pecos Bill</i> retold by Bill Balczak	narrative	Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

Scope and Sequence

Adventures in Writing lessons are structured so that students can begin writing from the beginning of the program. The lessons increase in complexity so that students progress from writing short, simple words and phrases to thinking about, planning, and polishing their writing. The writing goals for each level of the program are listed below:

Level 1

During STaR Writing on Days 1 and 2, a series of emergent writing strategies are introduced over the course of the Reading Roots lessons in level 1. As each new strategy is introduced, the teacher adds it to a Writing Strategies Bank that is maintained and referenced for all writing activities in all parts of the lesson.

Adventures in Writing goals in level 1:

- Prewriting:** Learn the purpose of prewriting. Learn different ways to prewrite including story review, brainstorming, list making, and partner/team/group discussion.
- Peer Discussion:** Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
- Word-Level Writing:** Complete sentence stems with a word or a short phrase. Use phonetic spelling and writing strategies to write words.
- Sentence-Level Writing:** Write up to two simple sentences independently using phonetic spelling and writing strategies.
- Peer Editing:** Learn how to give and receive constructive comments about writing. Learn how to use a partner's comments to improve or edit writing.

Level 2

Although the Writing Strategies Bank is still used as a reference for the students, in level 2 the teacher encourages the students to use more sophisticated strategies, such as sound spelling, to write words. Also in level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written or oral sentences to make the language more interesting.

Adventures in Writing goals in level 2:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting.
- Peer Discussion:** Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Check for capitalization, spelling, and punctuation.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 3

In level 3, the concepts of self- and peer-editing are introduced. Over the course of the lessons in level 3, the teacher will introduce a series of items to check, such as capitalization and punctuation, on an Editing Checklist that the students will use as they review their work. Like the Writing Strategies Bank, new items are added to the list as they are introduced. The students practice the editing process in each lesson by helping one of the Reading Roots puppets to edit his or her paper before checking their own. The students are encouraged to work together in their partnerships to find and correct errors.

Adventures in Writing goals in level 3:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and considering sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.

Level 4

The writing process in level 4 unfolds over two days. The students continue to use strategies from the Writing Strategies Bank as needed and refer to the Editing Checklist when reviewing their papers. However, they no longer practice editing with puppet papers before working with their partners. As a part of the editing process, the students also begin to use an Adventures in Writing Scoring Guide to ensure that their papers meet the criteria for earning a top score of 8 points for the team score sheet average.

Adventures in Writing goals in level 4:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Paragraph Writing:** Understand paragraphs and their format. Write sentences in the form of a paragraph.

Adventures in Writing goals in level 4: *(continued)*

- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.
- Publishing:** Make a final copy for display and sharing with the class.

Objectives

Level 1

Lesson	Skill
1	Students will write sentences about the main character of the story.
2	Using a sentence starter, students will write complete sentences to provide the solution to a problem.
3	Students will write complete sentences using antonyms.
4	Students will write complete sentences using adjectives to describe people.
5	Students will write sentences in response to questions.
6	Students will write sentences that describe story characters.
7	Students will write answers to questions about desserts.
8	Each student will write two sentences to contribute to a team book that explains how to take care of a cat.
9	Students will write complete sentences using background knowledge and information about a topic provided during STaR lessons.
10	Students will write sentences that make figurative comparisons of places.
11	Students will write sentences to describe costumes.
12	Students will use lists of objects and a sentence starter to write sentences about a place they will go and what they will pack.
13	Students will write sentences about where they would like to go on a field trip and the types of things they would do there.
14	Students will write sentences that explain a way to get clean after one has gotten dirty.
15	Students will write sentences that provide a clue and a different ending to the Shared Story.

Level 2

Lesson	Skill
16	Students will write postcards to a friend that tell about the things they can do on a class trip.
17	Students will write descriptive sentences about the contents of a student's backpack.
18	Students will create character webs to help them write descriptive sentences about Fang.
19	Students will write about their plans for a camping trip.
20	Students will write about sharing something with a friend.
21	Students will write about ways to wake up Bob, a story character.
22	Students will write advice for a friend who has the hiccups.
23	Students will write about the contents of a fish tank.
24	Students will use sequencing words to write about different things they do to get ready for school in the morning.
25	Students will write tall tales.

Level 3

Lesson	Skill
26	Students will work together to write about a fishing trip they went on with a friend.
27	Students will write about a camping trip.
28	Students will write about a swimming trip that they will take with a friend.
29	Students will write descriptions of trees during different seasons.
30	Students will write recipes for cupcakes.
31	Students will write directions for riding a bicycle.
32	Students will write about how to take care of a pet.
33	Students will write directions that tell how to make a snowman.
34	Students will write about fun indoor and outdoor activities that they can do on a snowy day.
35	Students will write riddles.
36	Students will interview classmates and write articles.
37	Students will write instructions for planting seeds.

Level 4

Lesson	Skill
38	Students will describe the Arctic.
39	Students will write about three wishes.
40	Students will write the steps to make a clay animal.
41	Students will describe their lives.
42	Students will use character webs to write descriptions of a story character.
43	The students will write letters asking for help with a problem.
44	Students will write about a typical day.
45	Students will write poems (a cinquain about a story character).
46	Students will write about a place they have visited.
47	Each student will write a paragraph about a plant or animal that lives in the ocean.
48	Students will write tall tales about themselves.

Section Tab

- 1 /m/ mermaid, moon, mop, mitt
- 2 /a/ match, mitt, moon,
mop, ant, apple, ax
- 3 /s/ mermaid, moon, ant, apple,
seven, sun, suit, sock
- 4 /d/ six, mother, ant, sock,
desk, duck, door, doll
- 5 /t/ door, soap, mittens, apple,
tiger, teeth, ten, tie
- 6 /i/ ax, suit, duck, tire, insect, inch, igloo
- 7 /n/ seven, desk, tent, inch,
nurse, nose, nails, nine
- 8 /p/ nuts, ten, door, insect,
pillow, pie, pickle, pig
- 9 /g/ pig, igloo, tiger, nose,
goat, gum, gate, girls
- 10 /o/ insect, nails, popcorn,
goat, octopus, ox
- 11 /c/ ox, pig, goose, nurse, car,
cake, camel, cane
- 12 /k/ gate, octopus, popcorn, coat,
key, kite, kitten, kitchen
- 13 /u/ octopus, kite, sock, cane,
umbrella, under, up
- 14 /r/ umbrella, gate, cookies, kitten,
rooster, rug, rope, rake
- 15 /b/ cap, kitchen, umbrella, ruler,
bus, bug, book, balloon

Section Tab

- 16 /f/ bed, rope, up, key, fire, fish, fan, five
- 17 /e/ boat, feet, rake, under,
eggs, edge, echo
- 18 /l/ eggs, run, five, book,
ladder, lamp, leaf, lion
- 19 /h/ log, bike, edge, fish, hand,
hat, heart, happy
- 20 /ng/ five, echo, hat, lion, ring, king, swing
- 21 /sh/ hose, octopus, fan, leaf,
shirt, shell, sheep, shoe
- 22 /z/ shirt, log, heart, eggs,
zebra, zipper, zoo, zig-zag
- 23 /w/ umbrella, zebra, sheep, happy,
wagon, windmill, watch, web
- 24 /ch/ watch, zig-zag, shoe, hen,
chain, chair, cherry
- 25 /j/ cherry, web, zebra, shell,
Jack-in-the-box, jeep, jet, jug
- 26 /v/ jet, wagon, zipper, cherry,
van, vine, vase, vegetables
- 27 /y/ vine, chain, Jack-in-the-box,
whale, yard, yo-yo, yawn, yell
- 28 /th/ chair, valentine, yarn, jug,
thimble, thermometer, thumb
- 29 /q/ thimble, vegetables, yawn, jeep,
quarter, queen, question mark, quilt
- 30 /x/ van, thumb, yo-yo, quilt,
box, ox, six, fox

Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
ax	26	mouse	27	snow	28
bait	26	mouse	R 27	sock	28
bike	26	path	27	spring	28
boat	26	pets	27	storm	28
cat	26	ship	27	suitcase	28
crab	26	shoulder	27	summer	28
creek	26	tent	27	sun	28
fishing	26	tree stump	27	toys	28
fishing gear	26	whale	27	wind	28
hat	26	alligator	28	winter	28
mittens	26	bank	28	dump	29
net	26	bird	R 28	house	R 29
pole	26	books	28	jacket	29
reel	26	cat	28	leaves	29
sandwich	26	clothes	28	mittens	29
shed	26	cloud/sky	28	plastic bags	29
spoon	26	cookies	28	rake	29
water	R 26	creek	28	storm	29
worms	26	fall	28	tree—fall	29
worms	R 26	game	28	tree—spring	29
bear	27	ice	28	tree—summer	29
bear	R 27	jam sandwiches	28	tree—winter	29
bus	27	jeep	28	van	29
camping gear	27	lamp	28	vest	29
campsite	27	money	28	bowl	30
car	27	picnic mat	28	butter	30
child	27	pictures	28	cake mix	30
dad	27	pond	28	cane	30
dog	27	raft	28	cupcake tin	30
giant	27	rain	28	cupcakes	30
head	R 27	Sad Sam	28	eggs	30
horse	27	sleet	28	eggshells	30

R = Readle Card

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Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
milk	30	head	R 32	oven	34
oven	30	medicine	32	principal	34
spoon	30	medicine	R 32	sleeping bag	34
timer	30	pine cones	32	stick	34
airplane	31	robe	32	toothbrush	34
bike	31	seeds	32	baker	35
bike helmet	31	shed	32	chin	35
boat	31	snow	32	construction worker	35
bus	31	stones	32	doctor	35
car	31	throat	32	kite	35
eyes	R 31	van	32	police officer	35
feet	31	window seat	32	string	35
handlebars	31	ice	33	teacher	35
handles	31	pebbles	33	tree	35
helicopter	31	pond	33	wind	35
horse	31	sand	33	articles	36
parachute	31	sleet	33	dog	36
pedals	31	steps	33	newspaper	36
raft	31	twins	33	pictures	36
school	R 31	backpack	34	web	36
ship	31	blanket	34	blue jay	37
skateboard	31	car	34	cloud/sky	37
train	31	dark	34	dirt	37
tricycle	31	dinner	34	fence	37
truck	31	electricity	34	garden	37
van	31	fan	34	grass	37
yard	31	fireplace	34	nest	37
blanket	32	football	34	pail	37
doe and baby deer	32	hot dog	34	raincoat	37
fence	32	ice storm	34	seeds	37
fence	R 32	lamp	34	Arctic	38
game	32	mop	34	cooked fish	38

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Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
lake	38	palace	40	stone	42
lawn	38	queen	40	tea	42
office	38	chicken	41	vegetables	42
pine tree	38	child	41	zoo	42
raw fish	38	feast	41	Chinese bride	43
reindeer	38	fish	41	fan	43
sea	38	football	41	fog	43
shawl	38	forest	41	king	43
ship	38	peanuts	41	moon	43
Stockholm	38	spider	41	New Year feast	43
straw bed	38	village	41	palace	43
Sweden	38	vine	41	peach	43
beard	39	waist	41	pond	43
elf	39	yams	41	robe	43
hamlet (village)	39	bamboo	42	scales	43
hut	39	China	42	silk	43
path	39	chopsticks	42	slippers	43
sausage	39	dragon	42	Andes Mountains	44
soup	39	duck	42	coast	44
woodcutter	39	farm	42	earthquake	44
Africa	40	fireworks	42	Inca Kingdom	44
airport	40	goose	42	Incas	44
arts and crafts	40	Great Wall of China	42	llamas	44
Benin City	40	jump rope	42	messenger	44
cocoa	40	kite	42	South America	44
crocodile	40	panda	42	steep steps	44
equator	40	paper	42	volcano	44
hippo	40	pig	42	wool	44
liquid	40	ping pong	42	corn	45
market	40	rice	42	crab	45
mask	40	silk	42	fan	45
Nigeria	40	spoon	42	illness	45

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Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
Incas	45	hook	46	stick	47
jail	45	letter	46	teepee	47
llamas	45	masts	46	turtle	47
palace	45	medicine person	46	turtle shell	47
prince	45	oceans	46	bacon fat	48
snake	45	Olympic Mountains	46	beard	48
son	45	Pacific Ocean	46	fire hose	48
apartment	46	pen pals	46	flour	48
aquarium	46	pony	46	log cabins	48
Atlantic Ocean	46	sails	46	logs	48
beach	46	sea lion	46	ox	48
city/country	46	sequoia trees	46	pancakes	48
clipper ship	46	ships	46	penny	48
coast	46	U.S.A.	46	pine tree	48
doctor	46	waves	46	sawmill	48
farm	46	whale	46	settlers	48
flippers	46	wooden house	46	shovel	48
harbor	46	buffalo	47	steamboat	48
hoof	46	grip/grasp	47		

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Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
Africa	40	books	28	crocodile	40
airplane	31	bowl	30	cupcake tin	30
airport	40	buffalo	47	cupcakes	30
alligator	28	bus	27, 31	dad	27
Andes Mountains	44	butter	30	dark	34
apartment	46	cake mix	30	dinner	34
aquarium	46	camping gear	27	dirt	37
Arctic	38	campsite	27	doctor	35, 46
articles	36	cane	30	doctor	46
arts and crafts	40	car	27, 31, 34	doe and baby deer	32
Atlantic Ocean	46	cat	26	dog	27
ax	26	cat	28	dog	36
backpack	34	chicken	41	dragon	42
bacon fat	48	child	27, 41	duck	42
bait	26	chin	35	dump	29
baker	35	China	42	earthquake	44
bamboo	42	Chinese bride	43	eggs	30
bank	28	chopsticks	42	eggshells	30
beach	46	city/country	46	electricity	34
bear	27	clipper ship	46	elf	39
bear	R 27	clothes	28	equator	40
beard	39, 48	cloud/sky	28	eyes	R 31
Benin City	40	cloud/sky	37	fall	28
bike	26	coast	44, 46	fan	34
bike	31	cocoa	40	fan	43, 45
bike helmet	31	construction worker	35	farm	42
bird	R 28	cooked fish	38	farm	46
blanket	32, 34	cookies	28	feast	41
blue jay	37	corn	45	feet	31
boat	26	crab	26, 45	fence	R 32
boat	31	creek	26, 28	fence	32, 37

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Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
fire hose	48	hot dog	34	messenger	44
fireplace	34	house	R 29	milk	30
fireworks	42	hut	39	mittens	26, 29
fish	41	ice	28	money	28
fishing	26	ice	33	moon	43
fishing gear	26	ice storm	34	mop	34
flippers	46	illness	45	mouse	R 27
flour	48	Inca Kingdom	44	mouse	27
fog	43	Incas	44, 45	nest	37
football	34	jacket	29	net	26
football	41	jail	45	New Year feast	43
forest	41	jam sandwiches	28	newspaper	36
game	28	jeep	28	Nigeria	40
game	32	jump rope	42	oceans	46
garden	37	king	43	office	38
giant	27	kite	35, 42	Olympic Mountains	46
goose	42	lake	38	oven	30
grass	37	lamp	28, 34	oven	34
Great Wall of China	42	lawn	38	ox	48
grip/grasp	47	leaves	29	Pacific Ocean	46
hamlet (village)	39	letter	46	pail	37
handlebars	31	liquid	40	palace	40, 43, 45
handles	31	llamas	44, 45	pancakes	48
harbor	46	log cabins	48	panda	42
hat	26	logs	48	paper	42
head	R 27, 32	market	40	parachute	31
helicopter	31	mask	40	path	27, 39
hippo	40	masts	46	peach	43
hoof	46	medicine	R 32	peanuts	41
hook	46	medicine	32	pebbles	33
horse	27, 31	medicine person	46	pedals	31

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Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
pen pals	46	sails	46	South America	44
penny	48	sand	33	spider	41
pets	27	sandwich	26	spoon	26, 30, 42
picnic mat	28	sausage	39	spring	28
pictures	28	sawmill	48	steamboat	48
pictures	36	scales	43	steep steps	44
pig	42	school	R 31	steps	33
pine cones	32	sea	38	stick	34, 47
pine tree	38, 48	sea lion	46	Stockholm	38
ping pong	42	seeds	32, 37	stone	42
plastic bags	29	sequoia trees	46	stones	32
pole	26	settlers	48	storm	28
police officer	35	shawl	38	storm	29
pond	28, 33	shed	26, 32	straw bed	38
pond	43	ship	27, 31	string	35
pony	46	ship	38	suitcase	28
prince	45	ships	46	summer	28
principal	34	shoulder	27	sun	28
queen	40	shovel	48	Sweden	38
raft	28	silk	42, 43	tea	42
raft	31	skateboard	31	teacher	35
rain	28	sleeping bag	34	teepee	47
raincoat	37	sleet	28	tent	27
rake	29	sleet	33	throat	32
raw fish	38	slippers	43	timer	30
reel	26	snake	45	toothbrush	34
reindeer	38	snow	28	toys	28
rice	42	snow	32	train	31
robe	32	sock	28	tree	35
robe	43	son	45	tree stump	27
Sad Sam	28	soup	39	tree—fall	29

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Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
tree—spring	29	vest	29	window seat	32
tree—summer	29	village	41	winter	28
tree—winter	29	vine	41	woodcutter	39
tricycle	31	volcano	44	wooden house	46
truck	31	waist	41	wool	44
turtle	47	water	R 26	worms	R 26
turtle shell	47	waves	46	worms	26
twins	33	web	36	yams	41
U.S.A.	46	whale	27	yard	31
van	29, 32	whale	46	zoo	42
van	31	wind	28		
vegetables	42	wind	35		

R = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

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01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

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Name

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© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209



Read & Respond

for Reading Roots



Read & Respond

for Reading Roots



Dear Parents: Your child is now reading books from the last section of Reading Roots, level 4. Please have your child read to you for twenty minutes each evening. Your child may read from the Shared Story being used in class or any book he or she chooses.

Ask your child to write one or two sentences that tell about the story on the back of this form.

Be sure to celebrate this progress!

Child's Name _____

Date _____

Child's Name _____

Date _____

1

- I read from Shared Story # _____.
- I read a different book.

1st EVENING

Book Title _____

Signature _____

2

- I read from Shared Story # _____.
- I read a different book.

2nd EVENING

Book Title _____

Signature _____

3

- I read from Shared Story # _____.
- I read a different book.

3rd EVENING

Book Title _____

Signature _____

4

- I read from Shared Story # _____.
- I read a different book.

4th EVENING

Book Title _____

Signature _____

1

- I read from Shared Story # _____.
- I read a different book.

1st EVENING

Book Title _____

Signature _____

2

- I read from Shared Story # _____.
- I read a different book.

2nd EVENING

Book Title _____

Signature _____

3

- I read from Shared Story # _____.
- I read a different book.

3rd EVENING

Book Title _____

Signature _____

4

- I read from Shared Story # _____.
- I read a different book.

4th EVENING

Book Title _____

Signature _____

1.

2.

3.

4.

1.

2.

3.

4.



Leer y responder

para Reading Roots



Estimados padres: Su hijo(a) está leyendo cuentos del nivel 4 de Lee Conmigo, que es el nivel más avanzado del programa. Por favor, invítelo a leer en voz alta durante veinte minutos cada noche. Puede leer el Cuento compartido que se está usando en clase, o cualquier otro cuento que desee. Luego, pídale que escriba en la parte posterior de este formulario una o dos oraciones acerca del cuento.

¡Recuerde celebrar el progreso de su hijo(a)!

Nombre del niño _____

Fecha _____

1

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Primera Noche

Título del cuento _____

Firma _____

2

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Segunda Noche

Título del cuento _____

Firma _____

3

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Tercera Noche

Título del cuento _____

Firma _____

4

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Cuarta Noche

Título del cuento _____

Firma _____



Leer y responder

para Reading Roots



Estimados padres: Su hijo(a) está leyendo cuentos del nivel 4 de Lee Conmigo, que es el nivel más avanzado del programa. Por favor, invítelo a leer en voz alta durante veinte minutos cada noche. Puede leer el Cuento compartido que se está usando en clase, o cualquier otro cuento que desee. Luego, pídale que escriba en la parte posterior de este formulario una o dos oraciones acerca del cuento.

¡Recuerde celebrar el progreso de su hijo(a)!

Nombre del niño _____

Fecha _____

1

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Primera Noche

Título del cuento _____

Firma _____

2

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Segunda Noche

Título del cuento _____

Firma _____

3

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Tercera Noche

Título del cuento _____

Firma _____

4

- Leí el Cuento compartido # _____.
- Leí otro cuento.

Cuarta Noche

Título del cuento _____

Firma _____

1.

2.

3.

4.

1.

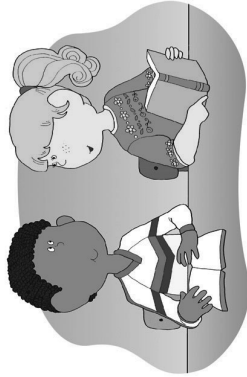
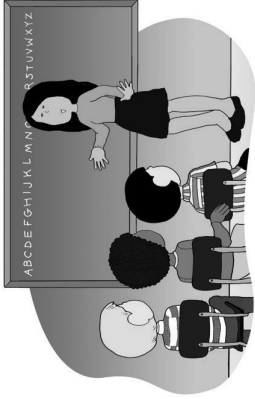
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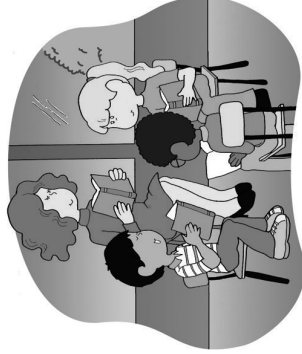
4.

Team Cooperation Goals

Practice Active
Listening



Explain Your Ideas/
Tell Why



Everyone
Participates

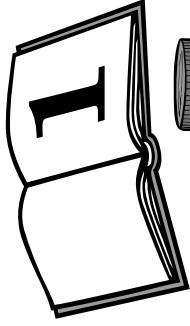


Help and
Encourage Others



Complete
Tasks

Guided Partner Reading



1 Read Page Help

2 Retell

3 Reread for Fluency

Guided Partner Reading

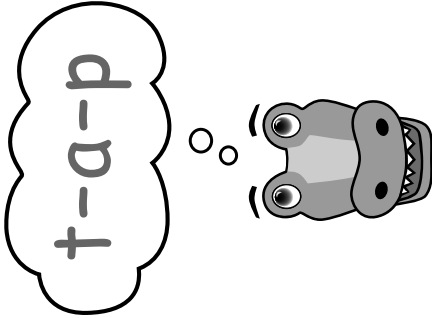
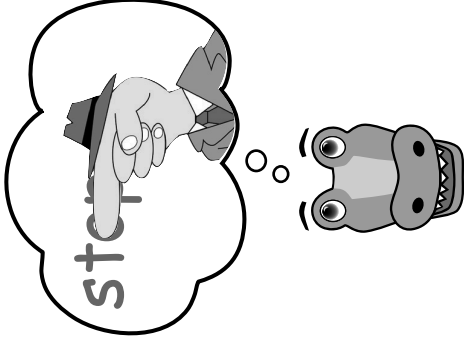
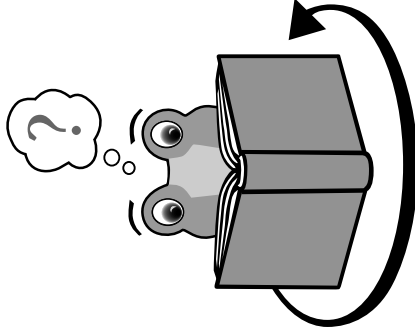
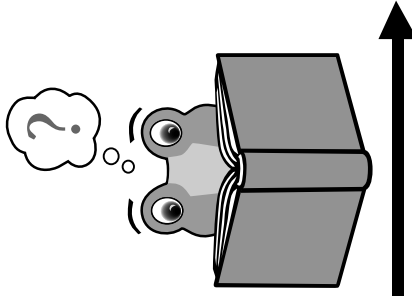


1 Read Page Help

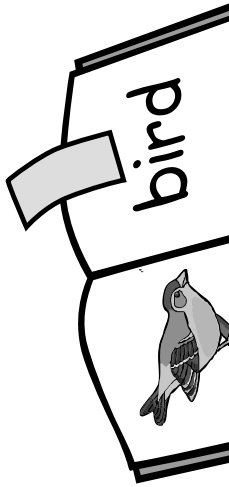
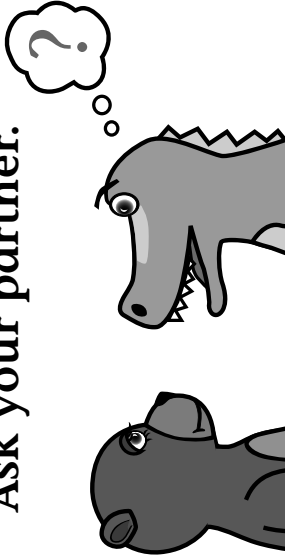
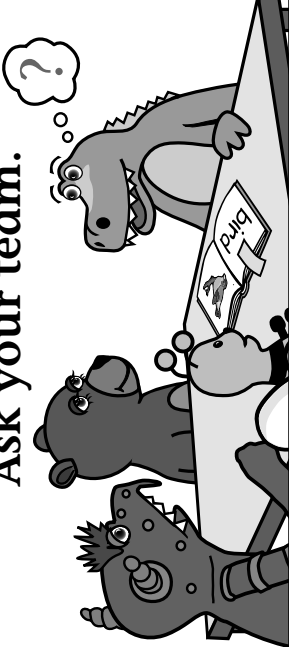
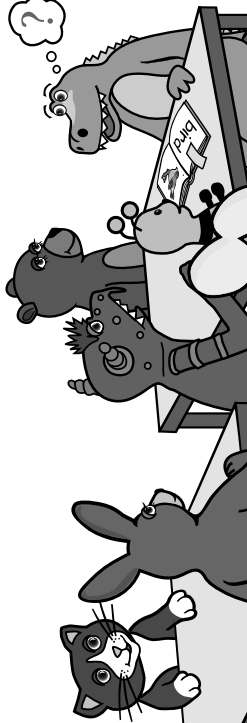
2 Retell

3 Reread for Fluency

Stuck?

 <p>t-a-p</p>	 <p>stop</p>
 <p>?</p>	 <p>?</p>
<p>Sound It Out</p>	<p>Finger Detective</p>
<p>Read Again and Think</p>	<p>Read On and Think</p>

Still Stuck?

 <p>bird</p>	<p>Put a ✓ on the sticky note if you figure it out.</p>
 <p>?</p>	<p>Ask your partner.</p>
 <p>?</p>	<p>Ask your team.</p>
 <p>?</p>	<p>Discuss with the class.</p>

Adventures in Writing
Scoring Guide

2 points Write your sentences.

2 points Follow directions.

2 points Write complete sentences.

2 points Use STaR words,
Green Words, Red Words,
or challenge words.

Adventures in Writing
Scoring Guide

2 points Write your sentences.

2 points Follow directions.

2 points Write complete sentences.

2 points Use STaR words,
Green Words, Red Words,
or challenge words.

Adventures in Writing
Scoring Guide

2 points Write your sentences.

2 points Follow directions.

2 points Write complete sentences.

2 points Use STaR words,
Green Words, Red Words,
or challenge words.

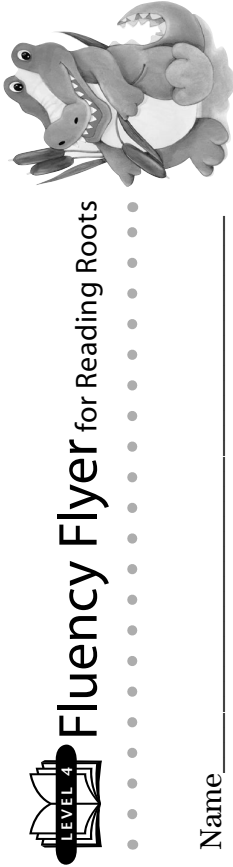
Adventures in Writing
Scoring Guide

2 points Write your sentences.

2 points Follow directions.

2 points Write complete sentences.


2 points Use STaR words,
Green Words, Red Words,
or challenge words.

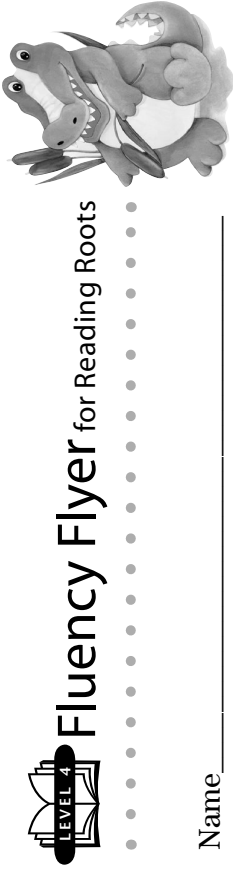


Fluency Flyer for Reading Roots

Name _____

Story	Title	I can read most of my words correctly. (2)	I can read smoothly. (2)	I can read with expression. (2)	BONUS: I can read ALL of my words correctly. (2)
38	The Land of the Midnight Sun				
39	The Three Wishes				
40	The Artists of Benin City				
41	Anansi, the Spider				
42	A Farm in China				
43	Woo Zen, A Cinderella Story				

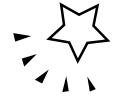
 **Dear Parents:** The mark beside the story title shows that your child has read the story successfully. Be sure to celebrate this progress!



Fluency Flyer for Reading Roots

Name _____

Story	Title	I can read most of my words correctly. (2)	I can read smoothly. (2)	I can read with expression. (2)	BONUS: I can read ALL of my words correctly. (2)
44	A Trip to the Inca Kingdom				
45	The Magic Lake				
46	Pen Pals in the U.S.A.				
47	How Turtle Flew South for the Winter				
48	Paul Bunyan's Pancakes				

 **Dear Parents:** The mark beside the story title shows that your child has read the story successfully. Be sure to celebrate this progress!

Team Name: _____

Teacher: _____ Start Date: _____

Last Lesson Cycle: Lesson _____ Shared Story Title _____													
Team Celebration Score	Team Score												
Includes: Team Cooperation Points Partner Reading STaR Alphonse's Bingo Alphonse's Question Quiz Reading Olympics	Super: Great: Good:												
Score	Total Score												
+	=												
Individual Score Averages	Previous Team Goal												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Read & Respond</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">Fluency Flyer</td> <td></td> </tr> <tr> <td style="padding: 5px;">Words Out Loud</td> <td></td> </tr> <tr> <td style="padding: 5px;">Test</td> <td></td> </tr> <tr> <td style="padding: 5px;">Adventures in Writing</td> <td></td> </tr> <tr> <td style="padding: 5px;">Score</td> <td style="padding: 5px;">Points</td> </tr> </table>	Read & Respond		Fluency Flyer		Words Out Loud		Test		Adventures in Writing		Score	Points	+
Read & Respond													
Fluency Flyer													
Words Out Loud													
Test													
Adventures in Writing													
Score	Points												
+	=												

This Lesson Cycle: Lesson _____ Shared Story Title _____				
Our team goal is to improve our average on: _____				
Tally Boxes for Team Celebration Points <small>(Use during partner reading and team practice; transfer to poster at end of each lesson)</small>				
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
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Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4	Day 3	Day 4	Day 4
Day 1	Day 2	Day 3	Day 4	Day 4
Day 3	Day 4			

Reading Roots Team Score Sheet—Scoring*

4th Edition

Top Section: The Previous Lesson

Team Celebration Points—Record the final score of 80, 90, or 100 for the team celebration points earned by the team in the previous lesson.

- Individual Score Averages—Record individual scores on the teacher cycle record form. Then, on the team score sheet, record the average of all team members for the following scores that were earned in the previous lesson.

Read & Respond—8 points possible per team member

- Individual team members earn 2 points for each day when they have written a response and had their form signed.

Fluency Flyer—Up to 8 points can be earned for each Shared Story based on criteria met on the Level 4 Fluency Flyer.

- 2 points – Most words correct
- 2 points – Smooth
- 2 points – Expressive
- 2 points – (bonus) – ALL words correct!

Words Out Loud—8 points possible per team member

- The students will read all the words on the inside front cover of the Shared Story or specific words selected by the teacher.
- The students can earn a total of 8 points if all the words are read correctly. You will subtract one point for each word missed to determine the student score. If a student misses more than two words, allow more time for practice, and then retest.

*Reading Roots Data Tools users simply add the data described into the database, and team score sheets will be automatically generated for each team. The system will average the individual scores and determine the team-status level for each team.

Story Test—8 points possible per team member

- Students demonstrate their comprehension by answering short-answer and multiple-choice questions.
- 2 points – There are two vocabulary items on the story test worth 1 point each.
- 6 points – There are two comprehension questions worth 3 points each.
- You will add both the vocabulary and comprehension scores together to determine each student's Story Test score.

Adventures in Writing—Adventures in Writing assignments will now earn a score of up to 8 points.

- 2 points – Completes the task (Teacher defines the number of sentences expected.)
- 2 points – Addresses the writing prompt
- 2 points – Uses complete sentences
- 2 points – Includes STAAR words or Shared Story words

Team Goal—Teams that score the same number or greater as the previous lesson in their goal will earn 2 bonus points.

Bottom Section: The Current Lesson

Team Goal—During Team Celebration in each lesson on day 1, the teams will review their previous scores and select a goal area on which to focus. Each team should write their team goal on the line provided.

Tally Boxes—The tally boxes are provided as an option for recording team celebration points throughout the lesson. The points from the tally box are transferred to the Team Celebration Points poster at the end of day 4.

Read & Respond chart—Space is provided for individual students to record the Read & Respond points they earn each day.

SUPER TEAM! SUPER TEAM! SUPER TEAM!

Team Name

Team Member

Teacher



GREAT TEAM

Team Name _____

Team Member _____

Teacher _____

Great Team!

TEAM NAME _____

TEAM MEMBER _____

TEACHER _____

GOOD TEAM!

Team Name

Team Member

Teacher



.....
Team Name

.....
Team Member

.....
Teacher

Good Team!

Team Name

Team Member

Teacher

good team

team name

team member

teacher





Reading Olympics Gold Medal

Name: _____

has read 60 words correctly per minute from

Story Name: _____



Reading Olympics Gold Medal

Name: _____

has read 60 words correctly per minute from

Story Name: _____



Story Test Booklet for Reading Roots



Story Test Lesson 44

Story Test Lesson 45

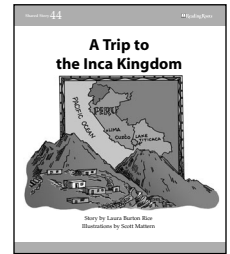
Story Test Lesson 46

Story Test Lesson 47

Story Test Lesson 48



Name _____



Story Test Lesson 44

Answer these questions in complete sentences.

1. What did the Incas make with stones?

2. How did llamas help the Incas?

Circle the right answer.

3. We carry food in a cart at the market. A “cart” is:

- A. a thick paper.
- B. a box with wheels used to carry things.
- C. a kind of road.

4. Today we may see messengers on bikes. A “messenger” is:

- A. someone who writes letters.
- B. someone who fixes things.
- C. someone who takes news or boxes from one place to another.



Name _____



Story Test Lesson 45

.....

Answer these questions in complete sentences.

1. Why did Sumax want to find the magic lake?

2. How did the magic fan help Sumax?

Circle the right answer.

3. It is not wise to swim in a lake in the winter. “Wise” means:

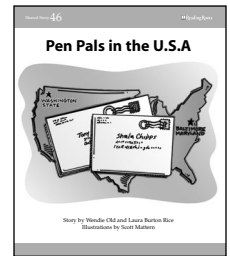
- A. warm.
- B. fun.
- C. smart.

4. A boy had a cold. Resting made him well. Here “well” means:

- A. a place to get water.
- B. not sick.
- C. sleepy.



Name _____



Story Test Lesson 46

.....

Answer these questions in complete sentences.

1. What would you see if you went to the Baltimore harbor?

2. What animals would you see if you went fishing in the Pacific Ocean?

Write the answer on the blank line.

3. Shala lives in the _____ of Washington.

A. state

B. part

C. city

4. The land is very flat on the _____.

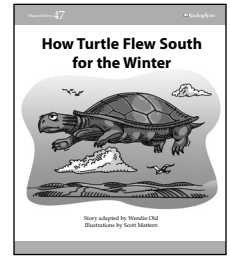
A. mountains

B. volcanoes

C. plains



Name _____



Story Test Lesson 47

.....

Answer these questions in complete sentences.

1. How did the birds carry Turtle?

2. How were Red Fox and Turtle the same?

Circle the right answer.

3. I heard chirps outside my window in the morning. Here “chirps” means:

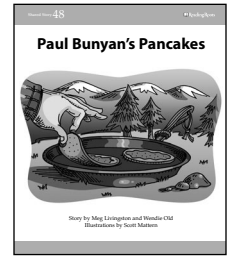
- A. a dog’s sound.
- B. a bird’s sound.
- C. a car’s sound.

4. When I slid down the hill, I kept a firm grip on the sled. Here “grip” means:

- A. pull.
- B. hold.
- C. push.



Name _____



Story Test Lesson 48

Answer these questions in complete sentences.

1. Why did Paul Bunyan brush his teeth with a tree branch?

2. What was one funny thing Paul did to make pancakes?

Circle the right answer.

3. I practiced my words. I was ready for the test. "I was ready" means:

- A. I was glad to take the test.
- B. I was reading a book.
- C. my face was red.

Write the answer on the blank line.

4. Logs are cut at a _____.

The settlers lived in a _____.

The frozen meat _____ out in the oven.

cabin

thawed

sawmill

Oral Reading and Partner Reading Rubric: 1 = little evidence, 2 = some attempt, 3 = consistent and effective
Writing Rubric: 1 = occasionally, 2 = regularly, 3 = consistently and effectively

Students	FastTrack Phonics Assessment	Partner Reading (1-3)			STaR AQQ (0-3)	Writing (0-8)	Fluency (0-8)		Story Test (0-8)	Fluency WCPM (1-100)	Team Goal Met (0-2)	HW (0-5)	Team Scores (70, 80, 90, 100)
		Helps Partner Appropriately	Retells with Accuracy	Takes Turns Appropriately			Oral Expression	Adventures in Writing					
Team:													
1.	R												
	W												
2.	R												
	W												
3.	R												
	W												
4.	R												
	W												
5.	R												
	W												
Team:													
1.	R												
	W												
2.	R												
	W												
3.	R												
	W												
4.	R												
	W												
5.	R												
	W												
Team:													
1.	R												
	W												
2.	R												
	W												
3.	R												
	W												
4.	R												
	W												
5.	R												
	W												





The *Reading Roots 4th Edition Teacher's Manual* consists of four levels with 48 engaging lessons that provide fun and interesting activities centered on literature and grade-level, decodable text. Each lesson contains lessons for phonics instruction, student story reading (Shared Story lessons), children's literature (Story Telling and Retelling [STaR] lessons), and writing (Adventures in Writing).

Reading Roots 4th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters their love of reading through rich literature experiences, oral language development, thematically focused writing instruction, opportunities to read decodable stories, and phonics practice.



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.



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