Dreaming Big Dreams and Other Poems

Written by various authors

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.
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POETRY (6 DAY)

Dreaming Big Dreams and Other Poems

Written by various authors

Summary

This collection of poems focuses on subjects such as pets, families, and career goals that students will relate to. In “My Little Ladybug,” the narrator befriends a ladybug that she finds. In “Karen Dippity,” the narrator’s dog gets into mischief at the park. In “C.J.’s Sense Adventure,” a cat explores his world. In “Dreaming Big Dreams,” the narrator dreams of different professions. The collection ends with “All Kinds of Families,” which emphasizes that every family is unique.

Instructional Objectives

<table>
<thead>
<tr>
<th>CYCLE 1</th>
<th>Reading</th>
<th>Word Power</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary techniques (LT)</td>
<td>Chunking</td>
<td>Write a poem.</td>
<td></td>
</tr>
<tr>
<td>Students will identify literary techniques that include imagery, repetition, rhyme, and the unique ways that poets write certain words.</td>
<td>Students will chunk words into word parts (syllables) to help read words.</td>
<td>Students will use literary techniques to write a poem about a dream they have.</td>
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</table>

Teacher’s Note: Due to the nature of the text, a story map will not be used during this cycle.
ACTIVE INSTRUCTION
Timing Goal: 40 minutes

Rate New Vocabulary Words
- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score
- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team’s improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal
- Point out that this lesson’s team cooperation goal is everyone participates, or choose one based on your class’s needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage
- Introduce the text, author, and reading objective.

This cycle we will read Dreaming Big Dreams and Other Poems, a collection of poems written by various authors. As we read, we’ll identify several literary techniques used in the poems. Good readers identify different literary techniques that they find in poems to have a better understanding of how poets think and write creatively.
- Point out the strategy target on the team score sheet.
Point out that the text is a collection of poems, or have students explore the text to figure out that it is poetry. Review how poetry differs from stories.

Use the items below to build or activate background knowledge about the text.

- Use **Think-Pair-Share** to have students discuss what characteristics make a piece of writing a poem. Do poems have to rhyme? Do they have to be a certain number of lines? Randomly select a few students to share.

- Use **Think-Pair-Share** to have students define the word *dream* and explain what they dream about. Randomly select a few students to share.

**Vocabulary TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”

- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.

- Introduce the vocabulary words.

- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**

- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.

- Award team celebration points.

- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.

<table>
<thead>
<tr>
<th>Word and Page Number</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>bounding page 5</td>
<td>base word + ending: bound + ing</td>
<td>moving forward in leaps</td>
<td>Demetria came <em>bounding</em> into the kitchen to show her dad her great report card.</td>
</tr>
<tr>
<td>stumbled page 5</td>
<td>base word + ending: stumbl(e) + ed</td>
<td>tripped</td>
<td>Colden <em>stumbled</em> in the dark hallway and reached for the light switch.</td>
</tr>
<tr>
<td>wiped page 6</td>
<td>base word + ending: wip(e) + ed</td>
<td>cleared away</td>
<td>After Melyssa ate her snack, she <em>wiped</em> the crumbs from the table.</td>
</tr>
<tr>
<td>sharp page 14</td>
<td>blend</td>
<td>pointy</td>
<td>“These scissors are very <em>sharp</em>, so hold them carefully,” Mr. Swindell said.</td>
</tr>
<tr>
<td>Word and Page Number</td>
<td>Identification Strategy</td>
<td>Definition</td>
<td>Sentence</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>settle page 15</td>
<td>chunk: set-tle</td>
<td>get comfortable</td>
<td>Ashlyn will settle into her bean bag chair and read a good book after school.</td>
</tr>
<tr>
<td>imagine page 18</td>
<td>chunk: i-ma-gine</td>
<td>form a picture in your mind</td>
<td>Ricardo likes to imagine that he is a famous soccer player.</td>
</tr>
<tr>
<td>tough page 18</td>
<td>blend</td>
<td>hard</td>
<td>It was a tough decision not to go to the movies, but Palak needed to study.</td>
</tr>
<tr>
<td>swell page 23</td>
<td>blend</td>
<td>very good</td>
<td>“Visiting with you was swell!” Grandma told Haley.</td>
</tr>
</tbody>
</table>

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in poetry.
- Tell students that this cycle they will read poems that are structured in different ways, and point out that despite the various structures, they all use literary techniques.

This cycle we will identify several literary techniques as we read different poems that each have different structures. Poems are a type of creative writing, so authors of poems like to make their poems interesting. Remember that authors of poems are called poets. Some ways that poets make their poems interesting are rhyme, repeating words or phrases, using details to help readers form mind movies, and writing words in different shapes and sizes. These techniques make readers interested in the poems.

- Discuss the format that can be found in most poems.

Although poets each have their own style, there are some elements that you can look for in most poems. A poem usually has a title that gives readers a clue about the subject. The lines of a poem are different from sentences in a paragraph. A line of poetry does not have to be a complete sentence and may be long or short. A poem can have as many or as few lines as a poet chooses.

- Describe the different forms that poems may have.

Some poems rhyme and have a rhyming pattern, but others are free verse. Free verse means that poems may or may not have rhyming words in them. Some types of poems have to have a certain rhyming pattern or a certain
number of lines. This cycle you will read poems that have rhyming words. You will see that the rhyme patterns are different in each poem, though.

Display the following poem.

**Spring Flowers**

1. I look at spring flowers
2. After the rain showers
3. For hours and hours.
4. I look at spring flowers.
5. Their colors brighten my day
6. And make clouds go away.
7. I look at spring flowers
8. Showing off just for me.
9. How beautiful they can be!

Use a **Think Aloud** to model how to identify literary techniques in “Spring Flowers.”

In the poem “Spring Flowers,” I see two literary techniques. One is repetition. Each stanza begins with the sentence “I look at spring flowers.” There is also a rhyme pattern. In the first stanza, all three lines rhyme. In the second and third stanzas, the second and third lines rhyme. The groups of rhyming words are flowers, showers, and hours, day and away, and me and be.

Display the following poem.

**Riding the Carousel**

1. I sit tall on my horse.
2. I go up and down.
3. Sometimes fast, sometimes slow.
4. I wave to my mom
5. As she stands off to the side.
6. The music tinkles
7. Just like a bell.
8. It sounds so cheerful.
9. I love riding the carousel.
10. It goes round and round and round.
Use a **Think Aloud** to model how to identify literary techniques in “Riding
the Carousel.”

In the poem “Riding the Carousel,” there are descriptive details that help
me better imagine what is happening. This is called imagery. I can picture
the narrator sitting very tall on the horse. I can picture him or her waving
to Mom off on the side, and I can almost hear the cheerful music. I also
see that the poet wrote the words in the last line in a circular shape.
This helps me picture the way that the carousel goes around and around
in a circle many times. Sometimes poets write words in a way that helps
readers better understand something in a poem.

Tell students that they will look for literary techniques as they read
*Dreaming Big Dreams and Other Poems*.

**Listening Comprehension**

Tell students that you will read poems from *Dreaming Big Dreams and Other
Poems* for Listening Comprehension this cycle.

Remind students that as you read, they should listen closely for examples of
literary techniques.

Begin reading “My Little Ladybug” on page 1 aloud. Use a **Think Aloud** to
model how to identify two literary techniques used so far in the poem.

I still have more to read in “My Little Ladybug,” but let me see if I can
identify any literary techniques so far. I see that the first line of each
stanza includes the phrase “little ladybug.” When a word or phrase shows
up a lot, that is called repetition. I think the poet repeats this phrase
to remind us that the poem is all about the ladybug. I also noticed that
the last word in almost every other line rhymes. The words *red* and *bed*
in lines 6 and 8 rhyme. So do the words *free* and *bee* in lines 12 and 14.
The poet has used repetition and rhyme so far. Listen closely for more
examples as I finish reading the poem.

Read pages 2 and 3 of “My Little Ladybug.” Use a **Think Aloud** to model how
to identify more examples of repetition and rhyme in the poem.

As I read more of the poem, I see that the poet continues to repeat the
phrase “little ladybug.” I also see that she uses many pairs of rhyming
words, such as *friend* and *end*, *me* and *free*, *park* and *lark*, *eye* and *sky*,
and *pipes* and *stripes*.

Remind students that they will identify literary techniques as they read
*Dreaming Big Dreams and Other Poems*.

**Preview Team Talk**

Preview the Team Talk questions with the class. Point out that the answer to
the Write-On question, #1, must be written individually, after students discuss
it in their teams.
Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

Ask students to tell what key words or phrases they underlined and to state the question in their own words.

### Team Talk

1. How does the poet use the size of a word to help create images for a reader? (Write-On) \[LT\]

2. Describe Fuzz and Baloo. \[CH\]

3. Karen tumbles into the pond because— \[CE\]
   - a. Patrice and Baloo push her in.
   - b. she is very clumsy and trips a lot.
   - c. her high heels sink in the mud.
   - d. she really wants to cool off.

4. Why does Patrice smile when Karen says that she has hot cocoa? \[DC\]

Randomly assign team leaders.

### Partner Reading

Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate:
- pages 4–6 aloud with partners.
- page 7 silently.

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

### Team Discussion

Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

Explain, or have team leaders review if necessary, how to use role cards during Team Discussion.
Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How does the poet use the size of a word to help create images for a reader? (Write-On) LT

   - **100 points** = The poet writes the word high in all capital letters. She does this each time that word appears in the poem. Capital letters are much bigger than lowercase letters. Karen’s heels must be very high.
   - **90 points** = The poet writes the word high in all capital letters. Capital letters are big. Karen’s heels must be very high.
   - **80 points** = She writes the word high in all capital letters.

2. Describe Fuzz and Baloo. CH

   - **100 points** = Fuzz and Baloo have a lot of energy. Fuzz is very yippity all day long. When Fuzz and Karen visit the park, Fuzz and Baloo run around. They go right over to the pond and jump in.
   - **90 points** = Fuzz and Baloo have a lot of energy. Fuzz is very yippity. When Fuzz and Karen visit the park, Fuzz and Baloo run around.
   - **80 points** = They have a lot of energy.

3. Karen tumbles into the pond because— CE
   a. Patrice and Baloo push her in.
   b. she is very clumsy and trips a lot.
   c. her high heels sink in the mud.
   d. she really wants to cool off.

4. Why does Patrice smile when Karen says that she has hot cocoa? DC

   - **100 points** = Patrice smiles when Karen says that she has hot cocoa because she is wet and muddy. Patrice’s hair is ruined, and she pouts. Thinking of cocoa makes her happy. She says that she likes it when it is topped with cream.
   - **90 points** = Patrice smiles when Karen says that she has hot cocoa because she is wet and muddy. Patrice’s hair is ruined. Thinking of cocoa makes her happy.
   - **80 points** = She is wet and muddy.

Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

<table>
<thead>
<tr>
<th>Strategy-Use Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Use Random Reporter to select two or three students to describe their team’s strategy use with the class.</td>
</tr>
<tr>
<td>– Award team celebration points.</td>
</tr>
</tbody>
</table>
Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.

- Allow students time to discuss your questions.

- Use Random Reporter to select students to respond to your questions.

Team Talk Extenders

In “Karen Dippity,” the poet wrote the word high in all capital letters. Which word do you think the poet who wrote “My Little Ladybug” could have written in a special way, and why? How could she have written it?

Why do you think the poet added the ending -ity to many familiar words? Do you think the poem would have been different if she had not added this ending? Explain.

- Award team celebration points.

Write-On Discussion

- Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.

- Award team celebration points.

- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE TP

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.

- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

**Page 5**

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
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<tbody>
<tr>
<td>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</td>
</tr>
<tr>
<td>- How well did you use the team cooperation goal and behavior?</td>
</tr>
<tr>
<td>- How can you earn more points?</td>
</tr>
</tbody>
</table>
ACTIVE INSTRUCTION
Timing Goal: 30 minutes

Team Cooperation Goal
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage
- Display and have students complete the Two-Minute Edit to start the class. TP
- Use Random Reporter to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use Random Reporter to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR
- Use Random Reporter to check the review.
- Open the Vocabulary Vault, and celebrate students’ words. Have each team record their Vocabulary Vault words on the team score sheet.
- Award team celebration points.

Strategic Review
- Have students work in teams to discuss the poems that they read. Use Random Reporter to review their ideas with the class. Model this if necessary.
- If appropriate, use Think-Pair-Share to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.
Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Describe Fuzz and Baloo.

### Listening Comprehension

- Tell students that you will read some of the poem “C.J.’s Sense Adventure” for Listening Comprehension and that they will finish it.

- Read pages 8–11 of “C.J.’s Sense Adventure.” Use a **Think Aloud** to model how to identify literary techniques in the poem.

  On day 1, we identified several literary techniques in the two poems. These included rhyme, repetition, and how words are written. I see examples of all of these techniques in what I have read so far in “C.J.’s Sense Adventure.” On the first page of the poem, I see that the word *nap* is repeated. Not only that, I see that the poet wrote certain words in interesting ways. The poet wrote the word *nap* by itself on three different lines. This really draws my attention to the word. I think the poet may have done this to help readers understand how much C.J. naps. I see that the poet wrote the words *senses* and *see* in darker print.

- Use **Think-Pair-Share** to have students identify why they think the poet chose to write the words *senses* and *see* in darker print, and randomly select a few students to share.

  Why do you think the poet chose to write the words *senses* and *see* in darker print? Give students time to discuss. Great! The word *senses* in darker print tells readers what the poem will discuss. The word *see* in darker print gives readers a better idea about which sense C.J. will describe.

- Point out the rhyming words in the poem.

  On the second and third pages of the poem, the author uses many rhyming words, such as *dog* and *log*, *fences* and *senses*, and *house* and *mouse*.

- Remind students that they will identify literary techniques as they read *Dreaming Big Dreams and Other Poems*.

### Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
Team Talk

1. What does repetition help you understand about the sounds that C.J. hears?  
   (Write-On) |LT|

2. Do you think rules matter to C.J.? Why or why not? |DC|

3. After C.J. has a good rest, he will— |SQ|
   a. tell more about his senses.
   b. taste food in a dog bowl.
   c. hear the sound of a clap.
   d. talk to his favorite boy.

4. Why do you think the poet wrote the last three lines of “C.J.’s Sense Adventure” the way that she did? |AP • DC|

TEAMWORK
Timing Goal: 45 minutes

Partner Reading  TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate:  
  pages 12 and 13 aloud with partners.
  pages 14 and 15 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion  TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion.  
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.
Team Talk

1. What does repetition help you understand about the sounds that C.J. hears? (Write-On) [LT]

   **100 points =** Repetition helps me understand that C.J. hears many loud sounds. He hears the rattle of his toy, his favorite boy talking, and a song that seems to play all day long. The poet uses the word loud three times to describe the sounds. **90 points =** Repetition helps me understand that C.J. hears many loud sounds. He hears the rattle of his toy, talking, and a song. The poet uses the word loud three times. **80 points =** C.J. hears many loud sounds.

2. Do you think rules matter to C.J.? Why or why not? [DC]

   **100 points =** I do not think that rules matter to C.J. He does not know if he should sip water from a toilet bowl and taste food in a dog bowl, but he thinks it would be good. If rules mattered to C.J., he probably would not do these things that are meant for a dog. **90 points =** I do not think that rules matter to C.J. He does not know if he should sip water from a toilet bowl and taste food in a dog bowl, but he thinks it would be good. **80 points =** No. He does not know if he should do things, but he thinks it would be good.

3. After C.J. has a good rest, he will— [SQ]

   a. tell more about his senses.
   b. taste food in a dog bowl.
   c. hear the sound of a clap.
   d. talk to his favorite boy.

4. Why do you think the poet wrote the last three lines of “C.J.’s Sense Adventure” the way that she did? [AP • DC]

   **100 points =** I think the poet wrote the last three lines of “C.J.’s Sense Adventure” the way that she did because it helps a reader picture C.J.’s nap. The words nice, long, and nap are each on their own line, and there is a lot of space between the words. This shows that C.J. will drift into sleep. **90 points =** I think the poet wrote the last three lines of “C.J.’s Sense Adventure” the way that she did because it helps a reader picture C.J.’s nap. The words nice, long, and nap are each on their own line. **80 points =** It helps a reader picture C.J.’s nap.

Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.
Class Discussion  **TP**

### Strategy-Use Discussion
- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

### Think-and-Connect Discussion
- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

**Team Talk Extenders**

In “C.J.’s Sense Adventure,” the words *hear, taste, smell,* and *feel* are written in darker print than the rest of the poem. Did you find this helpful as you read? Why or why not?

What is another word or phrase the poet who wrote “C.J.’s Sense Adventure” could have written in an interesting way? Explain.

- Award team celebration points.

### Write-On Discussion
- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
FLUENCY IN FIVE  
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. [SR]
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Pages 12 and 13

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

WORD POWER  
Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Power skill (chunking) and the Word Treasure clue for reading them.
- Display a boat without sails, and write “sniffle” on the bottom of the boat.

Preparation: Display a boat without sails and write the word sniffle on it.
Use **Think-Pair-Share** to have students identify what is different about the boat, and randomly select a few students to share. *It doesn’t have sails.*

- Explain that the boat doesn’t have sails because it doesn’t have a base word and an ending. When words are too long to blend and don’t have a base word and ending, Captain Read More uses paddles to chunk the words into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.

- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *sniffle* after the *i*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.

  
  ```
  sni//ffle
  ```

- Model chunking *sniffle* between the two *f*’s. Read the word parts and then the whole word. Point out that it is easy to recognize the word when you chunk it this way.

  
  ```
  sni//fle
  ```

- Repeat this with *riddle*.

  
  ```
  ri//ddle
  ```

- Use **Think-Pair-Share** to have students tell what is the same about both words and what they notice about where you put the paddles to chunk both words. Randomly select a few students to share. *You divided both words between two consonants that are the same.*

- Confirm, or explain that, for most words with a consonant-*le* at the end, dividing before the consonant-*le* is a good way to chunk them. This splits the word into two parts, or syllables. It makes the word easy to read when you read the word parts and then the whole word.

- Point out that this cycle, students will focus not just on the consonant-*le* pattern, but on words that can be chunked between double consonants before *-le*.

- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
Read Captain Read More’s treasure note.

**Word Treasure**

When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks first, and then read the whole word.

Tell students to look out for a word they can chunk this way when they review their vocabulary.

Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin.

**Skill Practice**

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

**Teacher’s Note:** Accept reasonable alternate answers as correct.

1. middle  mid/dle
2. ruffle  ru/fle
3. giggle  gig/gle
4. ripple  rip/ple

**Building Meaning**

bounding  stumbled  wiped  sharp
settle  imagine  tough  swell

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

   **100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.
   Rainey heard her dad calling “Hurry up!” and came bounding down the stairs.

**Random Reporter** to check responses on the skill-practice items.

Award team celebration points.

**Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use Random Reporter to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the Vocabulary Vault tomorrow.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
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<td>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.</td>
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- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?
DAY 3

ACTIVE INSTRUCTION
Timing Goal: 30 minutes

Team Cooperation Goal
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage
- Display and have students complete the Two-Minute Edit to start the class. 
- Use Random Reporter to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?.”
- Use Random Reporter to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided.
- Use Random Reporter to check the review.
- Open the Vocabulary Vault, and celebrate students’ words. Have each team record their Vocabulary Vault words on the team score sheet.
- Award team celebration points.

Strategic Review
- Have students work in teams to discuss the poems that they read. Use Random Reporter to review their ideas with the class. Model this if necessary.
- If appropriate, use Think-Pair-Share to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.
■ Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What does repetition help you understand about the sounds that C.J. hears?

Listening Comprehension

■ Read page 16 of “Dreaming Big Dreams,” and stop to make points, ask questions, or focus students’ attention as needed. Use a Think Aloud to model how to identify literary techniques in the poem.

Let me see what literary techniques I can identify in this poem. I notice that the word big is written in lighter type than the rest of the words. This is called italics. This catches a reader’s attention, so the poet probably wanted to draw attention to the narrator’s really big dreams. I also see a lot of rhyming words. There is not a set rhyme pattern, though. Lines 2 and 4 rhyme, and so do lines 6 and 8, but lines 5 and 7 do not rhyme. Line 14 has two rhyming words: ants and pants.

■ Remind students that they will identify literary techniques as they read Dreaming Big Dreams and Other Poems.

Preview Team Talk

■ Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

■ Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

■ Ask students to tell what key words or phrases they underlined and to state the question in their own words.

<table>
<thead>
<tr>
<th>Team Talk</th>
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<tbody>
<tr>
<td>1. Explain what imagery helps you understand about the narrator’s artwork. (Write-On)</td>
</tr>
<tr>
<td>2. How does Mom feel about the narrator’s artwork? How can you tell?</td>
</tr>
<tr>
<td>3. Compare and contrast being a doctor with working in a store.</td>
</tr>
<tr>
<td>4. What can you tell about the narrator’s family?</td>
</tr>
</tbody>
</table>
TEAMWORK
Timing Goal: 45 minutes

Partner Reading  
- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: 
  pages 17 and 18 aloud with partners.
  page 19 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion  
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write‑On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write‑On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk
1. Explain what imagery helps you understand about the narrator’s artwork. (Write-On) [LT]
   100 points = Imagery helps me understand that the narrator creates paintings and drawings of beautiful things. She draws and paints pictures of rainbows, flowers, and butterflies. I can imagine what rainbows and flowers look like. If the poet just said she liked art, I wouldn’t be able to picture much. 90 points = Imagery helps me understand that the narrator creates paintings and drawings of beautiful things. She draws and paints pictures of rainbows and flowers. I can imagine what flowers look like. 80 points = She creates paintings and drawings of beautiful things.

2. How does Mom feel about the narrator’s artwork? How can you tell? [DC]
   100 points = Mom really likes the narrator’s artwork. I can tell because she never throws any away and because artwork is all over the house. Some is on the fridge, and some is on the wall. 90 points = Mom really likes the narrator’s artwork. I can tell because she never throws any away and because artwork is all over the house. 80 points = She really likes it. She never throws any away.
Team Talk continued

3. Compare and contrast being a doctor with working in a store. [CC]

100 points = Being a doctor and working in a store are the same because both help people. A doctor helps people when they are sick, but someone working in a store helps people find things to buy. Kids and customers would like the narrator if she did either job because she is smart.

90 points = Being a doctor and working in a store are the same because both help people. A doctor helps people when they are sick, but someone working in a store helps people find things to buy.

80 points = Both help people. A doctor helps people when they are sick, but someone working in a store helps people find things to buy.

4. What can you tell about the narrator’s family? [CH]

100 points = I can tell that the narrator’s family really cares about her. They would miss her if she went to outer space. Even though she would like visiting planets, she would not be able to stay.

90 points = I can tell that the narrator’s family really cares about her. They would miss her if she went to outer space, so she would not be able to stay.

80 points = They really care about her.

Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.

- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.

- Allow students time to discuss your questions.

- Use **Random Reporter** to select students to respond to your questions.

<table>
<thead>
<tr>
<th>Team Talk Extenders</th>
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<tbody>
<tr>
<td>How does the format of “Dreaming Big Dreams” help you better understand the different dreams that the narrator has?</td>
</tr>
<tr>
<td>The narrator dreams about different jobs she would like to have and places she would like to go. What is a job that you would like, and why?</td>
</tr>
</tbody>
</table>

- Award team celebration points.
Write-On Discussion

- Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 12 and 13 or page 18 (stopping at “I’d be friendly…”)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
WORD POWER

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Treasure skill (chunking).
- Tell students that Captain Read More has found a vocabulary word that can be chunked by splitting it between double consonants before -le.
- Use Team Huddle to have students identify the word and how to chunk it. Use Random Reporter to select students to share. The word settle.
- Write the word “settle” on the bottom of a boat without sails.

```
set/tle
```

- Confirm, or model, by chunking settle between the two ts. Use Think-Pair-Share to have students read the word parts and then the whole word. Randomly select a few students to share.

```
set/tle
```

- Point out that it was easy to recognize the word when you chunked it between the double consonants before -le.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin.

<table>
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<th>Skill Practice</th>
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<td>Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.</td>
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<tr>
<td><strong>Teacher's Note:</strong> Accept reasonable alternate answers as correct.</td>
</tr>
<tr>
<td>1. snuggle snug/gle</td>
</tr>
<tr>
<td>2. puzzle puz/zle</td>
</tr>
<tr>
<td>3. rattle rat/tle</td>
</tr>
<tr>
<td>4. waddle wad/dle</td>
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### Building Meaning

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<td>settle</td>
<td>imagine</td>
<td>tough</td>
<td>swell</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

**100 points =** *The sentence uses the word correctly and includes details to create a mind movie.*  **90 points =** *The sentence uses the word correctly and includes one detail.*  **80 points =** *The sentence uses the word correctly.*

6. Ms. Bronwood **wiped** the dust from the mirror so it would look shiny again.  
*Wiped* means—
   - a. piled on.
   - b. shouted at.
   - c. jumped up.
   - d. cleared away.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

### Team Celebration Points

| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | – How many points did you earn today?  
| – How well did you use the team cooperation goal and behavior?  
| – How can you earn more points? |
ACTIVE INSTRUCTION
Timing Goal: 30 minutes

Team Cooperation Goal
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage
- Display and have students complete the Two‑Minute Edit to start the class. TP
- Use Random Reporter to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?.”
- Use Random Reporter to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR
- Use Random Reporter to check the review.
- Open the Vocabulary Vault, and celebrate students’ words. Have each team record their Vocabulary Vault words on the team score sheet.
- Award team celebration points.

Strategic Review
- Have students work in teams to discuss the poems that they read. Use Random Reporter to review their ideas with the class. Model this if necessary.
- If appropriate, use Think‑Pair‑Share to have students make predictions about other poems from this collection that they might read. Have students give evidence from the text to support their predictions. Model this if necessary.
Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What can you tell about the narrator’s family in “Dreaming Big Dreams”?

Listening Comprehension

Tell students that you will finish reading the poem “Dreaming Big Dreams” for Listening Comprehension today.

Use Think-Pair-Share to have students review some of the literary techniques they identified when they read this poem yesterday, and randomly select a few students to share.

Which literary techniques did you identify when you read “Dreaming Big Dreams” yesterday? Wait for students’ responses. Good! There were many rhyming words. There was also imagery that helped us picture the narrator’s artwork.

Read pages 20–22 of “Dreaming Big Dreams” aloud, and stop to ask questions, make points, or focus students’ attention as needed.

Use Think-Pair-Share to have students identify literary techniques in this part of the poem, and randomly select a few students to share.

Which literary techniques did you find in this part of “Dreaming Big Dreams”? Wait for students’ responses. Yes. There are more pairs of rhyming words found in the last line of every other stanza. There is also a lot of imagery. The narrator explains that she imagines that she is in the circus, and she describes how everyone would travel in trains and weave along. She also imagines that she is a teacher and pretends that her dolls are her students.

Remind students that they will identify literary techniques as they read Dreaming Big Dreams and Other Poems.

Preview Team Talk

Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

Ask students to tell what key words or phrases they underlined and to state the question in their own words.
Team Talk

1. Describe how Carl feels about what his teacher says. [DC]

2. Carl is glad because— [CE]
   a. he has red hair.
   b. his parents both love him.
   c. his teacher is nice.
   d. he sees a lot of parents.

3. How are Tommy and Alice the same, and how are they different? [CC]

4. How does the author use repetition in “All Kinds of Families”? What do these words help you understand? (Write-On) [LT]

TEAMWORK

Timing Goal: 45 minutes

Partner Reading  TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate:  SR
  page 23 aloud with partners.
  page 24 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion  TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion.  SR
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.
Team Talk

1. Describe how Carl feels about what his teacher says. [DC]

   **100 points** = Carl is excited about what his teacher says. She wants students to bring in their parents for show-and-tell, and he thinks this is very cool. **90 points** = Carl is excited about what his teacher says. She wants students to bring in their parents for show-and-tell, and he thinks this is very cool. **80 points** = He is excited.

2. Carl is glad because— [CE]
   a. he has red hair.
   b. his parents both love him.
   c. his teacher is nice.
   d. he sees a lot of parents.

3. How are Tommy and Alice the same, and how are they different? [CC]

   **100 points** = Tommy and Alice are the same because they both only have one parent. Their parents love them a lot. They are different because Tommy has a mom, but Alice has a dad. They are also different because Alice has a sister. **90 points** = Tommy and Alice are the same because they both only have one parent. They are different because Tommy has a mom, but Alice has a dad. **80 points** = They both only have one parent. Tommy has a mom, but Alice has a dad.

4. How does the author use repetition in “All Kinds of Families”? What do these words help you understand? [LT]

   **100 points** = The author repeats words that have to do with families in this poem. She uses words such as parents, mom, dad, mommy, daddy, and sister. These words help me understand the different people who make up a family. In some families there isn’t a mom, and in others there isn’t a dad. **90 points** = The author repeats words that have to do with families in this poem. She uses words such as mom, dad, and sister. These words help me understand the different people who make up a family. **80 points** = She repeats words that have to do with families. It helps me understand who makes up a family.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion**

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.
Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use Random Reporter to select students to respond to your questions.

Team Talk Extenders

Predict what else you think you will read in “All Kinds of Families.” Use evidence based on what you have read so far to support your prediction.

In “All Kinds of Families,” the poet describes different children’s families. What do you think she would write about the narrator’s family from “Dreaming Big Dreams”?

- Award team celebration points.

Write-On Discussion

- Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency.
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 12 and 13, page 18 (stopping at “I’d be friendly…”), or 24
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

WORD POWER
Timing Goal: 10 minutes

- Remind students of the Word Power skill (chunking) and the Word Treasure clues that Captain Read More uses for chunking (a boat without sails and paddles).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

**Word Power Challenge**

- Melody was glad that she had her umbrella when it started to *drizzle*.
- Everyone was amazed as they watched the clown *juggle* at the circus.

- Use **Random Reporter** to choose a student to read each sentence orally, concentrating on the underlined words. *Driz/zle; jug/gle.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**
**Skill Practice**

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

**Teacher’s Note:** Accept reasonable alternate answers as correct.

1. cattle  *cat/tle*
2. fiddle  *fid/dle*
3. jiggle  *jig/gle*
4. puddle  *pud/dle*

**Building Meaning**

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5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

   **100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.
   Manuel tried to **imagine** himself on stage as he practiced his lines for the play.

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- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

**Team Celebration Points**

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<td><strong>- How well did you use the team cooperation goal and behavior?</strong></td>
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<td><strong>- How can you earn more points?</strong></td>
</tr>
</tbody>
</table>
ACTIVE INSTRUCTION
Timing Goal: 20 minutes

Team Cooperation Goal
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage
- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review their reading on days 1 through 4. Use Random Reporter to review their ideas with the class.
- Introduce the section of the text that students will read for their test. Tell what it is about, but do not give additional information or details.

In yesterday’s reading, we began reading “All Kinds of Families.” Today we will read about more families that visited Carl’s school for show-and-tell.

Vocabulary
- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences.

Prepare Students for the Test
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about literary techniques.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners’ assistance.
- Remind students that they have 20 minutes for the test.
TEST
Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.

TEAMWORK
Timing Goal: 30 minutes

Team Discussion

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. 
- Remind students that they will need to prepare each team member to discuss the team’s strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use Random Reporter to have students share additions they made to the targeted skill question.
- Award team celebration points.

Teacher procedures for Teamwork vary with strategy instruction.
Class Discussion

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use Random Reporter to have students discuss their strategy use.
- Award team celebration points.
- Use Random Reporter to review and celebrate the team discussions, including new information added to test answers.
- Award team celebration points.
- Open the Vocabulary Vault, and celebrate students’ words. Have each team record their Vocabulary Vault words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student’s selection and activity.
- Record student completion on the teacher cycle record form.

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</tr>
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<td>- How can you earn more points?</td>
</tr>
</tbody>
</table>
Comprehension Questions

Read pages 25–27 of Dreaming Big Dreams, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. In the poem “Karen Dippity” on page 4, how does the poet use the size of a word to create images for a reader? \[
\text{\textbf{20 points} = The poet writes the word high in all capital letters. She does this each of the three times the word shows up in the poem. Capital letters are much taller than lowercase letters. This helps a reader picture how high Karen’s heels are.}}
\]

20 points

2. In “C.J.’s Sense Adventure” on page 13, C.J. wants to drink from the toilet bowl even though he doesn’t know if he should. What can you tell about him based on this fact? \[
\text{\textbf{20 points} = I can tell that C.J. is not worried about rules. He does not know if he should, but he thinks it would be good to drink from a toilet bowl. He also wants to eat from a dog bowl. If he was worried about rules, he probably would think these things were bad.}}
\]

10 points

3. In “Dreaming Big Dreams,” what does the narrator say is the same about being a doctor and working in a store? \[
\text{\textbf{10 points} = They both help people.}}
\]

10 points

4. In “All Kinds of Families,” Allie feels glad because— \[
\text{\textbf{10 points} = her parents love her so much.}}
\]
5. What do you think the poet of “All Kinds of Families” wants readers to learn? Use evidence from the poem to support your answer. [TH]

20 points = I think the poet of “All Kinds of Families” wants readers to learn that there are many different kinds of families. Carl learns a lot after show-and-tell, and he thinks that each family is special. He also thinks that it’s okay for families to be different as long as they love one another. 15 points = I think the poet of “All Kinds of Families” wants readers to learn that there are many different kinds of families. Carl learns a lot after show-and-tell, and he thinks that each family is special. 10 points = There are many different kinds of families.

6. How does the poet use rhyme in “All Kinds of Families”? [LT]

20 points = The poet uses words that rhyme at the end of each pair of lines. Some of the rhyming words are sight and light, three and me, and day and way. Each stanza has four lines, and the words at the end of the first two lines rhyme. The words at the end of the third and fourth lines also rhyme. 15 points = The poet uses words that rhyme at the end of each pair of lines. Some of the rhyming words are sight and light, three and me, and day and way. The words at the end of the first two lines rhyme. 10 points = The poet uses words that rhyme at the end of each pair of lines.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write each word on your paper. Then chunk each word by drawing a paddle between the word parts. [Teacher’s Note: Accept reasonable alternate answers as correct.]

5 points 1. shuffle shuf/fle
5 points 2. little lit/tle
5 points 3. cuddle cud/dle
5 points 4. kettle ket/tle
Building Meaning

<table>
<thead>
<tr>
<th>bounding</th>
<th>stumbled</th>
<th>wiped</th>
<th>sharp</th>
</tr>
</thead>
<tbody>
<tr>
<td>settle</td>
<td>imagine</td>
<td>tough</td>
<td>swell</td>
</tr>
</tbody>
</table>

5. Write a meaningful sentence for the word *imagine*.

10 points = Chase likes to imagine what happens to the characters after he finishes a book. 5 points = Chase likes to imagine what happens to the characters. 1 point = Chase likes to imagine what happens.

6. All the children were *bounding* out of bed to look outside and see if it had snowed overnight.

7. Priscilla felt scared of the dog when she saw its *sharp* teeth. *Sharp* means—
   a. goofy.
   b. flat.
   c. pointy.
   d. tall.

8. Carmen *wiped* off her shoes after soccer practice on the muddy field.

9. Desmond’s friend said that the test was *tough*, so he should study a lot. *Tough* means—
   a. hard.
   b. funny.
   c. easy.
   d. boring.

10. “Since it is so sunny outside, I think it’s a *swell* day for a picnic,” Quinn’s dad said.

11. Lorenzo felt very tired after a long day and could not wait to *settle* into bed.

12. Bella did not see the stack of books on the floor, so she *stumbled* over them. *Stumbled* means—
   a. danced.
   b. hurried.
   c. cleaned.
   d. tripped.
ACTIVE INSTRUCTION
Timing Goal: 25 minutes

Set the Stage
- Introduce the writing goal.

Today you will write a poem about a dream that you have.

Team Cooperation Goal
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background
- Introduce the activity, writing a poem.

You will get a chance to be a poet today, just like the ones whose poems we read this cycle.

- Use Team Huddle to have students review the literary techniques used in the poems that they read this cycle, and use Random Reporter to select students to share. Imagery, repetition, rhyme, and the shapes and sizes of words.
- Display the following poem.

The Bug
I saw a BIG bug
Crawling near my mom’s mug.
It slithered around like a snake
And then made its way
Onto the rug
And then into a hole that I dug
When it got outside
After quite a busy ride.

- Use Think-Pair-Share to have students discuss literary techniques that are used in this poem.
When we read the poems in *Dreaming Big Dreams and Other Poems* this cycle, we identified many literary techniques. Think about the poem I just read. Which literary techniques were used? Give students time to discuss. Very good! The poet used the size and shape of words and wrote the word *big* in all capital letters that are much bigger than the rest of the poem. This helps readers imagine how large the bug is. The poet also used rhyme. The first two lines rhyme, the next two lines do not, the fifth and sixth lines rhyme, and so do the seventh and eighth lines.

Tell students that they will now begin planning their poems.

**ADVENTURES IN WRITING**

**Planning**

- Introduce the activity.

  **Remember that today you will write a poem about a dream that you have.**

- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
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<tbody>
<tr>
<td>Write a poem about a dream that you have. This dream can be about a job that you would like to have when you are older or a place that you would like to visit. Your poem should be at least eight lines long. You should use two of the literary techniques we identified this cycle: imagery, repetition, rhyme, or the size and shape of the words. Give your poem a title. Be sure to use correct spelling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>You wrote a poem about a dream that you have.</td>
</tr>
<tr>
<td>Your poem is at least eight lines long.</td>
</tr>
<tr>
<td>Your poem uses two literary techniques: imagery, repetition, rhyme, or how words are written (size and shape).</td>
</tr>
<tr>
<td>Your poem has a title.</td>
</tr>
<tr>
<td>Your poem uses correct spelling.</td>
</tr>
</tbody>
</table>
Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us organize our thoughts as we write our poems.

Demonstrate how to draw the graphic organizer, modeling to the extent necessary.

Use Think-Pair-Share to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.

Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.

Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer
Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Remind students that they need to give their poem a title.

A guideline in the scoring guide says to give your poem a title. If you are not sure what to call your poem, you can look at the ideas you wrote in your web for each line of the poem. The lines should all be related to the same idea. Remember that a title should give a reader an idea of what the poem is about. In *Dreaming Big Dreams and Other Poems*, one poem is called “My Little Ladybug” and is about a ladybug that the poet found. A poem called “All Kinds of Families” is about the different families that a boy’s classmates have.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners.  
- Tell students to check that their partners have included two literary techniques in their poems. If they have not, tell them to suggest places where they can be incorporated in the poem.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions.
- Ask one or two students to share how they might revise their own work based on their partners’ feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.
Editing

Tell students that they will edit their work to get it ready for rewriting.

Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students’ suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.

If helpful, have students copy the checklist in their journals as a reference.

Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.

Ask students to read their partners’ drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners’ papers.

Have students share their edits with their partners.

Rewriting

Tell students that they will rewrite their drafts to include their revisions and edits.

Ask students to begin rewriting, and assist them as needed.

When they are finished, have students read over their writing and then read it aloud to their partners as a final check.

Celebrate by asking one or two volunteers to share their work with the class.

Collect and score the completed writing activities.

<table>
<thead>
<tr>
<th>Team Celebration Points</th>
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<tr>
<td>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.</td>
</tr>
</tbody>
</table>

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?
Spring Flowers

1 I look at spring flowers
2 After the rain showers
3 For hours and hours.
4 I look at spring flowers.
5 Their colors brighten my day
6 And make clouds go away.
7 I look at spring flowers
8 Showing off just for me.
9 How beautiful they can be!
Riding the Carousel

1 I sit tall on my horse.
2 I go up and down.
3 Sometimes fast, sometimes slow.
4 I wave to my mom
5 As she stands off to the side.
6 The music tinkles
7 Just like a bell.
8 It sounds so cheerful.
9 I love riding the carousel.
10 It goes round and round and round.
The Bug

I saw a BIG bug
Crawling near my mom’s mug.
It slithered around like a snake
And then made its way
Onto the rug
And then into a hole that I dug
When it got outside
After quite a busy ride.
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

<table>
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<th>LEVEL 3 / Dreaming Big Dreams and Other Poems</th>
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<tbody>
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<td><strong>English Language Arts Standards:</strong> Reading: Literature</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards:</strong> Reading: Foundational Skills</td>
</tr>
<tr>
<td><strong>Phonics and Word Recognition</strong></td>
</tr>
<tr>
<td>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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</tbody>
</table>