



**Literature**

# Use Questioning

## The Whipping Boy

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.

## ***The Reading Edge Middle Grades 2nd Edition Teacher Edition***

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# Use Questioning

## The Whipping Boy

## The Lightning Round

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

<b>Strategy Use</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>
<b>80</b>	<b>identifies a problem that a team member had understanding the text.</b>

<b>Word Power</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

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

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

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

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



## Unit Objectives

**Reading:** Use questioning strategies to check comprehension.

**Writing:** Use descriptive details in analyzing a character.

## Unit Overview

This unit will focus on using questioning strategies to check comprehension. As students read *The Whipping Boy*, they will generate Right There and Think questions. Right There questions can be answered with information that only appears in the story or text. Think questions are inferential and can be answered with the text and background knowledge. Asking questions as you read is an important strategy that significantly improves reading comprehension. The writing objective for this unit asks students to use descriptive details when analyzing a character. Writing instruction and practice will prepare students for this writing objective.

You will refer students to the Questioning Strategy Card in their team folders. The Questioning Strategy Card is a tool that prompts your students to ask questions about their reading and includes lists of question words and question starters for Think questions. Encourage students to use the Questioning Strategy Card throughout this unit and throughout the year to help them generate questions that improve their comprehension of the text.

### Questioning

1. Ask **Right There** questions about what you read. Use Right There question words:
  - Who?
  - What?
  - When?
  - Where?
  - Why?
  - How?
2. Challenge yourself with **Think** questions. Use Think question starters:
  - What do you think about...?
  - How do you know that...?
  - Why or why not?
  - What do you predict...?
  - What conclusion can you draw...?
  - How does this compare to...?
3. Why is this question important to your understanding of the text?

#### **Right There** questions:

- can be answered using only the story or text.
- can be answered from one passage or page.

#### **Think** questions:

- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.

In this unit, teams will be generating questions, discussing those questions, and choosing the one question that they think is the most important for understanding the story. During the Lightning Round, have several Random Reporters present their teams' question and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!) Award additional team celebration points to the team with the winning question.

**Unit Topic/Content**

In this unit, students will read *The Whipping Boy* by Sid Fleischman. *The Whipping Boy* is the story of Prince Horace, also known as Prince Brat. The prince loves to cause trouble. He has terrible manners, plays practical jokes, and doesn't worry about getting punished. He has a whipping boy, Jemmy, who is punished when the prince misbehaves. One day the prince decides to run away from the palace and orders Jemmy to go with him. The two boys are kidnapped and have to work together to escape. Along the way, the prince and Jemmy learn that they need and like each other.

## Text and Media Selections

**Internet/Media Options**

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

## At a Glance

### The Whipping Boy

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–11	
Lesson 2	pages 12–22	
Lesson 3	pages 23–32	
Lesson 4	pages 33–41	
Lesson 5	writing in response to reading	
Lesson 6	pages 42–44	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

### The Whipping Boy

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 45–55	
Lesson 2	pages 56–65	
Lesson 3	pages 65–77	
Lesson 4	pages 77–87	
Lesson 5	writing in response to reading	
Lesson 6	pages 88 and 89	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

## Cycle 1:

Use  
Questioning

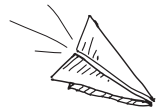
## Lesson 1

**Reading Objective:** Use questioning strategies to check comprehension.

**Teacher Background**

In today's lesson, students will start reading *The Whipping Boy*, the story of a bratty prince and his whipping boy who is punished when the prince misbehaves. The Big Question for this cycle asks students if children should be punished when they do something wrong. This question will prompt students to think about the reasons for punishment and the consequences of not being punished. As students discuss the Big Question, encourage them to think about how a person would develop if he or she were never corrected for his or her misbehavior. In Active Instruction, you will inform students about the real-life history of whipping boys.

In this lesson, you will introduce the Questioning Strategy Card that will help students formulate both Right There and inferential Think questions.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** Should children be punished when they do something wrong? Why or why not?

**Set the Stage**

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

**Should children be punished when they do something wrong? Why or why not?**

*(Answers may vary.) I think children should be punished when they do something wrong. Punishment should teach children that there are consequences for their actions. Also, it should make children think about their behavior. If children grow up never being punished, they might think that they can do anything they want, no matter how they hurt other people.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.

Review the skill as necessary.

Introduce the Questioning Strategy Card.

4. Distribute copies of the book. Have students preview the text. Use **Think-Pair-Share** to ask:

**Is this literature or informational text? How do you know?**

*The text is literature. Clues I used were the words “tale of adventure” on the back of the book and the story’s illustrations.*

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

*Accept reasonable responses. For example, the book will be about a boy who is whipped when a prince misbehaves. Clues that helped me figure this out are the title of the book and the blurb on the back cover that describes the story.*

Tell students that hundreds of years ago some young princes in the English court had whipping boys. When the prince would misbehave, the whipping boy would be punished. Since the whipping boys were raised and educated with the princes, sometimes the two boys would become good friends.

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

**Do you think using a whipping boy would be an effective way of correcting a prince’s behavior? Why or why not?**

*I think that if the prince and the whipping boy were good friends, then punishing the whipping boy would work well. The prince would feel really bad when his friend was punished. If the prince and the whipping boy were not friends, then the prince would not care if the other boy was beaten.*

### **Interactive Read Aloud**

1. State the reading objective.

**This cycle our reading objective is to use questioning strategies to check comprehension.**

**Good readers ask themselves questions before, during, and after reading to help better understand the text. Some questions are Right There questions that are simple to answer because the answer can be found by pointing to one place in the text. Other questions are Think questions that require more thought because the answer cannot be found simply by pointing to one place in the text. A reader must put together information from several places in the text and make inferences to answer a Think question.**

Point out that answers to Think questions provide reasons, evidence from the text, or both.

2. Display and introduce the Questioning Strategy Card, which can be found in the team folder. Tell students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Refer to the Right There question words and the Think question starters on the card, and review them.

## Questioning

1. Ask **Right There** questions about what you read. Use Right There question words:
  - Who?
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  - Where?
  - Why?
  - How?
2. Challenge yourself with **Think** questions. Use Think question starters:
  - What do you think about...?
  - How do you know that...?
  - Why or why not?
  - What do you predict...?
  - What conclusion can you draw...?
  - How does this compare to...?
3. Why is this question important to your understanding of the text?

### Right There questions:

- can be answered using only the story or text.
- can be answered from one passage or page.

### Think questions:

- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.

Point out to students that there is no rule about when to stop and ask themselves a question about what they are reading. Suggest that a good guideline might be to pause briefly at the end of each paragraph and do a self-check to see if they have any questions about what they have just read.

3. Read page 1 (paragraphs 1–4) aloud. A sample Think Aloud follows.

### Sample Think Aloud

As I read the first paragraph in this passage, I had a question. My question was “Why was the prince called ‘Prince Brat’?” I think answering that question would help me better understand the story.

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

#### **Why do you think the prince was called Prince Brat?**

*He was called Prince Brat because he was really badly behaved. He tied the lords’ and ladies’ wigs to the backs of their chairs. The prince was a brat.*

Explain that this was an example of a Think question because you can’t point to one place in the text that says, “The prince was called Prince Brat because he was a brat.” The reader has to think about how the prince’s behavior led to him being called Prince Brat.

5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

Refer students to page 1 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.  
**Students:** Actively listen.

**Teacher:** Model making notes on a graphic organizer.

**Sample Graphic Organizer**

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**Title:** The Whipping Boy

<p style="text-align: center;"><b>Characters:</b></p> <p>Prince Brat</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where:</p> <p>When:</p>
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**Problem:**

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Event: Prince Brat tied the lords' and ladies' wigs to the backs of their chairs.

**Solution:**

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 1 and the first line on page 2. Use **Think-Pair-Share** to ask:

**What is another question you could ask that will help you understand the text? What is the answer?**

*What is the king going to do about the prince's misbehavior? He calls for the whipping boy.*

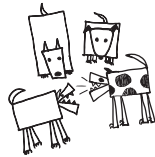
**Is it a Right There or Think question? How can you tell?**

*It is a Right There question. I can find the answer by pointing to one place in the text.*



Use **Random Reporter** to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 2 (paragraph 2)–11 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

### Team Talk Questions

1. How did Jemmy come to be a whipping boy for the prince? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)
 

*100 = Jemmy was an orphan who was taken to the castle to serve as the whipping boy for the prince. **According to the text**, he was the son of a rat catcher who had been living on the streets and in the sewers. **Now when the prince misbehaves, it is Jemmy that gets beaten.***

*90 = Jemmy was an orphan who was taken to the castle to serve as the whipping boy for the prince. **He was the son of a rat catcher who had been living on the streets and in the sewers.***

*80 = Jemmy was an orphan who was taken to the castle to serve as the whipping boy for the prince.*

*continued*

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

Team Talk Questions *continued*

2. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **(Write) [DC]**

*(Answers may vary.) How does Jemmy feel about being a whipping boy? Jemmy does not like being a whipping boy. This is a Think question. I know this because the answer is not just stated in the text. I figured out that he doesn't like being a whipping boy because he is happy when the prince talked about kicking him out and sending him back to the streets.*

3. Why is the prince upset with Jemmy? **[DC]** (Team Talk rubric)

*100 = The prince is upset with Jemmy because Jemmy won't cry out when he is whipped. According to the prince, it's no fun if Jemmy doesn't bawl. However, Jemmy won't give the prince the satisfaction of seeing him cry.*

*90 = The prince is upset with Jemmy because Jemmy won't cry out when he is whipped. It's no fun if Jemmy doesn't bawl.*

*80 = The prince is upset with Jemmy because Jemmy won't cry out when he is whipped.*

4. Why doesn't Jemmy want to run away with the prince? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)

*100 = Jemmy knows that if he is caught running away with the prince, he will be punished. Jemmy is afraid that he will be whipped or hung. The prince isn't concerned at all with what could happen to Jemmy.*

*90 = Jemmy knows that if he is caught running away with the prince, he will be punished. Jemmy is afraid that he will be whipped or hung.*

*80 = Jemmy knows that if he is caught running away with the prince, he will be punished.*

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

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(18 minutes)

## Lightning Round

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

## Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Use questioning strategies to check comprehension.

## Teacher Background

Today students will read about what happens when the boys are taken hostage by outlaws. While Jemmy tries to figure out a way to escape, the prince makes the mistake of telling the cutthroats who he really is. The outlaws realize that they could make a lot of money by ransoming the prince.

Encourage use of the Questioning Strategy Card as students formulate questions about this reading.

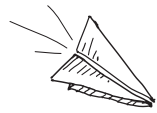
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>exasperation</b> (noun) page 4	ex-as-per-a-tion (ig-zas-puh-REY-shuhn)	great irritation and annoyance	The screaming baby caused <i>exasperation</i> for everyone in the movie theater.
<b>obliged</b> (verb) page 6	o-bli-ged (uh-BLAHYJD)	required to do something	Because Leslie saved Jesse from drowning, he was <i>obliged</i> to protect her.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>dreadful</b> (adjective) page 8	dread-ful (DRED-fuhl)	very bad	I felt <i>dreadful</i> for a week when I caught the flu.
<b>scornfully</b> (adverb) page 15	scorn-ful-ly (SKAWRN-fuhl-lee)	in a disrespectful way	The well-dressed businessman looked <i>scornfully</i> at the teenager in torn jeans who was waiting for the bus.
<b>sullenly</b> (adverb) page 23	sul-len-ly (SUHL-uhn-lee)	done in a gloomy way	Kimi <i>sullenly</i> does her chores because she would rather go to the park.
<b>glared</b> (verb) page 26	glared (glaird)	stared at in an angry way	My mom <i>glared</i> at me when I tracked mud all over our new carpet.
<b>decisive</b> (adjective) page 31	de-ci-sive (dih-SAHY-siv)	determined, firm	Steven made a <i>decisive</i> cut past his defender and shot the game-winning basket.
<b>defiant</b> (adjective) page 37	de-fi-ant (dih-FAHY-uhnt)	openly disobedient	Teresa's little brother was <i>defiant</i> and refused to eat his peas.

Review Vocabulary Vault.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

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

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Review the skill as necessary.

Refer students to the Questioning Strategy Card.

**Teacher:** Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

**Students:** Actively listen.

### Interactive Read Aloud

1. Remind students of the reading objective.

**This cycle our reading objective is to use questioning strategies to check comprehension.**

**Remember that as we read *The Whipping Boy*, we will use questioning strategies to check our comprehension. Good readers ask themselves questions before, during, and after reading to better understand what they read.**

Remind students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Point out the Right There question words and the Think question starters on the card.

2. Before reading, model using the Questioning Strategy Card to ask a question. Read page 8 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
(Before reading) At the end of the last chapter, we read that the boys had just been captured by outlaws. I will use my Questioning Strategy Card to come up with a question before I start reading this next chapter. (Refer to the Questioning Strategy Card.) One of our question words is <i>why</i> . That makes me think of the question "Why have the outlaws captured the boys?" I think that if I can answer that question, it will help me better understand the story. (Read pages 12 and 13 through the paragraph ending "...empty your pockets." aloud.) I just found the answer to my question. The outlaws captured the boys because they want to rob them.



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

**Is the question I asked a Right There question or a Think question?  
How do you know?**

*You asked a Right There question. I know because it can be answered by pointing to one passage in the text.*

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

**Teacher:** Model making notes on a graphic organizer.

Sample Graphic Organizer	
<b>Title:</b> <u>The Whipping Boy</u>	
<p style="text-align: center;"><b>Characters:</b></p> <p>King Jemmy Master Peckwit Hold-Your-Nose Billy Cutwater</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where: <i>castle, woods</i></p> <p>When:</p>
<p><b>Problem:</b></p> <p><i>Jemmy does not want to be the prince's whipping boy.</i></p>	
<p>Event: <i>Jemmy is the prince's whipping boy.</i></p> <hr/> <p>Event: <i>Jemmy is whipped for the prince's misbehavior, but he won't cry.</i></p> <hr/> <p>Event: <i>The prince won't learn.</i></p> <hr/> <p>Event: <i>Jemmy learns to read, write, and do sums.</i></p> <hr/> <p>Event: <i>The prince runs away and makes Jemmy go with him.</i></p> <hr/> <p>Event: <i>Jemmy and the prince are captured by outlaws.</i></p> <hr/>	
<p><b>Solution:</b></p>	

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 13 (paragraph beginning “Not a copper...”) through the sentence “I am Prince Horace.”

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

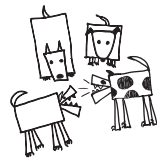
**Based on what I just read, what is a question you could ask that will help you better understand the story? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is “What will the outlaws do now that the prince has revealed his identity?”*

**Is your question a Right There question or a Think question?**

*It might be a Right There question, but I can’t tell because I haven’t found the answer yet. I will need to read on to find out.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 13 (paragraph starting “And I’m the...”)-22 (end of chapter 7) aloud with partners.**
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

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

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

## Team Talk Questions

1. When the prince and Jemmy run away, what problems do they have? **[SA]**  
(Team Talk rubric)
    - 100 = *The prince and Jemmy get caught in the fog and become lost in the forest. Then they are caught by the outlaws and held **hostage**. Things do not go smoothly for the prince and Jemmy.*
    - 90 = *The prince and Jemmy get caught in the fog and become lost in the forest. Then they are caught by the outlaws.*
    - 80 = *The prince and Jemmy get caught in the fog and become lost in the forest.*
  2. Why doesn't Jemmy want the outlaws to learn the prince's real identity? **[DC]**  
(Team Talk rubric)
    - 100 = *Jemmy doesn't want the outlaws to know the prince's real identity because Jemmy thinks they will try to get a large ransom from the king. If the outlaws think that the boys are just poor **peasants**, then they might let the boys go. Then Jemmy can run away and stop being the prince's whipping boy.*
    - 90 = *Jemmy doesn't want the outlaws to know the prince's real identity because he thinks they will try to get a large ransom from the king. If the outlaws think that the boys are just regular people, then they might let them go.*
    - 80 = *Jemmy doesn't want the outlaws to know the prince's real identity because he thinks they will try to get a large ransom from the king.*
  3. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **(Write) [DC]**  
(Answers may vary.) *How does Jemmy react when he learns that the prince has brought along a crown? Jemmy thinks the prince is stupid for bringing the crown. He called him an "empty-headed prince." This is a Right There question. I know this because I can point to the answer in the text.*
  4. How does the prince almost ruin Jemmy's plan for escape? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)
    - 100 = *The prince almost ruins Jemmy's plans by refusing to pretend that Jemmy is the prince and that he is the whipping boy. He does not want the outlaws to think that Jemmy is a prince. The prince is **offended** that they would confuse him for a servant.*
    - 90 = *The prince almost ruins Jemmy's plans by refusing to pretend that Jemmy is the prince and that he is the whipping boy. He does not want the outlaws to think that Jemmy is a prince.*
    - 80 = *The prince almost ruins Jemmy's plans by refusing to pretend that Jemmy is the prince and that he is the whipping boy.*
  5. What is a synonym for the word *dreadful*? **[CV]**  
(Accept reasonable responses.) *The word horrible is a synonym for dreadful.*
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.

## Use Questioning

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Word	Pronunciation	Definition	Sample Sentence
<b>exasperation</b> (noun) page 4	ex-as-per-a-tion (ig-zas-puh-REY-shuhn)	great irritation and annoyance	The screaming baby caused <i>exasperation</i> for everyone in the movie theater.
<b>obliged</b> (verb) page 6	o-bli-ged (uh-BLAHYJD)	required to do something	Because Leslie saved Jesse from drowning, he was <i>obliged</i> to protect her.
<b>dreadful</b> (adjective) page 8	dread-ful (DRED-fuhl)	very bad	I felt <i>dreadful</i> for a week when I caught the flu.
<b>scornfully</b> (adverb) page 15	scorn-ful-ly (SKAWRN-fuhl-lee)	in a disrespectful way	The well-dressed businessman looked <i>scornfully</i> at the teenager in torn jeans who was waiting for the bus.
<b>sullenly</b> (adverb) page 23	sul-len-ly (SUHL-uhn-lee)	done in a gloomy way	Kimi <i>sullenly</i> does her chores because she would rather go to the park.
<b>glared</b> (verb) page 26	glared (glaird)	stared at in an angry way	My mom <i>glared</i> at me when I tracked mud all over our new carpet.
<b>decisive</b> (adjective) page 31	de-ci-sive (dih-SAHY-siv)	determined, firm	Steven made a <i>decisive</i> cut past his defender and shot the game-winning basket.
<b>defiant</b> (adjective) page 37	de-fi-ant (dih-FAHY-uhnt)	openly disobedient	Teresa's little brother was <i>defiant</i> and refused to eat his peas.

# Lesson 3

**Reading Objective:** Use questioning strategies to check comprehension.

## Teacher Background

In today’s reading, Jemmy writes a ransom note and tells the outlaws to use his whipping boy, who is really the prince, to deliver the note. But Prince Horace refuses to play along and threatens to ruin Jemmy’s plan.

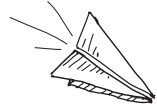
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

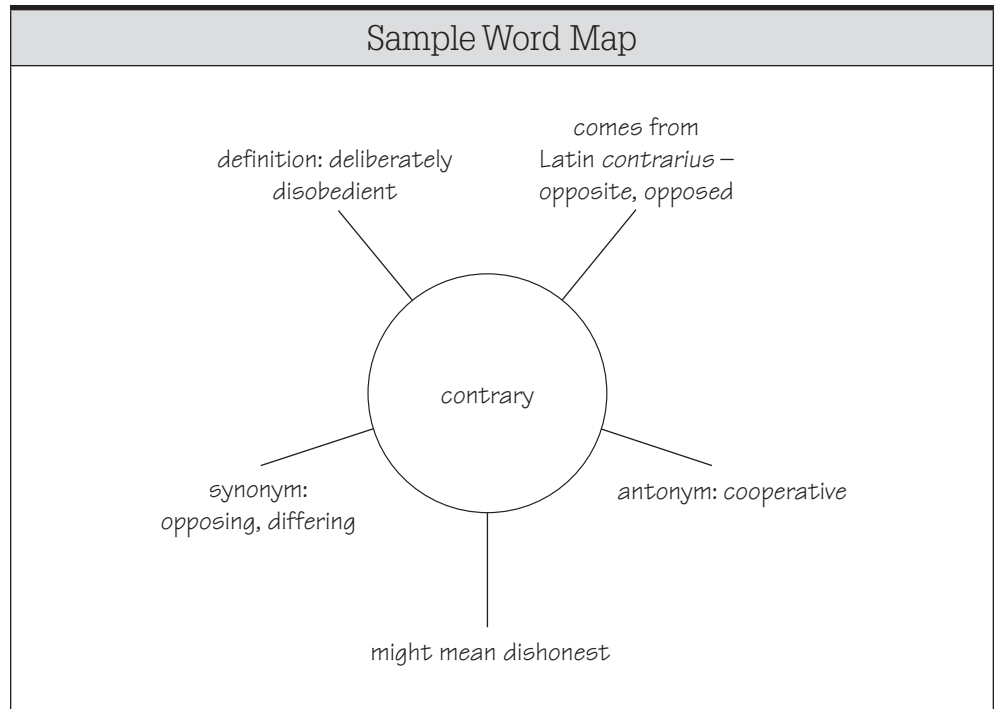
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

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

### Sample Think Aloud

On page 6, the prince calls Jemmy a “contrary rascal.” I’ve heard the word *contrary* before and wondered what exactly it means. From the context in this sentence, it sounds like *contrary* might mean dishonest. I will check the dictionary to find out the exact definition. (Consult the dictionary.) It looks like I was a little off. *Contrary* has a few meanings, but dishonest is not one of them. As an adjective, it can mean conflicting and opposite, but I think the meaning that best fits the way the word is used in the book is deliberately disobedient since Jemmy is refusing to cry out like the prince wants. Some synonyms for *contrary* are *opposing* and *differing*. An antonym is *cooperative*. I also see that *contrary* comes from the Latin word *contrarius*, meaning opposite or opposed.



Review Vocabulary Vault.

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

Teams review their cycle goal.

**Set the Stage**

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

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Review the skill as necessary.

**Interactive Read Aloud**

1. Remind students of the reading objective’s importance.

**This cycle our reading objective is to use questioning strategies to check comprehension.**

**Remember that as we read *The Whipping Boy*, we will use questioning strategies to check our comprehension. Good readers ask themselves questions before, during, and after reading to better understand what they read.**

2. Read pages 22 (beginning of chapter 8) and 23 (paragraph ending “...his royal title.”) aloud. A sample Think Aloud follows.

Refer students to pages 22 and 23 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.



**Teacher:** Model making notes on a graphic organizer.

Sample Think Aloud

**(Read page 22 from the beginning of chapter 8 through the sentence “Don’t cross them.”)**

Jemmy is pretending to be the prince and writing a letter to the king and, based on what we read yesterday, I don’t think the prince likes it. I’m going to use my Questioning Strategy Card again to come up with a question before continuing this chapter.

**(Refer to the Questioning Strategy Card.)**

One of our question starters is “How do you know that....” This makes me think of the question “How do you know that the prince does not like that Jemmy is pretending to be him?”

**(Read the rest of pages 22 and 23 through the paragraph ending “...his royal title.” aloud.)**

The text says that the prince stared icily at Jemmy who had seized his royal title. I think that *icily* means a cold stare. When I read this and think about what I read yesterday, I know the prince isn’t happy that Jemmy is pretending to be him.

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

**Is the question I asked a Right There question or a Think question?  
How do you know?**

*You asked a Think question. I know because it takes more thought and information from more than one place in the text to answer it. You had to think about what staring icily meant to figure out how the prince was feeling about Jemmy pretending to be him.*

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

Sample Graphic Organizer	
<b>Title:</b> <u>The Whipping Boy</u>	
<div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p style="text-align: center; margin-top: 0;"><b>Characters:</b></p> </div>	<div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p style="text-align: center; margin-top: 0;"><b>Setting:</b></p> <p style="margin-top: 20px;">Where:</p>    <p>When:</p> </div>
<div style="border: 1px solid black; padding: 10px; min-height: 50px;"> <p style="text-align: center; margin-top: 0;"><b>Problem:</b></p> </div>	
<p style="text-align: center; margin-bottom: 5px;"><i>The outlaws realize that they have captured the prince and decide to hold</i></p> <p><u>Event:</u> <i>the boys for ransom.</i></p> <hr/> <p><u>Event:</u> <i>Jemmy tricks the outlaws into thinking that he is the prince.</i></p> <hr/> <p><u>Event:</u> <i>Jemmy writes a ransom note to the king.</i></p> <hr/>	
<div style="border: 1px solid black; padding: 10px; min-height: 50px;"> <p style="text-align: center; margin-top: 0;"><b>Solution:</b></p> </div>	

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 23 (paragraph beginning “And don’t forget...” through the line ending “... deliver the loot.”).

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

**Based on what I just read, what is a question you could ask that will help you better understand the story? Use your Questioning Strategy Card if you need help coming up with a question.**

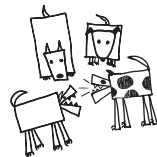
*One question is “Where will the outlaws have the loot delivered?”*

**Is your question a Right There question or a Think question?**

*I can’t say for sure because I haven’t found the answer yet, but I think it will be a Right There question because it is just a place or location.*

Use **Random Reporter** to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 23 (paragraph beginning “Jemmy dipped the...”)-32 aloud with partners.**
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

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

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

## Team Talk Questions

1. How is Jemmy able to convince the outlaws that he is really the prince? **[DC]**  
(Team Talk rubric)

100 = *Jemmy is able to convince the outlaws that he is the prince because he can write the ransom note and read what it says. The prince can't read or write because he didn't pay attention to his tutor. According to the text, the outlaws think that only a real prince would know how to read and write.*

90 = *Jemmy is able to convince the outlaws that he is the prince because he can write the ransom note and read what it says. The prince can't read or write because he didn't pay attention to his tutor.*

80 = *Jemmy is able to convince the outlaws that he is the prince because he can write the ransom note and read what it says.*

2. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **(Write) [DC]**

*(Answers may vary.) Why did Jemmy tell the outlaws that the king would have them slowly boiled in oil? Jemmy is trying to convince them to let the prince deliver the ransom note to the castle so they can both escape. This is a Think question. I know this because I can't point to the answer in one place in the text. I had to figure out what Jemmy is trying to do.*

3. What does Hold-Your-Nose-Billy think about sending the prince/whipping boy back to the castle with the ransom note? **[DC]** (Team Talk rubric)

100 = *Billy does not like this plan at all. He thinks it is a trick so the prince, who he believes is the whipping boy, can inform the king where the outlaws are hiding. Billy says that the king will chop down every tree looking for them if he finds out that they are staying in the forest.*

90 = *Billy does not like this plan at all. He thinks it is a trick so the prince, who he believes is the whipping boy, can tell the king where the outlaws are hiding.*

80 = *Billy does not like this plan at all.*

4. Why do you think the prince refuses to take the note back to the castle? **[DC, RE]** (Team Talk rubric)

*(Answers may vary.)*

100 = *I think the prince won't take the ransom note back to the castle because he is stubborn and doesn't like being told what to do. In addition, he was bored at the castle. The prince is stubborn, and he doesn't want to live at the castle anymore.*

90 = *I think the prince won't take the ransom note back to the castle because he is stubborn and doesn't like being told what to do. He was bored at the castle.*

80 = *I think the prince won't take the ransom note back to the castle because he is stubborn and doesn't like being told what to do.*

*continued*

Team Talk Questions *continued*

5. In which of the following sentences is the word *sullenly* used incorrectly? **[CV]**
- A. The boy sullenly set his favorite frog free, as his mother had told him to do.
  - B. Because they hated dance practice, they walked sullenly up the sidewalk to the studio.
  - C. *Cristina sullenly climbed on to her favorite roller coaster.*
  - D. Maria didn't want to stop roller skating, so she went home sullenly at the end of the night.

Cue students to discuss strategy use, graphic organizers, and word power journals.

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

**Randomly select team representatives who will share:**

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



## Class Discussion **tp**

(15 minutes)

### Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Use questioning strategies to check comprehension.

### Teacher Background

Today students will read about how Jemmy convinces the outlaws to use the prince's horse to deliver the ransom letter. Later the prince betrays Jemmy and tells Cutwater that he is hiding under a pile of hay. However, Jemmy and the prince are still able to escape the outlaws and run into the woods.

In preparing students for team discussion, encourage the teams to use their Questioning Strategy Cards and to formulate good Think questions. Be sure to explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

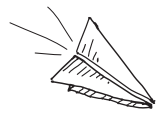
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.

Refer students to pages 33–41 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



**Partner pairs:** Think aloud to practice the skill/strategy.

### Set the Stage

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

### Interactive Read Aloud

1. Read page 33 (paragraphs 1–5) aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is “Why does the prince refuse to deliver the ransom letter?”*

**Is your question a Right There question or a Think question?**

*It might be a Right There question, but I can't tell because I haven't found the answer yet.*

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

**What can we add to our story map?**

*Add information based on student responses.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

**Use Questioning**

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

**Sample Graphic Organizer**

**Title:** The Whipping Boy

<p style="text-align: center;"><b>Characters:</b></p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where:</p> <p>When:</p>
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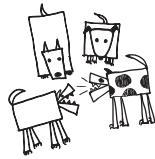
**Problem:**

Event: *Jemmy convinces the outlaws to use a horse to deliver the ransom note.*

Event: *Jemmy hides under hay so Cutwater will think he ran off.*

Event: *The prince tells Cutwater where Jemmy is hiding.*

**Solution:**



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 33 (paragraph 6)–41 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

### Team Talk Questions

1. What is Jemmy’s plan to escape? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)
  - 100 = *Jemmy’s plan is to send the prince to deliver the ransom letter because then the prince will be free from the outlaws. After the prince escapes, Jemmy will be able to sneak away on his own and return to the streets. However, the prince is not cooperating with this plan.*
  - 90 = *Jemmy’s plan is to send the prince to deliver the ransom letter because then the prince will be free from the outlaws. After the prince escapes, Jemmy will be able to sneak away on his own and return to the streets.*
  - 80 = *Jemmy’s plan is to send the prince to deliver the ransom letter because then the prince will be free from the outlaws.*

*continued*

Team Talk Questions *continued*

2. Why do the outlaws think the prince is refusing to deliver the letter? **[DC]**  
(Team Talk rubric)
- 100 = *The outlaws think that the prince is refusing to go because he wants a part of the ransom. They offer him a bucket full of treasure; however, the prince still won't deliver the letter. He just does not want to return to living in the castle.*
- 90 = *The outlaws think that the prince is refusing to go because he wants a part of the ransom. They offer him a bucket full of treasure.*
- 80 = *The outlaws think that the prince is refusing to go because he wants a part of the ransom.*
3. Why does Jemmy get so upset with the prince? **[DC]** (Team Talk rubric)
- 100 = *Jemmy is upset with the prince because the prince won't go along with his plans. Jemmy is trying to help the prince escape from the outlaws, but the prince is not cooperating. Jemmy doesn't think the prince realizes how dire their situation is.*
- 90 = *Jemmy is upset with the prince because the prince won't go along with his plans. Jemmy is trying to help the prince escape from the outlaws, but the prince is not cooperating.*
- 80 = *Jemmy is upset with the prince because the prince won't go along with his plans.*
4. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **(Write) [DC]**
- (Answers may vary.) Why does the prince tell the outlaws where Jemmy is hiding? The prince thinks Jemmy is going to leave him with the outlaws. This is a Think question. I know because it takes more thought to figure out the answer.*
5. What is an example of something that causes you exasperation? Explain your answer. **[CV]**
- (Answers will vary.) Car alarms that won't shut off cause me exasperation because they are so loud and annoying.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

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

**Randomly select team representatives who will share:**

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and as a team decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

## Celebrate

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

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

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

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

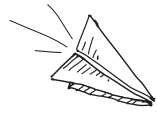
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Use descriptive details in analyzing a character.

### Teacher Background

The goal of this writing task is to have students describe the impression that the author is trying to create with the character Hold-Your-Nose Billy and to use descriptive details as they answer the writing prompt. As a part of the writing process, pass out sticky notes, and encourage students to use them to mark places in the text that include descriptive details or information that will help them respond to the prompt.



## Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.

Introduce the writing project.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle, they discussed and answered questions about character traits. Point out that today they will also describe character traits as they respond to the writing prompt.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
What kind of impression is the author trying to create with the character Hold-Your-Nose Billy? Use descriptive details as you answer the question.

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

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

*It is asking me to write a literary response. I know this because the prompt asks me to describe a character in a work of fiction.*

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

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by making a clear point about an aspect of the literary work.</li> <li>In the middle, support your point with examples and evidence from the text.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

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

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

**Which guidelines relate to our writing objective: to use descriptive details in analyzing a character?**

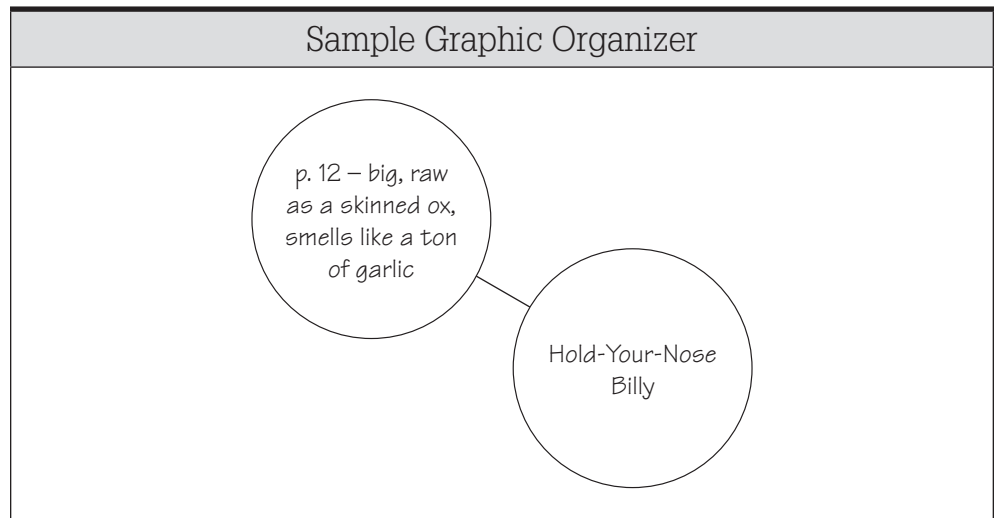
*The Ideas guideline to make a clear point about a character is related to our writing objective. Also, the Organization guideline "In the middle, support your point with examples and evidence," relates to the writing objective.*

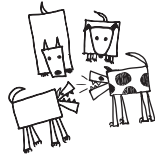
Model planning using a graphic organizer.

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

**Model a Skill**

1. Remind students that the writing prompt asks them what kind of impression the author is trying to create in the character Hold-Your-Nose Billy and to use descriptive details as they answer the question. Point out that they can identify passages in the book that contain descriptive details for Billy as they answer this question.
2. Pass out sticky notes to students. Model turning to page 12 in *The Whipping Boy* and marking the second paragraph with a sticky note. Point out that this paragraph includes descriptive details for the character Hold-Your-Nose Billy. Tell students to note the page number of the passage that the descriptive detail comes from.
3. Tell students that a web can be a useful graphic organizer to keep track of descriptive details or information they find as a part of the planning or prewriting step in the writing process. Model taking notes about a descriptive detail on page 12 in a character web. Point out that you noted the page number where you found the descriptive detail in case you need to review that section of text as you write your answer. A sample graphic organizer follows.





## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

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

### Team Discussion

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



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—to use descriptive details in analyzing a character.

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

For example, ask:

- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use descriptive details in analyzing a character?**

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include descriptive details? Do you think the details were effective?**

*Answers will vary.*

Celebrate team successes!

### Celebrate

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

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

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

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

## Writing Prompt

What kind of impression is the author trying to create with the character Hold-Your-Nose Billy? Use descriptive details as you answer the question.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

# Lesson 6

**Reading Objective:** Use questioning strategies to check comprehension.

**Writing Objective:** Use descriptive details in analyzing a character.

## Teacher Background

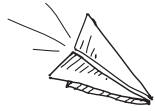
During today's cycle test, students will continue using questioning strategies to check their comprehension. In the passage from the story that students will read for the test, Jemmy and the prince continue running from Hold-Your-Nose Billy and Cutwater.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.  
Review Vocabulary Vault.



## Active Instruction tp

(5 minutes)

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)



### Partner Review

1. Remind students that they have been practicing using questioning strategies to check comprehension and using descriptive details in analyzing a character. Use **Think-Pair-Share** to ask:

**What have we done this cycle to practice these skills?**

*We have created and answered questions in Team Talk. In our writing project, we also wrote answers about a character in the story and supported our answers with descriptive details.*

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

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

### Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #4 ask about using questioning strategies.
4. Ask students to identify key words or phrases in question #1.

1. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **[DC]**

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

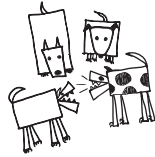
**Today you will read more about Jemmy and the prince escaping from the outlaws.**



## Test tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Cycle 1 Test

## Use Questioning

**Directions:** Read *The Whipping Boy*, pages 42–44, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

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

1. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **[DC]**

*20 points = Why did the prince betray Jemmy? The prince betrayed Jemmy because he thought Jemmy was going to desert him. This is a Right There question. I know this because I can point to the answer in one place in the text.*

*15 points = Why did the prince betray Jemmy? The prince betrayed Jemmy because he thought Jemmy was going to desert him. This is a Right There question.*

*10 points = Why did the prince betray Jemmy? The prince betrayed Jemmy because he thought Jemmy was going to desert him.*

2. What is Jemmy's plan for the boys to get away from Cutwater? Support your answer with evidence from the text. **[SA]**

*20 points = Jemmy's plan is to hide in the straw and have the prince tell Cutwater that Jemmy ran off. When Cutwater chased after him, both boys could escape. However, the prince foiled the plan by telling Cutwater where Jemmy was hiding.*

*15 points = Jemmy's plan is to hide in the straw and have the prince tell Cutwater that Jemmy ran off. When Cutwater chased after him, both boys could escape.*

*10 points = Jemmy's plan is to hide in the straw and have the prince tell Cutwater that Jemmy ran off.*

3. Which did Jemmy like better, living on the streets or being the whipping boy? **[DC]**

*20 points = Jemmy liked living on the streets better than being the whipping boy. According to the text, he dreamed about his carefree life on the streets before he became the whipping boy. Even though the castle is comfortable and there is plenty to eat, Jemmy was happier when he was poor but free.*

*15 points = Jemmy liked living on the streets better than being the whipping boy. He dreamed about his carefree life on the streets before he became the whipping boy.*

*10 points = Jemmy liked living on the streets better than being the whipping boy.*

4. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **[DC]**

*20 points = How did Jemmy learn to read and write? Jemmy learned to read and write because he had to be close to the prince during his lessons, and he paid attention to the tutor. This is a Think question. I know this because the answer takes more thought. The text says that Jemmy learned to read and write, but it doesn't exactly explain how.*

*15 points = How did Jemmy learn to read and write? Jemmy learned to read and write because he had to be close to the prince during his lessons, and he paid attention to the tutor. This is a Think question.*

*10 points = How did Jemmy learn to read and write? Jemmy learned to read and write because he had to be close to the prince during his lessons, and he paid attention to the tutor.*

5. How is Jemmy's ability to read and write important to the plot of the story? **[DC, RE]**

*20 points = Jemmy's ability to read and write is important because he is able to use it to trick the outlaws by writing a note to the king. One of the reasons they believe he is the prince is because he can read and write. It didn't make sense that a whipping boy was **educated**, but the prince was not.*

*15 points = Jemmy's ability to read and write is important because he is able to use it to trick the outlaws by writing a note to the king. One of the reasons they believe he is the prince is because he can read and write.*

*10 points = Jemmy's ability to read and write is important because he is able to use it to trick the outlaws by writing a note to the king.*

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

How does the author use humor in portraying the character Hold-Your-Nose Billy? Use descriptive details as you answer the question.

*First, the author gives this character a very funny name, Hold-Your-Nose Billy. Billy got this name because he is very smelly. He eats garlic like it is candy. Additionally, it's funny how Hold-Your-Nose Billy is proud of his and Cutwater's rotten reputations. He tells Jemmy to describe them in his letter to the king as "shameful mean and rough as a sackful of nails." Even though Hold-Your-Nose Billy is a dangerous criminal, the author uses humor to create a funny, memorable character.*

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

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Use descriptive details in analyzing a character.</li> </ul>	<b>0–15 pts.</b>

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

- What is an antonym for the word *dreadful*? **[CV]**  
*(Accept reasonable responses.) The word wonderful is an antonym for dreadful.*
- In which of the following sentences is the word *decisive* used incorrectly? **[CV]**
  - I was decisive when I went up to the counter and could not pick which ice cream I wanted.*
  - Paul is a decisive person who always knows exactly what he wants.
  - Miguel was admired for being decisive and making quick decisions.
  - Marni took a decisive step toward her dream of being a singer and signed up for lessons.
- Write a meaningful sentence using the word *exasperation*. **[CV]**  
*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Trey tried to put the plastic model together for hours but finally threw down the directions in sheer exasperation.*
- When Tomas was given a gift, he felt \_\_\_\_\_ to say thank you.  
Choose the word that belongs in the blank. **[CV]**
  - decisive
  - sullenly
  - glared
  - obliged
- Write a meaningful sentence using the word *glared*. **[CV]**  
*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The librarian glared at the kids who were making a lot of noise at their table.*

6. The baby was \_\_\_\_\_ and wouldn't let his parents put the new pajamas on him.

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

- A. obliged
  - B. defiant
  - C. decisive
  - D. sullenly
7. In which of the following sentences is the word *sullenly* used incorrectly? **[CV]**
- A. Patrick sullenly walked off the field after his team lost.
  - B. Lisa sullenly splashed and played with her friends at the pool.
  - C. Mitt got a flat tire and sullenly walked his bike home.
  - D. The little dog looked on sullenly as the great dane ate his food.

8. Write a meaningful sentence using the word *scornfully*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Tina scornfully told her little sister not to be such a brat.*

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

*Contrary means deliberately disobedient. My contrary dog runs away all the time and refuses to come back when I call her.*

10. As used in the sentence "Jemmy began burrowing like a barn mouse under the moldy straw," *burrowing* most nearly means— **[CV]**

- A. walking.
- B. snoring.
- C. laying.
- D. digging.

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

*Jemmy would have to dig to get under the straw, so I knew that digging was a synonym for burrowing.*

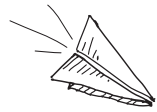
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

# Lesson 7

**Reading Objective:** Use questioning strategies to check comprehension.

## Teacher Background

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



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

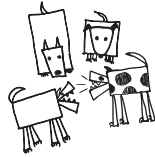
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

### Teacher's Note:

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

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

## Read and Respond Questions

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



# Class Discussion tp

(15 minutes)

Team responses  
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

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

## Celebrate

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

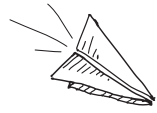
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Use **Random Reporter** to ask:

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

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

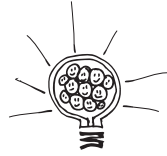
Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



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



## Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

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



## Cycle 2:

Use  
Questioning

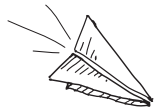
## Lesson 1

**Reading Objective:** Use questioning strategies to check comprehension.

**Teacher Background**

Today students will read about how Jemmy can't wait to get away from the prince, but he knows that the prince would be in big trouble without Jemmy. With help from a young girl and her trained bear, Jemmy and the prince find the river and think they are on their way to safety. However, the cutthroats catch up with them again. The Big Question for this cycle asks students if they think two people who don't like each other can ever become friends. As students answer this question, encourage them to think about how people can change over time.

In this cycle, as they did in Teamwork in lesson 4 of the previous cycle, partners will formulate Think questions, and teams will discuss the questions and choose the one they think is the most important to better understand the text. Teams will share their questions during the Lightning Round, and students will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** Do you think two people who don't like each other can ever become good friends? Explain.

**Set the Stage** 

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

**Do you think two people who don't like each other can ever become good friends? Explain.**

*(Answers will vary.) Yes. I think two people who don't like each other at first can later become good friends. Sometimes as you get to know someone better, you find things to like about him or her. Or maybe you learn that a person was just having a bad day when you first met him or her, but usually the person is very nice. Also, sometimes people change over time, so you could become friends with someone you didn't like years after you first met him or her.*

Students write responses to the Big Question.

Discuss the Big Question.



## Use Questioning

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 45 and 46 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill or strategy.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

### Interactive Read Aloud

1. Read pages 45 and 46 aloud.
2. Use **Think-Pair-Share** to ask:

**What is a question you could ask that will help you understand the text? What is the answer?**

*One question is "Who is Petunia?" Petunia is a dancing bear.*

**Is it a Right There question or a Think question? How can you tell?**

*It is a Right There question. I can find the answer by pointing to one place in the text, page 46 where the girl says that Petunia is her dancing bear.*

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

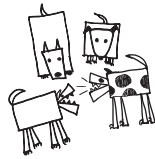
**What can we add to our story map?**

*Add information based on student responses.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

Sample Graphic Organizer	
<p><b>Title:</b> <u>The Whipping Boy</u></p>	
<p style="text-align: center;"><b>Characters:</b></p> <p>Betsy Petunia</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where:</p> <p>When:</p>
<p><b>Problem:</b></p>	
<p>Event: <u>Jemmy convinces the outlaws to use a horse to deliver the ransom note.</u></p> <p>Event: <u>Jemmy hides under hay so Cutwater will think he ran off.</u></p> <p>Event: <u>The prince tells Cutwater where Jemmy is hiding.</u></p> <p>Event: <u>Jemmy escapes from the outlaws, and the prince follows.</u></p> <p>Event: <u>Jemmy and the prince meet Betsy and her pet bear, Petunia.</u></p>	
<p><b>Solution:</b></p>	



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 48–55 aloud with partners.**
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will discuss the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

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

## Team Talk Questions

1. Why do you think the prince says, "This is the best time I ever had"? **[DC, RE]**  
(Team Talk rubric)
  - 100 = *The prince says this because he is having an adventure, and he was bored at the castle. He also may be starting to think of Jemmy as a friend. **Even though** he is in danger, the prince is having fun.*
  - 90 = *The prince says this because he is having an adventure, and he was bored at the castle. He also may be starting to think of Jemmy as a friend.*
  - 80 = *The prince says this because he is having an adventure, and he was bored at the castle.*
  
2. How does the prince show that he is determined not to go back to the castle? **[DC, RE]** (Team Talk rubric)
  - 100 = *The prince tells Jemmy that he can fend for himself and that he doesn't need servants. **In addition**, he starts collecting firewood after Jemmy tells him they can sell it. **The prince is getting tougher.***
  - 90 = *The prince tells Jemmy that he can fend for himself and that he doesn't need servants. He starts collecting firewood after Jemmy tells him they can sell it.*
  - 80 = *The prince tells Jemmy that he can fend for himself and that he doesn't need servants.*
  
3. How is the relationship changing between the prince and Jimmy? **[DC, RE]**  
(Team Talk rubric)
  - 100 = *The prince and Jemmy are starting to become friends. **For example**, the prince helps Jemmy collect firewood, and Jemmy has Captain Nips wait for the prince. **Their adventure is bringing the two boys together.***
  - 90 = *The prince and Jemmy are starting to become friends. The prince helps Jemmy collect firewood, and Jemmy has Captain Nips wait for the prince.*
  - 80 = *The prince and Jemmy are starting to become friends.*
  
4. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the story? Why? **(Write) [DC]**  
(Answers may vary.)
  - 100 = *We think the most important question we discussed is "What happens when Hold-Your-Nose Billy asks the prince where Jemmy is?" This is an important question because it helped us understand that the prince is willing to lie to protect Jemmy. We think he does this because he considers himself to be Jemmy's friend.*
  - 90 = *We think the most important question we discussed is "What happens when Hold-Your-Nose Billy asks the prince where Jemmy is?" The prince lied to protect Jemmy.*
  - 80 = *We think the most important question we discussed is "What happens when Hold-Your-Nose Billy asks the prince where Jemmy is?"*

Cue students to discuss strategy use, graphic organizers, and word power journals.

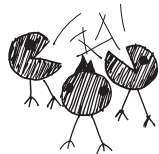
Randomly select team representatives who will share:

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



Teams vote on the most important question.

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



## Class Discussion tp

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and as a team decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

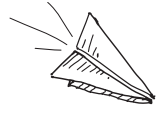
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Use questioning strategies to check comprehension.

## Teacher Background

In today’s reading, the outlaws find the boys in Captain Nips’s coach. The outlaws decide to punish them by whipping the whipping boy, who is really the prince. As Jemmy watches, the prince is whipped and refuses to cry out, proving his bravery. Luck intervenes again as Betsy and her pet bear come to their rescue and scare the cutthroats away.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

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

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>grimly</b> (adverb) page 45	grim-ly (GRIM-lee)	doing something without giving up	Karen kept <i>grimly</i> shoveling snow until her whole driveway was clear.
<b>resentment</b> (noun) page 49	re-sent-ment (ri-ZENT-muhnt)	feeling of having been treated badly	Heath felt a lot of <i>resentment</i> toward the kids who bullied him.
<b>privilege</b> (noun) page 50	priv-i-lege (PRIV-lij)	a special advantage, right, or power	I earned the <i>privilege</i> of staying up late by making an A on my math test.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>immense</b> (adjective) page 63	im-mense (ih-MENS)	very big	The <i>immense</i> dog would drag his owner down the street whenever they would go on a walk.
<b>bleak</b> (adjective) page 66	bleak (bleek)	discouraging, without hope	Our chances to go to the beach tomorrow are looking <i>bleak</i> since a storm is headed this way.
<b>balked</b> (verb) page 76	balked (bawkd)	abruptly refused	Carmen had been told that summer camp was fun, but she still <i>balked</i> at the idea of leaving her family.
<b>inaudible</b> (adjective) page 78	in-au-di-ble (in-AW-duh-buhl)	unable to be heard	When you whisper, it is <i>inaudible</i> to everyone but the person sitting right next to you.
<b>urgent</b> (adjective) page 80	ur-gent (UR-juhnt)	showing desire for something to be done quickly	The nurse gave the doctor an <i>urgent</i> look when the cut would not stop bleeding.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to page 56 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill or strategy.

### Interactive Read Aloud

1. Read page 56 (paragraphs 1–7) aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is “What do you predict the outlaws will do now that they have caught the boys again?”*

*I predict the outlaws will take the boys to another hideout and try to collect the ransom.*

**Is it a Right There or Think question? How can you tell?**

*It is a Think question. I know this because I used one of the Think question starters to come up with it. Also, I had to think about the story events and make a prediction to answer it.*

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

**What can we add to our story map?**

*Add information based on student responses.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

**Sample Graphic Organizer**

**Title:** The Whipping Boy

<p style="text-align: center;"><b>Characters:</b></p> <p>Captain Nips</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where:</p> <p>When:</p>
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**Problem:**

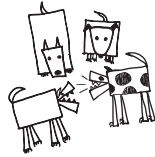
Event: The prince tells Jemmy that he doesn't want to go back to the castle.

Event: The boys work together to collect firewood to sell.

Event: The boys meet Captain Nips, and he gives them a ride.

Event: The outlaws capture the boys again.

**Solution:**



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 56 (paragraph 8)–65 (paragraph ending “...do sums, too.”) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

### Team Talk Questions

1. How did Hold-Your-Nose-Billy think Jemmy was trying to trick him and Cutwater? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)  
*100 = Billy thinks Jemmy was trying to trick him and Cutwater by getting them to ask for a cartload of treasure. **According to Billy, they would be satisfied with a couple of sacks of gold.** Billy thinks the boys were trying to slow him and Cutwater down with the cartload of loot.*  
*90 = Billy thinks Jemmy was trying to trick him and Cutwater by getting them to ask for a cartload of treasure. They would be satisfied with a couple of sacks of gold.*  
*80 = Billy thinks Jemmy was trying to trick him and Cutwater by getting them to ask for a cartload of treasure.*

*continued*

Team Talk Questions *continued*

2. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the story? Why? **(Write) [DC]**  
(Answers may vary.)
- 100 = *We think the most important question we discussed is "Why does Billy whip the prince?" This is an important question because it helped us understand that Billy is mad at Jemmy but won't hit him because he thinks Jemmy is the prince. He thinks the prince is the whipping boy so he hits him instead. Trading places has put the prince in the position of taking his own medicine.*
- 90 = *We think the most important question we discussed is "Why does Billy whip the prince?" This is an important question because it helped us understand that Billy is mad at Jemmy but won't hit him because he thinks Jemmy is the prince.*
- 80 = *We think the most important question we discussed is "Why does Billy whip the prince?"*
3. How does Jemmy feel about the prince being whipped? **[DC, RE]** (Team Talk rubric)
- 100 = *Jemmy doesn't want the prince to be whipped. He tries to stop Billy. According to the text, he used to dream about seeing the prince get whipped, but now he gets no satisfaction from it.*
- 90 = *Jemmy doesn't want the prince to be whipped. He tries to stop Billy.*
- 80 = *Jemmy doesn't want the prince to be whipped.*
4. How does the prince react to being whipped? **[DC, RE]** (Team Talk rubric)
- 100 = *The prince won't cry out when he is whipped by Billy. Even when Jemmy tells him to holler, the prince stays silent. The prince wants to demonstrate that he can be as tough as Jemmy.*
- 90 = *The prince won't cry out when he is whipped by Billy. Even when Jemmy tells him to holler, the prince stays silent.*
- 80 = *The prince won't cry out when he is whipped by Billy.*
5. 

resentment	privilege
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 Would you feel *resentment* if you were given a *privilege*? **[CV]**  
*No. You would not feel that you had been treated badly if you were given a privilege.*
5. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
8. If some teams finish ahead of others, have them practice their fluency.
9. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and as a team decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Word	Pronunciation	Definition	Sample Sentence
<b>grimly</b> (adverb) page 45	grim-ly (GRIM-lee)	doing something without giving up	Karen kept <i>grimly</i> shoveling snow until her whole driveway was clear.
<b>resentment</b> (noun) page 49	re-sent-ment (ri-ZENT-muhnt)	feeling of having been treated badly	Heath felt a lot of <i>resentment</i> toward the kids who bullied him.
<b>privilege</b> (noun) page 50	priv-i-lege (PRIV-lij)	a special advantage, right, or power	I earned the <i>privilege</i> of staying up late by making an A on my math test.
<b>immense</b> (adjective) page 63	im-mense (ih-MENS)	very big	The <i>immense</i> dog would drag his owner down the street whenever they would go on a walk.
<b>bleak</b> (adjective) page 66	bleak (bleek)	discouraging, without hope	Our chances to go to the beach tomorrow are looking <i>bleak</i> since a storm is headed this way.
<b>balked</b> (verb) page 76	balked (bawkd)	abruptly refused	Carmen had been told that summer camp was fun, but she still <i>balked</i> at the idea of leaving her family.
<b>inaudible</b> (adjective) page 78	in-au-di-ble (in-AW-duh-buhl)	unable to be heard	When you whisper, it is <i>inaudible</i> to everyone but the person sitting right next to you.
<b>urgent</b> (adjective) page 80	ur-gent (UR-juhnt)	showing desire for something to be done quickly	The nurse gave the doctor an <i>urgent</i> look when the cut would not stop bleeding.

# Lesson 3

**Reading Objective:** Use questioning strategies to check comprehension.

## Teacher Background

Today students will read about how the prince finds out that his kidnapping is a source of amusement for the townspeople and that he has a terrible reputation. Luckily, Jemmy is starting to like the prince, and their relationship continues to grow. Jemmy finds out that he is being blamed for the prince’s disappearance, and both boys are chased into the sewer by the outlaws.

### Teacher’s Note:

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

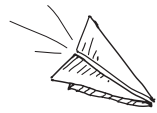
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

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

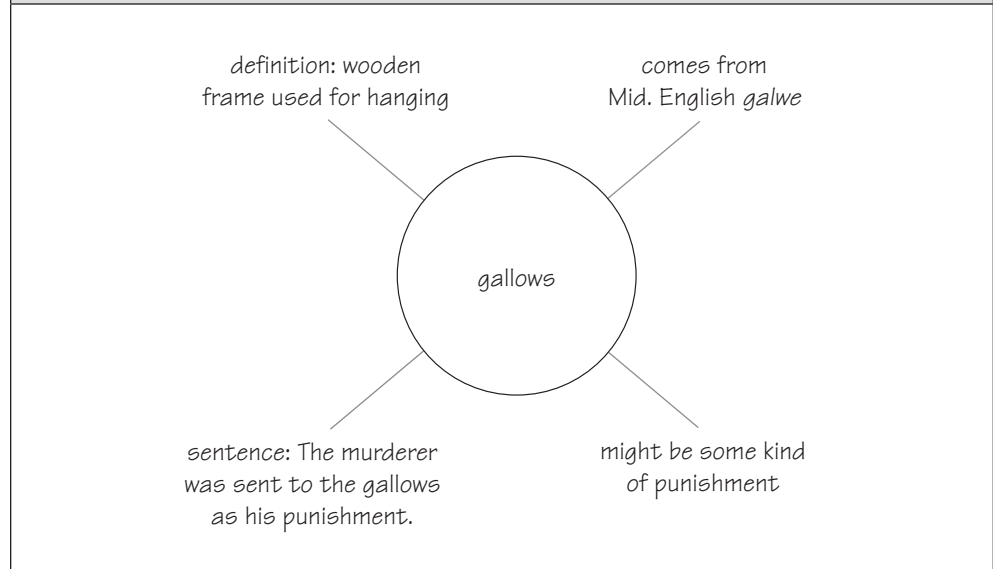
### Vocabulary

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

### Sample Think Aloud

On page 57, Hold-Your-Nose-Billy refers to the *gallows*. I've seen this word before in history books, but I'm not sure what *gallows* are. I think they might be a punishment of some kind. Let's look in the dictionary. (Consult the dictionary.) I was right. *Gallows* are the wooden frame that is used for hanging people, so they are a kind of punishment. I also see that *gallows* comes from the Middle English word *galwe*. A meaningful sentence using *gallows* would be "The murderer was sent to the gallows as his punishment."

### Sample Word Map



Review Vocabulary Vault.

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

Teams review their cycle goal.

#### Set the Stage

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

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 65 and 66 in the text.



**Teacher:** Read aloud.  
**Students:** Actively listen.  
**Partner pairs:** Think aloud to practice the skill or strategy.

### Interactive Read Aloud

1. Read page 65 (paragraph beginning “Smudge was impressed.”) and 66 aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is “What conclusion can you draw about the prince from him wanting to be called Friend-O’-Jemmy and shaking Smudge’s hand?”*

*The prince is becoming a nicer person and wants to be friends with Jemmy.*

**Is it a Right There or Think question? How can you tell?**

*It is a Think question. I know this because the answer isn’t just stated in the text. You have to figure it out from the prince’s actions.*

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

**What can we add to our story map?**

*Add information based on student responses.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

### Sample Graphic Organizer

**Title:** The Whipping Boy

<p style="text-align: center;"><b>Characters:</b></p> <p>Smudge</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where: city</p> <p>When:</p>
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**Problem:**

Event: Billy whips the prince, and the prince won't cry out.

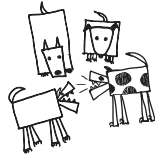
Event: Jemmy tries to stop Billy.

Event: Betsy and Petunia rescue the boys by scaring off the outlaws.

Event: Captain Nips takes the boys into the city.

Event: The boys meet Jemmy's old friend Smudge.

**Solution:**



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **sr**  
**pages 67–77 (paragraph ending “...like a manacle.”) aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 65–77)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

## Team Talk Questions

1. What does Jemmy realize about himself when he is talking to Smudge? **[DC, RE]** (Team Talk rubric)
  - 100 = *Jemmy realizes that he does not want to go back to living in the streets and sewers again. He would miss reading and learning from the books in the castle. According to the text, Jemmy "realized he'd lost his taste for ignorance."*
  - 90 = *Jemmy realizes that he does not want to go back to living in the streets and sewers again. He would miss reading and learning from the books in the castle.*
  - 80 = *Jemmy realizes that he does not want to go back to living in the streets and sewers again.*
  
2. In the city, what does the prince learn about how the common people think of him? **[DC, RE]** (Team Talk rubric)
  - 100 = *The prince finds out that the people call him Prince Brat. He also learns that the people **dread** the day that he becomes king. The prince did not realize that others thought he was a brat and that no one liked him.*
  - 90 = *The prince finds out that the people call him Prince Brat. He also learns that the people don't want him to be king.*
  - 80 = *The prince finds out that the people call him Prince Brat.*
  
3. How have Jemmy's feelings toward the prince changed? **[DC, RE]** (Team Talk rubric) (Answers may vary.)
  - 100 = *Jemmy is starting to respect and like the prince more. The prince is willing to work and is friendlier toward people. Jemmy's feelings have **evolved** as the prince has changed.*
  - 90 = *Jemmy is starting to respect and like the prince more. The prince is willing to work and is friendlier toward people.*
  - 80 = *Jemmy is starting to respect and like the prince more.*

continued

Team Talk Questions *continued*

4. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the story? Why? **(Write) [DC]**  
(Answers may vary.)

100 = We think the most important question we discussed is "Was Jemmy right when he said that maybe clothes make a prince and rags make a street boy?" This is an important question because it helped us understand that people in the story like the soldier can't recognize the prince without his fancy clothes. They are judging just by dress, so the prince could be anyone with fine clothes.

90 = We think the most important question we discussed is "Was Jemmy right when he said that maybe clothes make a prince and rags make a street boy?" This is an important question because it helped us understand why the soldier didn't recognize the prince.

80 = We think the most important question we discussed is "Was Jemmy right when he said that maybe clothes make a prince and rags make a street boy?"

5. What is a synonym for the word *immense*? **[CV]**

(Accept reasonable responses.) The word *huge* is a synonym for *immense*.

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

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(20 minutes)

## Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and as a team decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

## Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Use questioning strategies to check comprehension.

### Teacher Background

In today's reading, the boys work to escape from the outlaws and save themselves. The prince convinces Betsy and Captain Nips to turn Jemmy in so they can earn the reward for his capture, knowing that he can protect his new friend.

#### Teacher's Note:

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

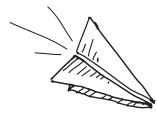
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



## Active Instruction

(15–25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 77 and 78 in the text.



### Set the Stage

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

### Interactive Read Aloud

1. Read pages 77 (paragraph beginning “Nothing but a rat...”) and 78 aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is “What role will the rats play in the story?”*

*I can't answer this question yet.*

**Is it a Right There or Think question? How can you tell?**

*I can't tell yet. It might be a Right There question if the answer is stated in the text.*

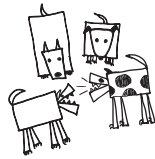
3. Use **Think-Pair-Share** to ask:

**What can we add to our story map?**

*Add information based on student responses.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

Sample Graphic Organizer	
<b>Title:</b> <u>The Whipping Boy</u>	
<b>Characters:</b> Smudge	<b>Setting:</b> Where: <u>Johnny Tosher</u>  When:
<b>Problem:</b>	
Event: <u>The prince wants to be called Friend-O'-Jemmy.</u>	
Event: <u>The prince learns that the people call him Prince Brat and don't want him to be king.</u>	
Event: <u>Jemmy learns that he is being blamed for the prince's disappearance.</u>	
Event: <u>Jemmy and the prince are chased into the sewers by the outlaws.</u>	
Event: <u>The boys meet Tosher.</u>	
<b>Solution:</b>	



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 79–87 aloud with partners.**  
**(if skipping over Interactive Read Aloud, pages 77–87)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sf
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

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

### Team Talk Questions

1. Why does the prince throw a bird cage down a tunnel? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)  
 100 = *The prince throws a bird cage down a tunnel to trick the outlaws. According to the text, they think the noise it makes is the two boys, and they follow it. The outlaws run into hundreds of huge rats and get attacked.*  
 90 = *The prince throws a bird cage down a tunnel to trick the outlaws. They think the noise it makes is the two boys, and they follow it.*  
 80 = *The prince throws a bird cage down a tunnel to trick the outlaws.*

*continued*

Team Talk Questions *continued*

2. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the story? Why? **(Write) [DC]**  
(Answers may vary.)

100 = We think the most important question we discussed is "Why does Toshi tell the outlaws to go in the wrong direction?" This is an important question because it helped us understand that Toshi is sending them away from the main tunnel. He wants to help the boys by giving them a chance to escape.

90 = We think the most important question we discussed is "Why does Toshi tell the outlaws to go in the wrong direction?" This is an important question because it helped us understand that Toshi is sending them away from the main tunnel.

80 = We think the most important question we discussed is "Why does Toshi tell the outlaws to go in the wrong direction?"

3. How does Jemmy prove that he now trusts the prince? **[SA]** (Team Talk rubric)

100 = Jemmy proves that he trusts the prince by following him back to the castle. He is worried that the king will hang him for helping the prince run away. **However**, the prince convinces Jemmy that he will look out for him.

90 = Jemmy proves that he trusts the prince by following him back to the castle. He is worried that the king will hang him for helping the prince run away.

80 = Jemmy proves that he trusts the prince by following him back to the castle.

4. Why does the prince tell Betsy and Captain Nips to turn Jemmy in? **[DC]**  
(Team Talk rubric)  
(Answers may vary.)

100 = The prince tells Betsy and Captain Nips to turn Jemmy in because he is trying to help them. He knows that if Betsy and Captain Nips turn Jemmy in, they can collect a reward. **Additionally**, the prince also knows that nothing will happen to Jemmy because the prince will protect him.

90 = The prince tells Betsy and Captain Nips to turn Jemmy in because he is trying to help them. He knows that if Betsy and Captain Nips turn Jemmy in, they can collect a reward.

80 = The prince tells Betsy and Captain Nips to turn Jemmy in because he is trying to help them.

5. What is an example of something that would be *inaudible*? **[CV]**  
(Answers will vary.) When you blink, it is *inaudible* because it doesn't make a sound.

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

Cue students to discuss strategy use, graphic organizers, and word power journals.

7. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
8. If some teams finish ahead of others, have them practice their fluency.
9. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

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



Teams vote on the most important question.

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and as a team decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Use descriptive details in analyzing a character.

### Teacher Background

The goal of this writing task is to have students tell whether they consider Jemmy a hero and to use descriptive details as they answer the writing prompt. As a part of the writing process, pass out sticky notes and encourage students to use them to mark places in the text that include descriptive details or information that will help them respond to the prompt.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.

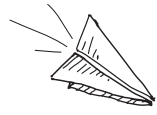


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



## Active Instruction tp

(10 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle, they discussed and answered questions about character traits. Point out that today they will also describe character traits as they respond to the writing prompt.

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

Read the prompt aloud.



Writing Prompt
Would you consider Jemmy a hero in this story? Why or why not? Use descriptive details as you answer the question.

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

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

*It is asking me to write a literary response. I know this because the prompt is asking my opinion about a character in a work of fiction.*

Students identify the purpose for writing.

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

Refer students to the appropriate writer’s guide in their student editions.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.

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

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

**Which guidelines relate to our writing objective: to use descriptive details in analyzing a character?**

*The Ideas guideline, “Make a clear point about characters” is related to our writing objective. Also, the Organization guideline, “In the middle, support your point with examples and evidence,” relates to the writing objective.*

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

Model planning using a graphic organizer.



**Model a Skill**

1. Point out that today’s writing prompt and writing objective again ask them to use descriptive details in answering the question. Use **Think-Pair-Share** to ask:

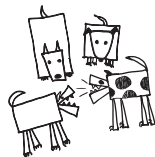
**Which graphic organizer can be useful when a writing prompt or objective asks you to use descriptive details?**

*A web organizer can be useful when answering a prompt like this.*

**Why should you make a note of the page number where the descriptive detail or information is located?**

*You should make a note of the page number in case you need to look at the page again as you write your answer.*

2. Pass out sticky notes, and encourage students to use them to mark places in the text that include descriptive details and information that will help them respond to the writing prompt.



**Teamwork**

(20 minutes)

**Independent Work**

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

**Team Discussion**

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



**Class Discussion**

(30 minutes)

**Lightning Round**

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Display and evaluate randomly selected writing projects using the writer’s guide.

Refer students to the writer’s guide for writing a literary response and the writing objective—to use descriptive details in analyzing a character.

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

For example, ask:

- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use descriptive details in analyzing a character?**

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

### **Reflection on Writing**

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find the graphic organizer helpful in planning your writing? Why or why not?**

*Answers will vary.*

### **Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

Would you consider Jemmy a hero in this story? Why or why not? Use descriptive details as you answer the question.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li><li>• Support your point with evidence from the text.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by making a clear point about an aspect of the literary work.</li><li>• In the middle, support your point with examples and evidence from the text.</li><li>• End with a closing statement.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

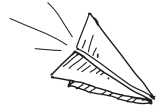
## Lesson 6

**Reading Objective:** Use questioning strategies to check comprehension.

**Writing Objective:** Use descriptive details in analyzing a character.

### Teacher Background

During today's cycle test, students will continue to use questioning strategies to check their comprehension. In the passage from the story that students will read for the test, Jemmy and the prince go before the king, and Jemmy is placed under the prince's protection.



## Active Instruction tp

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)



### Partner Review

1. Remind students that they have been practicing using questioning strategies to check comprehension and using descriptive details when analyzing a character. Use **Think-Pair-Share** to ask:

**What have we done this cycle to practice these skills?**

*We have created and answered questions in Team Talk. In our writing projects, we have also written answers about a character in the story and supported our answers with descriptive details.*

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

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

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #4 ask about using questioning strategies.
4. Ask students to identify key words or phrases in question #1.

1. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **[DC]**

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

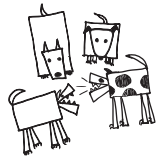
**Today you will read about what happens when the boys go before the king.**



**Test** **tp**

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Cycle 2 Test

## Use Questioning

**Directions:** Read *The Whipping Boy*, pages 88 and 89, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

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

1. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why. **[DC]**

*20 points = Why does the king tell the boys to take him with them if they decide to run away again? The king tells the boys to take him along if they run away again because he also wants to go on an adventure. This is a Think question. I know this because I can't just point to one place in the text for the answer.*

*15 points = Why does the king tell the boys to take him with them if they decide to run away again? The king tells the boys to take him along if they run away again because he also wants to go on an adventure. This is a Think question.*

*10 points = Why does the king tell the boys to take him with them if they decide to run away again? The king tells the boys to take him along if they run away again because he also wants to go on an adventure.*

2. How does the relationship between the prince and Jemmy change over the course of the story? **[DC, RE]**

*20 points = At the beginning of the story, the prince and Jemmy don't like each other at all, but by the end of the story, they are friends. Jemmy comes to **respect** the prince's toughness, and the prince wants to protect Jemmy instead of seeing him get whipped. The boys' adventure brings them closer together.*

*15 points = At the beginning of the story, the prince and Jemmy don't like each other at all, but by the end of the story, they are friends. Jemmy sees that the prince has become tougher, and the prince wants to protect Jemmy instead of seeing him get whipped.*

*10 points = At the beginning of the story, the prince and Jemmy don't like each other at all, but by the end of the story, they are friends.*

3. When the prince is whipped by the outlaws, why won't he cry out? **[DC, RE]**

*20 points = The prince won't cry out when he is being whipped because he wants to be tough like Jemmy. He says that Jemmy never humbled himself when he was being beaten. The prince **admired** Jemmy's refusal to cry.*

15 points = *The prince won't cry out when he is being whipped because he wants to be tough like Jemmy. He says that Jemmy never humbled himself when he was being beaten.*

10 points = *The prince won't cry out when he is being whipped because he wants to be tough like Jemmy.*

4. Write a question about something you read earlier in the story. Why is it an important question? How does it help you better understand the story? **[DC]**

20 points = *A question I asked was, "Why is Jemmy not happy about the thought of going back to live in the sewers?" Asking the question helped me understand that Jemmy is not happy about going back to live in the sewers because he would miss reading and learning. He wants to know more about the world beyond rat catching.*

15 points = *A question I asked was, "Why is Jemmy not happy about the thought of going back to live in the sewers?" Asking the question helped me understand that Jemmy is not happy about going back to live in the sewers because he would miss reading and learning.*

10 points = *A question I asked was, "Why is Jemmy not happy about the thought of going back to live in the sewers?"*

5. How does the prince trick the outlaws? **[DC]**

20 points = *The prince tricks the outlaws by throwing the bird cage down the tunnel that has all the rats. The outlaws think the boys went in the tunnel and chase after them. As a result, they get attacked by the rats and run out of the sewer.*

15 points = *The prince tricks the outlaws by throwing the bird cage down the tunnel that has all the rats. The outlaws think the boys went in the tunnel and chase after them.*

10 points = *The prince tricks the outlaws by throwing the bird cage down the tunnel that has all the rats.*

## Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How does the prince change during the story? Use descriptive details as you answer the question.

*In the beginning of the story, the prince is a cruel, spoiled boy who is called Prince Brat. He takes pleasure in the pain of others. For example, the prince wants Jemmy beaten until he cries. After the boys are kidnapped, the prince comes to realize that Jemmy is trying to help him escape. He also sees how Betsy and Captain Nips try to help the boys. By the end of the story, the prince is a much more thoughtful and kind boy. He helps Betsy and Captain Nips get a reward from the king, and he wants Jemmy as his friend.*

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

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>• Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begins by making a clear point about an aspect of the literary work</li> <li>• In the middle, supports the point with examples and evidence from the text</li> <li>• Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Quotes words, phrases, and dialogue from the text to support the point</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>• Use descriptive details in analyzing a character.</li> </ul>	<b>0–15 pts.</b>

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

1. What is an antonym for the word *inaudible*? **[CV]**

*(Accept reasonable responses.) An antonym for the word inaudible is loud.*

2. Which of the following is NOT an example of something *immense*? Explain why. **[CV]**

- A. an ocean
- B. a mountain
- C. a pea
- D. an elephant

*A pea is not very big.*

3. I have the \_\_\_\_\_ of going to summer camp every summer because my uncle owns the camp.

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

- A. immense
- B. urgent
- C. resentment
- D. privilege

4. Write a meaningful sentence using the word *balked*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The horses balked at crossing the swift river.*

5. Mathew \_\_\_\_\_ pulled weeds in his mother’s vegetable garden even though his back was aching.

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

- A. grimly
- B. balked
- C. bleak
- D. resentment

6. Write a meaningful sentence using the word *bleak*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: As the flood waters rose, the campers’ situation was becoming bleak.*

7. Would you have an *urgent* need to hide in a basement if you saw an *immense* tornado? **[CV]**

*Yes. I would want to get into a basement quickly if I saw a big tornado.*

8. Write a meaningful sentence using the word *resentment*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: I felt resentment toward my big sister when she borrowed my sweater and ruined it.*

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

*Gallows are a wooden frame used for hanging. Jemmy was afraid that if he was caught by the soldiers, he would be sent to the gallows.*

10. As used in the sentence “He had a notion that the prince felt secretly disappointed not to be recognized by any of his subjects,” *notion* most nearly means— **[CV]**

- A. wish.
- B. thought.
- C. hat.
- D. dream.

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

*I replaced notion with all the possible answers, and the word thought made the most sense.*

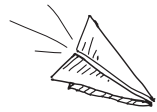
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author’s craft; literary devices

## Lesson 7

**Reading Objective:** Use questioning strategies to check comprehension.

### Teacher Background

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



## Active Instruction tp

(20 minutes)

Two-Minute Edit



### Two-Minute Edit

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

Vocabulary Vault

### Vocabulary

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

Teams review their cycle goal.

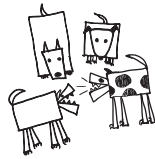
### Set the Stage

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

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

Connect the cycle objective to students' homework reading selections.

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



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

### Teacher's Note:

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

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

## Read and Respond Questions

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



# Class Discussion

(15 minutes)

Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle



Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

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

## Celebrate

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

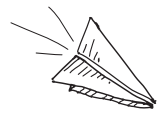
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Use **Random Reporter** to ask:

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

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



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



## Brain Game

(5 minutes)

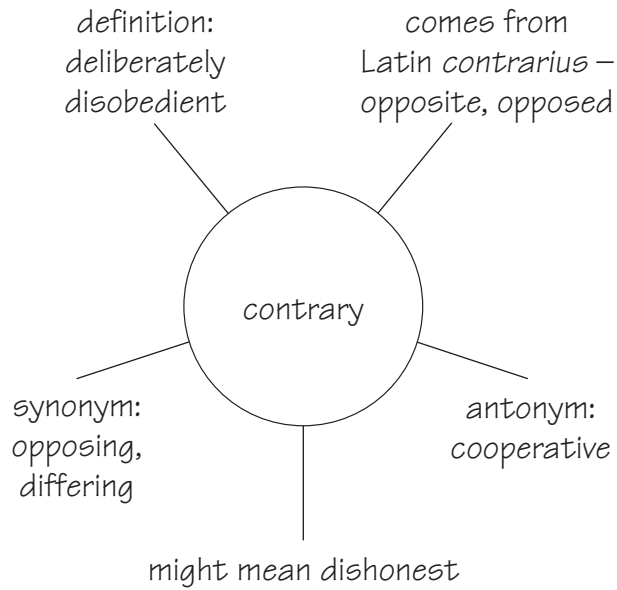
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

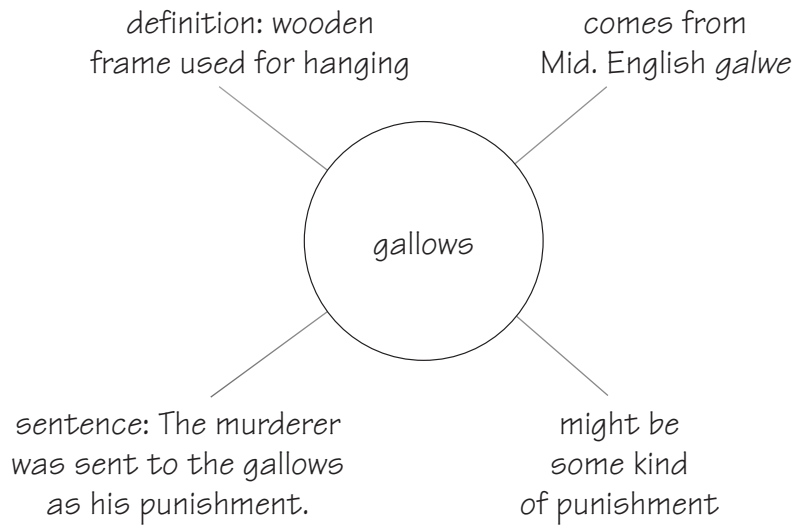
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

**Sample Word Map  
Cycle 1**



**Sample Word Map  
Cycle 2**



## Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

### Level 4 Use Questioning

#### **English Language Arts Standards: Reading: Literature**

##### **Key Ideas and Details**

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### **English Language Arts Standards: Writing**

##### **Text Types and Purposes**

W.6.3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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