



Literature

Compare and Contrast

Aesop's Fables

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

© 2013 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Rollout Committee:	Kate Conway (Chair), Mia Blom, Wendy Fitchett, Kim Gannon, Claire Krotiuk, Kristal Mallonee-Klier, Terri Morrison, Sheri Mutreja, Kenly Novotny, Peg Weigel
Program Developers:	Wendy Fitchett (Chair), Kate Conway, Victoria Crenson, Ceil Daniels, Terri Morrison
Field Advisory Team:	Kim Gannon (Chair), Jo Duplantis, Kathy McLaughlin
Contributing Developers:	Kathleen Collins, Sarah Eitel, Richard Gifford, Samantha Gussow, Patricia Johnson, Austin Jones, Susan Magri, Kim Sargeant, Becca Slavin
Designers:	Michael Hummel, Austin Jones, Vic Matusak, Susan Perkins, Christian Strama
Illustrators:	Michael Hummel, Susan Perkins
Video Producers:	Jane Strausbaugh (Senior Producer), Angie Hale, Tonia Hawkins
Editors:	Janet Wisner (Supervising Editor), Marti Gastineau, Pam Gray, Jodie Littleton
Publications Coordinator:	Sheri Mutreja
Proofreaders:	Meghan Fay, Susanne Viscarra, Janet Wisner, Michelle Zahler
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Online Tools Developers:	Terri Morrison (Chair), Sean Christian, Patrick Coady, Mary Conway Vaughan, Tim D'Adamo, Debi Hammel, Dia Hopp, Mike Knauer, Kristal Mallonee-Klier, Vic Matusak, Christian Strama, Melissa Stroup

We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Compare and Contrast

Aesop's Fables

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.

Strategy Use

The Random Reporter:

100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Word Power

The Random Reporter:

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

Summary

The Random Reporter:

100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Team Talk (oral and written)

The Random Reporter:

100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Fluency

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.

Unit Objectives

Reading: Compare and contrast themes and fables.

Writing: Organize ideas and use signal words to compare and contrast.

Unit Overview

This unit focuses on comparing and contrasting themes and fables by identifying and analyzing the problem, solution, and moral in fables. This skill will help students better understand the fables that they are reading and will assist them in building deeper and more personal connections to the text. In addition, comparing and contrasting is a skill that will help students to build deeper connections and understanding across texts.

Unit Topic/Content

The text for this unit is *Aesop's Fables*, written by Aesop and retold by Ann McGovern. Aesop is also the author of the supplemental fables “The Scorpion and the Frog” and “The Tortoise and the Eagle,” which students will also read in this unit.

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

Aesop's Fables

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 53, 61, 21, 19 ("The Shepherd and the Wolf"), and 60	(Optional) Background video: "Ashley Bryan—Hearing the Voice, Retelling Folktales," PBS LearningMedia (2 min. 29 sec.) www.pbslearningmedia.org/content/c768ac93-91fc-4f92-9a95-e25a9143a723/ (Optional) Background website: www.newworldencyclopedia.org/entry/fable
Lesson 2	pages 41, 50 and 51, 27, 30, and 31	
Lesson 3	pages 3, 36, 22 and 23, and 24	(Embedded) "Fluency"
Lesson 4	Supplemental fables "The Grasshopper and the Toad," "The Red and Blue Coat," "The Scorpion and the Frog," and "The Tortoise and the Eagle"	
Lesson 5	writing in response to reading	
Lesson 6	pages 44, 35, 37, 26, 67, and 72	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

At a Glance

Aesop's Fables

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 16 and 17, 18, 42, 8 and 9, and 28	
Lesson 2	pages 14, 56, 74, and 33	
Lesson 3	pages 59, 64, 48 ("The Boy and the Nuts"), and 68 and 69	
Lesson 4	pages 15, 46, 38 and 39, and 40	
Lesson 5	writing in response to reading	
Lesson 6	pages 7 ("The Falconer and the Partridge"), 32, 54, 62, 63, and 66	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:
Compare
and
Contrast

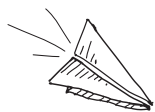
Lesson 1

Reading Objective: Compare and contrast themes and fables.

Teacher Background

This lesson’s reading includes five fables with themes related to tricking others for your own amusement or gain, or asking for things to do harm to others. Students will read “The Fox and the Stork,” “The Salt Peddler and the Donkey,” “Jupiter and the Queen Bee,” “The Shepherd and the Wolf,” and “The Sick Lion.”

In this lesson, students will explore fables and learn their elements. They will use a fable table to record the problem, solution, and lesson (or theme) of each fable so they may be better able to compare and contrast the fables and their themes.



Active Instruction tp

(22 minutes)

Big Question

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

The Big Question: What are values, and how do people learn values in today’s society?

Set the Stage

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

What are values, and how do people learn values in today’s society?

Values are principles, such as honesty, loyalty, and kindness, that people learn from their families, schools, or communities. You can also learn values from movies and books.

Explain to students that people in ancient times learned lessons from storytellers and that these stories evolved into myths and fables that people still read today.

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

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.

Refer students to page 53 in the text.

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

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

Accept reasonable responses. For example, the book will be about old stories, like fairytales.

5. Show the video “Ashley Bryan—Hearing the Voice, Retelling Folktales” (2 min. 29 sec.), and read the background page in the back of the text for information on Aesop. In addition, share information on fables at www.newworldencyclopedia.org/entry/fable.

Explain to students that fables have story elements that make them different from other types of stories. By knowing these elements, students will be able to identify a story as a fable.

Tell students that fables usually have animal characters that have human characteristics. Although not all fables have animals as the main characters, most do. Fables also usually have a problem and a solution. The purpose of a fable is to teach a lesson, often called a moral or theme that results from the character’s problem. Often these lessons reflect values or morals that the character lacked.

Explain to students that fables share most of these elements.

Interactive Read Aloud

1. This cycle our reading objective is comparing and contrasting themes and fables.
2. Read page 53 aloud. A sample Think Aloud follows.

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

Students: Actively listen.

Sample Think Aloud

As I am reading this fable, I want to identify the problem, the solution, and the theme or lesson of the fable. To help me do this, I will use a fable table. On this table, I will record the name of the fable, the problem that is occurring in the fable, the solution or how the problem is resolved, and the moral or theme of the fable.

So, what do I know about this fable other than the title? I see that the main characters are Fox and Stork and that they talk, which is a human characteristic. Next, I see that a problem that occurs in the fable is that Fox invites Stork over for dinner, but Fox tricks Stork by serving him very thin soup in a very shallow dish. Stork is not able to get any of the soup, and Fox mocks Stork by saying that his soup must not have been to Stork's liking. Stork then invites Fox over for dinner and tricks him by serving dinner in a long jar with a narrow mouth.

What is the solution to the characters' problem of not being able to eat dinner? Well, the final two sentences in the fable show the resolution. Fox doesn't dare say a thing about the dinner because he realizes that he who tricks others must expect to be tricked. So, the solution is also the theme or moral of the fable: when you trick people, you can be sure that you will also be tricked.

I like that fables teach me values and moral lessons. Fables are short tales that give me advice and common sense direction on character-building topics like honesty, friendship, unity, patience, and helping others.

As I read different fables, I want to be sure to consider the theme or lesson that each fable offers.



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

How will this chart help us better understand the fables that we read?

It helps us identify the problem, solution, and theme in the fables.

How do you think this chart will help us when we start to compare fables?

It will give us the information we need to compare the fables, which we can put on our graphic organizer.

How can you determine what the theme, or moral, of the fable is?

The theme is printed in italicized text at the end of the fable.

Explain to students that they will use the fable table to help them meet their reading objective. Tell students that they will use the fable table to write notes about the fables to compare and contrast them.

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			
Fable Title	Problem	Solution	Theme (moral/lesson)
The Fox and the Stork	Stork cannot eat his dinner at Fox's house because Fox serves it in a very shallow dish and Stork's bill won't fit. Fox can't eat his dinner at Stork's house because Stork serves it in a long jar with a narrow top.	Fox realizes that if you trick others, you can expect to get tricked.	He who tricks others must expect to be tricked.

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

- Have students read the fable "The Salt Peddler and the Donkey" on page 61 and add information from the fable to the fable table.
- 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. Use **Think-Pair-Share** to ask:

What is the problem in the fable, and how is the problem solved?

The problem is the Donkey keeps falling down and knocking everything out of the baskets that he is carrying for the Peddler. The Peddler figures out that the Donkey is playing a trick, so the Peddler plays a trick on the Donkey by filling up his baskets with a cargo of sponges. When the Donkey falls over again, the sponges swell with water and the Donkey's burden doubles.

What is the theme or lesson of this fable?

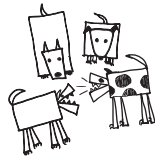
A trick can work both ways, and two can play the same game.

Explain to students that in tomorrow's lesson, they will use information from the fable table to help them compare and contrast fables and themes.

Remind students that as they read with their partners, they should include the information about the problem, solution, and theme of the fables they read on their fable table organizer.

Use **Random Reporter** to debrief.





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 21, 19 (“The Shepherd and the Wolf”), and 60 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.

Team Talk Questions

1. What is the problem in the fable “Jupiter and the Queen Bee,” and how is the problem resolved? What is the theme of the fable? Use support from the text in your answer. **[RE, DC, SA]** (Team Talk rubric)
 - 100 = *The problem in the fable is that the Queen Bee asks Jupiter for something that is evil. The Queen Bee asks Jupiter for a sting that will kill whoever tries to take her honey. The problem is resolved because Jupiter makes the sting **fatal** only to the Queen Bee. When she stings, she will lose her stinger and die. The theme of the fable is that evil wishes have evil consequences. The Queen Bee wishes for something evil, so evil consequences occur.*
 - 90 = *The problem in the fable is that the Queen Bee asks for something evil. She asks for a sting that will kill. Jupiter resolves the problem by making the Queen Bee the one who will be killed. The theme is that evil wishes have evil consequences.*
 - 80 = *The problem is that the Queen Bee wishes for something evil. Jupiter solves the problem by giving her evil consequences. The theme is that evil wishes bring evil consequences.*

continued

Team Talk Questions *continued*

2. In the fable “The Shepherd and the Wolf”, what does the Shepherd teach the Wolf to do, and what lesson does the Shepherd learn? Use information from the text in your answer. **[RE, MI, SA]** (Team Talk rubric)

100 = *In the fable, the Shepherd teaches the Wolf to do evil, and he learns a **valuable** lesson. In the text, the Shepherd takes a young Wolf home and teaches him to steal lambs from neighboring flocks, but then the Wolf eats the Shepherd’s lambs. The Shepherd learns that when you teach evil, you must expect evil. The Shepherd taught evil, and he got evil in return.*

90 = *The Shepherd teaches the Wolf to steal, which is evil. The text says the Shepherd teaches the Wolf to steal lambs from other flocks, and then the Wolf steals one of the Shepherd’s own lambs. The Shepherd learns that when you teach evil, you should expect evil.*

80 = *The Shepherd teaches the Wolf to steal, and then the Wolf steals from the Shepherd. The Shepherd learns that when you teach evil, you will get evil.*

3. In the fable “The Sick Lion,” how does the Lion use trickery to meet his needs? What lesson does the Fox teach? Use information from the text to support your answer. **[RE, DC, SA]** (Team Talk rubric)

100 = *In the fable “The Sick Lion,” the Lion is very tricky. **For example**, when the Lion can no longer provide food for himself using force, he tells everyone that he is very sick and would like visitors to come to his cave. In this way, the Lion uses trickery to meet his need for food. The Fox notices that all the footprints outside the Lion’s cave lead in, but none lead out. The Fox **concludes** that no one leaves the cave, so he **realizes** the Lion’s trick. The Fox learns to stay out of the Lion’s cave since the other animals got eaten, so the lesson that the Fox teaches is that the wise can learn from the misfortune of others.*

90 = *The Lion tricks the animals to come into his cave to visit him because he can’t hunt anymore. The Fox figures out that the animals aren’t coming out of the cave because all the footprints lead into but not out of the cave. The Fox’s lesson is that the wise can learn from the misfortune of others.*

80 = *The Fox’s lesson is that the wise can learn from the misfortune of others.*

4. Think about the actions of the Queen Bee, the Shepherd, and the Sick Lion. Which one do you think is the most evil, and why? Use information from the text to support your answer. **(Write) [RE, DC, SA]** (Team Talk rubric)

100 = *I would consider the Sick Lion’s behavior to be the most evil because he tells the other animals to come and visit him, but he really just wants to kill them. The Queen Bee wishes evil, and the Shepherd teaches evil, but the Sick Lion really does evil because he lies and **lures** the animals in to **devour** them. In this way, the Sick Lion’s behavior is evil.*

90 = *The Sick Lion’s behavior is the most evil. The Queen Bee wishes evil, and the Shepherd teaches evil, but the Sick Lion is most evil of all because he lies and draws animals to his cave to visit him, and then he eats them.*

80 = *The Sick Lion’s behavior is the most evil. He is worse than the Queen Bee and the Shepherd.*

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

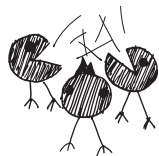


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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.



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: Compare and contrast themes and fables.

Teacher Background

In this lesson, students will read various fables and will identify and analyze the problem, solution, and theme in each fable. Additionally, students will compare and contrast the fables and their themes.

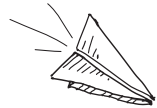
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
reproached (verb) page 19	re-proached (ri-PROHCHD)	found fault with, blamed	When the soccer player missed stopping the ball from going in the goal, the coach <i>reproached</i> him for not paying attention to the game.
begrudge (verb) page 23	be-grudge (bih-GRUDJ)	to think someone doesn't deserve something, to be reluctant or unwilling to give or allow something	You shouldn't <i>begrudge</i> her the A she earned on her report, as she worked for days and deserved the high grade.

continued

Word	Pronunciation	Definition	Sample Sentence
spare (verb) page 26	spare (spair)	to keep from being harmed, to save	I asked my Mom to <i>spare</i> my favorite t-shirt when she was giving away my clothes.
plight (noun) page 37	plight (plahyt)	an unusually bad condition or problem	We knew we were in <i>plight</i> when it started to thunder and hail during our bike ride to the park.
slyly (adverb) page 53	sly-ly (SLY-lee)	secretly, cleverly	My sister <i>slyly</i> hid the last cookie behind her back when she saw me going to the cookie jar.
consented (verb) page 53	con-sen-ted (kuhn-SENT-id)	gave approval	Our teacher <i>consented</i> to our requests to have extra recess since we had worked so hard on our math test.
misfortune (noun) page 60	mis-for-tune (mis-FAWR-chuhn)	an unfortunate event or condition, bad luck	We had the <i>misfortune</i> of having to play the championship team in the first round of the playoffs.
seized (verb) page 67	seized (seezd)	took by force, took hold of suddenly	When my dog tried to run after the rabbit next to the path, I <i>seized</i> his leash and held on tightly.

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.



Review the skill as necessary.



Refer students to pages 41, 50, and 51 in the text.

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

Students: Actively listen.

Interactive Read Aloud

1. This cycle our reading objective is comparing and contrasting themes and fables. Have students use **Think-Pair-Share** to discuss what they learned about fables and identifying the problem, solution, and theme of a fable.
2. Read pages 41, 50, and 51 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>I see that the problem in this fable is that the Lion has taken the Wolf's dinner, which is a lamb that the Wolf stole. The Wolf tells the Lion that he has "unjustly taken from me that which is mine." The Lion solves the Wolf's problem by teaching him that the lamb was not "justly his" and sharing the theme of the fable: you have no right to what is not rightfully yours.</p> <p>The problem in the next fable is that the Physician steals all the Old Woman's furniture while pretending to heal her eyesight. When the Physician actually does help the Old Woman get her sight back, he expects payment, but the Judge agrees with the Old Woman, who refuses to pay the Physician. The theme is that those who are so ready to take what is not theirs must be prepared to lose what is theirs.</p> <p>Now that I have the information from the two fables on my fable table, I can better analyze how the fables are alike and how they are different. When we tell how things are alike, or similar, and how they are different, it is called comparing and contrasting.</p> <p>How do the problems compare in the fables? The problems are similar in that the characters each have something stolen from them. The Wolf has the lamb stolen from him by the Lion, but the lamb did not really belong to the Wolf to begin with. The Old Woman's furniture and possessions are stolen by the Physician.</p> <p>What about the solutions? Well, both thieves lose what they steal, so the solutions are similar. I see that the themes are also similar because they both center on not stealing from others.</p>

Partner pairs: Identify how the skill was used.

3. **How does the information on the fable table help us better understand the similarities and differences in the fables?**

On the fable table, the information is listed in columns so we can easily see how the fables' problems, solutions, and themes compare.

Teacher: Model making notes on a graphic organizer.

4. Model making notes. A sample graphic organizer follows.

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme (moral/lesson)
The Wolf, the Lion, and the Lamb	Lion takes Wolf's dinner, a lamb that Wolf stole.	Lion tells Wolf the lamb was never his in the first place.	You have no right to take what is not rightfully yours.
The Old Woman and the Physician	Physician steals Old Woman's furniture, and pretends to help her.	Physician does heal Old Woman's sight. He wants payment, but Judge refuses.	Those who are so ready to take what is not theirs must be prepared to lose what is theirs.

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

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

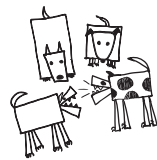
What similarities do you see in the fables?

They are both about not taking what belongs to others; their messages are the same. Also, the solutions are the same because both the Wolf and the Physician lose what they stole.

What differences do you see in the fables?

The fables have different characters. The Wolf fable has animal characters, and the Old Woman fable has human characters.

Explain to students that as they read with their partners, they should record the information on their fable table to compare and contrast fables and themes.



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
page 27, 30, and 31 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

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.

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

Team Talk Questions

1. What is the problem in the fable “The Boastful Traveler” on page 27? What solution does one of the townsmen offer, and what is the theme of the fable? Use information from the text to support your answer. **[RE, MI, SA]** (Team Talk rubric)

*100 = The problem in the fable “The Boastful Traveler” is that the young man brags and boasts too much. In the fable, the young man returns from traveling to foreign lands and **constantly** boasts about all the marvelous feats he has done in the places he has visited, saying there are many witnesses to prove it. People get sick of hearing his boasts, so one of the townsmen offers a solution. He tells the young man to show them, instead of telling them. The theme of the fable is that deeds are far more **convincing** than boasts. You can brag and boast, but actions are more convincing than words.*

90 = The problem is that the young man brags too much. When he returns from his travels, the young man keeps bragging and boasting about all he has done. The townspeople get sick of hearing it, and one of the townsmen tells him that he should show them how high he can leap instead of just telling them. The theme is that deeds prove better than boasts.

80 = The young man keeps bragging, and one of the townsmen tells him to prove what he says. The theme is that deeds prove better than boasts.

continued

Team Talk Questions *continued*

2. What is the problem in the fable “The Fox and the Woodcutter”? What solution does the Woodcutter offer, and what is the theme of the fable? Use support from the text in your answer. **[RE, MI, SA]** (Team Talk rubric)

(Answers will vary.)

100 = *The problem in “The Fox and the Woodcutter” is that the Fox is being chased through the woods by a **pack** of hounds. He comes **upon** a Woodcutter outside of his hut and asks him for help. The solution the Woodcutter offers is to let the Fox hide in his hut until the hunters pass. He also tells the Huntsman that he hasn’t seen the Fox all day. **However**, the Woodcutter tries to quietly **signal** to the Huntsman that the Fox is actually hiding in the hut. The theme of the fable is that there is as much **mischief** in a wink as in a word. The Fox saw what the Woodcutter tried to do, and leaves without thanking him. When the Woodcutter complains, the Fox tells him his **deed** was not as kind as his words. The Woodcutter’s offer to hide the Fox was just kind words, because his actions showed he was okay with the Fox being caught.*

90 = *The problem in “The Fox and the Woodcutter” is that the Fox is being chased through the woods by hunters. He finds a Woodcutter outside of his hut and asks him for help. The Woodcutter lets the Fox hide in his hut until the hunters pass. He tells the Huntsman that he hasn’t seen the Fox all day. The Woodcutter tries to tell the Huntsman that the Fox is actually hiding in the hut by winking and pointing at it. The theme of the fable is that there is as much bad action in a wink as in a word. The Fox saw what the Woodcutter tried to do, and tells him his actions were not as kind as his words.*

80 = *The Fox is being chased by hunters, and the Woodcutter lets him hide in his hut. The Woodcutters actions are not as kind as his words.*

continued

Team Talk Questions *continued*

3. How are the two fables similar, and how are they different? Use specific examples from the text in your answer. **(Write) [RE, SA]** (Team Talk rubric)

100 = *The fables are alike in theme and solution, but different in problem. For example, the themes are similar because they are both related to the actions of the characters. In the Traveler fable, the townsman tells the young traveler to stop talking and show them what he can do. In the Fox fable, the Woodcutter offers to help the Fox escape, but tries to tell the Huntsman where the Fox is hiding by signaling. The problems are different because the Boastful Traveler is just bragging about things he didn't actually do for attention. The problem for the Fox is more serious, because the Woodcutter's actions could have seriously hurt the Fox. The Traveler's made up actions and stories are annoying, but haven't hurt anyone. The Woodcutter proved that his words meant nothing when he tried to help the Huntsman find the Fox.*

90 = *The fables are alike in theme and solution, but different in problem. The themes are both related to the actions of the characters. In the Traveler fable, the townsman tells the young traveler to stop talking and show them what he can do. In the Fox fable, the Woodcutter offers to help the Fox hide, but tries to tell the Huntsman where the Fox is hiding by pointing and winking. The problems are different because the Traveler is just bragging for attention. The problem for the Fox is more serious, because the Woodcutter's actions could have seriously hurt the Fox.*

80 = *The fables are alike in theme and solution, but different in problem.*

4. Which of the following is an antonym for the word *boasting*? **[CV]** (Team Talk rubric)

- A. bragging
- B. praising
- C. *modesty*
- D. lying

Use information from the text to support your answer.

100 = *I know that an antonym for boasting is modesty because if you are modest, it means that you don't brag and you don't boast about what you can do. For example, in the text, the traveler is telling everyone all the marvelous feats he has done and what he can do. If you are modest, you let other people talk about you, but you don't brag about yourself.*

90 = *Modesty is an antonym for boasting because if you are modest, you let others brag about you, but you don't brag about yourself. The traveler is bragging and boasting, which means he is telling everyone the wonderful, incredible things he has done, and that isn't showing modesty.*

80 = *Modesty is the opposite of boasting. They are antonyms.*

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

Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: I told my mother that I had the misfortune of falling off my bike and hurting my arm.

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

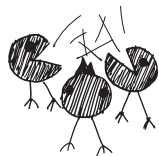


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

Compare and Contrast

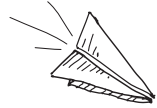
Word	Pronunciation	Definition	Sample Sentence
reproached (verb) page 19	re-proached (ri-PROHCHD)	found fault with, blamed	When the soccer player missed stopping the ball from going in the goal, the coach <i>reproached</i> him for not paying attention to the game.
begrudge (verb) page 23	be-grudge (bih-GRUDJ)	to think someone doesn't deserve something, to be reluctant or unwilling to give or allow something	You shouldn't <i>begrudge</i> her the A she earned on her report, as she worked for days and deserved the high grade.
spare (verb) page 26	spare (spair)	to keep from being harmed, to save	I asked my Mom to <i>spare</i> my favorite t shirt when she was giving away my clothes.
plight (noun) page 37	plight (plahyt)	an unusually bad condition or problem	We knew we were in <i>plight</i> when it started to thunder and hail during our bike ride to the park.
slyly (adverb) page 53	sly-ly (SLY-lee)	secretly, cleverly	My sister <i>slyly</i> hid the last cookie behind her back when she saw me going to the cookie jar.
consented (verb) page 53	con-sen-ted (kuhn-SENT-id)	gave approval	Our teacher <i>consented</i> to our requests to have extra recess since we had worked so hard on our math test.
misfortune (noun) page 60	mis-for-tune (mis-FAWR-chuhn)	an unfortunate event or condition, bad luck	We had the <i>misfortune</i> of having to play the championship team in the first round of the playoffs.
seized (verb) page 67	seized (seezd)	took by force, took hold of suddenly	When my dog tried to run after the rabbit next to the path, I <i>seized</i> his leash and held on tightly.

Lesson 3

Reading Objective: Compare and contrast themes and fables.

Teacher Background

In this lesson, students will read various fables and will identify and analyze the problem, solution, and theme in each fable. Additionally, students will compare and contrast fables and themes.



Active Instruction

(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.



Model exploring a word in the word power journal.

Partner Vocabulary Study

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

Vocabulary

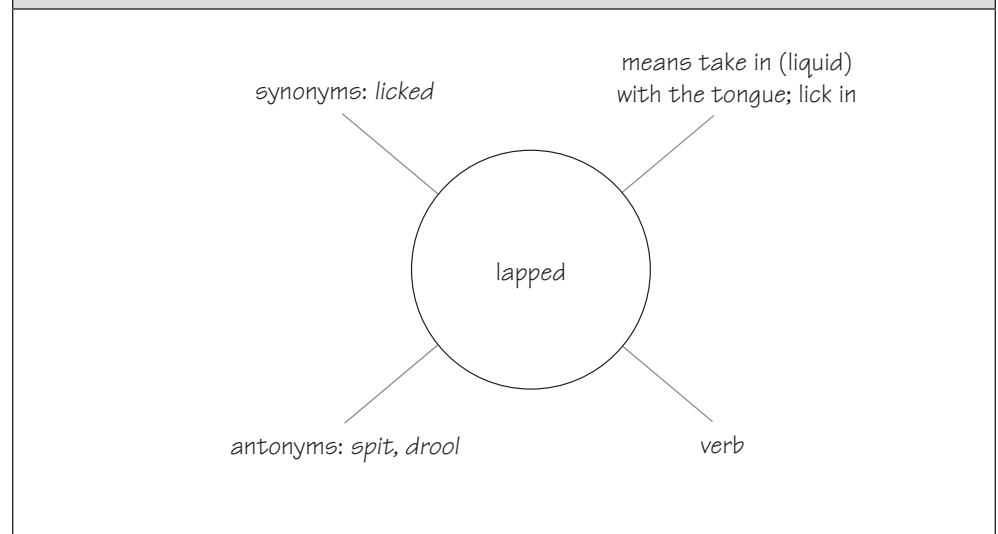
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they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

Sample Think Aloud

I chose this word *lapped* because I want to learn more about how it is used in this context. I'm not used to seeing the word used like this. It sounds unusual to me, so I want to be sure that I have the correct meaning of this word, as it is used here. The sentence says, "The Fox lapped up his soup easily, but the poor Stork could only wet the end of her long bill." I'm used to seeing the word *lap*, as in someone sitting on a lap, or one complete run around an oval track, like in racing. It seems to me that in this sentence, the word *lapped* is being used to lick or drink. I will check the dictionary to verify my conclusion. I see that there are several dictionary entries, and one is "to take in (liquid) with the tongue; lick in." That makes sense, I know what a dog or cat looks like when it uses its tongue to bring water up into its mouth. Foxes are related to dogs, so they drink similarly. But a bird with a long beak like a stork can't lick water up from a shallow dish.

My meaningful sentence for this word is: The dog lapped up water messily from his bowl after his long, hot walk outside. A synonym for *lapped* in this context would be *licked*. Some antonyms would be *spit* or *drool*.

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.

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 pages 3 and 36 in the text.

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

Students: Actively listen.

Set the Stage

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

Interactive Read Aloud

1. This cycle our reading objective is compare and contrast themes in fables. Explain to students that comparing and contrasting themes will assist them in developing deeper connections with the text and will help them better understand the text.
2. Read pages 3 and 36 aloud. A sample Think Aloud follows.

Sample Think Aloud

As I analyze the fables and look at the information that I have completed on my fable table, my goal is to identify what the fables have in common and how they differ. This allows me to compare and contrast the fables and helps me understand them more fully.

Also, I see that the problems in the fables are similar, as both of the foxes want something they cannot have. In the Grapes fable, the Fox can't reach the grapes and finally gives up, saying the grapes are sour. In the Tail fable, the Fox wants his tail back but can't have it, so he wants all the other foxes to lose their tails too. The solutions are also alike because in the end, neither Fox gets what he wants, and both are unhappy.

I notice a difference in the fables' themes, as the theme of "The Fox and the Grapes" is that it's easy to hate what you can't have, and the theme of "The Fox Without a Tail" is that misery loves company.

3. **How did I use the fable table to assist me in comparing and contrasting the fables?**

After you filled out the fable table, you went back and analyzed the information that you recorded on the chart to identify how the fables are alike and how they are different to compare and contrast them.

Teacher: Model making notes on a graphic organizer.

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

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme
The Fox and the Grapes	Fox wants to eat grapes on a vine, but can't reach the grapes.	Tells himself the grapes are sour and walks away.	It is easy to despise what you know you can't possess.
The Fox Without a Tail	Fox loses his tail in a trap and is ashamed; he wants other foxes to lose their tails.	Tells other foxes how great it is to not have a tail.	Misery loves company.

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

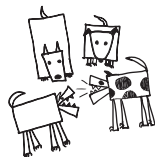


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

What is similar about the characters in the fables?

They both have foxes in them, and both of the foxes use deceit in the fables. The Fox that tries to eat the grapes deceives himself that the grapes are sour, and the Fox in the other fable tries to deceive the other foxes.

Use **Random Reporter** to debrief.



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 22, 23, and 24 (“The Wolf in Sheep’s Clothing”) 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.

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

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.

Team Talk Questions

1. What is the problem in the fable "Dog in the Manger," on pages 22 and 23? How is the problem resolved, and what is the theme of the fable? Use support from the text in your answer. **[RE, SA]** (Team Talk rubric)

*100 = The problem in the fable is that the Dog doesn't want to allow the Ox to eat his dinner. In the fable, the Dog looks for a place to take a nap and finds the Ox's stall. He falls asleep, but wakes up when the Ox comes in for dinner. The Dog bites at the Ox when he tries to eat the hay. The Ox's **solution** is to tell the Dog that even though he doesn't want the Ox's dinner, he won't let the Ox eat it either, and that is wrong. The theme of the fable is that there are always those who begrudge others what they themselves cannot enjoy, just like the Dog didn't want to eat the hay, but he didn't want the Ox to eat it either.*

90 = The problem is that the Ox wants to eat his dinner, but the Dog won't let him and keeps biting at the Ox. The Ox tells the Dog that he shouldn't stop the Ox from eating it when he doesn't want it. The theme of the fable is that there will always be people who don't want others to have what they can't enjoy.

80 = The Dog won't let the Ox eat his dinner, even though the Dog won't eat it. The theme is that there are always those who don't want others to have what they can't enjoy.

continued

Team Talk Questions *continued*

2. In the fable on page 24, "The Wolf in Sheep's Clothing," what is the problem, how is the problem resolved, and what is the theme of the fable? Support your answers with information from the text. **[RE, MI, SA]** (Team Talk rubric)

100 = *The problem in this fable is that a Wolf is out to kill sheep. The Wolf finds a sheepskin and puts it on to hide himself in the flock and kill a sheep. However, the Shepherd solves the problem by killing the Wolf. The Shepherd takes the Wolf and kills it, thinking that it is a sheep. The theme of the fable is that when you intend to harm others, you often harm yourself, just as the Wolf was intending to kill sheep, but he was killed instead.*

90 = *The problem is that a Wolf dresses as a sheep and goes into the flock to kill a sheep. The Shepherd kills the Wolf, thinking it is a sheep, so the Shepherd solves the problem. The theme of the fable is those who harm often come to harm themselves.*

80 = *The problem is that there is a Wolf hiding with the sheep, but the Shepherd kills the Wolf. The theme is if you try to harm others, you will probably get harmed.*

3. Analyze the two fables' problems, solutions, and themes by using your fable table. How are these fables alike? Use information in the text to support your answer. **(Write) [RE, SA]** (Team Talk rubric)

100 = *These fables are alike in some ways. For example, both the Dog and the Wolf intend to harm others. In the Dog fable, the Dog intends to harm the Ox because he won't allow the Ox to eat his dinner when he is hungry. The Wolf wants to harm sheep, so he disguises himself as a sheep. Also, the fables are similar because in both fables, the Dog and the Wolf don't get what they want. The Dog wants to sleep, but the Ox wakes him up, and the Wolf wants to eat a sheep, but the Shepherd kills him. In these ways, the fables are similar.*

90 = *The fables are alike because neither of the characters gets what he wants. In the Ox fable, the Dog wants to sleep, but the Ox wakes him up, and the Wolf wants to eat a sheep, but the Shepherd kills him instead. Both the Dog and the Wolf intend harm to others. The Dog keeps the Ox from eating dinner when he is hungry, and the Wolf wants to kill sheep.*

80 = *The fables are alike because they both have animals in them, and both of the characters intend harm.*

continued

Team Talk Questions *continued*

4. In what ways are these two fables different? Use evidence from the text to support your answer. **[RE, MI, SA]** (Team Talk rubric)

100 = *The two fables are different in theme. In the Dog fable, the theme is that there are always those who begrudge others what they themselves cannot enjoy. However, the theme in the Wolf fable is that when you intend harm to others, you often bring harm to yourself. That is the difference in the fables. One theme is about begrudging others, and one is about intending harm.*

90 = *The difference is they each have a different theme. The theme in the Dog fable is that there are always people who don't want others to have what they can't enjoy, and the theme in the Wolf fable is that when someone intends harm to others, they often bring harm to themselves.*

80 = *The fables have different themes.*

5. Which vocabulary word has the word *grabbed* as a synonym and *released* as an antonym? **[CV]**

Seized, because *grabbed* means the same thing as *seized*, and the opposite of *seized* is *released*.

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



Show the video.



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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

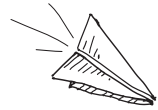
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Compare and contrast themes and fables.

Teacher Background

In this lesson, students will read various fables and will identify and analyze the problem, solution, and theme in each fable. Additionally, students will compare and contrast the fables and their themes.



Active Instruction

(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.



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.



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Refer students to the supplemental fables “The Grasshopper and the Toad” and “The Red and Blue Coat.”

Teacher: Read aloud.

Students: Actively listen.

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



Interactive Read Aloud

1. Read the supplemental fables aloud.

2. **What is the first thing we should do after we read the fables?**

Use the fable table to identify the problem, solution, and theme of the fables.

How will this enable us to analyze the fables?

It will help us identify the important parts of the fables so we can see how they compare.

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

Now that you have completed your fable table for these fables, do you see any similarities in them?

Yes, “The Grasshopper and the Toad” and “The Red and Blue Coat” are similar because they are both about friends fighting.

What is different about the fable “The Red and Blue Coat”?

The fable doesn’t tell us the theme or moral of the fable.

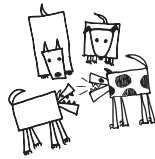
What theme or moral can we learn from this fable?

Everyone has a different point of view, and we all see things differently.

Explain to students that not every fable identifies the theme or moral, and that in some instances, the reader has to interpret the theme or message of a fable. Tell students to record what they determined to be the theme in “The Red and Blue Coat” on their fable table.

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

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme
The Grasshopper and the Toad	Grasshopper and Toad argue about their differences.	They decide not to be friends anymore.	To have true friendship, you must accept each other’s faults.
The Red and Blue Coat	Two friends argue over the color of a trickster’s coat.	The trickster tells them that they are both right, because the coat is red on one side and blue on the other.	Everyone sees things from their own point of view and perspective.



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
supplemental fables by Aesop, “The Tortoise and the Eagle” and “The Scorpion and the Frog,” 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. What problem does the Tortoise have in the fable “The Tortoise and the Eagle”? What solution occurs, and what is the theme of the fable? Use support from the text in your answer. **(Write) [RE, SA]** (Team Talk rubric)

*100 = The problem in this **fable** is that the Tortoise wants to learn to fly. The Tortoise is whining that no one will teach her to fly. The Eagle asks the Tortoise what she will give him if he teaches her to fly, and the Tortoise tells the Eagle she will give him all the riches of the Red Sea. The Eagle drops the Tortoise from the air, and the Tortoise dies. The **solution** is that the Tortoise goes up in the air and gets to fly, but it kills her. The **theme** is that sometimes the things you wish for can be very bad for you, just as the Tortoise gets what she wants, but it ruins her.*

90 = The problem is that the Tortoise wants to learn to fly, so she has the Eagle take her up in the air. The Eagle drops the Tortoise, and she dies. The theme of the fable is that sometimes the things you wish for can be very bad for you.

80 = The problem is that the Tortoise wants to fly, but she dies. The theme is that sometimes the things you wish for can be very bad for you.

continued

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

Team Talk Questions *continued*

2. In the fable “The Scorpion and the Frog,” what is the problem? How is the problem resolved, and what is the theme of this fable? **[RE, MI]** (Team Talk rubric)

100 = *The problem in the **fable** is that the Scorpion doesn't know how to get across the stream. The Scorpion comes to the stream but can't figure out how to get across, so he resolves his problem by convincing the Frog to take him across. The Scorpion ends up stinging the Frog and kills them both. The theme is that you can't fight your natural **instincts**, just as the Scorpion couldn't help but sting the Frog.*

90 = *The problem is that the Scorpion can't get across the stream, so Frog resolves the problem by giving the Scorpion a ride. But the Scorpion can't help stinging the Frog, so they both die. The theme is that you can't fight your nature.*

80 = *Scorpion can't get across the stream, so Frog gives him a ride. The theme is that there is no changing your nature.*

3. How do the fables compare? Support your answer with information from the text. **[RE, SA]** (Team Talk rubric)

100 = *The **fables** are alike because their problems and solutions are **similar**, but their themes are different. **For example**, the Scorpion wants the Frog to take him across the stream, and the Tortoise wants the Eagle to teach her to fly, so the characters in both fables want something. The solutions are alike because the Scorpion and the Tortoise both die in the fables, and their problems are then **resolved**. The theme in the Tortoise fable is that sometimes the things you wish for can be very bad for you; **however**, the theme of the Scorpion fable is that a creature cannot fight its nature. **So**, the fables share **similarities** but are also different.*

90 = *They are alike in their problems and solutions, but their themes are different. The Scorpion wants the Frog to take him across the stream, and the Tortoise wants the Eagle to teach her to fly, so the characters both want something. The solutions are alike because the Scorpion and the Tortoise both die. The theme in the Tortoise fable is that sometimes the things you wish for can be very bad for you; but the theme of the Scorpion fable is that a creature cannot fight its nature.*

80 = *They are alike in their problems and solutions, but their themes are different.*

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

- A. *We held a begrudge against him because he told us a lie.*
- B. *You shouldn't begrudge your brother a cookie when you don't even like them.*
- C. *I don't begrudge you playing basketball when I have to sit out with my broken arm.*
- D. *I won't begrudge you the A that you got on the spelling test because I know that you studied hard.*

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.

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.



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.

From Student Edition

The Grasshopper and the Toad

Author Unknown

Grasshopper and Toad appeared to be good friends. People always saw them together. Yet they had never dined at each other's houses. One day Toad said to Grasshopper, "Dear friend, tomorrow come and dine at my house. My wife and I will prepare a special meal. We will eat it together."

The next day Grasshopper arrived at Toad's house. Before sitting down to eat, Toad washed his forelegs, and invited Grasshopper to do the same. Grasshopper did so, and it made a loud noise.

"Friend Grasshopper, can't you leave your chirping behind. I cannot eat with such a noise," said Toad.

Grasshopper tried to eat without rubbing his forelegs together, but it was impossible. Each time he gave a chirp, Toad complained and asked him to be quiet. Grasshopper was angry and could not eat. Finally, he said to Toad: "I invite you to my house for dinner, tomorrow."

The next day, Toad arrived at Grasshopper's home. As soon as the meal was ready, Grasshopper washed his forelegs, and invited Toad to do the same. Toad did so, and then hopped toward the food.

"You had better go back and wash again," said Grasshopper. "All that hopping in the dirt has made your forelegs dirty again."

Toad hopped back to the water jar, washed again, then hopped back to the table, and was ready to reach out for some food from one of the platters when Grasshopper stopped him: "Please don't put your dirty paws into the food. Go and wash them again."

Toad was furious. "You just don't want me to eat with you!" he cried. "You know very well that I must use my paws and forelegs in hopping about. I cannot help it if they get a bit dirty between the water jar and the table."

Grasshopper responded, "You are the one who started it yesterday. You know I cannot rub my forelegs together without making a noise."

From then on, they were no longer friends.

Moral: If you wish to have true friendship with someone, learn to accept each other's faults, as well as each other's good qualities.

Source: Tales from Nigeria, www.motherlandnigeria.com/stories/grasshopper_and_toad.html

From Student Edition

The Red and Blue Coat

Author Unknown

Once there were two boys who were great friends, and they were determined to remain that way forever. When they grew up and got married, they built their houses facing one another. There was a small path that formed a border between their farms.

One day, a trickster from the village decided to play a trick on them. He dressed himself in a two-color coat that was divided down the middle. So, one side of the coat was red, and the other side was blue.

The trickster wore this coat and walked along the narrow path between the houses of the two friends. They were each working opposite each other in their fields. The trickster made enough noise as he passed them to make sure that each of them would look up and see him passing.

At the end of the day, one friend said to the other, “Wasn’t that a beautiful red coat that man was wearing today?”

“No”, the other replied. “It was a blue coat.”

“I saw the man clearly as he walked between us!” said the first, “His coat was red.”

“You are wrong!” said the other man, “I saw it too, and it was blue.”

“I know what I saw!” insisted the first man. “The coat was red!”

“You don’t know anything,” the second man replied angrily. “It was blue!”

They kept arguing about this over and over, insulted each other, and eventually, they began to beat each other and roll around on the ground.

Just then, the trickster returned and faced the two men, who were punching and kicking each other and shouting, “Our friendship is OVER!”

The trickster walked directly in front of them, and showed them his coat. He laughed at their silly fight. The two friends saw this his coat was red on one side and blue on the other.

The two friends stopped fighting and screamed at the trickster saying, “We have lived side by side like brothers all our lives, and it is all your fault that we are fighting. You have started a war between us.”

“Don’t blame me for the battle,” replied the trickster. “I did not make you fight. Both of you are wrong, and both of you are right. Yes, what each one saw was true. You are fighting because you only looked at my coat from your own point of view.”

Source: Tales from Nigeria, www.motherlandnigeria.com/stories/two_colored_coat.html

From Student Edition

Plays (one partner reads the frog's part, the other the scorpion)

The Scorpion and the Frog

A scorpion and a frog meet on the bank of a stream.

SCORPION: How will I get across the stream? I am not a swimmer. But you are definitely a swimmer, Frog. How about you carry me across the stream on your back?

FROG: Hmm. I don't think that is such a good idea. Suppose while I'm swimming you decide to sting me. The poison in your stinger would kill me.

SCORPION: I'm not going to sting you. If I stung you, you would die and sink beneath the water and I would drown. We'd both be dead.

FROG: That is true. OK, hop on my back and I will carry you across. It is a short swim for me.

SCORPION: Thanks. I'll crawl up here so I don't get my feet wet. Ready. Let's go!

FROG: *(after swimming for a while)* I can almost see the other side of the stream. We will soon be there. Yow! You stung me!! I can't feel my legs!! I'm sinking... *(gasp)* Why????

SCORPION: Because...it is my nature.

From Student Edition

The Tortoise and the Eagle

A tortoise is on the beach basking in the sun as seabirds fly overhead.

TORTOISE: *(complaining)* You birds are so lucky. Here I am stuck on the ground and you get to fly anywhere you want to. I wish I could fly, but it will never happen. Poor me!

EAGLE: I could teach you to fly.

TORTOISE: Really? You could teach me?

EAGLE: Sure. I can take you up into the clouds and you would float in the air. But I'm not going to teach you for free. What reward will you give me if I teach you to fly?

TORTOISE: I will give you all the riches of the Red Sea.

EAGLE: That sounds like a big enough reward. I will teach you to fly then. Let me grab you with my talons. *(Flap, Flap, Flap)*

TORTOISE: Up we go! Wow, look at the view! You can't get this view when you're stuck on the ground. The boats on the sea look like tiny toys from way up here. And now we are headed for that island with the mountains. This is great!

EAGLE: Wait until we fly into the clouds over the mountains. You are going to love it.

TORTOISE: AAAAHHHH! I'm falling. Why did you let me go??? *(Crunch of the tortoise's shell as it hits the rocky mountain top)* I'm dying but it's my own fault. I shouldn't have been wishing for wings and clouds when I have enough trouble getting around on the ground.

If men had all they wished, they would be often ruined.

Lesson 5

Writing Objective: Organize ideas and use signal words to compare and contrast.

Teacher Background

For this writing task, students will use what they have learned in this cycle about problem, solution, and theme to analyze fables and identify similarities and differences between two fables.

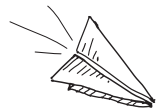
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Teams review their cycle goal.

Post and present the 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.

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. Explain to students that they will use what they have learned in this cycle about problem, solution, and theme to analyze fables and identify similarities and differences between two fables. Tell students that they will organize their ideas and will use signal words in their writing to show the comparisons of two fables.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
Compare and contrast the fables "The Lion and the Mouse" on page 26 and "The Fox and the Stork" on page 53. In what ways are these fables alike, and how are they different? Support your answer with information from the text.

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?

Write a literary response. I know because I have to compare and contrast fables.

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

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

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 guideline relates to our writing objective: to organize ideas and use signal words to compare and contrast?

Organization because we are organizing our ideas and using words from the text.

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

Model a Skill

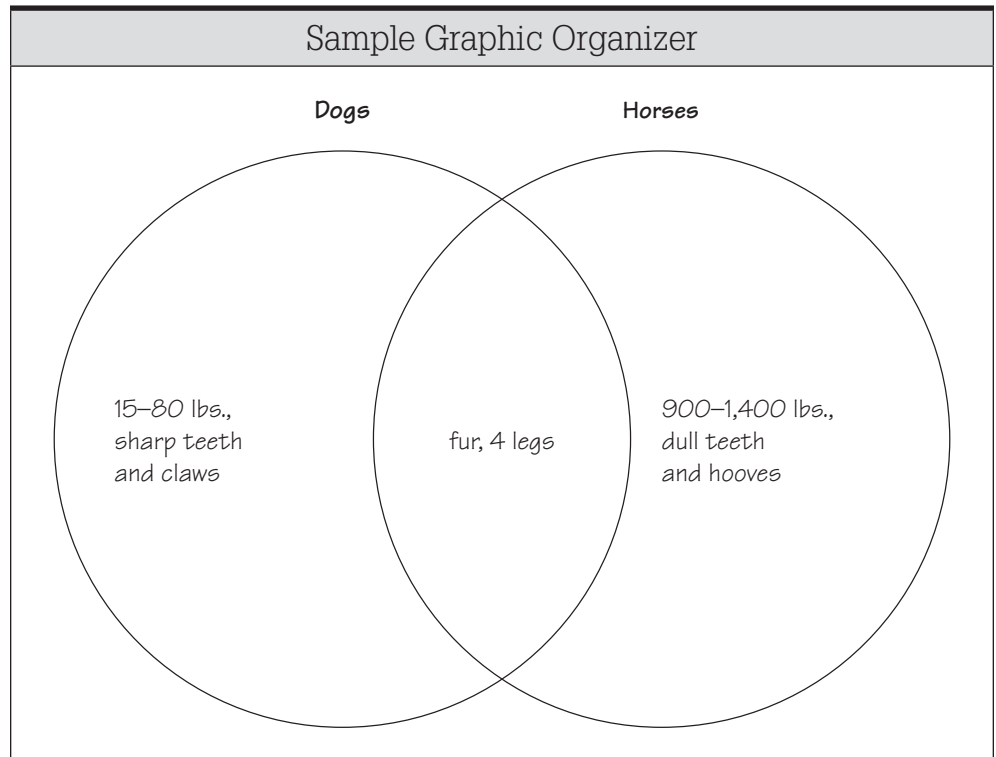
1. Explain to students that to meet our writing objective for this unit, we need to include signal words to compare and contrast. Create a list of compare and contrast signal words. An example follows:

Signal Words That Indicate Comparing or Contrasting	
Comparing	Contrasting
similarities	differences
likenesses	are different in
are alike	are not alike in
are the same	are not the same
share	don't share
both have	differ in

2. Explain to students that these words will help them put their ideas together as they compare and contrast the two fables. Explain that they can use the Venn diagram to help them plan their paragraphs. Tell students that the outer circles of the diagram contain the differences of each animal, and the middle circle (where the two circles overlap) contains the similarities of the animals.

3. Use the following sample organizer and paragraph to model using signal words in writing:

Blackline master provided.



Blackline master provided.

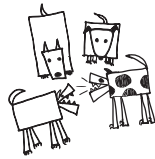
Dogs and Horses

Dogs and horses share some characteristics but are also different. For example, dogs and horses both have four legs, fur, and teeth. Dogs and horses do not have the same kinds of feet. Dogs have sharp claws on their toes, and horses have hooves.

Dogs usually weigh between fifteen and eighty pounds, and horses generally weigh 900 to 1,400 pounds. Dogs have different teeth than horses. Their teeth are sharp, and horses' teeth are dull.

In these ways, dogs and horses are similar, but they are not alike in some other ways.

Have students identify words from the signal word list in the paragraph and share how these signal words indicate comparison details or contrasting details.



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—organize ideas and use signal words to show comparing and contrasting.

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

For example, ask:

- **Does the writer describe how the fables are similar?**
- **Does the writer describe how the fables are different?**
- **Does the writer include details from the text to support their comparisons and contrasts?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer organize ideas and use signal words that show comparing and contrasting effectively?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to support your comparisons and contrasts with evidence from the fables?

Answers will vary.

Did you find it difficult to use signal words to show comparing and contrasting?

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?

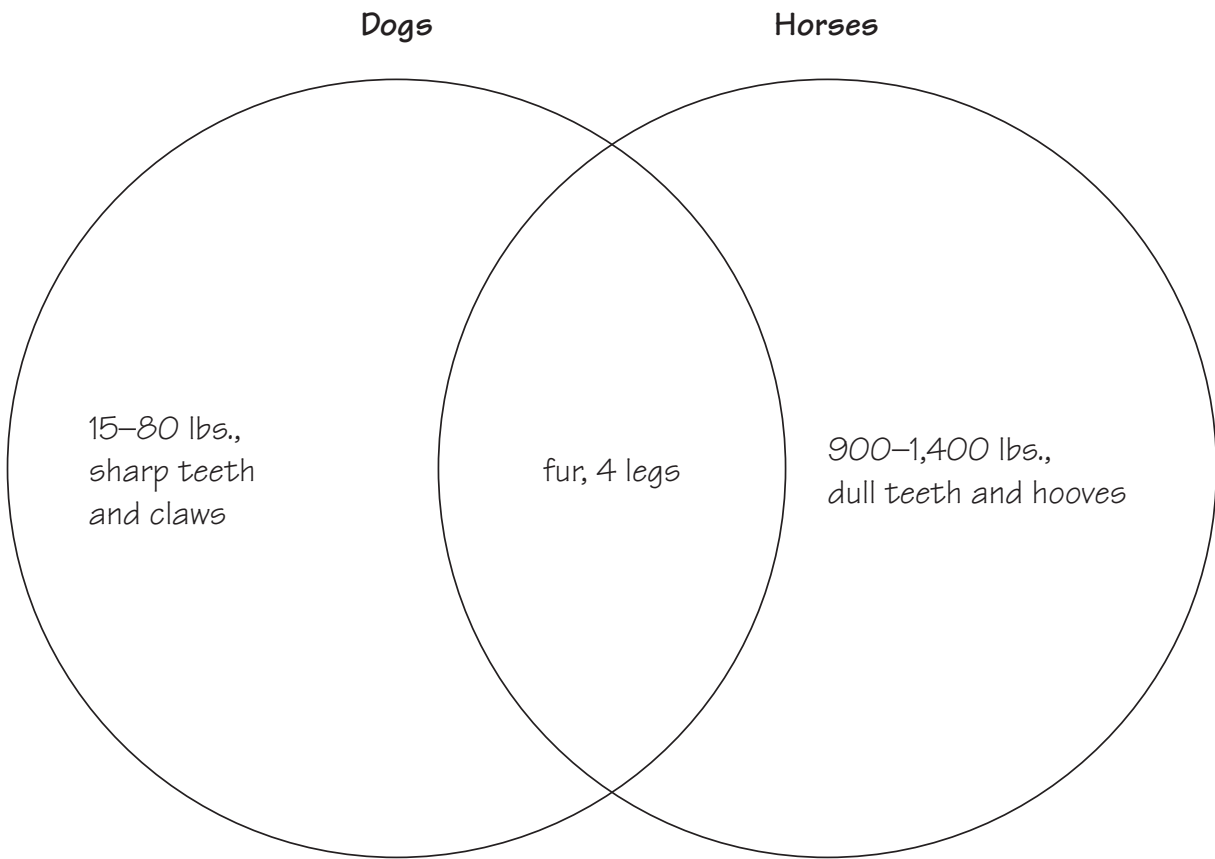
The top team chooses a cheer.

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.



Dogs and Horses

Dogs and horses share some characteristics but are also different. For example, dogs and horses both have four legs, fur, and teeth. Dogs and horses do not have the same kinds of feet. Dogs have sharp claws on their toes, and horses have hooves.

Dogs usually weigh between fifteen and eighty pounds, and horses generally weigh 900 to 1,400 pounds. Dogs have different teeth than horses. Their teeth are sharp, and horses' teeth are dull.

In these ways, dogs and horses are similar, but they are not alike in some other ways.

Writing Prompt

Compare and contrast the fables “The Lion and the Mouse” on page 42 and “The Fox and the Stork” on page 51. In what ways are these fables alike, and how are they different? Support your answer with information from the text.

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

Lesson 6

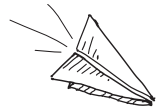
Reading Objective: Compare and contrast themes and fables.

Writing Objective: Organize ideas and use signal words to compare and contrast.

Teacher Background

Today's cycle test challenges students to use what they have learned this cycle to compare and contrast fables and their themes by identifying and analyzing the problem, solution, and theme in specific fables.

In this reading, students will focus on four fables: "The Fox and the Goat," "The Boy Who Cried Wolf," "The Ant and the Dove," "The Lion and the Mouse," and "The Goose with the Golden Eggs."



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)

tps

Partner Review

1. Remind students that they have been practicing comparing and contrasting fables and themes by identifying problem, solution, and theme in fables.

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

How has using the fable table assisted you in analyzing the fables?

The fable table has helped in analyzing the fables because I can see the different characteristics and how they are similar and different.

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

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

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #3 and #5 ask about comparing and contrasting themes in fables.
4. Ask students to identify key words or phrases in question #3.

3. Compare and contrast the two fables from pages 67 and 44. How are they different? How are they alike? Use information from the text to support your answer. **[RE, SA]**

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

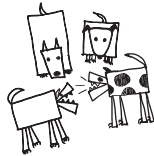
Today you will read four separate fables and apply what you have learned to compare and contrast these fables.



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.



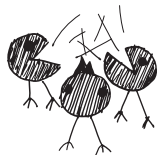
Teamwork tp

(10 minutes)

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.

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

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

After our initial reading of a fable, what should we identify and analyze to help us better understand the fable?

We should identify and analyze the problem, solution, and theme of the fable to help us better understand it.

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

Random Reporters share team discussion of a test question.



Compare and Contrast

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Compare and Contrast

Directions: Read *Aesop's Fables*, pages 44, 35, 37, 26, and 67. Then answer the following questions on a separate piece of paper.

Read the fables on the pages indicated above. Use a graphic organizer to identify the problem, solution, and theme in each of the fables. Then compare and contrast the fables from the reading.

Part I. Comprehension (100 points)

1. What is the problem in the fable on page 67? Is the problem resolved? What is the theme, or moral, of this fable? Use information from the text to support your answer. **[RE, MI, SA]**

20 points = *The problem in the fable on page 67 is that the Farmer becomes greedy. In the text, the Farmer finds a golden egg from his goose every day. He sells the eggs each day and becomes rich. However, the richer he gets, the greedier he gets. He decides to cut open the goose and take all the treasure, but when he cuts the goose open, there is no treasure inside. The Farmer's problem is resolved because now he no longer has the goose that lays golden eggs and he can't be greedy anymore. The theme of the fable is that people who are greedy sometimes lose everything, just as the Farmer did.*

15 points = *The problem in the fable is that the Farmer gets greedier and greedier. The Farmer wants more and more, so he cuts the goose open to get all the treasure, but there is none. The problem is resolved because he no longer has the goose to lay golden eggs, so the Farmer can't be greedy anymore. The theme of the fable is that if you want too much, you may lose everything.*

10 points = *The problem is that the Farmer gets more and more greedy, but he kills the goose and can't get any more eggs. The theme is that if you are too greedy, you might lose everything you have.*

2. In the fable "The Fox and the Goat" on page 44, what is the Fox's problem, and what is the Goat's problem? What does the Goat learn? Support your answer with information from the text. **[MI, SA]**

20 points = *The Fox's problem in "The Fox and the Goat" is that he has fallen down a deep well. The Fox cannot find a way to climb out of the well until the Goat comes along. When the Goat asks why the Fox is in the well, the Fox tells the Goat that the water was so fresh and clear, he couldn't resist jumping in to drink it. The Goat eagerly jumps in to taste the water, and the Fox uses the Goat's body and horns to escape the well. Now the Goat's problem is that he is stuck in the well. The Goat learns to look before he leaps. Because the Goat didn't think about how both he and the Fox would get out of the well once they had drunk enough water, he is now stuck until someone kinder than the Fox comes by to help him.*

15 points = *The Fox's problem in "The Fox and the Goat" is that he has fallen down a deep well. The Fox cannot find a way to climb out of the well until the Goat comes along. When the Goat asks why the Fox is in the well, the Fox tells the Goat that the water is fresh and clear. The Goat jumps in to taste the water and the Fox uses the Goat's body and horns to jump out. Now the Goat is stuck in the well. He learns to look before he leaps.*

10 points = *The Fox has fallen down a deep well, and then he tricks the Goat into jumping in the well. He jumps out using the Goat, and leaves him there. Look before you leap.*

3. Compare and contrast the two fables from pages 67 and 44. How are they different? How are they alike? Use information from the text to support your answer. **[MI, RE, SA]**

20 points = *The fables on pages 67 and 44 are **similar** in some ways. For example, both of the fables **involve** foolish actions by characters in the story. The Goat in the fable "The Fox and the Goat" wants the water so much; he jumps in the well without thinking. The Farmer in the fable "The Goose with the Golden Eggs" kills his Goose **in order** to collect more golden eggs. The characters are both **affected negatively** by their actions. The Goat becomes trapped in the well, and the Farmer will get no more golden eggs. The fables are different because of the **motivations** of the characters. The Goat was foolish because he was **gullible** and believed the Fox. The Farmer was foolish because of his greed and believed killing the Goose would give him gold more quickly. **Despite** their different character traits, the Goat and the Farmer will both suffer for their actions.*

15 points = *The fables are alike because both have foolish actions by characters in the stories. The Goat wants the water so much; he jumps in the well without thinking. The Farmer kills his Goose to collect more golden eggs. Now the Goat is stuck and the Farmer will get no more eggs. The fables are different because the characters have different personalities. The Goat was easily tricked by the Fox and the Farmer was greedy.*

10 points = *The fables are alike because they are both about being foolish. The fables are different because the characters have different personalities.*

4. In the fable on page 26, “The Lion and the Mouse,” what problems do the characters experience, and how are their problems solved? What does the Lion learn? Support your answer with information from the text. **[RE, MI, SA]**

*20 points = The characters in this fable both get **captured**. The Mouse gets caught by the Lion when he is running across the Lion’s face, and the Lion gets caught in a hunter’s ropes. They each solve the other’s problem because the Lion lets the Mouse go, and the Mouse chews through the ropes around the Lion and the Lion is **freed**. The Lion learns that in times of need, the weak can actually help the strong. So, the Lion and Mouse help each other and solve the other’s problem.*

15 points = The Lion and the Mouse both get caught. The Lion catches the Mouse when he runs across the Lion’s face, and the Lion gets caught in ropes. The Lion solves the Mouse’s problem by letting him go, and the Mouse solves the Lion’s problem by chewing through the ropes so he can get away. The Lion learns that the weak can actually help the strong.

10 points = The Lion and the Mouse help each other get away and solve their problems. The Lion learns that mice can help too.

5. How is the fable on page 37 similar to the fable on page 26? In what ways are the fables different? Use support from the text in your answer. **[RE, SA]**

*20 points = The fable on page 37, “The Ant and the Dove,” is **similar** to the fable “The Lion and the Mouse” because both fables have animals for characters, one stronger animal and one weaker animal. The animals in both fables have similar problems and **resolve** the other’s problem, and the themes are both about helping one another. The fables are different because in “The Lion and the Mouse,” the Lion doesn’t believe that the Mouse can **actually** help him, so he learns a lesson, but in “The Ant and the Dove,” the characters don’t learn a lesson. The Ant just states what they already know, that one good turn deserves another. So the fables are alike but different.*

15 points = The fables are alike because they both have animals for characters, their themes are both about helping others, and the characters have similar problems. The fables are different because the Lion learns a lesson, but the Ant and the Dove already know the right thing to do.

10 points = The fables are alike because they sound the same and are about being kind. They are different because there are different animals in each.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Refer to “The Boy Who Cried Wolf” on page 35 and “The Monkey and the Dolphin” on page 72. What similarities do these fables share, and how are they different? Use information from the text to support your answer.

The fables on pages 72 and 35 are similar, but different. They are similar because the fables are both about lying and the problems that arise from being dishonest. For example, in the fable “The Boy Who Cried Wolf,” the boy lies and calls, “Wolf! Wolf!” so the people from town come running to help and find him laughing. In the other fable, “The Monkey and the Dolphin,” the Monkey lies to the Dolphin when the Dolphin rescues him in the water. They both get into trouble for lying because the Shepherd Boy tries to call the townspeople when the Wolf really does come, but the people don’t believe him and all the sheep are killed. The Dolphin gets angry at the Monkey for lying, and the Monkey is stuck in the water and can’t swim.

The fables are different because the main character in “The Boy Who Cried Wolf,” is a person, and the Wolf doesn’t have human characteristics. However, in “The Monkey and the Dolphin,” the main characters are animals that can talk.

In these ways, the fables on pages 72 and 35 are similar in themes and problems, but different in characters.

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

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

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *plight*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: We knew we were in a plight when we saw lightning while we were in the pool.

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

- A. The man slyly shoved the folder under his coat.
- B. I slyly hid under the table when we were playing tag.
- C. My father slyly hid the flowers for my mom behind his back.
- D. *The girl was slyly jumping up and down because she was so excited.*

3. Use two vocabulary words in a question. **[CV]**

Do you begrudge me the pizza that you consented for me to have since you don't like this kind?

4. What is a synonym for the word *seized*, and what is an antonym for the word *seized*? **[CV]**

A synonym for the word seized is grabbed. An antonym for the word seized is released.

5. My father _____ to let me ride my bike to my friend's house.

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

- A. reproached
- B. accepted
- C. *consented*
- D. begrudge

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: I had the misfortune of being first to give my speech in front of the class.

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

- A. The building company agreed to spare the courthouse because it was historic.
- B. The fire did not spare anything in its path and destroyed everything.
- C. *The cookie plate was loaded with cookies so I could tell that my brother didn't spare me any.*
- D. In order to spare freedom, many soldiers have fought bravely for their country.

8. What is a synonym for the word *reproached*, and what is an antonym for the word *reproached*? **[CV]**

A synonym for reproached is blamed. An antonym for reproached is praised.

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]**

We explored the word eager, which means excited. For example: My friends and I were eager to see the new action movie on Friday night.

10. As used in the sentence "It is easy to despise what you know you cannot possess," *possess* most nearly means— **[CV]**
- A. have.
 - B. grab.
 - C. take.
 - D. stand.

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

Students will explain their thinking. For example, I used the context. The passage talks about despising what you know you can't possess, which means you hate what you cannot have, so possess must mean have.

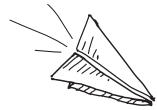
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Compare and contrast themes and fables.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

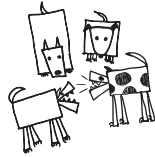
Two-Minute Edit



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

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 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.

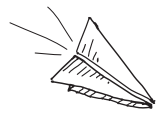
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

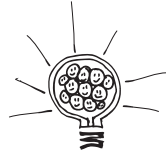
Distribute team score sheets and celebration certificates.

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:

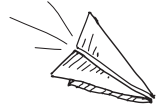
Compare
and
Contrast

Lesson 1

Reading Objective: Compare and contrast themes and fables.

Teacher Background

Students will read several different fables and will identify and analyze the problem, solution, and theme of the fables. They will then compare and contrast the fables using a graphic organizer to assist them.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: What does the term "common sense" mean? What types of things are considered common sense?

Set the Stage 

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

What does the term "common sense" mean? What types of things are considered common sense?

Common sense means that most people know it, that it is just basic knowledge for most people. Some common-sense things would be wearing a jacket when it's cold and washing your hands before you eat.

Explain to students that in this cycle they will read many fables whose themes involve common-sense types of knowledge, tidbits of helpful information in various situations.

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.

Students write responses to the Big Question.

Discuss the Big Question.



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 42 and 28 in the text.



Interactive Read Aloud

1. Read pages 42 and 28 aloud.
2. Explain to students that they should record the information from the fables onto their fable table to compare and contrast the fables and themes.
3. Use **Think-Pair-Share** to ask:

What are the problems, solutions, and themes in the fables “The Miser” and “The Rooster and the Jewel” on pages 42 and 28?

The problem in “The Miser” is that one of his workmen takes the lump of gold that he sold all of his possessions to get. The neighbor tells him to solve his problem by putting a rock in the hole because the Miser might as well have a rock since he isn’t going to use the gold anyway. The theme is that to a miser, what he has is of no more use than what he doesn’t have. The problem is that the Rooster is hungry, but he finds a jewel instead of the corn he wants. The theme is that what has value for one is worthless to another.

How are these fables similar, and how are they different?

They are similar because in both of them, the characters don’t use what they have, so what they have is worthless to them. The fables are different because the Miser’s neighbor offers him a solution, but the Rooster doesn’t really have a solution to his problem because he is still hungry and has nothing to eat.

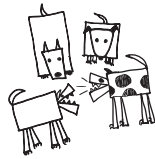
Teacher: Read aloud.

Students: Actively listen.

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

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

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme
The Miser	One of the Miser’s workmen takes his lump of gold that he sold all of his possessions to get.	His neighbor tells him to find a stone and put it in the hole, because he wasn’t planning to use the gold anyway.	To a miser, what he has is of no more use than what he doesn’t have.
The Rooster and the Jewel	Rooster is hungry and is looking for food, but finds a jewel instead.	Rooster realizes he would rather have one kernel of corn than all the jewels in the world.	What has value to one is worthless to another.



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 16, 17, 18, 8, and 9 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.

Team Talk Questions

1. What are the problem, solution, and theme in the fable "The Donkey, the Rooster and the Lion" on pages 16 and 17? **[RE, MI]** (Team Talk rubric)
 - 100 = *In the fable, the problem is that the Donkey is **falsely confident**. The Donkey **mistakenly** thinks that the Lion is a coward because he runs away when the Rooster crows. The Donkey feels so **bold** that he starts chasing the Lion, but the Lion soon turns and attacks the Donkey. The theme of the fable is that false confidence often leads to misfortune. It is possible to be very confident, yet end up being wrong about something.*
 - 90 = *The problem in the fable is that the Donkey is wrong about the Lion. He thinks that the Lion is a coward when the Lion runs away after the Rooster crows. The solution is that the Lion attacks the Donkey after the Donkey starts chasing him. The theme is that being sure about something you don't really know often leads to misfortune.*
 - 80 = *The Donkey thinks the Lion is scared, but the Lion shows him that he isn't. The theme is that being sure about something you don't really know can get you into trouble.*

continued

Team Talk Questions *continued*

2. How is the fable “The Donkey, the Rooster and the Lion” on pages 16 and 17 similar to the fable “The Hare and the Tortoise” on pages 8 and 9? In what ways are the fables different? Use specific evidence in the text to support your answer. **[RE, DC, SA]** (Team Talk rubric)

100 = *The fables are **similar** in problem and solution, but different in theme. The problem in the Donkey fable is that the Donkey thinks the Lion is a coward and **boldly** chases the Lion. The Lion solves the problem of the Donkey’s foolish thinking by turning and attacking him. In the Hare fable, the Hare is overconfident and thinks he can beat the Tortoise, but the Tortoise proves him wrong when the Hare falls asleep and the Tortoise wins the race. The themes differ because the Donkey fable’s theme is about false confidence, and the theme in the Hare fable is that slow and steady wins the race. In these ways, the fables are similar but different.*

90 = *The fables have problems that are alike. Both the Hare and the Donkey are overconfident. The solutions are alike because they both learn that they are wrong. The themes are different because the theme in the Hare fable is that slow and steady wins the race and the theme in the Donkey fable is that being sure of something you don’t really know brings misfortune.*

80 = *The fables have problems and solutions that are alike, but the themes are different.*

3. Compare and contrast the fable “The Crow and the Pitcher” on page 18 with the fable “The Hare and the Tortoise” on pages 8 and 9. What similarities and differences do you see in the fables’ problems, solutions, and themes? **(Write)** **[RE, SA]** (Team Talk rubric)

100 = *The fables have **several similarities** but one difference. Both of the fables are about being patient. The Crow has to patiently drop pebbles into a pitcher so the water will rise so he can drink and solve his problem of thirst. In the Hare fable, the Tortoise shows patience by continuing the race even though the Hare gets way ahead of him. The problem in the Hare fable is that the Hare is overconfident and boasts that no one can beat him. So, the problems in the fables are different, but the solutions and themes are similar. The Tortoise and the Crow fables show that **patience pays off.***

90 = *The fables are alike because both themes are about being patient, and the characters in both fables solve their problems by being patient. In the Crow fable, the Crow solves his problem by being patient, and in the Hare fable, the Tortoise teaches the Hare a lesson and solves the Hare’s boasting problem by continuing the race slowly and steadily.*

80 = *The fables have themes and solutions that are alike, but different problems.*

continued

Team Talk Questions *continued*

4. Do you think Aesop’s choice of animals is effective in illustrating the theme of slow and steady wins the race? Use evidence from the text in your answer.

[AP, AC, SA] (Team Talk rubric)

*100 = Yes, Aesop’s choice of animals is **effective in illustrating** the theme of slow and steady wins the race. A hare is a fast animal that is known for moving quickly. A tortoise is a slow animal that moves very slowly and deliberately. The reader would never think that the Tortoise could beat the Hare, so the animals are a good choice to illustrate this theme.*

90 = Yes, Aesop’s choice of animals is good because the Hare is a very quick animal and the Tortoise is a very slow animal. No one would think that a tortoise could actually beat a hare in a race, and when the Tortoise wins, it is a surprise.

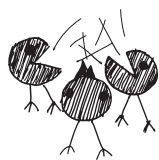
80 = The Hare is a good choice since it is fast. No one would think that a tortoise could beat a hare in a race.

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

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

(18 minutes)

Lightning Round

- 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.
- 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.

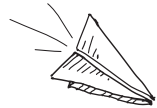
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Compare and contrast themes and fables.

Teacher Background

In this lesson, students will read various fables and will identify and analyze the problem, solution, and theme in each fable. Additionally, students will compare and contrast the fables and their themes.



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
plodded (verb) page 9	plod-ded (PLAH-did)	walked slowly and heavily, trudged	We <i>plodded</i> through the mud and crossed the creek to the other side of the trail.
shamefaced (adjective) page 9	shame-faced (SHEYM-feyst)	feeling and showing shame	When I broke the window with my baseball, I apologized to my mother, looking <i>shamefaced</i> .
resemble (verb) page 14	re-sem-ble (ri-ZEM-buhl)	to have a similar appearance	My grandmother always tells me that I <i>resemble</i> my mother.

continued

Word	Pronunciation	Definition	Sample Sentence
dismay (noun) page 18	dis-may (dis-MEY)	disappointment	To my <i>dismay</i> , I learned that my grandfather was in the hospital and was very sick.
quarrel (noun) page 32	quar-rel (KWAWR-uhl)	an argument or dispute	My brother and I had a <i>quarrel</i> yesterday about whose turn it was to play the video game we share.
yield (verb) page 39	yield (yeeld)	to produce something, such as a plant or crop	We were excited to see that the peppers we planted were starting to <i>yield</i> a tasty treat!
miser (noun) page 42	mi-ser (MAHY-zer)	a person who strongly dislikes spending money	The old man who owns the jewelry store is a <i>miser</i> who doesn't want to spend any of his money.
vain (adjective) page 74	vain (vayn)	overly proud, conceited	My sister is <i>vain</i> and thinks she is the most gorgeous girl in school.

Review Vocabulary Vault.

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

Teams review their cycle goal.

- Ask students to review their team's goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- 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 74 and 33 in the text.

Teacher: Read aloud.



Students: Actively listen.

Interactive Read Aloud

- Read pages 74 and 33 aloud.
- Use **Think-Pair-Share** to ask:

After completing your fable table for these fables, what similarities do you see in them?

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

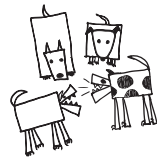
Partner pairs: Identify important events or details to add to the graphic organizer.

In both fables, the problems and solutions are similar because both animals are being tricky to get what they want. The Fox tricks the Crow into dropping her cheese, and the Wolf tricks the Crane into helping him get the bone out of his throat.

What is different about the two fables?

They have different themes. One is about not trusting those who praise you falsely, and one is about expecting nothing from the wicked.

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme
The Fox and the Crow	Crow is very vain.	Fox tricks her into dropping her cheese by flattering her with compliments.	Remember not to trust those who praise you falsely.
The Wolf and the Crane	Wolf is choking on a bone and promises to reward Crane if she will get the bone out of his throat.	Crane pulls the bone out, but Wolf refuses to give her a reward.	When one serves the wicked, one should expect no reward.



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 14 and 56 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.

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

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. In the fable "The Farmer and the Stork," what problem does the Stork have? How does this compare to the problem the Lamb has in the fable "The Wolf and the Lamb" on page 56? Support your comparison with information from the text. **[RE, DC, SA]** (Team Talk rubric)

100 = *The problems in both fables have some **similarities** and **differences**. In the Stork fable, the Stork gets caught in the Farmer's nets. This is similar to the problem the Lamb has in his fable because the Lamb is caught by the Wolf when he **strays** away from his flock. The problems are different because the Farmer set out nets to trap Cranes and keep them from eating his seeds, and catching the Stork was an accident. **However**, the Wolf wants the Lamb, and wants a good excuse to eat him. **The Stork and the Lamb are both caught by other characters, but the characters have different reasons for catching them.***

90 = *The problems in both fables are alike and different. In the Stork fable, the Stork gets caught in the Farmer's nets. This is like the problem in the Lamb fable because the Lamb is caught by the Wolf. The problems are different because catching the Stork was an accident. The Wolf wants the Lamb, and wants a good excuse to eat him.*

80 = *The problems in both fables are alike because characters were caught, and different because they were caught for different reasons.*

2. How do the solutions in these two fables compare? Use information from the text in your answer. **[RE, MI, SA]** (Team Talk rubric)

100 = *The solutions in the two fables are **similar**. In the fables, both the Lamb and the Stork are caught, and they are kept. The Farmer says that the Stork is with the Cranes, and must be thieves like them. The Wolf **accuses** the Lamb of many things that the Lamb **denies**. In both **situations**, the Lamb and the Stork are kept and probably eaten by their captors.*

90 = *The solutions in the two fables are the same because both the Lamb and the Stork are caught, and they are kept. The Farmer says that the Stork must be a thief and the Wolf says the Lamb is guilty of many things.*

80 = *The solutions are the same because both the Stork and the Lamb are caught and kept.*

3. What is the theme in each of these fables, and how are the themes similar? How are the two themes different? Use text support in your answer. **(Write) [RE, SA]** (Team Talk rubric)

100 = *The themes of the two fables have a **difference** and a **similarity**. They are different because in the Stork fable, the theme is that you may be **judged** by the company you keep. The Farmer **assumes** the Stork is there with the Cranes to eat his newly planted seed. In the Lamb fable, the theme is that any excuse will serve a **tyrant**. The Wolf wants to **justify** killing the Lamb and **accuses** him of many **wrongdoings**. Even though the Lamb is **innocent**, the Wolf decides to kill him anyway. They are similar because both themes **imply** that someone can be innocent, but be declared guilty. **The Stork may have been caught by coincidence and was not there to eat the seeds, and the Lamb could not have been guilty of anything the Wolf said because he was too young.***

continued

Team Talk Questions *continued*

90 = *The themes of the two fables are alike and different. They are different because in the Stork fable, the theme is that you may be said to be guilty by the company you keep. The Farmer says the Stork is there with the Cranes to eat his newly planted seed. In the Lamb fable, the theme is that any excuse will serve a bully. Even though the Lamb has not done anything wrong, the Wolf decides to eat him. They are similar because both themes hint that someone can be innocent, but be declared guilty.*

80 = *The themes of the two fables are different with different messages, but they are both about characters that are guilty when they haven't done anything wrong.*

4. Explain the meaning of the theme “birds of a feather flock together.” What message do you think Aesop is trying to get across to the reader? Use information from the text to support your answer. **[AP, DC, SA]** (Team Talk rubric)

100 = *The meaning of the theme is that we usually socialize with others who are like us. For example, the Farmer in the fable says that he caught the Stork with the other robbers, so he has every right to think the Stork is a robber too. The message that Aesop wants to get across is to be careful who you socialize with because you will be considered to be like them, just as the Stork was considered a robber, like the Cranes.*

90 = *The meaning of the theme is that when we are in a group that is up to no good, it looks like we are participating too. The Farmer thinks the Stork is a robber, since he is with the Cranes, and they are robbers. Aesop wants us to think about the people we hang out with.*

80 = *It means that we usually hang out with others who are like us. Aesop wants the reader to think about the people we hang out with.*

5. Which vocabulary word has the word *arrogant* as a synonym and *humble* as an antonym? **[CV]**

The word vain because arrogant means the same thing as vain, and humble is the opposite of vain.

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

(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
plodded (verb) page 9	plod-ded (PLAH-did)	walked slowly and heavily, trudged	We <i>plodded</i> through the mud and crossed the creek to the other side of the trail.
shamefaced (adjective) page 9	shame-faced (SHEYM-feyst)	feeling and showing shame	When I broke the window with my baseball, I apologized to my mother, looking <i>shamefaced</i> .
resemble (verb) page 14	re-sem-ble (ri-ZEM-buhl)	to have a similar appearance	My grandmother always tells me that I <i>resemble</i> my mother.
dismay (noun) page 18	dis-may (dis-MEY)	disappointment	To my <i>dismay</i> , I learned that my grandfather was in the hospital and was very sick.
quarrel (noun) page 32	quar-rel (KWAWR-uhl)	an argument or dispute	My brother and I had a <i>quarrel</i> yesterday about whose turn it was to play the video game we share.
yield (verb) page 39	yield (yeeld)	to produce something, such as a plant or crop	We were excited to see that the peppers we planted were starting to <i>yield</i> a tasty treat!
miser (noun) page 42	mi-ser (MAHY-zer)	a person who strongly dislikes spending money	The old man who owns the jewelry store is a <i>miser</i> who doesn't want to spend any of his money.
vain (adjective) page 74	vain (vayn)	overly proud, conceited	My sister is <i>vain</i> and thinks she is the most gorgeous girl in school.

Lesson 3

Reading Objective: Compare and contrast themes and fables.

Teacher Background

In this lesson, students will read various fables and will identify and analyze the problem, solution, and theme in each fable. Additionally, students will compare and contrast the fables and their themes.

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.

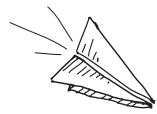
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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

(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

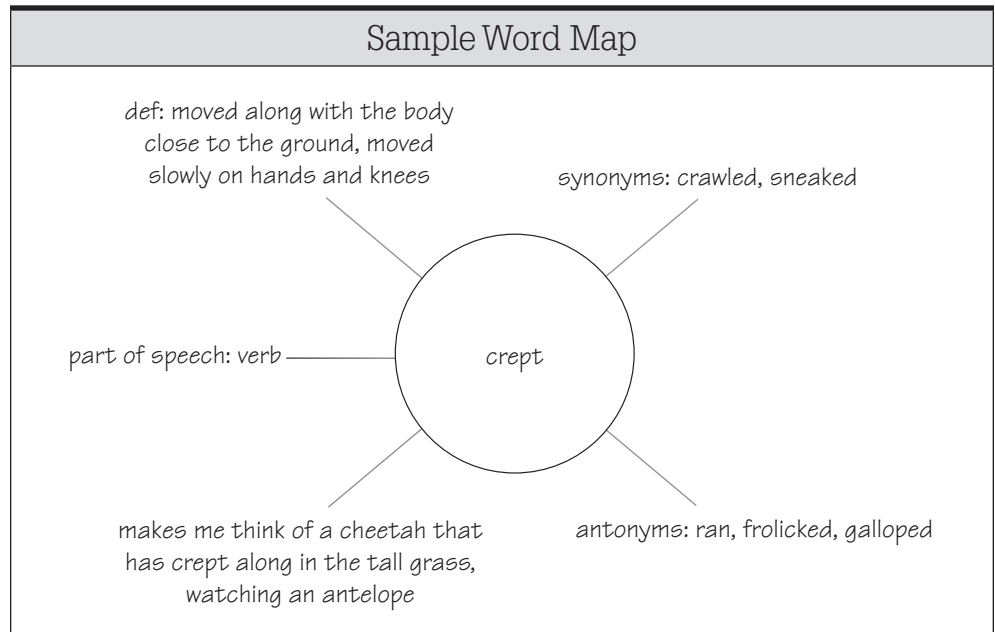
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they 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

I chose the word *crept* to explore because I like the way it sounds. It reminds me of something low to the ground, kind of like creeping along. Since I like this word so much, I want to be sure that I know exactly what it means. Then, I can make sure that I use it and impress my friends. The dictionary tells me that the word *crept* means "moved along with the body close to the ground, moved slowly on hands and knees quietly." I am getting a word picture in my mind of someone creeping along very slowly. Here is my sentence for this word: The cheetah crept silently through the tall grass, watching the antelope. Can you see that in your mind? This is why I like the word *crept* so much. I can picture it in my mind, and it gives me a visual image.

What are some antonyms for *crept*? Some antonyms would be *ran*, *frolicked*, or *galloped*. Some synonyms for this word would be *sneaked* and *crawled*.

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.

Post and present the reading objective.

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



Refer students to pages 59 and 64 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill or 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 pages 59 and 64 aloud.
2. Use **Think-Pair-Share** to ask:

What are the problem, solution, and theme in the fable “The Horse, the Hunter, and the Stag”?

The problem is that the Horse wants revenge against the Stag, who has come to the Horse’s plain to eat grass. The Horse tries to solve the problem by asking a Hunter to help him get revenge on the Stag. The Hunter puts a saddle and a bridle on the Horse and then won’t let the Horse go. The theme of the fable is that freedom is too high a price to pay for revenge.

What are the problem, solution, and theme in the fable “The Lion in Love”?

The problem is that the Lion is in love with the Woodsman’s daughter and wants to marry her. The Woodsman tells the Lion that before he can marry her, he has to have his teeth and claws removed, which the Lion lets the Woodsman do to try to solve the problem. Then the Woodsman drives the Lion into the forest. The theme is that those in love really take leave of their senses.

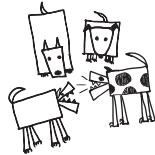
3. Use **Think-Pair-Share** to ask:

What similarities and differences do you see between these two fables?

They are similar because both the Horse and Lion get tricked, so the solutions are similar. The fables’ problems and themes are different, though. The Horse is out for revenge, but the Lion is in love. The theme of the Horse fable is that freedom is too high a price to pay for revenge, and the theme of the Lion fable is that those in love really take leave of their senses.

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

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme
The Horse, the Hunter, and the Stag	Horse wants revenge on Stag.	Horse asks Hunter to help get revenge on Stag, but Hunter puts saddle and bridle on Horse.	Freedom is too high a price to pay for revenge.
The Lion in Love	Lion is in love with Woodsman's daughter.	Lion lets Woodsman remove his teeth and claws, and Woodsman then drives Lion into the forest.	Those in love really take leave of their senses.



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 48, 68, and 69 aloud with partners.
(if skipping Interactive Read Aloud, pages 59, 64, 48, 68, and 69)
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.

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

Team Talk Questions

1. Compare the problems in the fables. In what ways are they similar? How do they differ? Use support from the text in your answer. **[RE, DC, SA]** (Team Talk rubric)
 - 100 = *The problems in the fables are **similar** because they are both about wanting something. **For instance**, the Boy wants all the nuts in the jar, and the Frogs want a king. They **differ** in that the Boy can solve the problem on his own, but the Frogs ask Jupiter for help. In these ways, the problems of the fables are different but also alike.*
 - 90 = *The problems are alike because they are both about wanting something. The Boy wants all the nuts, and the Frogs want a king. The problems are different because the the Frogs need to ask Jupiter for help, and the Boy can work on solving his own problem.*
 - 80 = *The problems are alike because they are both about wanting something.*

2. How do the solutions in the fables compare? In what ways are they similar, and how are they different? Use support from the text in your answer. **(Write) [RE, SA]** (Team Talk rubric)
 - 100 = *The solutions in the fables are different but **similar**. In the Frog fable, the Frogs get the king they want, but the King is a Stork who eats all the Frogs. In the Boy fable, the Boy will get the nuts he wants after a bystander tells him to let go of some of the nuts. So, both the Frogs and the Boy end up getting what they want. **However**, the solutions are different because the Frogs learn their lesson too late and get eaten, but the Boy learns his lesson and gets to eat the nuts. In these ways, the solutions are similar but different.*
 - 90 = *The solutions in the fables are alike because both the Boy and the Frogs end up getting what they wanted, but the Frogs learn their lesson too late and end up getting eaten. The Boy learns to be happy with some nuts, so he gets what he wants.*
 - 80 = *The solutions are alike because the Frogs and Boy get what they asked for.*

3. Are the themes of the fables more similar or more different? Explain your thinking using evidence from the text. **[DC, RE, SA]** (Team Talk rubric)
 - 100 = *The themes of the fables are more alike. **For instance**, the theme of the Frog fable is to let well enough alone, and the theme of the Boy fable is that it is better to be **content** with half than to lose all, so they are both about being content with what you have.*
 - 90 = *The themes are more alike because they are both about being happy with what you have. The Frogs needed to let well enough alone, and the Boy needed to be happy with half rather than have none.*
 - 80 = *The themes are more alike since they are both about being happy.*

continued

Team Talk Questions *continued*

4. What does the author mean by the message “let well enough alone”? What do you think is Aesop’s message to the reader? Use information from the text to support your answer. **[AP, DC, SA]** (Team Talk rubric)

100 = *The author means that you should be content with what you have. For example, in the fable, the Frogs were not happy with their easy lives, so they thought that they needed a king to tell them what to do. The Frogs should have been happy with the way things were instead of wanting things to be different. I think Aesop’s message to the reader is to be happy with what you have and not want something different because it could end up being a bad change, just as the Frogs experienced in the fable.*

90 = *The author means that you should be content with how things are because change is not always good. In the fable, the Frogs wanted things to be different because they thought their lives were too easy, but the change ended up being very bad. Aesop wants the reader to realize that they should be content with the way things are.*

80 = *The author means that you should be happy with what you have. Aesop wants the reader to be content with the life he or she has.*

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Our houses resemble each other, since they both are gray and have two stories.

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

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Compare and contrast themes and fables.

Teacher Background

In this lesson, students will read various fables and will identify and analyze the problem, solution, and theme in each fable. Additionally, students will compare and contrast the fables and their themes.

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.

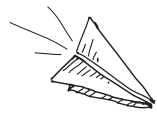
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Compare and Contrast

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



Refer students to pages 15, 46, and 47 in the text.

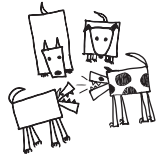


4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. Read pages 15, 46, and 47 aloud.
2. Use **Think-Pair-Share** to have students identify information to include in the fable table.

Sample Graphic Organizer			
Fable Title	Problem	Solution	Theme
The Ant and the Grasshopper	Winter is coming and Ant is gathering food, but Grasshopper wants him to play.	Ant tells Grasshopper to save food, but Grasshopper refuses and dies of hunger.	It is best to prepare today for the needs of tomorrow.
The Miller, His Son, and Their Donkey	People keep pointing out how the Miller, his Son, and the Donkey are traveling incorrectly.	The Miller and his Son keep changing who walks, who rides the Donkey, and then they carry the Donkey until he falls in the river.	When you try to please everyone, you end up pleasing no one.




Teamwork


(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: 
pages 38–40 aloud with partners.
(if skipping Interactive Read Aloud, pages 15, 46, 47, and 38–40)
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. 

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

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

Team Talk Questions

1. What similarities and differences do you see in the problems in “The Farmer and His Sons” and “The Lark and Her Young Ones”? Support your answer with information from the text. **[DC, RE, SA]** (Team Talk rubric)
 - 100 = *The problems in these two fables are different. In the Farmer fable, the Old Farmer has died and the Sons are trying to find the treasure in the vineyard. In the Lark fable, the Larks are waiting to know when they have to leave the field. The Mother Lark doesn’t want to leave until the harvest **actually** happens. The problems are similar because they both **involve** farmers, parents, and young ones. In these ways, the problems are different but share a **similarity**.*
 - 90 = *The problems in the fables are different. In the Farmer fable, the Sons are searching for the treasure that their dying father told them about in the vineyard, but the problem in the Lark fable is that the Larks are waiting to leave the field when the Farmer comes to cut the wheat.*
 - 80 = *The problems are different since one is about finding treasure and one is about moving before the harvest.*
2. Analyze the solutions in both fables, and determine the similarities and differences in each. Use support from the text in your answer. **[DC, RE, SA]** (Team Talk rubric)
 - 100 = *The solutions are similar because they both **involve** work and harvesting. In the Farmer fable, the Sons **realize** that their hard work looking for the treasure actually helps to **improve** the grape harvest. In the Lark fable, the Larks hear that the Farmer himself is coming to harvest the wheat instead of relying on neighbors, so they know it is time to go. The solutions are different because the Sons did not know what their father meant by treasure until they worked in the vineyard, and the Farmer in the Lark fable realized he had to do the work himself to get it done. In these ways, the solutions are similar but different.*
 - 90 = *The solutions are similar because they are both about work and harvesting. In the Farmer fable, the Sons learn that their hard work looking for the treasure helps the grape harvest. In the Lark fable, the Larks hear that the Farmer himself is coming to harvest the wheat instead of relying on neighbors. The solutions are different because the Sons did not know what their father meant by treasure until they worked in the vineyard, and the Farmer in the Lark fable realized he had to do the work himself to get it done.*
 - 80 = *The solutions are alike because they are both about work. They are different because the Farmer and the Sons realize different things about their work.*

continued

Team Talk Questions *continued*

3. What are the similarities and differences in the themes of the two fables? Support your answer with information from the text. **(Write) [RE, SA]** (Team Talk rubric)

100 = *The themes of the fables are **similar** because they both teach about getting work done **correctly**. In the Farmer fable, the Sons learn that hard work can often **yield** great riches, and the Farmer in the Lark fable learns that to get a job done well, he will have to do it himself. The themes are different in that the Farmer fable is about the riches you will receive from working hard, not just finding them, and the Lark fable is about starting work yourself instead of waiting for others to start for you. In these ways, the themes of the fables are similar, yet different.*

90 = *The themes of the fables are alike because they both teach about getting work done. In the Farmer fable, the Sons learn that hard work will give you riches, and the Farmer in the Lark fable learns that to get a job done well, he will have to do it himself. The themes are different in that the Farmer fable is about the riches you will receive from working hard, and the Lark fable is about starting work yourself instead of waiting for others.*

80 = *They are alike because they both teach about getting work done, but are about working differently.*

4. Based on the information presented in these fables, do you think the author values hard work? Support your answer with information from the text. **[AP, DC, SA]** (Team Talk rubric)

100 = *Based on these fables, I think the author values hard work because both of the fables are about the value of working hard and doing work the right way. In the Farmer fable, the Sons learn that they can **produce** a good harvest of grapes by working the land. In the Lark fable, the Lark says that people who do their own work are the hardest workers because they want the job done **correctly**. This shows me that the author values hard work and wants the reader to see the benefit of working hard.*

90 = *The author values hard work because both of the fables show the benefits of work. In the Farmer fable, the Sons learn that working the land helps the soil to grow better grapes, and the Lark shares that people doing their own work want the job done right, so they work the hardest.*

80 = *The author values hard work because both of the fables are about working hard.*

5. Use two vocabulary words in a question. **[CV]**

Did you have a quarrel with your vain sister when she took so long getting ready?

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.

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

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

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Organize ideas and use signal words to compare and contrast.

Teacher Background

Students should use their fable table organizers to assist them in comparing and contrasting the fables. Students may also use the list of signal words generated in the writing lesson from the previous cycle.

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.

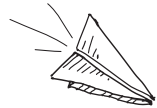
Teams discuss their vocabulary ratings.



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. Students will use what they have learned in the unit about comparing and contrasting fables to organize ideas and use signal words to show comparing and contrasting.

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

Read the prompt aloud.



Writing Prompt
Compare and contrast the fable “The Miser” on page 42 with the fable “The Boy and the Nuts” on page 48. How are the two fables similar, and how are they different?

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?

Write a literary response because it is asking us to compare and contrast fables.

Students identify the purpose for writing.

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

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

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

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

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

Which guideline relates to our writing objective: to organize ideas and use signal words to show comparing and contrasting?

Organization because we are organizing our ideas and using words from the text.

Highlight the writing objective.

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

Model revising a paragraph.

Blackline master provided.

Model a Skill

1. Show the following sample paragraph. Read the paragraph aloud as students follow along.

Sample Paragraph
Dogs have four legs. Horses have fur. Dogs have toes and claws. Horses are mammals. Dogs are domestic animals. Horses have four legs. Dogs have fur. Dogs and horses are alike. Dogs and horses are different. Dogs weigh an average of forty pounds. Horses have hooves. Horses weigh an average of 1,100 pounds. Dogs are mammals. Horses are domestic animals.

2. Use a Think Aloud to model analyzing the paragraph.

Sample Think Aloud
After reading this paragraph, I think that the information it includes about dogs and horses could be presented much more clearly. The facts the writer gives are disorganized, which doesn't help the reader to compare and contrast the information in the paragraph. I will rewrite this paragraph, using signal words and better organization of the ideas to help the reader to compare and contrast horses and dogs.

3. Model rewriting the paragraph, using signal words which indicate a compare and contrast relationship of the ideas.
4. Display the following sample revised paragraph. Read the paragraph aloud.

Blackline master provided.

Sample Revised Paragraph
Dogs and horses are alike. For example, dogs have four legs, and horses have four legs. In addition, horses and dogs are alike because they are both domestic animals and have fur. Also, horses and dogs are similar because they are both mammals.
Dogs and horses are also different. For example, dogs weigh an average of forty pounds, but horses weigh an average of 1,100 pounds. Also, dogs and horses differ because dogs have toes and claws, but horses have hooves.



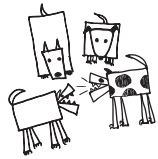
5. Use **Think-Pair-Share** to ask:

How do the signal words help you show comparing and contrasting?

The signal words help because they indicate that things are similar or different.

Which paragraph allows you to understand the similarities and differences between dogs and horses more clearly, and why?

The revised paragraph, because the information is organized by characteristics that horses and dogs share and characteristics that set them apart from each other.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

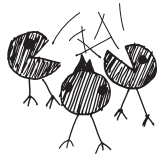
Students revise and edit their writing projects.

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—organize ideas and use signal words to show comparing and contrasting.

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

For example, ask:

- Does the writer describe how the fables are similar?
- Does the writer describe how the fables are different?
- Does the writer include details from the text to support their comparisons and contrasts?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer organize ideas and use signal words that show comparing and contrasting effectively?

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 signal words to show comparing and contrasting?

Answers will vary.

Was it difficult to support your ideas with details from the text?

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.

Dogs have four legs. Horses have fur. Dogs have toes and claws. Horses are mammals. Dogs are domestic animals. Horses have four legs. Dogs have fur. Dogs and horses are alike. Dogs and horses are different. Dogs weigh an average of forty pounds. Horses have hooves. Horses weigh an average of 1,100 pounds. Dogs are mammals. Horses are domestic animals.

Dogs and horses are alike. For example, dogs have four legs, and horses have four legs. In addition, horses and dogs are alike because they are both domestic animals and have fur. Also, horses and dogs are similar because they are both mammals.

Dogs and horses are also different. For example, dogs weigh an average of forty pounds, but horses weigh an average of 1,100 pounds. Also, dogs and horses differ because dogs have toes and claws, but horses have hooves.

Writing Prompt

Compare and contrast the fable “The Fisherman and the Little Fish” on page 66 with the fable “The Boy and the Nuts” on page 69. How are the two fables similar, and how are they different?

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

Lesson 6

Reading Objective: Compare and contrast themes and fables.

Writing Objective: Organize ideas and use signal words to compare and contrast.

Teacher Background

Today's cycle test challenges students to organize ideas and use signal words to compare and contrast fables. Students will use what they have learned in this unit to compare and contrast fables and themes.

Today, students will read various fables and will identify and analyze the problem, solution and theme in each fable. Additionally, students will compare and contrast the fables and their themes.

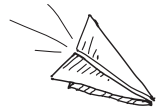
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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)

tps

Partner Review

1. Remind students that they have been practicing comparing and contrasting themes and fables by identifying problems, solutions, and morals or lessons in the fables, and organizing ideas and using signal words to show comparing and contrasting.

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

How does the fable table help us compare and contrast two fables?

We are able to see each fable's problem, solution, and theme so we can analyze them more effectively.

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

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

Test Directions

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

1. Compare the themes of the fable "The Falconer and the Partridge" on page 7 and the fable "The Travelers and the Bear" on page 63. What are the similarities and difference of the two themes? Use information from the text to support your answer. **[RE, SA]**

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

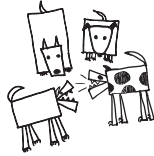
Today you will read several fables and will compare and contrast those fables and their themes.



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.



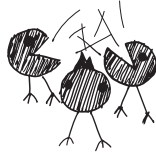
Teamwork tp

(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.

When analyzing fables to compare and contrast them, what questions should direct our thinking?

How are these fables alike? How are the fables different?

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Compare and Contrast

Directions: Read Aesop’s Fables, pages 7 (“The Falconer and the Partridge”), 32, 54, 62, 63, and 66, and then answer the following questions on a separate piece of paper.

Use a graphic organizer to identify the problem, solution, and theme of each fable, and then compare and contrast the fables.

Part I. Comprehension (100 points)

1. Compare the themes of the fable “The Falconer and the Partridge” on page 7 and the fable “The Travelers and the Bear” on page 63. What are the similarities and differences of the two themes? Use information from the text to support your answer. **[RE, SA]**

20 points = The themes of the two fables are similar because they are both about real friendship and what it means. For example, the theme of the Falconer fable is that betraying friends to save yourself is a vile crime, and the theme of the Bear fable is that in times of trouble, you learn who your real friends are. The themes are different because the Bear fable is about realizing who your friends are, but the Falconer fable is about betraying your friends. So, the themes are similar yet also different.

15 points = The themes of the two fables are alike because they are both about friendship. In the Falconer fable, the theme is that betraying friends to save yourself is a vile crime, and the theme of the Bear fable is that in times of trouble, you learn who your real friends are. The themes are different, because the Bear fable is about knowing who your friends are, but the theme of the Falconer fable is about betraying friends.

10 points = The themes of the two fables are alike because they are both about friendship. They are different because one is about betraying friends and the other is about how to know who your real friends are.

2. In what ways are the themes of the fable “The Lion and the Bulls” on page 54 and the fable “The Travelers and the Bear” on page 63 similar? How are the two themes different? Use support from the text in your answer. **[RE, SA]**

20 points = The themes of the two fables are similar because they are both about sticking together. In the Lion fable, the theme is to stand united or fall divided, and the theme of the Travelers fable is that when you are in trouble, you will know who your friends are because they will stick by you. The themes are different because the theme of the Lion fable is about staying together in a group, but the theme of the Travelers fable is just about a few friends. In these ways, the themes of the fables are alike but different.

15 points = *The themes of the two fables are alike because they are both about sticking together. In the Lion fable, the theme is to stand together or fall apart, and the theme of the Travelers fable is that when you are in trouble, you will know who your friends are because they will stick by you. The themes are different because the theme of the Lion fable is about staying together in a group, but the theme of the Travelers fable is just about a few friends.*

10 points = *The themes of the two fables are alike because they are both about sticking together. The themes are different because one is about a group, but the other is just about a few friends.*

3. What similarities do you see in the Wolf characters in the fables we have read? Support your answer with information from the text. **[RE, SA]**

20 points = *The Wolf characters in the fables are **similar** because in most of the fables, they are villains. **For example**, in the fables “The Shepherd and the Wolf,” “The Boy Who Cried Wolf,” “The Wolf, the Lion, and the Lamb,” “The Wolf in Sheep’s Clothing,” and “The Wolf and the Lamb” the Wolf characters **commit** evil acts like stealing, killing, and deceiving. **For this reason**, the Wolf characters in the fables are similar.*

15 points = *The Wolf characters in the fables are alike because in most of the fables, they are villains. In the fables “The Shepherd and the Wolf,” “The Boy Who Cried Wolf,” “The Wolf, the Lion, and the Lamb,” “The Wolf in Sheep’s Clothing,” and “The Wolf and the Lamb,” the Wolf characters do evil things like stealing, killing, and deceiving.*

10 points = *The Wolf characters in the fables are alike because in most of the fables, they are villains.*

4. How is the fable “The Bundle of Sticks” on page 62 similar to the fable “The Lion and the Bulls”? How are the fables different? Use information from the text to support your answer. **[RE, SA]**

20 points = *The two fables are **similar** in theme and in problem. **For example**, the theme in “The Bundle of Sticks” is that in **unity**, there is strength, and the theme in “The Lion and the Bulls” is united we stand, **divided** we fall. The problems are similar because in the Sticks fable, the sons are not sticking together, which creates **difficulty** for the father and sons. In the Bulls fable, the Bulls are not sticking together, which results in their death. The fables are different because “The Bundle of Sticks” has human characters, and the characters in “The Lion and the Bulls” are animals. Also, the solutions are different because the sons learn a lesson, but the Bulls die. **In these ways**, the fables are similar but also different.*

15 points = *The fables are alike because they have a common theme of being united and sticking together for strength. Also, they both have similar problems—the sons are fighting, and the Lion is fighting the Bulls. They have different solutions because the sons live, but the Bulls die.*

10 points = *The fables have the same themes and problems. The solutions and characters are different.*

5. What is the message of the fable “The Lion and the Boar” on page 32? Use evidence from the text to support your answer. **[DC, RE, SA]**

20 points = *The message of the fable “The Lion and the Boar” is that when you face a **common** danger, it is best to **put aside small differences to be united**. For example, in the fable, the Lion and the Boar are both very thirsty, but there is only one well to share. **Rather than kill each other over it and let the vultures eat them, they decide to put aside their differences and share the water so they can both survive. So, the message is that when facing danger, it’s better to stick together.***

15 points = *The message of the fable “The Lion and the Boar” is that when you face danger, it is best to stick together. In the fable, the Lion and the Boar are both very thirsty, but there is only one well to share. Instead of killing each other over it, they decide to share the water so they can both survive.*

10 points = *The message of the fable “The Lion and the Boar” is that when you face danger, it is best to stick together.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Refer to “The Trees and the Ax” on page 66 and “The Falconer and the Partridge” on page 7. In what ways are the fables similar? In what ways are they different? Use information from the text to support your answer.

“The Trees and the Ax” and “The Falconer and the Partridge” have similar themes and problems. For example, the theme in “The Trees and the Ax,” is that we must protect the lives of others if we want our own lives protected, and the theme in “The Falconer and the Partridge” is that betraying one’s friends to save oneself is a vile crime. In “The Trees and the Ax,” the problem is that the trees tell the Woodsman where a young ash tree is that he can cut down to make an ax handle. The problem in “The Falconer and the Partridge” is that a Partridge is caught and offers to find other Partridges for the Falconer if the Falconer will let him go. In each fable, the characters sacrifice others to try to save themselves. Also, the fables are alike because both the trees and the Partridge are killed because they didn’t try to protect others.

The fables are different because there are tree characters in “The Trees and the Ax,” and there is an animal character in “The Falconer and the Partridge.”

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

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

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *dismay*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: When I was at the picnic, I felt dismay when I saw the rain clouds moving in.

2. In which of the following sentences is the word *plodded* used incorrectly? **[CV]**
- We plodded onto the muddy field, wishing the game would be called off.
 - My friends and I plodded through the playground, running and playing tag.
 - We watched the tortoise as it plodded along in the mud on the side of the creek.
 - The cows plodded along in the rain, trudging through the muck in the field.

3. What is a synonym for the word *vain*, and what is an antonym for the word *vain*? **[CV]**

A synonym for the word vain is proud, and an antonym for the word vain is humble.

4. Use two vocabulary words in a question. **[CV]**

Did the vain miser donate any money to your Boy Scouts troop?

5. I was very _____ when my teacher caught me copying my friend's work.

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

- A. *shamefaced*
- B. vain
- C. consented
- D. dismay

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: I hope the lack of rain doesn't hurt the farmers' corn, and that he will yield a good crop.

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

- A. My friend and I had a silly quarrel about what game we should play.
- B. Two best friends shouldn't let a quarrel ruin their friendship.
- C. If you get into a quarrel, you should take a break to calm down and rethink the situation.
- D. *The two sisters had a quarrel to see who could make each other laugh the hardest.*

8. Use two vocabulary words in a question. **[CV]**

Does your friend's shamefaced look resemble the look on my face?

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]**

We explored the word bold, which means courageous and daring. For example: The bold Donkey chased the Lion because he thought the Lion was a coward.

10. As used in the sentence "Birds of a feather flock together," *flock* most nearly means— **[CV]**

- A. *group.*
- B. fall.
- C. fight.
- D. jump.

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

Students will explain their thinking. For example, I used the context. The passage talks about birds being together, which is a group of birds, so flock must mean group.

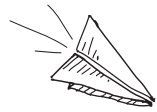
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Compare and contrast themes and fables.

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.

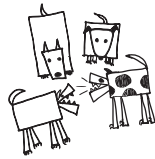
Two-Minute Edit



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 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.

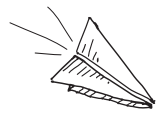
Lesson 8

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

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

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)

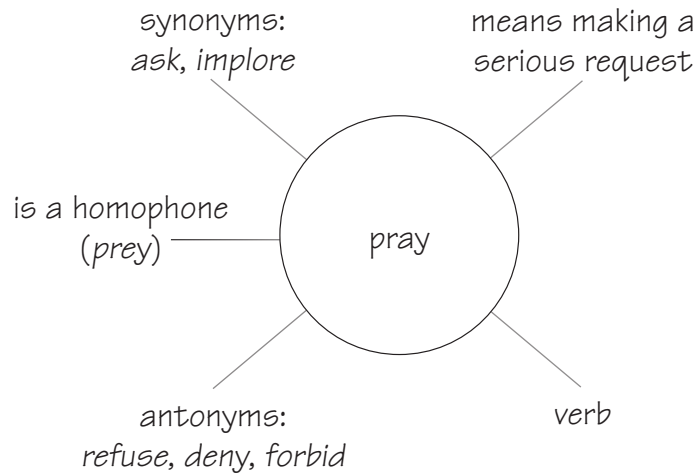
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

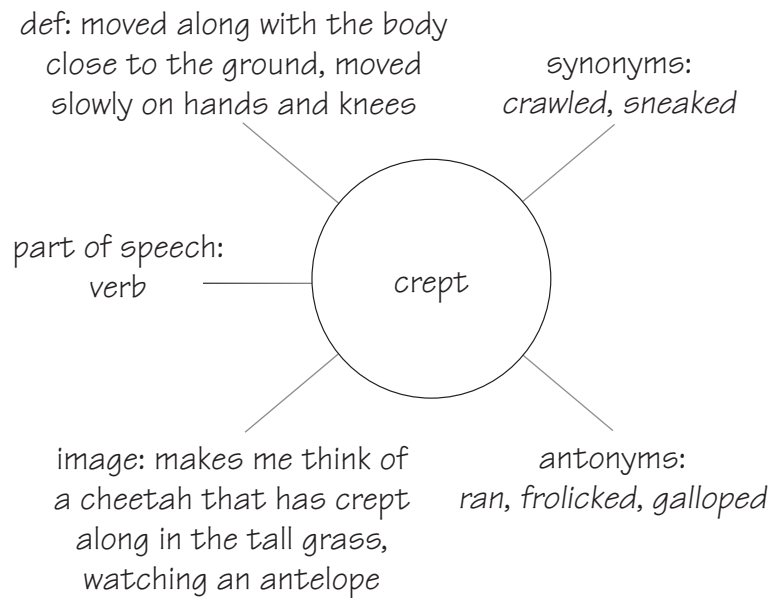
How will use of this skill improve your success in other classes?

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 Compare and Contrast

English Language Arts Standards: Reading: Literature

Integration of Knowledge and Ideas

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Key Ideas and Details

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts Standards: Writing

Text Types and Purposes

W.6.2. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.

Media Acknowledgements

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

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.

