



Literature

Compare and Contrast

Baseball in April

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Compare and Contrast

Baseball in April

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 the themes in short stories.

Writing: Use words and phrases that clarify differences and similarities.

Unit Overview

This unit will focus on analyzing story elements to compare and contrast themes in short stories. Students will read *Baseball in April*, a collection of short stories, and determine common themes or evaluate how themes differ among the stories. Comparing and contrasting story themes helps students better understand the author's purpose and increases their appreciation of the short story form. The writing objective for this unit requires students to use words and phrases that clarify differences and similarities. This writing objective is closely aligned with the unit's reading objective, and preparation to meet this objective will include active instruction, Team Talk activities, and writing projects.

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

Questioning

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

Right There questions:

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

Think questions:

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

Teamwork and Class Discussion:

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

Unit Topic/Content

In this unit, students will read *Baseball in April* by Gary Soto. This collection of short stories about Latino youth in California addresses diverse themes ranging from economic struggles to the complex relationships between a modern younger generation and their more traditional parents.

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

Baseball in April

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–12	
Lesson 2	pages 13–24	(Embedded) “Fluency”
Lesson 3	pages 24–35	
Lesson 4	pages 36–48	
Lesson 5	writing in response to reading	
Lesson 6	pages 49–51	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Baseball in April

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 52–65	
Lesson 2	pages 66–80	
Lesson 3	pages 81–93	
Lesson 4	pages 93–106	
Lesson 5	writing in response to reading	
Lesson 6	pages 106 and 107	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Compare
and
Contrast

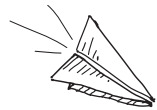
Lesson 1

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

In today's lesson, students will read "Broken Chain," the first story in *Baseball in April*. "Broken Chain" deals with young romance and rivalry/love between brothers. This cycle's Big Question asks students if they would help out a brother or sister if they were mad at him or her. This question prompts students to think about their relationships with their siblings, a prominent theme in *Baseball in April*. Encourage students to think about how their siblings help one another and what causes conflict between them. In *Set the Stage*, you will call attention to the list of Spanish words and phrases that appear in the stories and their English translations located in the back of the book. Since students cannot begin to compare and contrast story themes until they have read more than one story, instruction and student practice in this lesson will focus on comparing and contrasting story elements in the collection's first short story.

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

**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: If you were mad at your brother or sister, would you still help him or her out? Why or why not?

Set the Stage

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

If you were mad at your brother or sister, would you still help him or her out? Why or why not?

It would depend on why I was mad at my brother or sister and what kind of help he or she needed. If I was mad at him for picking on me, and he wanted me to help him with his chores, I would say no. If I was mad at him because he changed the channel on the TV and then later he needed me to call 911 because he broke his leg, I would do it.

Students write responses to the Big Question.

Discuss the Big Question.



Compare and Contrast

Teams review their cycle goal.

Post and present the reading objective.

Build background about Latino culture and Spanish.

Review the skill as necessary.

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 earn team celebration points during the Lightning Round.

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

4. Distribute copies of *Baseball in April*. 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 *Baseball in April*, what do you think the book will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, this book is a collection of stories about kids. One of the stories is probably about baseball, and another one is probably about karate. The cover of the book, the table of contents, and the text on the back helped me make this prediction.

5. Tell students that most of the characters in *Baseball in April* are Latino and that their parents or grandparents came to the United States from a country in Latin America, like Mexico. Explain that many of the characters speak Spanish and English.

Tell students that *Baseball in April* includes a list of the Spanish words and phrases that are used in the book. Have students turn to page 109. Point out that the Spanish words and phrases are listed alphabetically and that the English translations appear beside them.

Have students identify the English translations of several Spanish words or phrases. For example, use **Think-Pair-Share** to ask:

What does *novios* mean in English?

In English, novios means sweethearts.

Interactive Read Aloud

1. This cycle our reading objective is to compare and contrast the themes in short stories. The theme is the big idea of a story. It is something that the author wants you to think about even after you are done reading. Tell students that the theme is often a lesson that the story tries to teach or a truth about life. It is not always stated directly. Story elements, such as characters, plot, and dialogue, all contribute to a story’s theme. When we compare and contrast the themes of the stories in *Baseball in April*, we will analyze how story elements contribute to the themes and how the themes are alike and different across stories.

Refer students to pages 1 and 2 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

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

2. Read pages 1 and 2 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>In the passage that I just read, Alfonso wants to look like a rock star. He wants to cut his hair into a V-shape in the back and streak it purple. However, he knows that his dad won't like it. Alfonso describes his dad as "puro Mexicano." Let's see what that means. (Model checking the Spanish glossary at the back of the book.) "Puro Mexicano" means "truly Mexican." I think this means that Alfonso's dad has traditional Mexican values. That's why he wouldn't like his son to get a wild haircut. I can contrast these two characters, or say how they are different. Alfonso is more modern, and his dad is more traditional.</p>

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

What else in this passage demonstrates the difference between Alfonso and his dad?

Alfonso thinks his dad would be sullen if he got a wild haircut and that he would call Alfonso a sissy.

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

Sample Graphic Organizer	
Alfonso	Alfonso's dad
<p>modern, wants wild hairstyle</p>	<p>traditional, would not like wild hairstyle</p>

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.



Refer students to the Questioning Strategy Card.

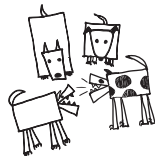
Have students read the next paragraph on page 2. Use **Think-Pair-Share** to ask:

Does this passage support the idea that Alfonso is modern and his dad is traditional?

Yes. Alfonso has his hair “butched” on top. His dad doesn’t recognize this as an actual hairstyle and thinks Alfonso hurt his head at school.

Use **Random Reporter** to debrief.

6. Display and review the Questioning Strategy Card in the team folder. Tell students that their Questioning Strategy Card will help them ask challenging Think questions as they read. Refer to the Think question starters on the card, and review them.
7. Explain that partners will formulate Think questions, and teams will discuss the questions and choose the one they think is the most important to better understand the stories’ characters, plots, and themes. Teams will share their questions during the Lightning Round, and students will vote on which question is the most important one for better understanding the stories. The team with the winning question will receive additional team celebration points.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 2 (paragraph 3)–12 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 partner reading, word power, and fluency.

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.	<p>How would you describe Alfonso? Support your answer with evidence from the story. [SA] (Team Talk rubric)</p> <p><i>(Answers will vary.)</i></p> <p><i>100 = I think Alfonso is a nice and caring kid. For example, when he sees a boy caught on a fence, he stops to help him. The boy is Sandra's little brother, and she is grateful for Alfonso's help.</i></p> <p><i>90 = I think Alfonso is a nice and caring kid. When he sees a boy caught on a fence, he stops to help him.</i></p> <p><i>80 = I think Alfonso is a nice and caring kid.</i></p>
2.	<p>Why do Alfonso and Ernie fight? [DC] (Team Talk rubric)</p> <p><i>100 = Alfonso and Ernie fight because Ernie thinks Sandra is one of the girls that he met on Halloween. Ernie is mad because the girls made plans to meet with him and his friend and then didn't show up. Alfonso tells Ernie that Sandra is not the same girl and warns him to leave her alone.</i></p> <p><i>90 = Alfonso and Ernie fight because Ernie thinks Sandra is one of the girls that he met on Halloween. Ernie is mad because the girls made plans to meet with him and his friend and then didn't show up.</i></p> <p><i>80 = Alfonso and Ernie fight because Ernie thinks Sandra is one of the girls that he met on Halloween.</i></p>
3.	<p>What do Alfonso and his brother, Ernie, have in common? (Write) [RE, DC] (Team Talk rubric)</p> <p><i>100 = Both Alfonso and Ernie are interested in girls. Alfonso likes Sandra and wants her to be his girlfriend. Ernie and his friend tried to go out with the girls that they met on Halloween. In addition, Ernie is jealous of Alfonso when he finds out about Sandra.</i></p> <p><i>90 = Both Alfonso and Ernie are interested in girls. Alfonso likes Sandra and wants her to be his girlfriend. Ernie and his friend tried to go out with the girls that they met on Halloween.</i></p> <p><i>80 = Both Alfonso and Ernie are interested in girls.</i></p>

continued

Team Talk Questions *continued*

4. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? **[DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think "How does Ernie demonstrate that he really cares about Alfonso?" is the most important question that we discussed. This is an important question because it helped us understand something about Ernie. Even though Ernie and Alfonso have been fighting, Ernie lends Alfonso his bike so he can take Sandra for a ride. This shows that he really cares about his brother.

90 = We think "How does Ernie demonstrate that he really cares about Alfonso?" is the most important question that we discussed. This is an important question because it helped us understand something about Ernie.

80 = We think "How does Ernie demonstrate that he really cares about Alfonso?" is the most important question that we discussed.

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(18 minutes)

Lightning Round

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

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

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

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

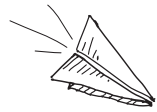
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Today students will read the short story “Baseball in April” about two brothers, Jesse and Michael, and their efforts to make it onto a Little League baseball team. Students will also begin reading “Two Dreamers” which features the unconventional relationship between Hector and his grandfather, Luis. In Set the Stage, you will point out the geographic setting of the stories on a map. Instruction and student practice will focus on comparing the relationships between characters in two stories.



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
sullen (adjective) page 2	sul-len (SUHL-uhn)	showing a bad temper by refusing to talk	After losing the basketball game, Tanya was <i>sullen</i> the whole way home.
scolded (verb) page 5	scold-ed (SKOHLD-ed)	spoke harshly	Timothy's mom <i>scolded</i> him for riding his bike through the flower bed.

continued

Word	Pronunciation	Definition	Sample Sentence
trot (verb) page 14	trot (TROT)	to move at a pace faster than walking, but slower than running	Shelly watched her dog <i>trot</i> around the backyard sniffing everything.
anxious (adjective) page 17	anx-ious (ANGK-shuhs)	wanting something in a tense way	I was <i>anxious</i> for the sun to go down so we could see the fireworks.
gazing (verb) page 19	gaz-ing (GEYZ-ing)	looking for a long time	Mina’s grandmother sat rocking in her chair and <i>gazing</i> out at the lake all afternoon.
ambitious (adjective) page 25	am-bi-tious (am-BISH-uhs)	having a strong desire to be successful	Leon’s dad told him to be <i>ambitious</i> and try to make straight As this semester.
imitation (adjective) page 34	im-i-ta-tion (im-i-TEY-shuhn)	a copy of something, not real	My mom does not like to use <i>imitation</i> butter when she bakes.
deceitful (adjective) page 48	de-ceit-ful (dih-SEET-fuhl)	intentionally misleading	When Chad lied about breaking the drill, his dad told him to stop being <i>deceitful</i> .

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.
5. Display a map of the United States. Tell students that the short stories in *Baseball in April* take place in Fresno, California.

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.

Build background about the topic.

Review the skill as necessary.

Refer students to page 13 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

6. Point out Fresno on the map and its relationship to the city or town where your school is located. Explain that although many people think cities and towns on the coast when they think of California, Fresno is a large city in an inland valley.

Interactive Read Aloud

1. This cycle our reading objective is to compare and contrast themes of short stories.

Remember that as we compare and contrast the themes of short stories we have to analyze how story elements contribute to the themes and how they are alike and different across stories.

2. Read page 13 (paragraph 1) aloud. A sample Think Aloud follows.

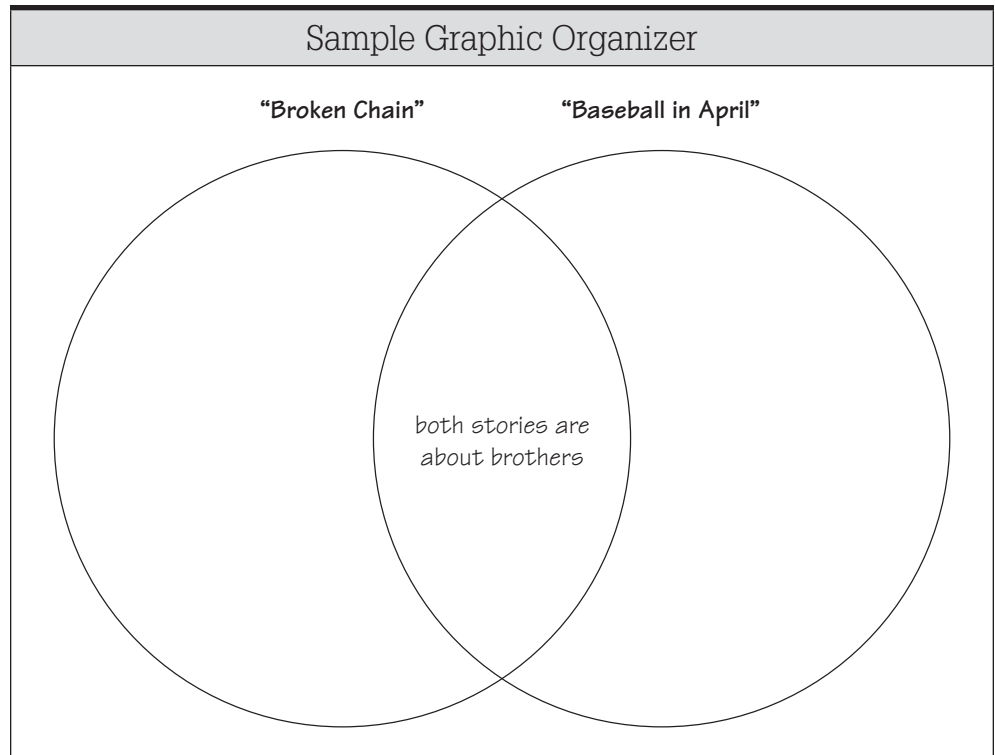
Sample Think Aloud
Hmmm. It looks like this story is going to be about two brothers, just like "Broken Chain." Since both these stories are about brothers, they may have some common themes. Let's pay close attention to the relationship between Michael and Jesse and how it is similar to or different from Alfonso and Ernie's relationship.

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

What can you tell about the relationship between Michael and Jesse based on the passage I just read?

Michael is the older brother, and Jesse is the younger brother. Also, it seems like the brothers get along pretty well, since they are sitting around together listening to the radio and talking about baseball.

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



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



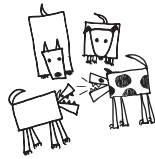
5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

What can we add to our Venn diagram? How can we compare or contrast “Broken Chain” and “Baseball in April”?

Add information to the Venn diagram based on students’ responses.

Use **Random Reporter** to debrief.

Remind students that their Questioning Strategy Card will help them ask challenging Think questions as they read. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the characters, plots, and themes of the stories. The team with the winning question will receive additional team celebration points.



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: SF
pages 13 (paragraph 2)–24 (paragraph ending “...don’t eat us?”) 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. 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.

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

Team Talk Questions
<p>1. How is Jesse and Michael’s relationship similar to the relationship between Alfonso and Ernie in “Broken Chain”? (Write) [RE, DC] (Team Talk rubric) <i>(Answers will vary.)</i></p> <p><i>100 = Jesse and Michael are brothers, just like Alfonso and Ernie. In addition, Jesse is jealous of Michael because Michael is a better baseball player and Ernie is jealous of Alfonso because of Sandra. These brothers have a lot in common in their relationships.</i></p> <p><i>90 = Jesse and Michael are brothers, just like Alfonso and Ernie. Jesse is jealous of Michael because Michael is a better baseball player and Ernie is jealous of Alfonso because of Sandra.</i></p> <p><i>80 = Jesse and Michael are brothers, just like Alfonso and Ernie.</i></p>

continued

Team Talk Questions *continued*

2. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? **[DC]** (strategy-use rubric)

(Answers will vary.)

100 = *We think the most important question we discussed is, "How does Michael's baseball tryout compare to Jesse's?" Asking this question helped us understand that Michael plays a lot better than Jesse during the tryouts. Michael is able to catch, hit, and throw with almost no mistakes. We concluded that Jesse must be jealous of Michael's baseball skills.*

90 = *We think the most important question we discussed is "How does Michael's baseball tryout compare to Jesse's?" Asking this question helped us understand that Michael plays a lot better than Jesse during the tryouts. Michael is able to catch, hit, and throw with almost no mistakes.*

80 = *We think the most important question we discussed is "How does Michael's baseball tryout compare to Jesse's?"*

3. Do you think Manuel is a good coach? Support your answer with evidence from the story. **[DC, SA]** (Team Talk rubric)

(Answers will vary.)

100 = *Manuel is a very good coach. He really listens to his players, and he is patient with them. According to the story, Manuel is so good to his players because he knows most of them don't have fathers or their fathers are too tired from work to spend much time with them.*

90 = *Manuel is a very good coach. He really listens to his players.*

80 = *Manuel is a very good coach.*

4. Do you think Jesse is happy that he plays with the Hobos, even though they lose all of their games? Support your answer with evidence from the story and your own thinking. **[DC, SA]** (Team Talk rubric)

(Answers will vary.)

100 = *I do think Jesse is happy that he plays with the Hobos. He plays the entire season, and I think he would quit if he was not happy. Jesse understands that it's important to stick with something and to keep trying even though you might not always win.*

90 = *I do think Jesse is happy that he plays with the Hobos. He plays the whole season and I think he would quit if he was not happy.*

80 = *I do think Jesse is happy that he plays with the Hobos.*

5. What is an example of something that is *deceitful*? **[CV]**

Pretending to be sick when you are healthy is deceitful.

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.

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

Randomly select team representatives who will share:

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



Teams vote on the most important question.

Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion

(15 minutes)

Lightning Round

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

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

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

2. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
4. 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.

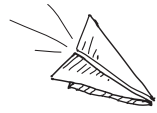
Word	Pronunciation	Definition	Sample Sentence
sullen (adjective) page 2	sul-len (SUHL-uhn)	showing a bad temper by refusing to talk	After losing the basketball game, Tanya was <i>sullen</i> the whole way home.
scolded (verb) page 5	scold-ed (SKOHLD-ed)	spoke harshly	Timothy's mom <i>scolded</i> him for riding his bike through the flower bed.
trot (verb) page 14	trot (TROT)	to move at a pace faster than walking, but slower than running	Shelly watched her dog <i>trot</i> around the backyard sniffing everything.
anxious (adjective) page 17	anx-ious (ANGK-shuhs)	wanting something in a tense way	I was <i>anxious</i> for the sun to go down so we could see the fireworks.
gazing (verb) page 19	gaz-ing (GEYZ-ing)	looking for a long time	Mina's grandmother sat rocking in her chair and <i>gazing</i> out at the lake all afternoon.
ambitious (adjective) page 25	am-bi-tious (am-BISH-uhs)	having a strong desire to be successful	Leon's dad told him to be <i>ambitious</i> and try to make straight As this semester.
imitation (adjective) page 34	im-i-ta-tion (im-i-TEY-shuhn)	a copy of something, not real	My mom does not like to use <i>imitation</i> butter when she bakes.
deceitful (adjective) page 48	de-ceit-ful (dih-SEET-fuhl)	intentionally misleading	When Chad lied about breaking the drill, his dad told him to stop being <i>deceitful</i> .

Lesson 3

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Today students will finish reading “Two Dreamers” and will learn what happens when Luis tries to get Hector’s help in buying and selling houses. Students will also start reading “Barbie,” the story of Veronica and her love of Barbie dolls. In this lesson, students will be able to begin comparing and contrasting themes between stories.



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.



Model exploring a word in the word power journal.

Partner Vocabulary Study

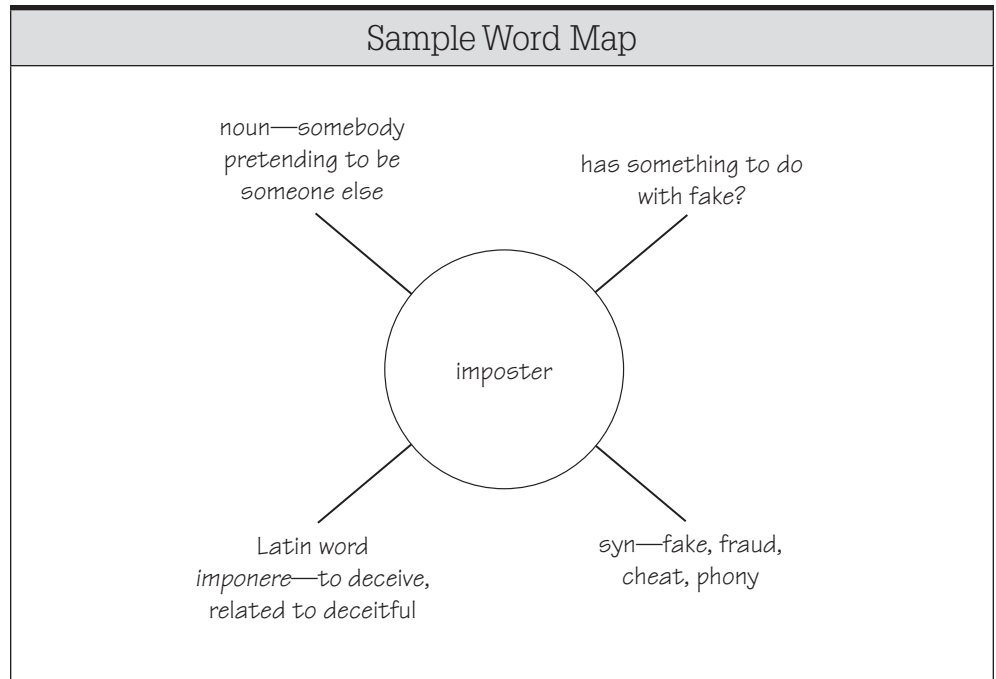
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

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

In the story “Barbie,” Veronica calls the first doll her uncle gives her an imposter. I’ve heard that word before, and I think it has something to do with being fake, but I’m not sure of its exact definition. I’m going to look it up in the dictionary. (Consult a dictionary.) All right. I see that the word *imposter* is a noun that means somebody who is pretending to be someone else. *Imposter* also has a lot of synonyms, like *phony*, *fake*, *fraud*, and *cheat*. So I was right that the word does have something to do with being fake. I also see that *imposter* comes from the Latin word *imponere*, which means to deceive. So it is also related to one of our vocabulary words, *deceitful*.



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 goals.

Set the Stage

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

Post and present the reading objective.



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

Interactive Read Aloud

Review the skill as necessary.

1. This cycle our reading objective is to compare and contrast themes of short stories.
2. Read pages 24 (paragraph beginning “By the time...”) and 25 (paragraph ending “...Thirty thousand?”) aloud. A sample Think Aloud follows.

Refer students to pages 24 and 25 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

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

Sample Think Aloud

We started reading the short story "Two Dreamers" yesterday. Remember, this story is about Luis and his favorite grandson, Hector. Read pages 24 (paragraph beginning "By the time...") and 25 (paragraph ending "...Thirty thousand?"). It sounds like this story is going to be about Luis trying to earn more money by buying and selling a house. So one theme might be the desire for more money. When we read "Broken Chain" and "Baseball in April" a common theme was jealousy between brothers. It seems like "Two Dreamers" will have a different theme.

As we read, let's pay attention to how Luis's plan to make money contributes to the theme in this story. Let's also think about how the themes in "Two Dreamers" are similar to and different from the themes in the stories we have already read.

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

What else in the passage I just read supports the theme of the desire for more money?

Luis became interested in real estate after his son-in-law made enough money from selling a house to buy a new car and build a brick fence.

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

Sample Graphic Organizer

"Two Dreamers"

possible theme—
the desire for
more money

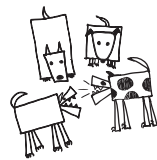
5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

What can we add to our Venn diagram? How can we compare or contrast themes in “Two Dreamers” with themes in the other stories we have read?

Add information to the Venn diagram based on students’ responses.

Use **Random Reporter** to debrief.

Remind students that their Questioning Strategy Card will help them ask challenging Think questions as they read. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the characters, plots, and themes of the stories. The team with the winning question will receive additional team celebration points.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 25 (paragraph beginning “Do you really think so...”)—35 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.

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

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

Team Talk Questions

1. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? **[DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think the most important question we discussed is "Why does Luis have his grandson, Hector, call the real estate agent?" This question helped us understand that Luis knows that his grandson's English is better than his. Luis grew up in Mexico and uses many Spanish words when he talks. Hector, on the other hand, is growing up and going to school in the U.S. It helped us understand that Luis respects Hector's knowledge of the English language.

90 = We think the most important question we discussed is "Why does Luis have his grandson, Hector, call the real estate agent?" Luis grew up in Mexico and uses many Spanish words when he talks.

80 = We think the most important question we discussed is "Why does Luis have his grandson, Hector, call the real estate agent?"

2. Compare and contrast a theme in "Two Dreamers," with a theme in another story you have read in *Baseball in April*. **(Write) [RE, DC]** (Team Talk rubric)

(Answers vary.)

100 = One theme in "Two Dreamers" is the desire for more money. This differs from the theme of jealousy between brothers in "Broken Chain."

For example, in "Two Dreamers," Luis and Hector get involved in real estate to make money. In "Broken Chain," brothers fight over a girl. Themes in these two stories are very different.

90 = One theme in "Two Dreamers" is the desire for more money. This differs from the theme of jealousy between brothers in "Broken Chain." In "Two Dreamers," Luis and Hector get involved in real estate to make money. In "Broken Chain," brothers fight over a girl.

80 = One theme in "Two Dreamers" is the desire for more money. This differs from the theme of jealousy between brothers in "Broken Chain."

3. Why are Luis and Hector scared of Hector's grandmother? **[DC]** (Team Talk rubric)

100 = Luis and Hector are afraid that Hector's grandmother will be mad if she finds out about the calls to the real estate agent. She thinks Luis's plan to buy another house is foolish. Luis and Hector know that she will scold them if she finds out about the phone calls.

90 = Luis and Hector are afraid that Hector's grandmother will be mad if she finds out about the calls to the real estate agent. She thinks Luis's plan to buy another house is foolish.

80 = Luis and Hector are afraid that Hector's grandmother will be mad if she finds out about the calls to the real estate agent.

continued

Team Talk Questions *continued*

4. In "Barbie," how does Veronica feel about the doll her uncle gives her for Christmas? **[DC]** (Team Talk rubric)

100 = *Veronica is disappointed by the doll her uncle gives her. She wants a real Barbie, and her uncle gives her an **imitation** Barbie. After Veronica gets the doll from her uncle, she cries a little bit and throws it against the wall.*

90 = *Veronica is disappointed by the doll her uncle gives her. She wants a real Barbie, and her uncle gives her a fake Barbie.*

80 = *Veronica is disappointed by the doll her uncle gives her.*

5. What is a synonym for the word *imitation*? What is an antonym for the word *imitation*? (Reminder: an antonym is a word that means the opposite.) **[CV]**
A synonym for the word imitation is fake. An antonym for the word imitation is real.

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

Lightning Round

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

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

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

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

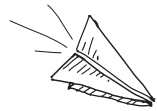
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Today students will complete the short story “Barbie” and will find out what happens when Veronica takes her beloved Barbie to a friend’s house to play. Students will also begin reading about Fausto and his quest for a guitar in “The No-Guitar Blues.”



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 goals.

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 page 36 in the text.

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.

Interactive Read Aloud

1. Read page 36 aloud.
2. Use **Think-Pair-Share** to ask.

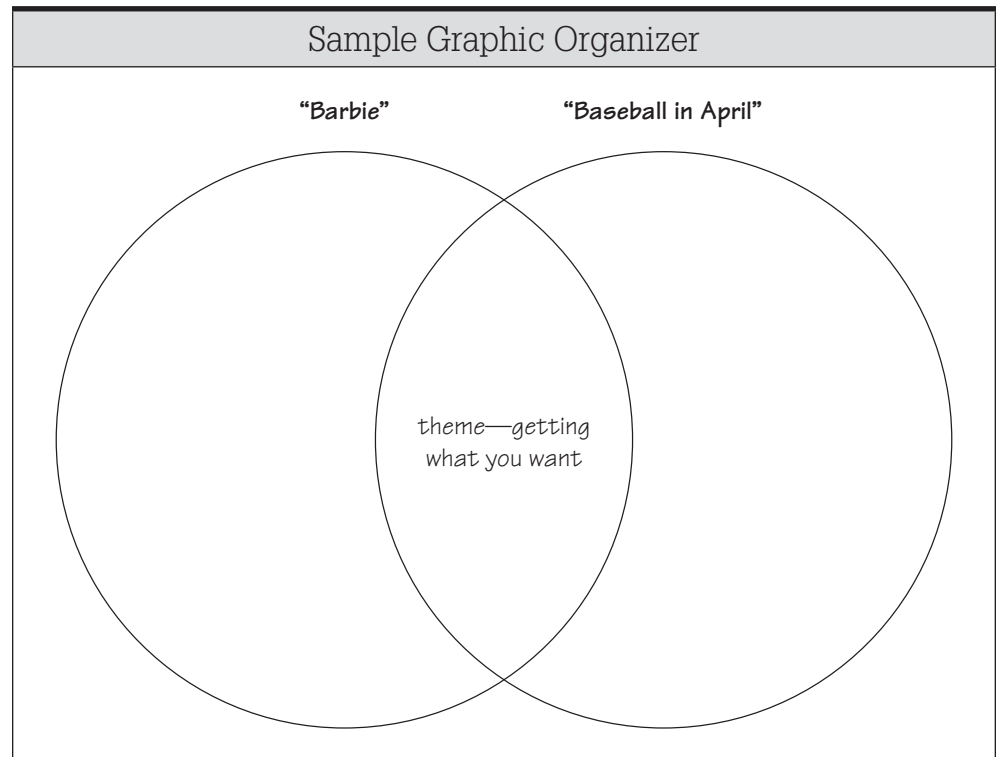
In this passage, Veronica’s uncle gives her the Barbie she has always wanted. It seems like a theme in “Barbie” might be getting what you want. Have we read another story with a similar theme? Remember, stories can have more than one theme.

“Baseball in April” has a similar theme. Jesse really wants to play on a baseball team, and he gets what he wants when he plays with the Hobos.

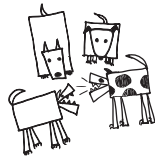
3. Use **Think-Pair-Share** to ask:

What can we add to our Venn diagram? How can we compare or contrast themes in “Barbie” with themes in the other stories that we have read?

Add information to the Venn diagram based on students’ responses.



Remind students that their Questioning Strategy Card will help them ask challenging Think questions as they read. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the characters, plots, and themes of the stories. The team with the winning question will receive additional team celebration points.



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: Sf
pages 37–48 (paragraph ending “...secondhand guitar.”) 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. 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. In “Barbie,” why does Veronica get mad at Martha? Support your answer with evidence from the story. **[SA]**
100 = Veronica gets mad at Martha because Martha tries to steal her Barbie. Veronica goes over to play dolls with Martha, and Martha tries to switch her old Barbie with Veronica’s new Barbie. When Veronica realizes that Martha is trying to trick her, she pushes Martha and calls her a cheater.
90 = Veronica gets mad at Martha because Martha tries to steal her Barbie. Veronica goes over to play dolls with Martha, and Martha tries to switch her old Barbie with Veronica’s new Barbie.
80 = Veronica gets mad at Martha because Martha tries to steal her Barbie.

continued

Team Talk Questions *continued*

2. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? **[DC]** (strategy-use rubric)

(Answers will vary.)

100 = *We think the most important question we discussed is, "Why does Veronica feel like she betrayed her Barbie?" Veronica discovers that her Barbie doll's head is lost. Asking the question helped us conclude that Veronica feels guilty because she should have taken better care of her doll.*

90 = *We think the most important question we discussed is, "Why does Veronica feel like she betrayed her Barbie?" Veronica discovers that her Barbie doll's head is lost.*

80 = *We think the most important question we discussed is, "Why does Veronica feel like she betrayed her Barbie?"*

3. In "The No-Guitar Blues" what makes Fausto want to be in a band? Support your answer with evidence from the story. **[SA]**

100 = *Fausto sees the band Los Lobos on American Bandstand. After watching Los Lobos, Fausto's mission is to be in a rock band. According to the text, Fausto wants to play guitar, "sweat out" songs, prance around stage, make money, and "dress weird."*

90 = *Fausto sees the band Los Lobos on American Bandstand. After watching Los Lobos, Fausto's mission is to be in a rock band.*

80 = *Fausto sees the band Los Lobos on American Bandstand.*

4. Compare Fausto and his parents with Alfonso and his father in "Broken Chain." What theme do you think these stories have in common? **(Write) [RE, DC]** (Team Talk rubric)

(Answers will vary.)

100 = *I think that both stories share the theme of modern kids and traditional parents. Fausto and Alfonso are both young Latino boys who have traditional parents. Fausto wants to be in a rock band, but his parents don't like rock music. Alfonso wants to get a wild haircut, but he knows his father will hate it. There is some similarity between the relationship that each boy has with his parents.*

90 = *I think that both stories share the theme of modern kids and traditional parents. Fausto and Alfonso are both young Latino boys who have traditional parents. Fausto wants to be in a rock band, but his parents don't like rock music. Alfonso wants to get a wild haircut, but he knows his father will hate it.*

80 = *I think that both stories share the theme of modern kids and traditional parents. Fausto and Alfonso are both young Latino boys who have traditional parents.*

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

Leslie _____ her little sister for drawing all over her new notebook.

Scolded. *If my little sister drew on my notebook, I might scold her.*

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

Randomly select team representatives who will share:

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



Teams vote on the most important question.

Celebrate team successes!

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

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

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

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

Compare and Contrast

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

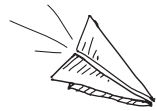
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use words and phrases that clarify differences and similarities.

Teacher Background

The objective of this cycle’s writing project is to use words and phrases that clarify differences and similarities to compare and contrast the relationships between brothers in “Broken Chain” and “Baseball in April.” During Model a Skill, you will have students pick words or phrases that clarify differences and similarities.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle they discussed and answered questions about the differences and similarities in story elements and themes. Point out that today they will also need to analyze the similarities and differences in the relationships between the brothers in “Broken Chain” and “Baseball in April.”

- 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 relationship between Alfonso and Ernie in "Broken Chain" with the relationship between Jesse and Michael in "Baseball in April."

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

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

It is asking me to write a literary response. I know this because the prompt asks me to compare and contrast characters in two fictional short stories.

Students identify the purpose for writing.

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

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

Writing a Literary Response	
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: use words and phrases that clarify differences and similarities?

The Style guideline "Choose and quote words, phrases, and dialogue from the text to support your point" relates to our writing objective.

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

Model using words and phrases that clarify differences and similarities.

Model a Skill

1. Remind students that there are words and phrases that writers can use to help a reader clarify differences and similarities. Explain that sometimes these words or phrases might signal to the reader how one thing is like another thing. At other times, a word or phrase might help the reader understand how things are different.

Display the following words, phrases, and sentences.

in common unlike for example

Soccer and football are two sports that have several things _____. For example, both sports use balls and are played on grass fields.

However, the way points are scored in soccer is _____ the way scoring occurs in football.

2. Have students read the sentences and the words or phrases above them. Use **Think-Pair-Share** to ask:

Which word or phrase can we add to the first passage to signal to the reader the writer is clarifying the similarities between two things?

“In common” can be added to the first passage.

Write “in common” in the first blank.

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

Which word or phrase can we add to the second passage to help the reader understand a difference between soccer and football?

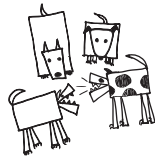
Unlike can be added to the second passage.

Write “unlike” in the second blank.

3. Tell students that as they complete their writing project to look for ways to use words or phrases that clarify differences and similarities.

Display the following bank of words and phrases. Prompt students to use them as they write their responses.

alike, similar, almost the same, comparable, identical, in a similar way, equally, in common, different, differently, differ, unlike, in a different way, not like, distinct, contrast, contrasting



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—use words and phrases that clarify differences and similarities.

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

For example, ask:

- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use words and phrases that clarify differences and similarities?**

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.

How did you use words or phrases that help readers understand differences and similarities?

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?

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Writing Prompt

Compare and contrast the relationship between Alfonso and Ernie in “Broken Chain” with the relationship between Jesse and Michael in “Baseball in April.”

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.

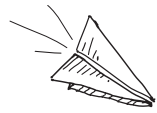
Lesson 6

Reading Objective: Compare and contrast the themes in short stories.

Writing Objective: Use words and phrases that clarify differences and similarities.

Teacher Background

Today's cycle test challenges students to continue comparing and contrasting themes in *Baseball in April*. For the test passage, students will finish reading "The No-Guitar Blues," and find out if Fausto ever gets a guitar.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)



Partner Review

1. Remind students that they have been practicing comparing and contrasting themes of short stories. Use **Think-Pair-Share** to ask:

What activity have we done this cycle to practice the skill?

We have discussed themes in the short stories and how they are alike and different from each other.

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 #3 ask about comparing and contrasting characters and themes.
4. Ask students to identify key words or phrases in question #1.

1. Think about Fausto in “The No-Guitar Blues” and Veronica in the story “Barbie.” What are the characters’ feelings about their behavior? What is a common theme in these two stories? **[RE, DC]**

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

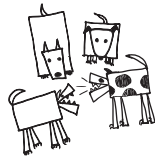
Today you will find out if Fausto ever gets a guitar.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Compare and Contrast

Directions: Read “The No-Guitar Blues,” pages 49 (paragraph beginning “Fausto went outside...”)-51, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You can refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Think about Fausto in “The No-Guitar Blues” and Veronica in the story “Barbie.” What are the characters’ feelings about their behavior? What is a common theme in these two stories? **[RE, DC]**

*20 points = I think guilt is a common theme in these stories. Fausto feels guilty because he lied to the family that lost their dog and took money from them. Veronica feels guilty because she mistreated the fake Barbie that her uncle gave her. She also feels guilty because she lost the head to her real Barbie. In both stories, the main characters feel **shame** or **guilt** for the way they behave.*

15 points = I think guilt is a common theme in these stories. Fausto feels guilty because he lied to the family that lost their dog and took money from them. Veronica feels guilty because she mistreated the fake Barbie that her uncle gave her. She also feels guilty because she lost the head to her real Barbie.

10 points = I think guilt is a common theme in these stories.

2. In “Broken Chain,” why does Alfonso keep pushing on his teeth? **[DC]**

*20 points = Alfonso keeps pushing on his teeth because he is **attempting** to straighten them so he will be better looking. Alfonso does sit-ups so he will have ripples in his stomach. Alfonso wants to be better looking so he can get a girlfriend.*

15 points = Alfonso keeps pushing on his teeth because he is trying to straighten them so he will be better looking. Alfonso does sit-ups so he will have ripples in his stomach.

10 points = Alfonso keeps pushing on his teeth because he is trying to straighten them so he will be better looking.

3. Think about the main character, Luis Molina, in “Two Dreamers.” How is he different from the main characters in the other short stories in *Baseball in April*? **[DC, RE]**

*20 points = “Two Dreamers” is the only story in *Baseball in April* that has an adult as a main character. Some of the other short stories have adults as **minor** characters, but the main characters are kids. “Two Dreamers” **focuses** on Luis and his **relationship** with his grandson, Hector.*

15 points = *“Two Dreamers” is the only story in Baseball in April that has an adult as a main character. Some of the other short stories have adults as characters, but the main characters are kids.*

10 points = *“Two Dreamers” is the only story in Baseball in April that has an adult as a main character.*

4. Why is Jesse jealous of his big brother in “Baseball in April”? Support your answer with evidence from the story. **[SA]**

20 points = *Jesse is jealous of Michael because Michael is a better baseball player. When both boys try out for a baseball team, Michael can hit and catch the ball better than Jesse. Jesse **fears** that he did not play well enough during the tryouts to make the team.*

15 points = *Jesse is jealous of Michael because Michael is a better baseball player. When both boys try out for a baseball team, Michael can hit and catch the ball better than Jesse.*

10 points = *Jesse is jealous of Michael because Michael is a better baseball player.*

5. In “The No-Guitar Blues,” why doesn’t Fausto want to ask his parents for a guitar? **[DC]**

20 points = *Fausto doesn’t want to ask his parents for a guitar because he thinks they will say it costs too much money. When Fausto tells his mother that he wants a guitar for Christmas, she says, “a guitar costs a lot of money.” **Although** Fausto’s father has a good job, Fausto knows that he doesn’t make enough to get his kids everything they want.*

15 points = *Fausto doesn’t want to ask his parents for a guitar because he thinks they will say it costs too much money. When Fausto tells his mother that he wants a guitar for Christmas, she says, “a guitar costs a lot of money.”*

10 points = *Fausto doesn’t want to ask his parents for a guitar because he thinks they will say it costs too much money.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

In “Two Dreamers,” how is the relationship between Hector and his grandfather, Luis, different than most relationships between children and adults?

In “Two Dreamers,” Hector and his grandfather, Luis, are more like equals, or friends, than grandson and grandfather. For instance, Luis asks Hector how much he thinks houses are worth. This is not a common question for an adult to ask a child. Additionally, Luis asks for Hector’s help in calling a real estate agent to get information about a house. Hector and Luis have an unusual relationship.

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"> • Use words and phrases that clarify differences and similarities. 	0–15 pts.

Part III. Vocabulary (100 points)

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

A synonym for deceitful is untrustworthy. An antonym for deceitful is honest.

2. Which of the following is NOT an example of something that would make a person *sullen*?
 - A. *going to a party*
 - B. *getting yelled at*
 - C. *having your bike stolen*
 - D. *getting teased*

Explain why. **[CV]**

Going to a party would be fun, so it wouldn't make someone sullen.

3. My dad _____ me for leaving his tools out in the rain.

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

- A. *sullen*
 - B. *gazing*
 - C. *anxious*
 - D. *scolded*
4. Write a meaningful sentence using the word *anxious*. **[CV]**

Jesse was anxious before the start of the championship game and was nervously pacing.

5. What is a synonym for the word *gazing*? What is an antonym for the word *gazing*? **[CV]**

A synonym for the word gazing is looking. An antonym for the word gazing is peeping.

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

- A. Susan was ambitious in her job and wanted to become a manager.
- B. Our coach told us to be ambitious and try to win every game this season.
- C. An ambitious student will study hard for a test.
- D. *Francis was so ambitious that she never worked very hard.*

7. What is a synonym for the word *trot*? What is an antonym for the word *trot*? **[CV]**

A synonym for the word trot is jog. An antonym for the word trot is sprint.

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

Leona thought the imitation leather boots looked convincing enough to fool her friends.

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]**

Imposter means somebody pretending to be another. The imposter was able to trick everyone into believing that he was a doctor.

10. As used in the sentence "Danny looked pleased, slapping his glove against his pants as he hustled back to third" on page 18 of "Baseball in April," *hustled* most nearly means— **[CV]**

- A. crawled.
- B. tripped.
- C. *hurried.*
- D. walked.

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

In this passage they are playing baseball, and I think Danny would be trying to move fast or hurry.

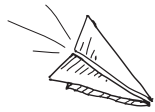
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Compare and contrast the themes in short stories.

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.

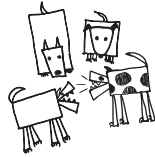
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork

(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.

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 their 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.

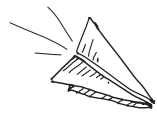
Lesson 8

Objective: 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 goals for further improvement.

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

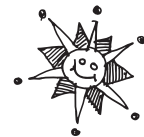


Active Instruction

(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?

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.

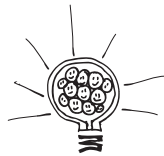


Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and 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:

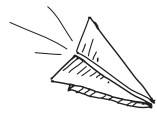
Compare
and
Contrast

Lesson 1

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Today students will read “Seventh Grade,” a short story about Victor, his first day of school, and his plans to make Teresa his girlfriend. Students will also begin reading about Yollie and her unusual mother in “Mother and Daughter.” The Big Question in cycle 2 asks students to think about the difference between sixth and seventh grades. This question will prompt students to think about the changes they personally experience as they get older.

**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: How do you think seventh grade is different from sixth grade?

Set the Stage 

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

How do you think seventh grade is different from sixth grade?

I think the classes are harder in seventh grade. Also, you travel to different classrooms for each class. Kids are more mature in seventh grade, and more kids have boyfriends and girlfriends.

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 52 and 53 in the text.



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.

Interactive Read Aloud

1. Read pages 52 and 53 (paragraph ending “...never turned off.”) aloud.
2. Use **Think-Pair-Share** to ask:

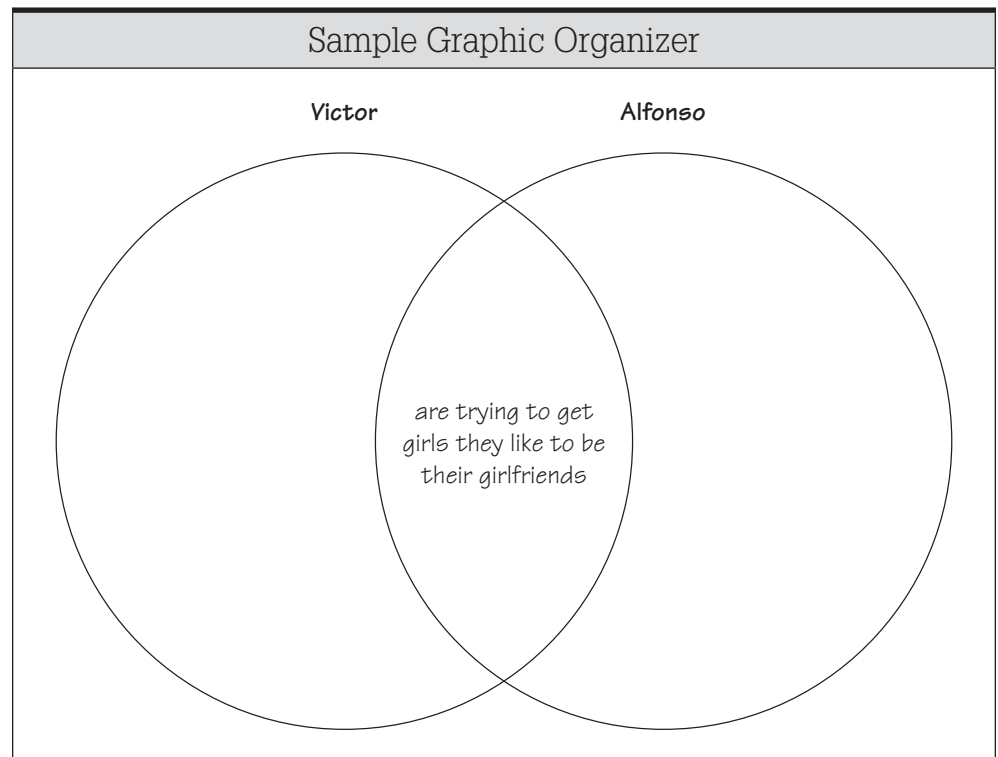
How is Victor similar to Alfonso in “Broken Chain”?

Victor likes Teresa and is making plans to get her to be his girlfriend. This is similar to the way Alfonso likes Sandra and tries to figure out how to get her to be his girlfriend.

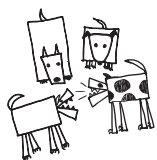
3. Use **Think-Pair-Share** to ask:

What can we add to our Venn diagram? How can we compare or contrast Victor and Alfonso?

Add information to the Venn diagram based on students’ responses.



Remind students that their Questioning Strategy Card will help them ask challenging Think questions as they read. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the characters, plots, and themes of the stories. The team with the winning question will receive additional team celebration points.



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: SF
pages 53 (paragraph beginning “They shook hands...”)–65 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? [DC] (strategy-use rubric) <i>(Answers will vary.)</i></p> <p><i>100 = We think the most important question we discussed is “Why does Victor pretend to know French?” During French class, he mumbles some made-up words when the teacher asks if anyone knows French. We concluded that this is Victor’s way of impressing Teresa with how sophisticated he is.</i></p> <p><i>90 = We think the most important question we discussed is “Why does Victor pretend to know French?” During French class, he mumbles some made-up words when the teacher asks if anyone knows French.</i></p> <p><i>80 = We think the most important question we discussed is “Why does Victor pretend to know French?”</i></p>

continued

Team Talk Questions *continued*

2. Why does Victor think he will like seventh grade? **[DC]** (Team Talk rubric)
- 100 = *Victor thinks he will to like seventh grade because Teresa seems to like him. She asks Victor to help her with French. At the end of the story, Victor sprints to the library to check out French textbooks.*
- 90 = *Victor thinks he will like seventh grade because Teresa seems to like him. She asks Victor to help her with French.*
- 80 = *Victor thinks he will like seventh grade because Teresa seems to like him.*
3. Why is Mrs. Moreno’s sense of humor described as “strange” in “Mother and Daughter”? Support your answer with evidence from the story. **[DC, SA]** (Team Talk rubric)
- 100 = *Mrs. Moreno plays a trick on Yollie and leaves her sleeping in the living room, instead of waking her up, after watching a movie late at night. When Yollie wakes up, she’s confused. It seems unusual for a mother to play a trick like that on her daughter.*
- 90 = *Mrs. Moreno plays a trick on Yollie and leaves her sleeping in the living room, instead of waking her up, after watching a movie late at night. When Yollie wakes up, she’s confused.*
- 80 = *Mrs. Moreno plays a trick on Yollie and leaves her sleeping in the living room, instead of waking her up, after watching a movie late at night.*
4. How is Yollie’s problem in “Mother and Daughter” similar to Fausto’s in “The No-Guitar Blues”? **(Write) [RE, DC]** (Team Talk rubric)
- 100 = *Both Yollie and Fausto do not have enough money to get something they want. Yollie wants a new dress, but her mother can’t afford it. Fausto tries to get money to buy a guitar. Wanting something but lacking money is a common theme in these stories.*
- 90 = *Both Yollie and Fausto do not have enough money to get something they want. Yollie wants a new dress, but her mother can’t afford it. Fausto tries to get money to buy a guitar.*
- 80 = *Both Yollie and Fausto do not have enough money to get something they want.*

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

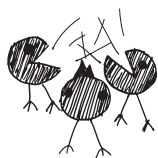


Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(18 minutes)

Lightning Round

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

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

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

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

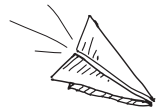
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Today students will finish reading “Mother and Daughter” and will find out how Yollie’s mother deals with her disappointment about her dress and the school dance. Students will also read “The Karate Kid,” a story that explores the difference between the fantasy of movies and reality of everyday life.



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
lingered (verb) page 54	lin-ger-ed (LING-gerd)	waited around	Hannah <i>lingered</i> after school because she wanted to talk to her teacher about a science project.
pleaded (verb) page 58	plead-ed (PLEED-ed)	begged	Chris <i>pleaded</i> with his parents to let him spend the night at Tate’s house.
slender (adjective) page 62	slen-der (SLEN-der)	gracefully thin	Mina looked <i>slender</i> in the new jeans she bought for school.

continued

Word	Pronunciation	Definition	Sample Sentence
dilapidated (adjective) page 70	di-lap-i-dat-ed (dih-LAP-i-dey-tid)	partly ruined	Rust and paint flaked off the <i>dilapidated</i> car that sat in front of the abandoned house.
feigning (verb) page 72	feyn-ing (FEYN-ing)	pretending something	Luka’s mom always knew when she was <i>feigning</i> a cold because she didn’t want to visit her aunt.
yearned (verb) page 81	yearn-ed (YURND)	had a strong desire for	Leslie <i>yearned</i> for cold lemonade on the blistering hot day.
glumly (adjective) page 96	glum-ly (GLUHM-lee)	in a quietly sad way	The puppy looked on <i>glumly</i> as his big brother gobbled up all the spilled chili.
reluctantly (adjective) page 101	re-luc-tant-ly (ri-LUHK-tuhnt-lee)	not eagerly	Kyle <i>reluctantly</i> agreed to wash his cousin’s car in exchange for a ride to the mall.

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

Set the Stage

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

Interactive Read Aloud

1. Read page 66 (stop at paragraph ending “...they were poor.”) aloud.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to page 66 in the text.

Teacher: Read aloud.

Students: Actively listen.

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



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

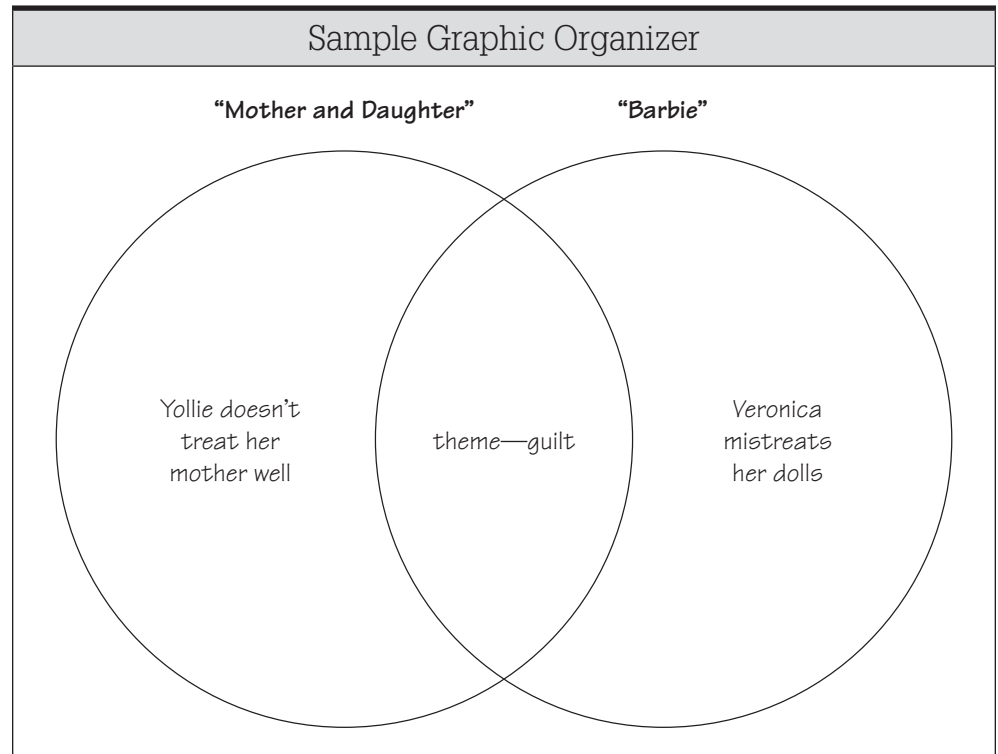
In the passage from “Mother and Daughter” that I just read, Yollie gets upset with her mother about the dye on her dress leaking out. The next morning, she is embarrassed by her behavior and realizes that it isn’t her mother’s fault that they are poor. Think about the story “Barbie” and how Veronica feels about not taking good care of her dolls. What do you think a common theme for these two stories might be?

I think a common theme in “Mother and Daughter” and “Barbie” is guilt. Yollie feels guilty about how she treats her mother, and Veronica feels guilty about how she treats her dolls.

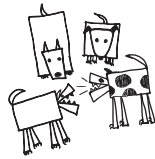
3. Use **Think-Pair-Share** to ask:

What can we add to our Venn diagram? How can we compare or contrast themes in “Mother and Daughter” with themes in “Barbie.”

Add information to the Venn diagram based on students’ responses.



Remind students that their Questioning Strategy Card will help them ask challenging Think questions as they read. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the characters, plots, and themes of the stories. The team with the winning question will receive additional team celebration points.



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: **Sf**
pages 66 (paragraph beginning “When they sat...”)-80 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. **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. In “Mother and Daughter,” do you think Yollie was right to be mad at her mother about the dye in her dress leaking out? Support your answer with evidence from the story and your own thinking. **[SA, AA]** (Team Talk rubric)
(Answers may vary.)

100 = *I don’t think it was right for Yollie to be mad at her mother. Mrs. Moreno was doing her best to help out Yollie by dyeing an old dress black. It was not Mrs. Moreno’s fault that she couldn’t afford a new dress. Even Yollie realizes this the day after the dance.*

90 = *I don’t think it was right for Yollie to be mad at her mother. Mrs. Moreno was doing her best to help out Yollie by dyeing an old dress black. It was not Mrs. Moreno’s fault that she couldn’t afford a new dress.*

80 = *I don’t think it was right for Yollie to be mad at her mother. Mrs. Moreno was doing her best to help out Yollie by dyeing an old dress black.*

continued

Team Talk Questions *continued*

2. Identify a common theme in “Mother and Daughter” and “Two Dreamers.” **(Write) [RE, DC]** (Team Talk rubric)

100 = **Yearning for something but lacking money is a common theme in these two stories.** In “Mother and Daughter,” Yollie and her mother try to come up with ideas for making more money. In “Two Dreamers,” Luis wants to buy and sell houses to make more money. **Characters in both stories are looking for ways to earn more money.**

90 = **Wanting something but lacking money is a common theme in these two stories.** In “Mother and Daughter,” Yollie and her mother try to come up with ideas for making more money. In “Two Dreamers,” Luis wants to buy and sell houses to make more money.

80 = **Wanting something but lacking money is a common theme in these two stories.**

3. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? **[DC]** (strategy-use rubric)

(Answers will vary.)

100 = *We think the most important question we discussed is “Why doesn’t Gilbert like the other kids in his dojo?” The other kids are loud and don’t follow directions. We concluded that Gilbert doesn’t like the kids because they are disrespectful to the teacher and he believes that respect is important.*

90 = *We think the most important question we discussed is “Why doesn’t Gilbert like the other kids in his dojo?” The other kids are loud and don’t follow directions.*

80 = *We think the most important question we discussed is “Why doesn’t Gilbert like the other kids in his dojo?”*

4. Why does Gilbert want to quit taking karate lessons? **[DC]** (Team Talk rubric)

100 = **Gilbert wants to quit taking karate lessons because they are boring and he doesn’t think he is learning anything.** In class, they always do the same drills and they never spar. **His karate instructor doesn’t seem very engaged in teaching the class.**

90 = **Gilbert wants to quit taking karate lessons because they are boring and he doesn’t think he is learning anything.** In class, they always do the same drills and they never spar.

80 = **Gilbert wants to quit taking karate lessons because they are boring and he doesn’t think he is learning anything.**

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

A. Holly lingered at the mall because she wasn’t ready to go home.

B. *I lingered on the beach because I really wanted to go surfing.*

C. Lilly lingered by the fire because it was so cold.

D. The stray cat lingered by our back door because she hoped we would feed her.

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.



Class Discussion tp

(15 minutes)

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

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.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Compare and Contrast

Word	Pronunciation	Definition	Sample Sentence
lingered (verb) page 54	lin-ger-ed (LING-gerd)	waited around	Hannah <i>lingered</i> after school because she wanted to talk to her teacher about a science project.
pleaded (verb) page 58	plead-ed (PLEED-ed)	begged	Chris <i>pleaded</i> with his parents to let him spend the night at Tate's house.
slender (adjective) page 62	slen-der (SLEN-der)	gracefully thin	Mina looked <i>slender</i> in the new jeans she bought for school.
dilapidated (adjective) page 70	di-lap-i-dat-ed (dih-LAP-i-dey-tid)	partly ruined	Rust and paint flaked off the <i>dilapidated</i> car that sat in front of the abandoned house.
feigning (verb) page 72	feyn-ing (FEYN-ing)	pretending something	Luka's mom always knew when she was <i>feigning</i> a cold because she didn't want to visit her aunt.
yearned (verb) page 81	yearn-ed (YURND)	had a strong desire for	Leslie <i>yearned</i> for cold lemonade on the blistering hot day.
glumly (adjective) page 96	glum-ly (GLUHM-lee)	in a quietly sad way	The puppy looked on <i>glumly</i> as his big brother gobbled up all the spilled chili.
reluctantly (adjective) page 101	re-luc-tant-ly (ri-LUHK-tuhnt-lee)	not eagerly	Kyle <i>reluctantly</i> agreed to wash his cousin's car in exchange for a ride to the mall.

Lesson 3

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Today students will read about Manuel and his wild talent show experience in “La Bamba.” Students will also begin reading “The Marble Champ,” the story of Lupe’s mission to master the game of marbles.

Teacher’s Note:

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

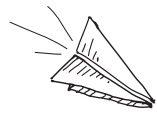
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

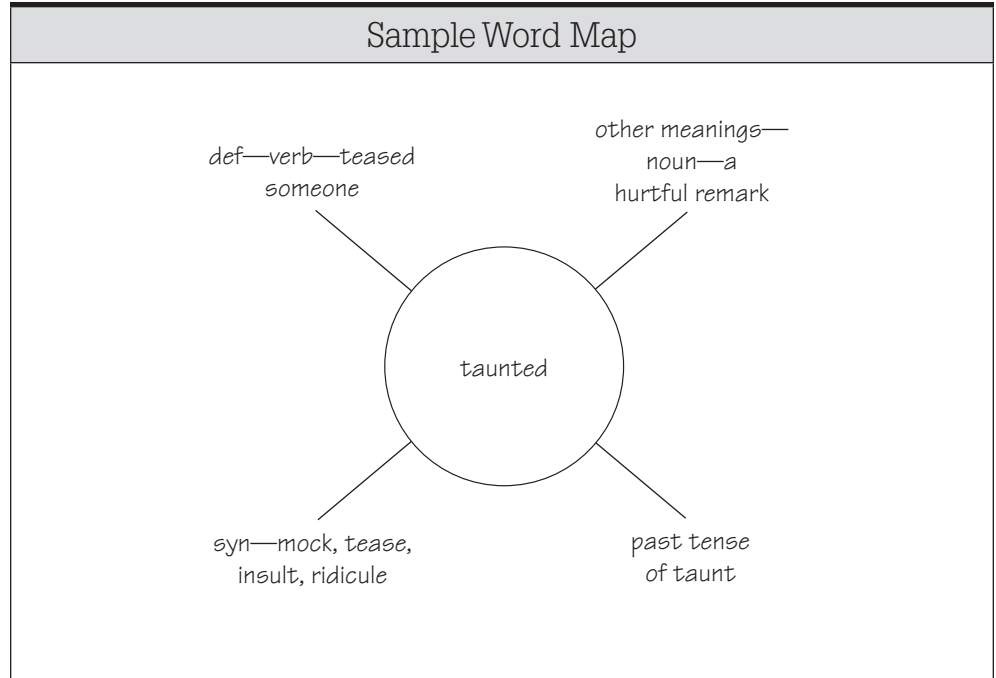
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

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

Sample Think Aloud

On page 78 in “The Karate Kid,” it says that Pete the Heat taunted Gilbert. I’ve been thinking about the word *taunted*. I think it has something to do with making fun of someone. I’m going to see if I’m right by checking the dictionary. (Consult a dictionary.) Hmm. *Taunted* is the past tense of the verb *taunt*, which means to tease someone. So I was right. The meaning of *taunt* does have something to do with making fun of someone. It’s also a noun that means a hurtful remark. *Taunt* has a lot of synonyms, like *mock*, *tease*, *insult*, and *ridicule*.



Review Vocabulary Vault.

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

Teams review their cycle goal.

Set the Stage

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

Post and present the reading objective.

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



Interactive Read Aloud

1. Read pages 81 and 82 (paragraph ending “...just average.”) aloud.
2. Use **Think-Pair-Share** to ask:

Think about the characters Manuel in “La Bamba” and Fausto in “The No-Guitar Blues.” What theme do you think these two stories might have in common? Remember that stories can have more than one theme.

I think the desire for fame might be a theme in both of these stories. Manuel wants the “limelight” and “applause as loud as a thunderstorm.” Fausto wants to be a rock star. Both characters want fame.

Refer students to pages 81 and 82 in the text.



Teacher: Read aloud.

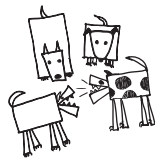
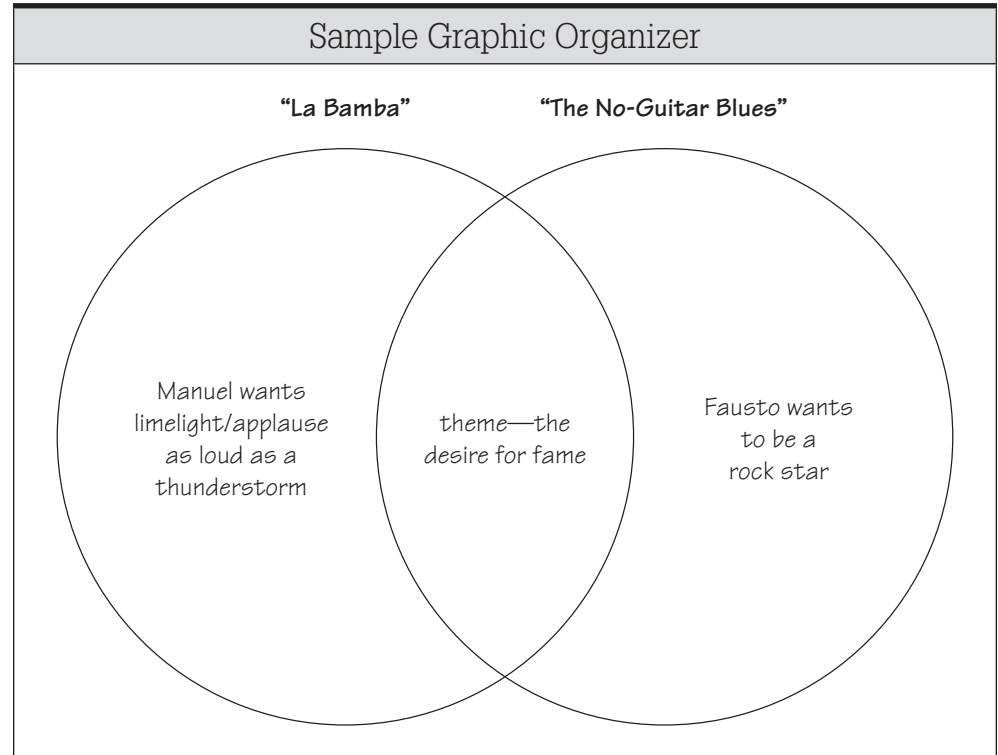
Students: Actively listen.

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

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

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

What can we add to our Venn diagram? How can we compare or contrast themes in “La Bamba” and “The No-Guitar Blues”? Add information to the Venn diagram based on students’ responses.



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 82 (paragraph beginning “Manuel kicked...”)—93 (paragraph ending “Can you come?”) aloud with partners.
(if skipping Interactive Read Aloud, pages 81–93)
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
<p>1. What does “The Marble Champ” have in common with “Baseball in April”? (Write) [RE, DC] (Team Talk rubric)</p> <p><i>100 = “Working hard to achieve your goal” is a common theme in these stories. In “The Marble Champ” Lupe wants to become a champion marble player. Jesse in “Baseball in April” wants to become a better baseball player, like his brother Michael. In both stories the main characters practice hard to achieve their goal.</i></p> <p><i>90 = “Working hard to achieve your goal” is a common theme in these stories. In “The Marble Champ” Lupe wants to become a champion marble player. Jesse in “Baseball in April” wants to become a better baseball player, like his brother Michael.</i></p> <p><i>80 = “Working hard to achieve your goal” is a common theme in these stories.</i></p> <p>2. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? [DC] (strategy-use rubric)</p> <p><i>(Answers will vary.)</i></p> <p><i>100 = We think the most important question we discussed is “Why does Lupe want to become a really good marbles player?” Lupe is a great student but isn’t good at sports. We concluded that Lupe wants to master a game and marbles is one she thinks she can be good at.</i></p> <p><i>90 = We think the most important question we discussed is “Why does Lupe want to become a really good marbles player?” Lupe is a great student but isn’t good at sports.</i></p> <p><i>80 = We think the most important question we discussed is “Why does Lupe want to become a really good marbles player?”</i></p>

continued

Team Talk Questions *continued*

3. How does Lupe become a better marbles player? Support your answer with examples from the text. **[SA]** (Team Talk rubric)

*100 = Lupe becomes a better marbles player through practice and exercise. She practices shooting marbles by herself and with her brother. She also does exercises to strengthen her wrists and thumbs. Lupe's **dedication** shows how important becoming a good marbles player is to her.*

90 = Lupe becomes a better marbles player through practice and exercise. She practices shooting marbles by herself and with her brother. She also does exercises to strengthen her wrists and thumbs.

80 = Lupe becomes a better marbles player through practice and exercise.

4. How is Lupe's older brother like Jesse's older brother in "Baseball in April"? **[DC, RE]** (Team Talk rubric)

*100 = Lupe's older brother helps her practice marbles, and Jesse's older brother helps him practice baseball. This practice helps Lupe and Jesse improve their skills. Both older brothers **demonstrate** that they are caring and helpful.*

90 = Lupe's older brother helps her practice marbles, and Jesse's older brother helps him practice baseball. This practice helps Lupe and Jesse improve their skills.

80 = Lupe's older brother helps her practice marbles, and Jesse's older brother helps him practice baseball.

5. What is an example of something you have yearned for? Explain your answer. **[CV]**

Yesterday I yearned for pizza because I was so hungry.

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(20 minutes)

Lightning Round

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

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

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

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Compare and contrast the themes in short stories.

Teacher Background

Students will finish reading “The Marble Champ” and will find out if Lupe is able to defeat her opponents and win the marble championship. The class will also begin reading “Growing Up,” a short story about the strains that a family vacation puts on the relationship between Maria, the main character, and her father.

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:

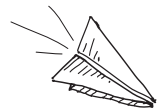
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. 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.

Compare and Contrast

Post and present the reading objective.

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

Refer students to pages 93 and 94 in the text.



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 93 (paragraph beginning “The father...”) and 94 (paragraph ending “...beating her brother.”) aloud.

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

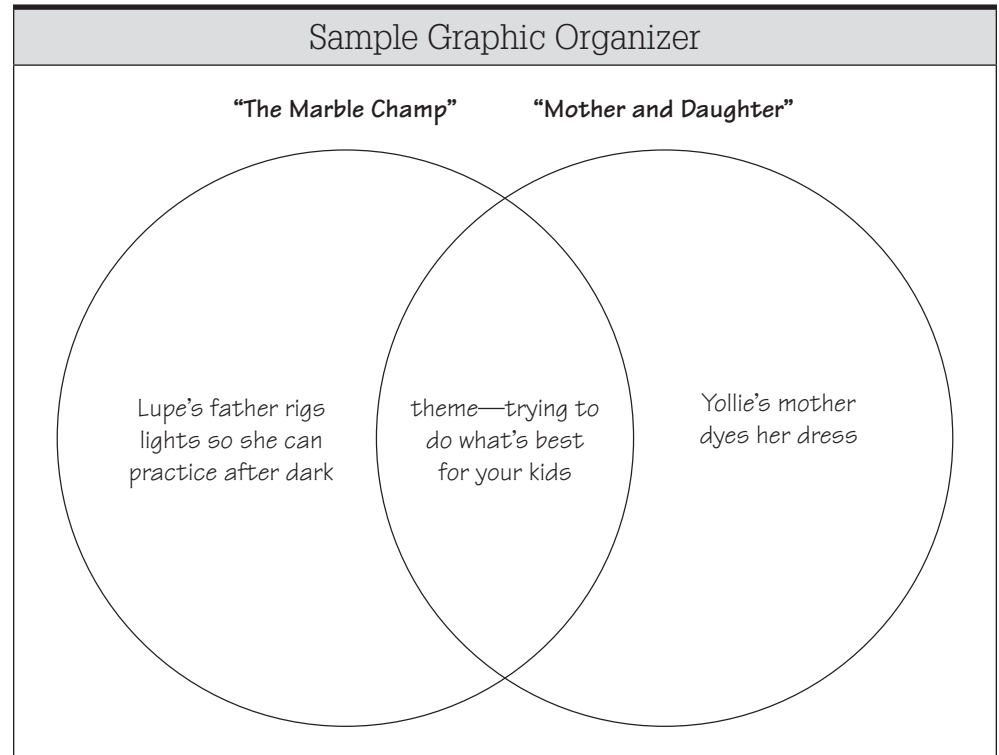
Think about how Lupe’s father is trying to help her get better at marbles. Compare Lupe’s father and his actions to Yollie’s mother in “Mother and Daughter.” Can you identify a common theme for these two stories?

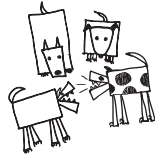
I think a common theme for these two stories is trying to do what’s best for your kids. Lupe’s father rigs lights so she can practice after dark. Yollie’s mother dyes her dress black so she can wear it to the dance. Both parents are trying to help their kids.

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

What can we add to our Venn diagram? How can we compare or contrast themes in “The Marble Champ” with themes in “Mother and Daughter”?

Add information to the Venn diagram based on students’ responses.





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 94 (paragraph beginning “The day of...”)-106 (paragraph ending “...of his face.”) aloud with partners.
If skipping over Interactive Read Aloud, pages 93–106.
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. In “Growing Up,” Maria is on vacation at Disneyland and feels poor because of her dress. What other short story in *Baseball in April* has a similar theme? **(Write)** **[RE, DC]** (Team Talk rubric)
 - 100 = “Mother and Daughter” has a similar theme. In that story, Yollie is embarrassed that her classmates will know she can’t afford a new dress if they find out that the one she wears to the dance is dyed. Both stories address the issue of how kids feel about not having enough money.
 - 90 = “Mother and Daughter” has a similar theme. In that story, Yollie is embarrassed that her classmates will know she can’t afford a new dress if they find out that the one she wears to the dance is dyed.
 - 80 = “Mother and Daughter” has a similar theme.

continued

Team Talk Questions *continued*

2. Why is Maria's father upset with her? **[DC]** (Team Talk rubric)
- 100 = *Maria's father is upset with her because she is disrespectful. She snaps at her father when he tells her about what it was like when he was a kid. Maria's father expects her to show him respect.*
- 90 = *Maria's father is upset with her because she is disrespectful. She snaps at her father when he tells her about what it was like when he was a kid.*
- 80 = *Maria's father is upset with her because she is disrespectful.*
3. How would you describe Maria's relationship with her father? **[DC]** (Team Talk rubric)
- 100 = *Maria fights with her father about going on a family vacation. However, later she feels bad for arguing with him and worries about him and the rest of her family when they go on the trip without her. I think Maria has a complicated relationship with her father.*
- 90 = *Maria fights with her father about going on a family vacation. Later she feels bad for arguing with him and worries about him and the rest of her family when they go on the trip without her.*
- 80 = *Maria fights with her father about going on a family vacation and later she feels bad for arguing with him.*
4. Discuss the questions that you noted as you read the story. Which question is the most important one to ask to better understand the story? Why? **[DC]** (strategy-use rubric)
- (Answers will vary.)
- 100 = *We think the most important question we discussed is, "Why is Maria so worried that something will happen to her family on their trip?" Maria didn't want to go on the trip and argued with her father. We concluded that she is worried because she feels guilty about making him upset and arguing with him.*
- 90 = *We think the most important question we discussed is, "Why is Maria so worried that something will happen to her family on their trip?" Maria didn't want to go on the trip and argued with her father.*
- 80 = *We think the most important question we discussed is, "Why is Maria so worried that something will happen to her family on their trip?"*
5. What is a synonym for the word *reluctantly*? What is an antonym for the word *reluctantly*? **[CV]**
- The word unwillingly is a synonym for reluctantly. The word eagerly is an antonym for reluctantly.*

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(20 minutes)

Lightning Round

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

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

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

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

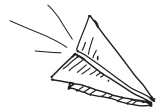
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use words and phrases that clarify differences and similarities.

Teacher Background

The objective of this cycle’s writing project is to use words and phrases that clarify differences and similarities as they identify a common theme in two stories from *Baseball in April*. During Model a Skill, you will again provide instruction on phrases that clarify differences and similarities.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle they discussed and answered questions about the differences and similarities in story elements and themes. Point out that today they will also need to identify similar themes in “Two Dreamers” and “Mother and Daughter.”

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

Read the prompt aloud.

Writing Prompt

Identify a money-related theme that the stories “Two Dreamers” and “Mother and Daughter” have in common. Support your answer with examples 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?

It is asking me to write a literary response. I know this because the prompt asks me to compare themes in two fictional short stories.

Students identify the purpose for writing.

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

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

Writing a Literary Response	
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: use words and phrases that clarify differences and similarities?

The Style guideline “Choose and quote words, phrases, and dialogue from the text to support your point” relates to our writing objective.

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 using words and phrases that clarify differences and similarities.

Model a Skill

1. Remind students that there are words and phrases that writers can use to help a reader clarify differences and similarities. Explain that sometimes these words or phrases might signal to the reader how one thing is like another thing. At other times, a word or phrase might help the reader understand how things are different.

Display the following words, phrases, and sentences.

alike, similar, almost the same, comparable, identical, in a similar way, equally, in common, different, differently, differ, unlike, in a different way, not like, distinct, contrast, contrasting

Fausto in "The No-Guitar Blues" and Manuel in "La Bamba" view fame _____.

The main characters in "The Karate Kid" and "The Marble Champ" _____ in the effort they put into achieving their goals.

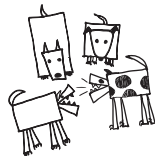


2. Have students read the sentences. Use **Think-Pair-Share** to ask:

Which words or phrases can we add to these sentences that will help clarify similarities or differences?

"In a different way" can be added to the first sentence. These words help clarify a difference. Differ can be added to the second passage. A difference between these characters is being explained.

3. Encourage students to use the bank of words and phrases as they write their responses to the prompt.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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—use words and phrases that clarify differences and similarities.

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

For example, ask:

- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use words and phrases that clarify differences and similarities?**

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.

How did you use words or phrases that help readers understand similarities?

Answers will vary.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

Celebrate team successes!

Compare and Contrast

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

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

Writing Prompt

Identify a money-related theme that the stories “Two Dreamers” and “Mother and Daughter” have in common. Support your answer with examples from the text.

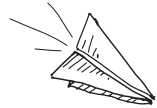
Writing a Literary Response	
Ideas	<ul style="list-style-type: none"> • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style. • Support your point with evidence from the text.
Organization	<ul style="list-style-type: none"> • Begin by making a clear 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 the themes in short stories.

Writing Objective: Use words and phrases that clarify differences and similarities.

Today's cycle test will require students to continue comparing and contrasting themes in *Baseball in April*. Students will finish reading "Growing Up" and will find out what happens when Maria's family gets home.



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 themes of short stories. Use **Think-Pair-Share** to ask:

What have we done this cycle to practice the skill?

We have discussed themes in the short stories and how they are similar to and different from each other.

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

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

Test Directions

- 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.
- 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.
- Point out that questions #1 and #5 ask about comparing or contrasting characters and themes.
- Ask students to identify key words or phrases in question #1.

- Think about Maria's relationship with her father in "Growing Up" and Yollie's relationship with her mother in "Mother and Daughter." What do you think is a common theme in these two stories? **[RE, DC]**

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

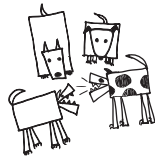
Today you will find out what happens when Maria's family gets home from their trip.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Compare and Contrast

Directions: Read *Baseball in April*, pages 106 (paragraph beginning “Oh, please...”) and 107, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You can refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Think about Maria’s relationship with her father in “Growing Up” and Yollie’s relationship with her mother in “Mother and Daughter.” What do you think is a common theme in these two stories? **[RE, DC]**

20 points = *I think conflict with parents is a common theme in both stories.*

For example, *Yollie gets mad at her mother when the dress her mother dyes for her runs in the rain. Maria fights with her father about going on a family vacation. Both girls have conflict with their parents.*

15 points = *I think conflict with parents is a common theme in both stories.*

Yollie gets mad at her mother when the dress her mother dyes for her runs in the rain. Maria fights with her father about going on a family vacation.

10 points = *I think conflict with parents is a common theme in both stories.*

2. In “Seventh Grade,” why does Victor think that Mr. Bueller is a “good guy”? **[DC]**

20 points = *Victor thinks that Mr. Bueller is a good guy because he doesn’t embarrass him in front of Teresa. Victor pretends to speak French, and Mr. Bueller doesn’t point out that Victor is making it all up. Victor is trying to **impress** Teresa.*

15 points = *Victor thinks that Mr. Bueller is a good guy because he doesn’t embarrass him in front of Teresa. Victor pretends to speak French, and Mr. Bueller doesn’t point out that Victor is making it all up.*

10 points = *Victor thinks that Mr. Bueller is a good guy because he doesn’t embarrass him in front of Teresa.*

3. Why does Gilbert challenge Pete the Heat in “The Karate Kid”? **[DC]**

20 points = *Gilbert challenges Pete the Heat because Pete cuts in front of him in line. **Also,** Gilbert is pumped up because he recently watched the movie *The Karate Kid*. *Gilbert thinks he can use a move from the movie to **defeat** Pete.**

15 points = *Gilbert challenges Pete the Heat because Pete cuts in front of him in line. Also, Gilbert is pumped up because he recently watched the movie *The Karate Kid*.*

10 points = *Gilbert challenges Pete the Heat because Pete cuts in front of him in line.*

4. Why did Manuel volunteer for the talent show in “La Bamba”? Support your answer with evidence from the story. **[SA]**

20 points = *Manuel volunteered for the talent show because he “yearned for the limelight.” He wanted to hear applause and impress the girls at his school. Manuel was **amazed** that he volunteered to pretend to sing “La Bamba” at the talent show.*

15 points = *Manuel volunteered for the talent show because he “yearned for the limelight.” He wanted to hear applause and impress the girls at his school.*

10 points = *Manuel volunteered for the talent show because he “yearned for the limelight.”*

5. How is Lupe in “The Marble Champ” similar to Jesse in “Baseball in April”? **[DC, RE]**

20 points = *Lupe and Jesse practice a lot because they both want to get better at playing a game. Lupe wants to be a marbles champion, and Jesse wants to be a better baseball player. **Both characters also have big brothers that help them practice.***

15 points = *Lupe and Jesse practice a lot because they both want to get better at playing a game. Lupe wants to be a marbles champion, and Jesse wants to be a better baseball player.*

10 points = *Lupe and Jesse practice a lot because they both want to get better at playing a game.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Money is an issue for many of the characters in the stories from *Baseball in April*. What is a common money-related theme that occurs in this collection of short stories?

In several of the stories in Baseball in April, the main characters want something, but they can’t get it because they, or their parents, do not have enough money. For example, in “The No-Guitar Blues,” Fausto wants a guitar, but he is afraid to ask his parents because he thinks they will say it costs too much. A similar issue occurs in “Mother and Daughter” when Yollie wants a new dress for the school dance, but her mother tells her they “don’t have the money.” Lack of money is a common theme in a number of the short stories.

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"> Use words and phrases that clarify differences and similarities. 	0–15 pts.

Part III. Vocabulary (100 points)

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

A synonym for slender is narrow. An antonym for slender is fat.

2. Preston wanted to talk with Rebecca, so he _____ outside her house until she finished dinner.

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

- A. feigning
 - B. yearned
 - C. *lingered*
 - D. pleaded
3. Which of the following is NOT an example of something that would be *dilapidated*? Explain why. **[CV]**
- A. an abandoned house
 - B. *a new skateboard*
 - C. a broken bicycle
 - D. a wrecked car

A new skateboard should be in good shape, not partly ruined.

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

Marcos yearned to make the soccer team, so he practiced hard.

5. In which of the following sentences is the word *pleaded* used incorrectly? **[CV]**
- A. *Kam pleaded with Stephen about how to fix the flat tire.*
 - B. *I pleaded with my dad to let me go on the camping trip with Trent.*
 - C. *The class pleaded with their teacher to not give them more homework.*
 - D. *Rene pleaded with her brother Jaime for help cleaning the house.*

6. What is a synonym for the word *feigning*? What is an antonym for the word *feigning*? **[CV]**

A synonym for the word feigning is faking. An antonym for the word feigning is being truthful.

7. Write a meaningful sentence using the word *reluctantly*. **[CV]**

Tristan reluctantly waded into the freezing cold lake.

8. What is a synonym for the word *glumly*? What is an antonym for the word *glumly*? **[CV]**

A synonym for the word glumly is sadly. An antonym for the word glumly is happily.

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]**

Taunted means teased someone. The bully taunted Max every time he saw him at the playground.

10. As used in the sentence “She hopped out of bed and rummaged through the closet until she found a can full of her brother’s marbles” on page 91, *rummaged* most nearly means— **[CV]**

- A. *searched.*
- B. *walked.*
- C. *echoed.*
- D. *crawled.*

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

She went into the closet and found the marbles, so I think she was searching for them.

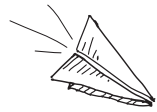
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Compare and contrast the themes in short stories.

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.

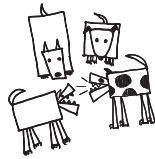
Two-Minute Edit



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.

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 tp

(15 minutes)

Team responses
and feedback



Teams report on their
review of the texts
and their 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.

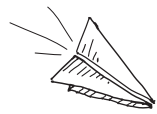
Lesson 8

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 goals 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?

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.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and 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)

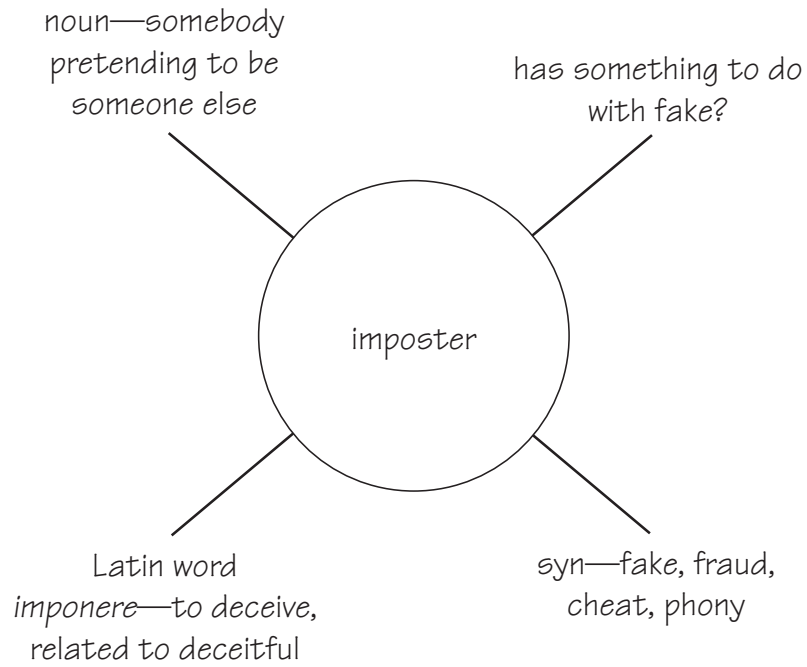
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

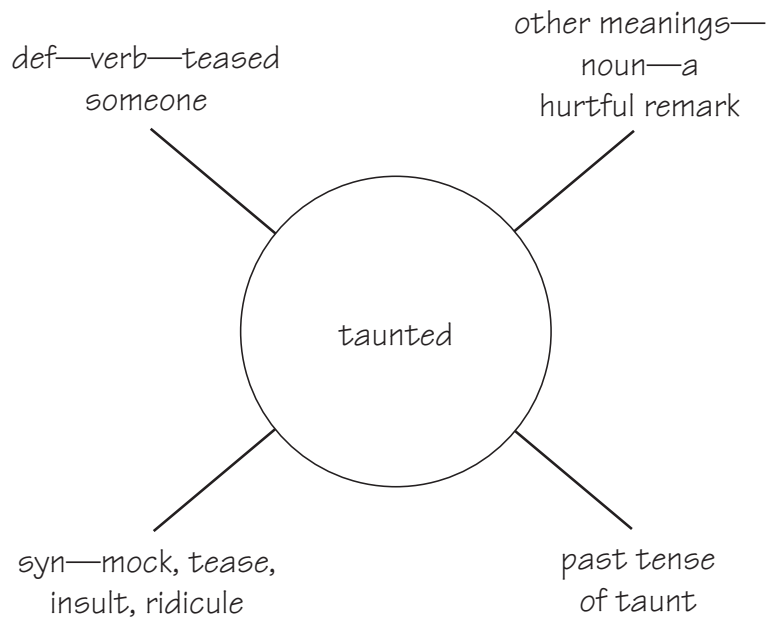
How will use of this skill improve your success in other classes?

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 6 Compare and Contrast

English Language Arts Standards: Reading: Literature

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.

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

Integration of Knowledge and Ideas

RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

English Language Arts Standards: Writing

Text Types and Purposes

W.6.2C. Use appropriate transitions to clarify the relationships among ideas and concepts.

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