



Literature

Analyze Story Elements

The Tiger Rising

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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Analyze Story Elements

The Tiger Rising

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: Support analysis with several pieces of textual evidence.

Writing: Select and cite dialogue to support a point.

Unit Overview

This unit will focus on supporting students' analysis of story elements, such as setting, characters, language, and plot, with more than one piece of evidence from the text. Students will read *The Tiger Rising* and will determine, through instruction, questioning, and discussion, how the author uses these story elements to tell a compelling story. Analysis of story elements and the textual support of that analysis is an advanced reading skill that will deepen students' understanding and appreciation of fictional texts, author's craft, and author's purpose. The writing objective for this unit asks students to select and cite dialogue to support a point. Writing instruction and practice will prepare students for this writing objective.

Unit Topic/Content

In this unit, students will read *The Tiger Rising* by Kate DiCamillo. *The Tiger Rising* is the story of Rob and his struggle to deal with the death of his mother. He begins an unlikely friendship with the new girl in town, Sistine, who is also dealing with her own anger after her parents' divorce. Rob discovers a tiger caged in the woods near the rundown motel where he lives with his father. As they grapple with how to help the tiger, Rob and Sistine try to overcome the pain of their mutual loss.

Text and Media Selections

Internet/Media Options

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

At a Glance

The Tiger Rising

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–10	(Optional) Background website for photo of Sistine Chapel www.vatican.va/various/cappelle/sistina_vr/index.html
Lesson 2	pages 11–27	
Lesson 3	pages 28–45	
Lesson 4	pages 46–58	(Embedded) “Team Talk Response”
Lesson 5	writing in response to reading	
Lesson 6	pages 58–60	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The Tiger Rising

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 61–75	
Lesson 2	pages 76–89	
Lesson 3	pages 90–105	
Lesson 4	pages 106–119	
Lesson 5	writing in response to reading	
Lesson 6	pages 119–121	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

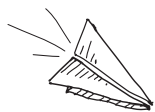
Analyze
Story
Elements

Lesson 1

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

In today's lesson, students will begin reading *The Tiger Rising*, a novel about dealing with the pain of loss and the healing power of friendship. The Big Question for this cycle asks students how they deal with things that make them sad or bother them. This question will prompt students to begin thinking about one of the book's major issues. As students discuss the Big Question, encourage them to think about whether it helps them to talk about these issues or if they tend to just try and put them out of mind. In Build Background, you will have the opportunity to give students a virtual tour of the Sistine Chapel, as one of the main characters is named after this famous religious landmark.

**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 deal with things that make you sad or bother you? Do you think it is better to talk about them, or do you just try to put them out of your mind?

Set the Stage

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

How do you deal with things that make you sad or bother you? Do you think it is better to talk about them, or do you just try to put them out of your mind?

I usually try to talk with someone about the things that bother me or make me sad. Sometimes I feel better if I can share with another person what has happened to make me sad. However, there are times when I just try to distract myself so I don't have to think about stuff that makes me sad.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.

Review the skill as necessary.

Refer students to page 1 in the text.

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

Students: Actively listen.



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

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

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

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

Accept reasonable responses. For example, the book will be about a boy and a girl who find a tiger in the woods. The title of the book is The Tiger Rising, and there is picture of a boy and a girl in the woods with a tiger. Also, the blurb on the back of the book describes a boy finding a tiger in a cage.

(Optional) Tell students that one of the main characters in *The Tiger Rising* is named after the Sistine Chapel. Explain that the Sistine Chapel is a Catholic chapel built in the 1400s. Michelangelo painted its famous ceiling, which depicts scenes from the Bible. Show students a virtual tour of the Sistine Chapel at www.vatican.va/various/cappelle/sistina_vr/index.html.

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

Why might the author create a character named after the Sistine Chapel?

The author might want the character to seem exotic or different. Also, the author might be developing a religious theme by naming a character after famous religious artwork.

Interactive Read Aloud

1. This cycle our reading objective is to support analysis with several pieces of textual evidence.

Analyzing story elements such as characters, plot, and theme help enrich our understanding and appreciation of literature. To ensure that our analysis of these elements is valid, we need to be able to support our thinking with evidence from the text.

2. Read page 1 (line ending "...school ever again.") aloud. A sample Think Aloud follows.

Sample Think Aloud
OK, I just read that Rob is hoping to get lost in the woods or eaten by a bear so he won't have to go to school. I think this is important information about the main character.

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

What can you tell about the main character based on the passage that I just read?

You can tell that Rob really dislikes school. For some reason, he never wants to go to school again.

Teacher: Model making notes on a graphic organizer.

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

Sample Graphic Organizer

Title: The Tiger Rising

<p style="text-align: center;">Characters:</p> <p>Rob Horton</p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>Woods</i> <i>Kentucky Star Motel</i></p> <p>When:</p>
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Problem:

Event: Rob finds a tiger in a cage in the woods.

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

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



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

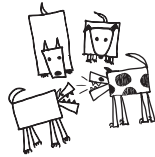
Cue students to use their student routines for strategy use and Team Talk discussion.

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the next paragraph on page 1 (line starting “That’s when ...”)–page 3 (paragraph ending “...eager to attack.”). Use **Think-Pair-Share** to ask:

What else can you tell about the way Rob deals with his problems based on the passage you just read?

Rob tries to avoid, or not think about, his problems. The text says he doesn’t think about his rash, his mother who has died, or the bullies waiting for him on the school bus.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **Sr**
pages 3 (paragraph beginning “Rob had a ...”)–10 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

Team Talk Questions

1. What theme might the author be developing in the scene where Rob remembers his mother's funeral? **(Write) [DC, RE, AC]** (Team Talk rubric)
(Answers may vary.)
 - 100 = *The author may be developing the pain of loss as a theme. At his mother's funeral, Rob cried so hard it made his stomach hurt. Rob's father slapped him to stop the crying. Rob probably hasn't thought about his mother since the funeral because the pain of her loss is so **devastating**.*
 - 90 = *The author may be developing the pain of loss as a theme. At his mother's funeral, Rob cried so hard it made his stomach hurt. Rob's father slapped him to stop the crying.*
 - 80 = *The author may be developing the pain of loss as a theme.*

2. What is the author trying to communicate about Norton and Billy Threemonger by comparing them to "chained and starved guard dogs"? **[DC, RE, AC]** (Team Talk rubric)
 - 100 = *The author is trying to communicate that they are cruel bullies. The Threemonger brothers begin **verbally** and **physically** attacking Rob as soon as he gets on the school bus. Comparing them to "chained and starved guard dogs" **illustrates** how **vicious** they are.*
 - 90 = *The author is trying to communicate that they are cruel bullies. The Threemonger brothers begin attacking Rob as soon as he gets on the school bus.*
 - 80 = *The author is trying to communicate that they are cruel bullies.*

3. Why does Rob imagine himself as a suitcase? **[DC]** (Team Talk rubric)
 - 100 = *Rob imagines himself as a suitcase because it is how he tries not to think about things. He "stuffs" his feelings inside the suitcase and locks it shut. In this way, he **avoids** painful or difficult issues in his life.*
 - 90 = *Rob imagines himself as a suitcase because it is how he tries not to think about things. He "stuffs" his feelings inside the suitcase and locks it shut.*
 - 80 = *Rob imagines himself as a suitcase because it is how he tries not to think about things.*

4. What do you think could be a primary problem in this story? **([DC, RE, AC]** (Team Talk rubric)
(Answers may vary.)
 - 100 = *I think Rob's struggle to deal with the death of his mother could be a primary problem in the story. Rob puts thoughts about his mother and other painful issues in his "suitcase" so he doesn't have to think about them. **Suppressing** his feelings like this is not healthy. They need a way out.*
 - 90 = *I think Rob's struggle to deal with the death of his mother could be a primary problem in the story. Rob puts thoughts about his mother and other painful issues in his "suitcase" so he doesn't have to think about them.*
 - 80 = *I think Rob's struggle to deal with the death of his mother could be a primary problem in the story.*

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

Randomly select team representatives who will share:

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

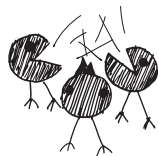


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

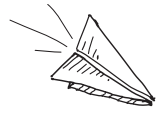
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

Today students will read about Sistine’s first day at Rob’s school, during which she tells her new class that she hates the South and thinks the people are ignorant. Rob is thrilled when the school’s principal tells him that he should stay home until his leg rash clears up. Later that day, Rob stands up for Sistine when other students pick on her.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

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.

Word	Pronunciation	Definition	Sample Sentence
harbored (verb) page 1	har-bored (HAHR-berd)	kept something in mind	Dennis still <i>harbored</i> anger toward the kids who bullied him on his first day of school.
astounded (adjective) page 2	a-stound-ed (uh-STOUN-ded)	very surprised	I was <i>astounded</i> to learn that my uncle used to play pro football.
swaggering (verb) page 6	swag-ger-ing (SWAG-er-ing)	walking in an arrogant way	After winning the tennis match, Gaston went <i>swaggering</i> off the court.

continued

Word	Pronunciation	Definition	Sample Sentence
defiantly (adverb) page 12	de-fi-ant-ly (dih-FAHY-uhnt-lee)	in a confrontational or challenging way	The little girl looked at her mother <i>defiantly</i> as she refused to try on her new shoes.
array (noun) page 15	ar-ray (uh-REY)	a group of things arranged in an impressive way	Richard looked over the <i>array</i> of surfboards as he tried to decide which one to buy.
regretted (verb) page 23	re-gret-ted (ri-GRET-ed)	felt sorry for something	Lin immediately <i>regretted</i> yelling at her best friend and called her to apologize.
squat (adjective) page 40	squat (skwot)	short and solidly built	Mitch's dad decided to buy the old <i>squat</i> truck because it looked like it could take a beating and keep running.
wary (adjective) page 51	war-y (WAIR-ee)	watchful and careful	The park ranger told us to be <i>wary</i> of snakes as we hiked back to the waterfall.

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

Set the Stage

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 11 and 12 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.

Interactive Read Aloud

1. This cycle our reading objective is: support analysis with several pieces of textual evidence.

Remember that as we read *The Tiger Rising* we will pay close attention and analyze story elements, such as setting, characters, language, plot, and mood. We will also need to be able to support our analysis with evidence from the text.

2. Read pages 11 and 12 (paragraph ending “...mouth any farther”) aloud. A sample Think Aloud follows.

Sample Think Aloud

Hmmm. I think I just read a scene that will be important to the plot. We learn that Sistine hates where she is now living. She says that her father is going to come get her. I think this could set up a conflict that will lead to the climax of the story. Events like this that contribute to the plot by setting up, or playing out, conflicts that lead to a climax help build what we call the rising action in a story. Events that contribute to the rising action often build suspense or tension in a story.

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

In the passage I just read, what other details might be important and indicate that this scene helps build the rising action in the story?

Sistine also insults her classmates when she says the people in the South are ignorant. This would probably lead to conflicts with the other kids in her class.

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

Sample Graphic Organizer

Title: *The Tiger Rising*

Characters:

Rob Horton
Norton and Billy Threemonger
Sistine Bailey
Mr. Nelson
Mrs. Soames

Setting:

Where: Kentucky Star Motel
Rob's school

When:

Problem:

Rob struggles to deal with death of his mother.

Event: *Rob's mother died six months ago.*

Event: *Rob puts painful thoughts and feelings in his "suitcase."*

Event: *Rob is bullied on the bus.*

Sistine starts her first day at Rob's school and tells her class she hates

Event: *the South.*

Event:

Solution:

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



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.

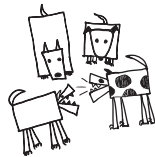
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 12.

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

In the passage you just read, what else did you learn about Rob as a character?

We learned that Rob had a loving relationship with his mother. Even when she was really sick, she wanted to teach him how to carve wood.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sf
pages 13–27 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.

Team Talk Questions

1. Why is Rob happy when the principal tells him he should stay home from school? **[DC]** (Team Talk rubric)
 - 100 = *Rob is happy because he can't stand going to school. The other kids bully him **constantly**. When the principal tells Rob to stay home until his legs clear up, he feels free.*
 - 90 = *Rob is happy because he can't stand going to school. The other kids bully him a lot.*
 - 80 = *Rob is happy because he can't stand going to school.*

2. How is standing up for Sistine out of character for Rob? **[DC, RE]** (Team Talk rubric)
 - 100 = *Rob is usually very **passive**. He won't even stand up for himself when the Threemonger brothers attack him on the school bus. **However**, something about Sistine gives Rob the courage to try and make the kids at school stop picking on Sistine.*
 - 90 = *Rob usually won't even stand up for himself. He won't even fight back when the Threemonger brothers attack him on the school bus.*
 - 80 = *Rob usually won't even stand up for himself.*

3. How does the setting affect Rob and Sistine as characters? **[DC, RE]** (Team Talk rubric)
 - 100 = *The setting is a small town in Florida. Rob and Sistine are new and different, so they are easy targets for bullying. They feel like they don't belong, and they just want to escape their current situations. The setting **contributes** to the problems that Rob and Sistine already have.*
 - 90 = *The setting is a small town in Florida. Rob and Sistine are new and different, so they are easy targets for bullying. They feel like they don't belong, and they just want to escape their current situations.*
 - 80 = *The setting is a small town in Florida. Rob and Sistine are new and different, so they are easy targets for bullying.*

4. On page 26, the text says, "The rain beat a sad rhythm on the roof of the motel." What is the author trying to achieve with this setting and language? **(Write)** **[DC, AC]** (Team Talk rubric)
 - 100 = *The author is using the setting and language to create a gloomy, depressing mood. She describes the rhythm of the rain as "sad," and it is beating on the roof of Rob and his father's rundown motel room. The author uses language and the setting to **reflect** the feelings of the characters.*
 - 90 = *The author is using the setting and language to create a gloomy, depressing mood. She describes the rhythm of the rain as "sad," and it is beating on the roof of Rob and his father's rundown motel room.*
 - 80 = *The author is using the setting and language to create a gloomy, depressing mood.*

continued

Team Talk Questions *continued*5.

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Would you be *astounded* if you were exploring a cave and stumbled across an *array* of old weapons from the civil war? **[CV]**

Yes. I would be very surprised to find a bunch of weapons from the civil war in a cave.

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 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



Celebrate team successes!



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

Analyze Story Elements

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.

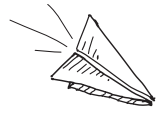
Word	Pronunciation	Definition	Sample Sentence
harbored (verb) page 1	har-bored (HAHR-berd)	kept something in mind	Dennis still <i>harbored</i> anger toward the kids who bullied him on his first day of school.
astounded (adjective) page 2	a-stounded (uh-STOUN-ded)	very surprised	I was <i>astounded</i> to learn that my uncle used to play pro football.
swaggering (verb) page 6	swag-ger-ing (SWAG-er-ing)	walking in an arrogant way	After winning the tennis match, Gaston went <i>swaggering</i> off the court.
defiantly (adverb) page 12	de-fi-ant-ly (dih-FAHY-uhnt-lee)	in a confrontational or challenging way	The little girl looked at her mother <i>defiantly</i> as she refused to try on her new shoes.
array (noun) page 15	ar-ray (uh-REY)	a group of things arranged in an impressive way	Richard looked over the <i>array</i> of surfboards as he tried to decide which one to buy.
regretted (verb) page 23	re-gret-ted (ri-GRET-ed)	felt sorry for something	Lin immediately <i>regretted</i> yelling at her best friend and called her to apologize.
squat (adjective) page 40	squat (skwot)	short and solidly built	Mitch's dad decided to buy the old <i>squat</i> truck because it looked like it could take a beating and keep running.
wary (adjective) page 51	war-y (WAIR-ee)	watchful and careful	The park ranger told us to be <i>wary</i> of snakes as we hiked back to the waterfall.

Lesson 3

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

In today's reading, Rob remembers his mother's funeral and his father slapping him when he could not stop crying. Willie May, a maid at the motel, tells Rob that sadness is causing the rash on his legs. Also, Rob tells Sistine about the tiger, and she is delighted when she sees Rob's collection of wooden carvings, including one of her.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

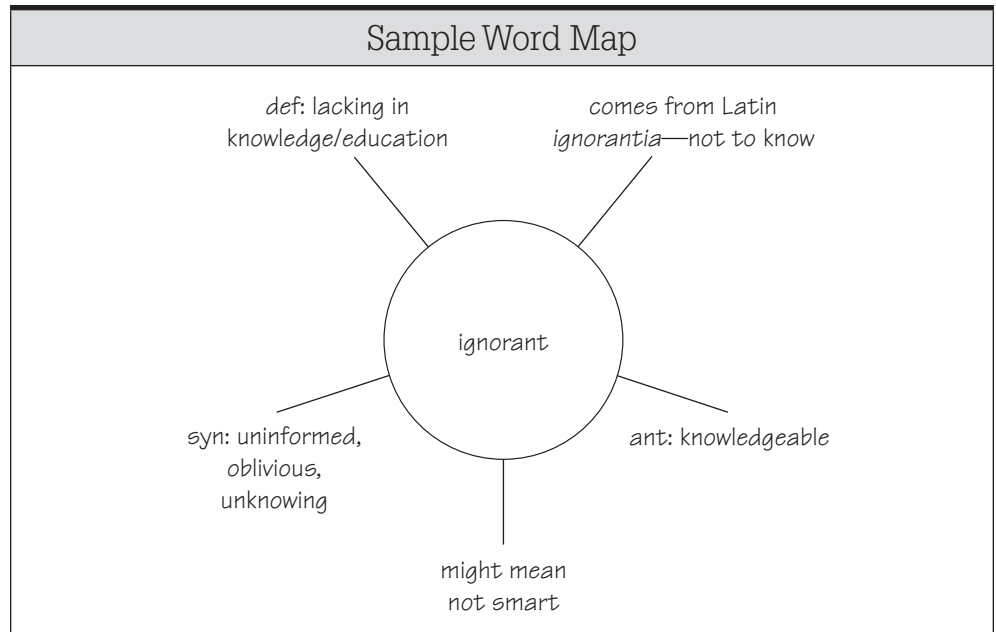
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

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

Sample Think Aloud

In the story, Sistine says she hates the South because the people are "ignorant." I think the word *ignorant* has to do with not being smart, but I want to know the exact definition. I'm going to check out the dictionary. (Consult dictionary.) Well, I wasn't exactly right. *Ignorant* means lacking in knowledge or education. Someone could be very smart, but not have a good education, or be lacking in knowledge about a specific thing. I see that some synonyms are *uninformed*, *oblivious*, and *unknowing*. I think an antonym would be *knowledgeable*. *Ignorant* comes from the Latin word *ignorantia*, meaning not to know.



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

1. This cycle our reading objective is to support analysis with several pieces of textual evidence.

Remember that as we read *The Tiger Rising* we will pay close attention and analyze story elements such as setting, characters, language, plot, and mood. We will also need to be able to support our analysis with evidence from the text.

Review the skill as necessary.

2. Read page 28 aloud. A sample Think Aloud follows.

Refer students to page 28 in the text.

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

Students: Actively listen.

Sample Think Aloud
<p>Hmm. Rob thinks that Beauchamp owns the tiger. I think that might be important information. It could contribute to the rising action in the story.</p>



Teacher: Model making notes on a graphic organizer.

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

How might it contribute to the rising action in the story if Beauchamp owns the tiger?

Beauchamp is Rob's father's boss. He also owns the motel where they live. If Rob does something with the tiger that Beauchamp doesn't like, he could fire Rob's father or kick them out of the motel.

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

Sample Graphic Organizer	
<p>Title: <u>The Tiger Rising</u></p>	
<p style="text-align: center;">Characters:</p> <p>Rob's father</p>	<p style="text-align: center;">Setting:</p> <p>Where:</p> <p>When:</p>
<p>Problem:</p> <p>Sistine is angry about her parents' divorce.</p>	
<p style="text-align: center;">The principal tells Rob to stay home from school until the rash on his</p> <p>Event: <u>legs clear up.</u></p>	
<p>Event: <u>Sistine is attacked by other students at the school.</u></p>	
<p>Event: <u>Rob stands up for Sistine and gets the kids to chase him.</u></p>	
<p>Event: <u>Sistine tries to catch Rob's rash so she won't have to go to school.</u></p>	
<p style="text-align: center;">Rob's father tells him he will work at the motel with him while he stays</p> <p>Event: <u>home from school.</u></p>	
<p>Solution:</p>	

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

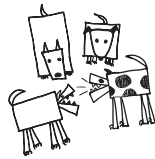
- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 29 (paragraphs 1–4).

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

When Rob’s father tells him to eat all the macaroni and cheese, what does it demonstrate about him as a character?

(Answers may vary.) It shows that he loves Rob and makes sacrifices for him. He is willing to go hungry so Rob has enough to eat.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 29 (paragraph 5)–45 aloud with partners.
- 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.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

- Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
- 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.
- 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. How does the author illustrate that Rob and his father are poor? **[DC, AC]**
(Team Talk rubric)

100 = Rob's father won't let Rob go outside because the rain might wash off his medicine that "costs too much." **In addition**, they are living in a motel that only has a hot plate for them to cook on, and all they eat for dinner is macaroni and cheese. The author includes these details to indicate how little money Rob and his father have.

90 = Rob's father won't let Rob go outside because the rain might wash off his medicine that "costs too much." They are living in a motel that only has a hot plate for them to cook on, and all they eat for dinner is macaroni and cheese.

80 = Rob's father won't let Rob go outside because the rain might wash off his medicine that "costs too much."

2. In today's reading, what details or events might reinforce the pain of loss as a theme? **[DC, RE, AC]** (Team Talk rubric)

(Answers may vary.)

100 = At one point, Rob's father is whistling a song and then stops when he remembers he used to sing it with his wife. **According to the text**, after he stops whistling, Rob's father "shook his head and muttered under his breath." It's obvious that Rob's father **grieves** deeply over the death of his wife.

90 = At one point, Rob's father is whistling a song and then stops when he remembers he used to sing it with his wife. After he stops whistling, Rob's father "shook his head and muttered under his breath."

80 = At one point, Rob's father is whistling a song and then stops when he remembers he used to sing it with his wife.

3. What does Willie May think is causing the rash on Rob's legs? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)

100 = Willie May thinks that Rob's sadness is causing the rash on his legs. She says that he is keeping all of his sadness down low in his legs. **According to Willie May**, Rob needs to let the sadness rise up to his heart, "where it belongs."

90 = Willie May thinks that Rob's sadness is causing the rash on his legs. She says that he is keeping all of his sadness down low in his legs.

80 = Willie May thinks that Rob's sadness is causing the rash on his legs.

continued

Team Talk Questions *continued*

4. How are Rob's "not-wishes" related to his "suitcase"? **(Write) [DC, RE]**
(Team Talk rubric)

100 = Rob's "not-wishes" and his "suitcase" are defense mechanisms that he has come up with. For example, one of Rob's "not-wishes" is to have a friend. He is terrified to wish for a friend because he doesn't think he can ever have one. This is similar to the way he puts things that he doesn't want to think about in his "suitcase." Both of these are ways to avoid dealing with painful problems or issues.

90 = Rob's "not-wishes" and his "suitcase" are defense mechanisms that he has come up with. One of Rob's "not-wishes" is to have a friend. He is scared to wish for a friend because he doesn't think he can ever have one. This is like the way he puts things that he doesn't want to think about in his "suitcase."

80 = Rob's "not-wishes" and his "suitcase" are defense mechanisms that he has come up with.

5. In which of the following sentences is the word *regretted* used incorrectly? **[CV]**
- I regretted making the final shot to win our soccer game.*
 - Alina regretted being mean to her sister and calling her names.
 - Walter regretted breaking his mom's favorite coffee cup.
 - Preston would have regretted forgetting Tonya's birthday.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

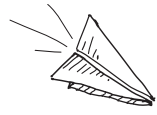
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

In today's reading, Sistine and Rob slowly begin to develop a friendship as Sistine tells Rob about her parents' divorce. Sistine gets angry when Rob is reluctant to tell her about his mother. Rob finally relents and tells Sistine that his mother is dead, and then he takes her to see the tiger for the first time. Sistine wants to let the tiger go free, but Rob is resistant.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Refer students to page 46 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 46 (paragraph ending "...that's for sure.") aloud.
2. Use **Think-Pair-Share** to ask:

In the passage I just read, can you identify another problem that might be important to the plot?

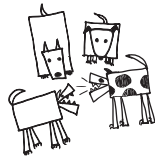
We just learned that Sistine's parents are divorced, and that is why she is living in Lister. This might explain her anger and why she hates Lister so much.

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

What can we add to our story map?

Add information based on student responses.

Sample Graphic Organizer	
<p>Title: <u>The Tiger Rising</u></p>	
<p style="text-align: center;">Characters:</p> <p>Willie May</p>	<p style="text-align: center;">Setting:</p> <p>Where:</p> <p>When:</p>
<p style="text-align: center;">Problem:</p> <p>Sistine is angry about her parents' divorce.</p>	
<p>Event: <u>Rob helps his father at the motel.</u></p>	
<p>Event: <u>Willie May tells Rob his sadness is causing his rash.</u></p>	
<p>Event: <u>Rob tells Sistine about the tiger.</u></p>	
<p>Event: <u>Sistine tells Rob about her parents' divorce.</u></p>	
<p style="text-align: center;">Solution:</p>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: Sf
pages 47–58 (paragraph ending “...into the darkness.”) 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

1. How might Rob’s budding friendship with Sistine contribute to the rising action in the story? **(Write) [DC, RE, AC]** (Team Talk rubric)

*100 = Rob is starting to open up more about his life. When the story starts, Rob doesn’t interact or communicate much. He has kept his suitcase locked until now. Sistine shares information about her life with Rob and expects him to do the same. **As a result**, Rob tells Sistine that his mother died. His suitcase is starting to open.*

90 = Rob is starting to open up more about his life. When the story starts, Rob doesn’t interact or communicate much. He has kept his suitcase locked until now. Sistine shares information about her life with Rob and expects him to do the same.

80 = Rob is starting to open up more about his life. When the story starts, Rob doesn’t interact or communicate much.

continued

Team Talk Questions *continued*

2. What similar difficult issues do Sistine and Rob have to deal with? **[DC, RE]**
(Team Talk rubric)

100 = *Sistine and Rob are both outsiders in Lister, and they are both experiencing the pain of loss related to their parents. Sistine and Rob are new to town, and they are getting picked on because they are different. **Additionally**, Sistine is suffering from the divorce of her parents, just like Rob is in pain from the death of his mother. **However**, Sistine and Rob deal with their difficult issues in **dramatically** different ways.*

90 = *Sistine and Rob are both outsiders in Lister, and they are both experiencing the pain of loss related to their parents. Sistine and Rob are new to town, and they are getting picked on because they are different. Sistine is suffering from the divorce of her parents, just like Rob is in pain from the death of his mother.*

80 = *Sistine and Rob are both outsiders in Lister, and they are both experiencing the pain of loss related to their parents.*

3. Why do you think Sistine was so upset with Rob when he wouldn't talk about his mother? **[DC]** (Team Talk rubric)

(Answers may vary.)

100 = *I think Sistine was upset because she made herself **vulnerable** when she told Rob about her parents' divorce. Sistine says, "I told you about my father and my mother and Bridgette, and you didn't say anything." If Sistine is going to open up to Rob, she expects the same thing from him in return.*

90 = *I think Sistine was upset because she opened up when she told Rob about her parents' divorce. Sistine says, "I told you about my father and my mother and Bridgette, and you didn't say anything."*

80 = *I think Sistine was upset because she opened up when she told Rob about her parents' divorce.*

4. Refer to page 56. What do you think the author is trying to communicate with the use of light and dark imagery? **[DC, RE, AC]** (Team Talk rubric)

(Answers may vary.)

100 = *I think the author is trying to reinforce the contrast between Rob's happy memories of his mother and his current **bleak** situation. In the descriptions of Rob's memories of Christmas with his mother, she **emphasizes** how "full of light" the world seemed. The author describes the motel room where Rob is currently living as "dark as a cave" that is only lit by "gray light" from a TV. These contrasts highlight how **miserable** Rob is since the death of his mother.*

90 = *I think the author is trying to reinforce the contrast between Rob's happy memories of his mother and his current sad situation. In the descriptions of Rob's memories of Christmas with his mother, she writes a lot about how "full of light" the world seemed. The author describes the motel room where Rob is currently living as "dark as a cave" that is only lit by "gray light" from a TV.*

80 = *I think the author is trying to reinforce the contrast between Rob's happy memories of his mother and his current sad situation.*

continued

Team Talk Questions *continued*

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

You should always be _____ if someone tries to sell you something on the street.

Wary. You want to be careful of buying stuff off the street because it might be stolen.

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.

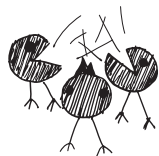
Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

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



Show the video.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

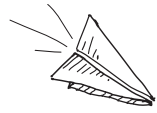
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Select and cite dialogue to support a point.

Teacher Background

The goal of this writing task is to have students explain how Sistine feels about living in Lister and to support their explanation using dialogue and information from the text. As a part of the writing process, pass out sticky notes and encourage students to use them to mark places in the text that include dialogue or information that helps support your explanation.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. 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 analyzed characters based on their actions and dialogue. Point out that today they will also need to cite characters’ dialogue and actions to support their writing.

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.

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

Read the prompt aloud.



Writing Prompt
How has Sistine changed over the course of the story? Support your answer with dialogue 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 explain how a fictional character has changed.

Students identify the purpose for writing.

- Refer students to the following writer’s guide in their student editions. Point out that the Writing a Literary Response writer’s guide 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: select and cite dialogue to support a point?

The Ideas guideline “Support your point with evidence from the text” is related to our writing objective. Also, the Organization guideline “In the middle, support your point with examples and evidence from the text” relates to the writing objective.

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

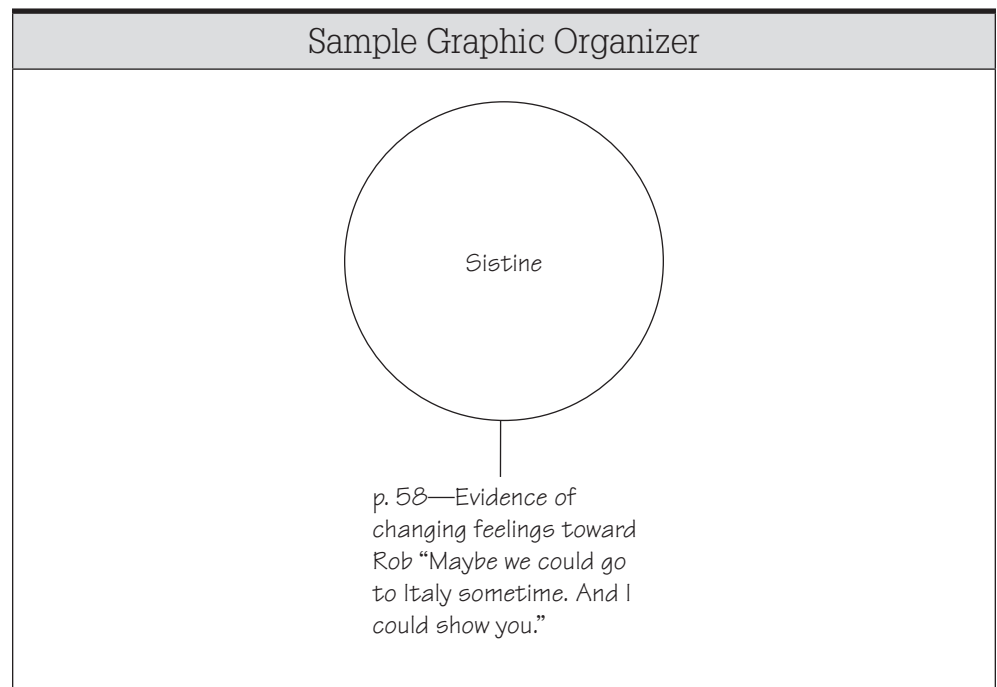
Model planning using a graphic organizer.

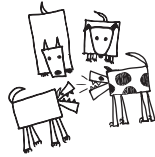
Model a Skill

Remind students that the writing prompt asks them to explain how Sistine has changed and to support their answer with information and dialogue from the text. Point out that they will need to identify passages in the book that contain dialogue or information that helps explain how Sistine has changed.

Pass out sticky notes to students. Model turning to page 58 in *The Tiger Rising* and marking the section that includes the text “Maybe we could go to Italy sometime. And I could show you.” with a sticky note. Point out that this dialogue helps demonstrate how Sistine’s feelings for Rob have changed. Tell students to note the page number of the passage where the dialogue is found.

Tell students that they can use a web to keep track of dialogue or information they find as a part of the planning or prewriting step in the writing process. Model taking notes about the dialogue on page 58 in a character web. A sample graphic organizer follows.





Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for Writing a Literary Response and the writing objective—select and cite dialogue to support a point.

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 dialogue to support how Sistine has changed?**

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 using sticky notes to identify dialogue help you plan your writing project?

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

How has Sistine changed over the course of the story? Support your answer with dialogue 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

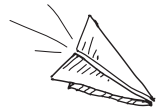
Reading Objective: Support analysis with several pieces of textual evidence.

Writing Objective: Select and cite dialogue to support a point.

Teacher Background

In today's cycle test, students will continue to focus on analyzing the story elements in *The Tiger Rising* and supporting their analysis with evidence from the text.

In the reading passage for the test, Rob opens up to Sistine and tells her that his mother died from cancer.



Active Instruction

(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

(5 minutes)

Partner Review

1. Remind students that they have been supporting analysis with several pieces of textual evidence and selecting and citing dialogue to support a point.

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

What have we done this cycle to practice these reading and writing skills?

 tps

We have answered questions and held discussions about The Tiger Rising that focus on analyzing story elements. We've also completed a writing project where we had to select dialogue to support our point

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 #5 ask students to analyze story components.
4. Ask students to identify key words or phrases in question #1.

1. Refer to page 59. How does Rob's conversation with Sistine contribute to the theme "the pain of loss"? **[DC, RE, AC]**

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

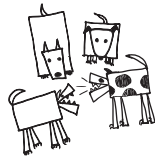
Today you will read more about Rob and Sistine's developing friendship.



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

Analyze Story Elements

Directions: Read *The Tiger Rising*, pages 58 (paragraph starting “That tiger can’t...”)—60, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Refer to page 59. How does Rob’s conversation with Sistine contribute to the theme of the pain of loss? **[DC, RE, AC]**

20 points = Rob tells Sistine that he’s not supposed to talk about his mother, who died. His father told him that it “don’t do no good to talk about it” and that she’s not coming back. This is one of the reasons Rob holds his **grief** inside and tries not to think about his mother.

15 points = Rob tells Sistine that he’s not supposed to talk about his mother, who died. His father told him that it “don’t do no good to talk about it” and that she’s not coming back.

10 points = Rob tells Sistine that he’s not supposed to talk about his mother, who died.

2. Why did Rob and his father move to Lister from Jacksonville? Support your answer with evidence from the text. **[SA]**

20 points = Rob and his father left Jacksonville because everyone wanted to talk about his mother. **According to Rob**, they moved to Lister so they could “get on with things.” It was just too painful for Rob and his father to stay in Jacksonville.

15 points = Rob and his father left Jacksonville because everyone wanted to talk about his mother. They moved to Lister so they could “get on with things.”

10 points = Rob and his father left Jacksonville because everyone wanted to talk about his mother.

3. How does the author use language to illustrate the nature of the book’s bullies, Norton and Billy Threemonger? **[DC, RE, AC]**

(Answers may vary.)

20 points = The author compares Norton and Billy to “chained and starved guard dogs.” She also describes Billy’s breath as “rotten.” This language creates a **disturbing image** of the bullies that matches their cruel nature.

15 points = The author compares Norton and Billy to “chained and starved guard dogs.” She also describes Billy’s breath as “rotten.”

10 points = The author compares Norton and Billy to “chained and starved guard dogs.”

4. What is in Rob's suitcase? Why do you think he works so hard to keep it closed? **[DC]**

20 points = Rob keeps things that he doesn't want to think about in the suitcase. For example, Rob's thoughts and feelings about his mother's death are in his suitcase. Rob also keeps his thoughts about the way he is treated and bullied in his suitcase. He works hard to keep it closed because the things in it are too painful to think about. If he doesn't think about these things, he doesn't have to face how they really make him feel, and he doesn't have to fix them.

15 points = Rob keeps things that he doesn't want to think about in the suitcase. Rob's thoughts and feelings about his mother's death are in his suitcase. Rob also keeps his thoughts about the way he is treated and bullied in his suitcase.

10 points = Rob keeps things that he doesn't want to think about in the suitcase.

5. The cage is a physical barrier between the tiger and freedom. What "cages" surround Rob and Sistine? **[DC, RE]**

(Answers may vary.)

20 points = Rob's suitcase is really like a cage around him. By not confronting his true feelings, he is unable to find happiness or find a way to deal with being bullied. One of Sistine's cages is her mother. For instance, her mother makes her dress up, and Sistine admits she doesn't like to dress that way. Sistine isn't able to express her true self dressed like that. The town is a cage for both Rob and Sistine because each character is unhappy living there.

15 points = Rob's suitcase is really like a cage around him. By avoiding his true feelings, he is unable to find happiness or find a way to deal with being bullied. One of Sistine's cages is her mother. Her mother makes her dress up, and Sistine admits she doesn't like to dress that way. Sistine isn't able to express her true self dressed like that.

10 points = Rob's suitcase is really like a cage around him. One of Sistine's cages is her mother.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

Is there a change in Rob since the beginning of the story? Support your answer with dialogue from the text.

At the beginning of the story, Rob has a suitcase and he keeps everything locked inside. He doesn't think or speak about those things because it keeps him from crying. After meeting Sistine, Rob slowly starts to change. When she brings his homework to him, he says, "I know where there's a tiger." The author writes that the "words fall out," so the reader isn't sure whether he meant to tell her or not. Later, Sistine asks Rob about his mother and he finally says, "She's dead" and "My mama's dead." Rob is starting to open up to another person.

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"> • Selects and cites dialogue to support a point 	0–15 pts.

Part III. Vocabulary (100 points)

1. Would you be *astounded* to see a *squat* fire hydrant? **[CV]**

No. Most fire hydrants are short and solidly built.

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

- A. The bully was swaggering down the street, scaring all the little kids.
- B. My little brother was swaggering around the house after he won the bet.
- C. *After losing the championship, the football team was swaggering off the field.*
- D. When Joe found out he got all As on his report card, he began swaggering around school.

3. Write a meaningful sentence using the word *regretted*. **[CV]**

Tracy regretted disobeying her mom and going to the mall.

4. The dog barked _____ and would not get off the bed.

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

- A. squat
- B. *defiantly*
- C. wary
- D. harbored

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

The word cautious is a synonym for the word wary.

6. Trina looked over the _____ of necklaces as she tried to pick one for her mom’s present.

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

- A. harbored
- B. defiantly
- C. squat
- D. array

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

Cecilia still harbored the hope that she would find her lost ring.

8. What is a synonym for the word *astounded*? **[CV]**

The word amazed is a synonym for astounded.

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]**

Ignorant means lacking in knowledge and education. Preston was ignorant about the rules for chess because he had never played.

10. As used in the sentence “His father slathered and slapped the fishy-smelling ointment on Rob’s legs,” *slathered* most nearly means— **[CV]**

- A. removed.
- B. folded.
- C. picked.
- D. spread.

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

I visualized what Rob’s father would be doing when he put the ointment on Rob’s legs.

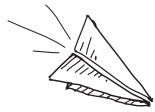
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

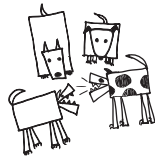
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

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.

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

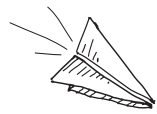
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

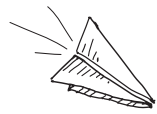
Analyze
Story
Elements

Lesson 1

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

In today's reading, when Sistine's mother comes to pick her up from the motel, it becomes apparent that their relationship is troubled. First, Sistine refuses to get in the car and then yells at her mother, calling her a liar when her mother refers to her father as a liar. The next day, Beauchamp takes Rob to see the tiger and asks him to take over feeding it. Beauchamp gives Rob the keys to the cage, and Rob knows this means Sistine will pressure him to free the tiger.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: Should wild animals ever be kept in cages? Explain.

Set the Stage 

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

Should wild animals ever be kept in cages? Explain.

I don't think wild animals should ever be kept in cages. They should be able to roam freely. A wild animal could never be happy living cooped up in a cage.

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 61 and 62 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 61 and 62 aloud.
2. Use **Think-Pair-Share** to ask:

At the end of the passage you just read, Rob repeats his mother’s name—Caroline. Then the text says, “The word was as sweet as forbidden candy on his tongue.” How does this relate to the story’s theme of the pain of loss?

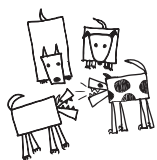
Rob has been holding in his grief for his mother, and finally saying her name is “sweet,” like “forbidden candy.”

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

What can we add to our story map?

Add information based on student responses.

Sample Graphic Organizer	
Title: <u>The Tiger Rising</u>	
Characters:	Setting: Where: When:
Problem:	
Event: <u>Sistine gets mad at Rob when he won't talk about his mother.</u>	
Event: <u>Rob tells Sistine that his mother died of cancer.</u>	
Event: <u>Sistine calls her mother a liar.</u>	
Event: <u>Rob repeats his mother's name, and it feels good.</u>	
Solution:	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 63–75 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. Refer to page 61. What does this scene reveal about Sistine and her mother? [DC] (Team Talk rubric) (Answers may vary.)</p> <p>100 = <i>Sistine is very angry with her mother about something. At first, she won’t obey her mother, and then she yells at her and calls her a liar. Sistine may blame her mother for her parents’ divorce, even though her father cheated on her mother.</i></p> <p>90 = <i>Sistine is very angry with her mother about something. At first, she won’t obey her mother, and then she yells at her and calls her a liar.</i></p> <p>80 = <i>Sistine is very angry with her mother about something.</i></p>

continued

Team Talk Questions *continued*

2. Why is Rob's ability to say his mother's name important? How does this event help build the rising action of the story? **(Write) [DC, RE, AC]** (Team Talk rubric)

100 = Rob's ability to say his mother's name is important because he is starting to open his suitcase and it makes him feel good. This event helps build the rising action of the story because at the beginning of the story, Rob kept the suitcase shut tight, and it made him **miserable**. Now, the suitcase is opening, and it could lead to **resolution** for Rob's character.

90 = Rob's ability to say his mother's name is important because he is starting to open his suitcase and it makes him feel good. This event helps build the rising action of the story because at the beginning of the story, Rob kept the suitcase shut tight, and it made him sad.

80 = Rob's ability to say his mother's name is important because he is starting to open his suitcase. This event helps build the rising action of the story because at the beginning of the story, Rob kept the suitcase shut tight, and it made him sad.

3. Why do you think Rob is terrified to get the keys? How might this be important to the plot? **[DC, SA]** (Team Talk rubric)

100 = I think Rob is terrified to get the keys because he knows that Sistine wants to set the tiger free. Rob isn't sure what to do about the tiger, but he knows that if Sistine finds out he has the keys, she will want him to open the locks. The thought of having to make such a **consequential** decision scares Rob.

90 = I think Rob is terrified to get the keys because he knows that Sistine wants to set the tiger free. Rob isn't sure what to do about the tiger, but he knows that if Sistine finds out he has the keys, she will want him to open the locks.

80 = I think Rob is terrified to get the keys because he knows that Sistine wants to set the tiger free.

4. Why do you think the author compares Sistine to the tiger? **[DC, AP, AC]** (Team Talk rubric)

(Answers may vary.)

100 = I think the author is highlighting how in some ways Sistine is wild like a tiger. Rob notices that the tiger's stare is "fierce," like Sistine's. After Rob notices the **similarities**, he realizes that Sistine will demand they let the tiger go, no matter what the **consequences** might be.

90 = I think the author is highlighting how in some ways Sistine is wild like a tiger. Rob notices that the tiger's stare is "fierce," like Sistine's.

80 = I think the author is highlighting how in some ways Sistine is wild like a tiger.

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.

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

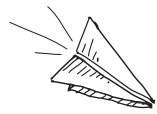
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

In today’s reading, Sistine tries to convince Rob to free the tiger, but he refuses, saying it would not be safe. Sistine breaks down crying out of anger and frustration, and Rob comforts her. Later, Sistine meets Willie May, who tells her no one is going to come rescue her and that she will have to rescue herself. Rob’s father is furious when he discovers the meat Beauchamp gave Rob to feed the tiger and mistakes it for charity.



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
fervently (adverb) page 69	fer-vent-ly (FUR-vuhnt-lee)	with a great intensity of feeling	Leslie <i>fervently</i> hoped that she had made the volleyball team after tryouts.
insist (verb) page 75	in-sist (in-SIST)	to demand something firmly	I always <i>insist</i> that my little brother asks for my permission before riding my bike.

continued

Word	Pronunciation	Definition	Sample Sentence
materialized (verb) page 81	ma-te-ri-al-ized (muh-TEER-ee-uh-lahyzt)	appeared suddenly	As Rena watched from the shore, the ship <i>materialized</i> out of the fog.
reproachful (adjective) page 86	re-proach-ful (ri-PROHCH-fuhl)	disapproving	When Hanna tracked mud into the house, her mother gave her a <i>reproachful</i> look.
conjured (verb) page 103	con-jured (KON-jerd)	produced something by magic	The magician <i>conjured</i> a white mouse out of his sleeve, and it ran up his arm.
gratitude (noun) page 106	grat-i-tude (GRAT-i-tood)	a feeling of being thankful	Sherri made her parents breakfast in bed to show her <i>gratitude</i> for all of their support.
emancipators (noun) page 106	e-man-ci-pa-tors (ih-MAN-suh-peyt-ers)	people who set somebody or something free	The people who helped slaves escape to the North were <i>emancipators</i> .
oblivious (adjective) page 107	o-bliv-i-ous (uh-BLIV-ee-uhs)	paying no attention to something	Carl was <i>oblivious</i> to the car coming around the corner and almost got hit.

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

Set the Stage

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 76 and 77 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 76 and 77 aloud.
2. Use **Think-Pair-Share** to ask:

In the passage I just read, how does the author indicate that Rob is reluctant to free the tiger?

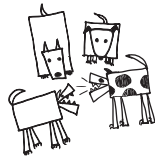
The text says that the keys felt “heavy” in Rob’s pocket and slowed him down so that Sistine beat him to the cage. I think this is the author’s way of showing that Rob is not happy to have the keys or eager to let the tiger go free.

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

What can we add to our story map?

Add information based on student responses.

Sample Graphic Organizer	
Title: <u>The Tiger Rising</u>	
Characters:	Setting: Where: When:
Problem:	
Event: <u>Sistine gets mad at Rob when he won't talk about his mother.</u>	
Event: <u>Rob tells Sistine that his mother died of cancer.</u>	
Event: <u>Sistine calls her mother a liar.</u>	
Event: <u>Rob repeats his mother's name, and it feels good.</u>	
Event: <u>Willie May tells Rob about letting her bird go.</u>	
Event: <u>Beauchamp asks Rob to feed the tiger and gives him keys to its cage.</u>	
Solution:	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 78–89 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. How does the author use color and light imagery to contrast Rob’s pleasant memories of his mother with his current gloomy reality? **(Write) [DC, RE, AC]**
(Team Talk rubric)
 - 100 = *When Rob remembers lying under a tree with his mother, the author **emphasizes** the shining sun and the bright green leaves. The author’s descriptions of Rob’s present-day environment focus on things like the dreary rain or the dark motel room where he lives with his father. Color and light **imagery** in the story often match Rob’s feelings.*
 - 90 = *When Rob remembers lying under a tree with his mother, the author writes a lot about the shining sun and the bright green leaves. The author’s descriptions of Rob’s present-day environment focus on things like the dreary rain or the dark motel room where he lives with his father.*
 - 80 = *When Rob remembers lying under a tree with his mother, the author writes a lot about the shining sun and the bright green leaves.*

continued

Team Talk Questions *continued*

2. What do you think Willie May means when she says, “You some pair, that’s the truth”? **[DC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *I think Willie May means that they both react differently to the serious problems in their lives. Rob buries his sadness. It keeps him from dealing with his mother’s death. Sistine has anger that snaps out of her. She is dealing with the divorce of her parents and her move to a small town. **However**, despite their differences, or maybe because of them, they are able to become friends.*

90 = *I think Willie May means that they both react differently to the serious problems in their lives. Rob buries his sadness. It keeps him from dealing with his mother’s death. Sistine has anger that snaps out of her. She is dealing with the divorce of her parents and her move to a small town.*

80 = *I think Willie May means that they both react differently to the serious problems in their lives.*

3. Why do you think Rob’s father gets so angry when he finds Beauchamp’s meat? **[DC]** (Team Talk rubric)

100 = *I think Rob’s father gets so angry because his pride is hurt. He thinks Beauchamp is giving them the meat as charity. Rob’s father says, “He thinks I ain’t man enough to put meat on my own table.” **This indicates that** Rob’s father is upset because he thinks someone is questioning his ability to provide for his family.*

90 = *I think Rob’s father gets so angry because his pride is hurt. He thinks Beauchamp is giving them the meat as charity. Rob’s father says, “He thinks I ain’t man enough to put meat on my own table.”*

80 = *I think Rob’s father gets so angry because his pride is hurt.*

4. In what ways is Rob’s father a complex character? **[DC, RE]** (Team Talk rubric)

100 = *Rob’s father has a temper and he can be violent, but he is also gentle. **For example**, he gets **extremely** angry when he thinks Beauchamp has given them rotten meat. It seems like he is even thinking about shooting Beauchamp. **However**, in the same evening he gently rubs Rob’s medicine on his legs, like he does every night. **He is a complicated man.***

90 = *Rob’s father has a temper and he can be violent, but he is also gentle. He gets very angry when he thinks Beauchamp has given them rotten meat. It seems like he is even thinking about shooting Beauchamp. In the same evening he gently rubs Rob’s medicine on his legs, like he does every night.*

80 = *Rob’s father has a temper and he can be violent, but he is also gentle.*

5. What is an antonym for the word *oblivious*? **[CV]**

The word aware is an antonym for oblivious.

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Analyze Story Elements

Word	Pronunciation	Definition	Sample Sentence
fervently (adverb) page 69	fer-vent-ly (FUR-vuhnt-lee)	with a great intensity of feeling	Leslie <i>fervently</i> hoped that she had made the volleyball team after tryouts.
insist (verb) page 75	in-sist (in-SIST)	to demand something firmly	I always <i>insist</i> that my little brother asks for my permission before riding my bike.
materialized (verb) page 81	ma-te-ri-al-ized (muh-TEER-ee-uh-lahyzt)	appeared suddenly	As Rena watched from the shore, the ship <i>materialized</i> out of the fog.
reproachful (adjective) page 86	re-proach-ful (ri-PROHCH-fuhl)	disapproving	When Hanna tracked mud into the house, her mother gave her a <i>reproachful</i> look.
conjured (verb) page 103	con-jured (KON-jerd)	produced something by magic	The magician <i>conjured</i> a white mouse out of his sleeve, and it ran up his arm.
gratitude (noun) page 106	grat-i-tude (GRAT-i-tood)	a feeling of being thankful	Sherri made her parents breakfast in bed to show her <i>gratitude</i> for all of their support.
emancipators (noun) page 106	e-man-ci-pa-tors (ih-MAN-suh-peyt-ers)	people who set somebody or something free	The people who helped slaves escape to the North were <i>emancipators</i> .
oblivious (adjective) page 107	o-bliv-i-ous (uh-BLIV-ee-uhs)	paying no attention to something	Carl was <i>oblivious</i> to the car coming around the corner and almost got hit.

Lesson 3

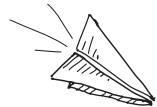
Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

In today's reading, Rob gives Willie May a carved bird that she recognizes as Cricket. Rob and Sistine tell Willie May about the tiger. Sistine gets very upset when Willie May tells them that there is nothing they can do for the tiger. After his initial reluctance, Rob tells Sistine that he has decided to let the tiger go free.

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.



Active Instruction

(15–25 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

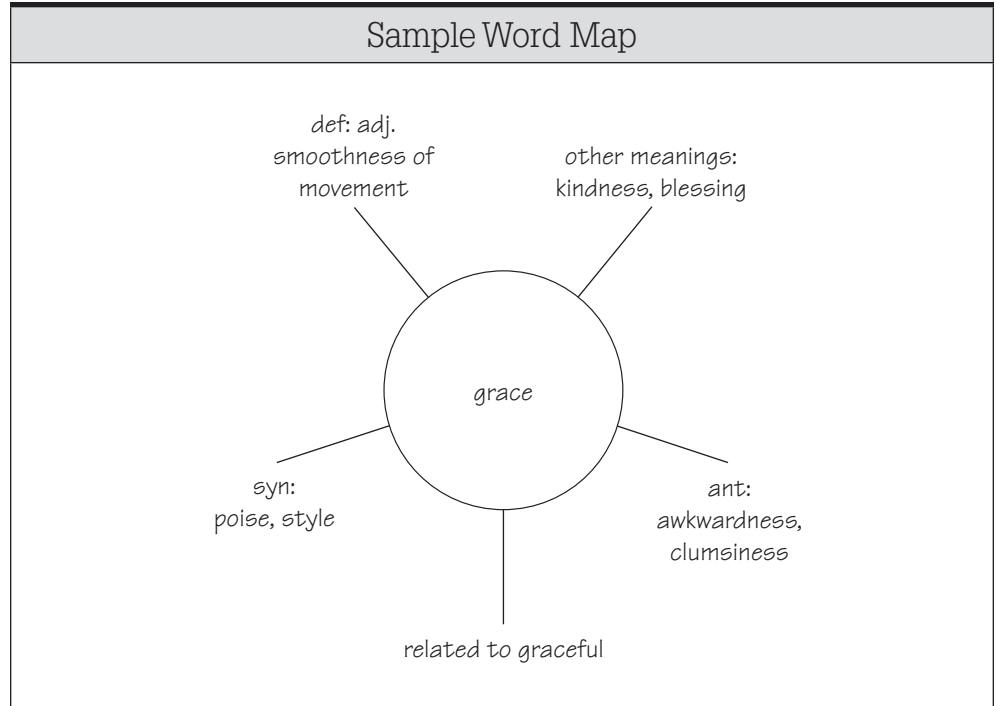
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

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

On page 109, the text says that the tiger stepped out of its cage with "grace and delicacy." I want to know what *grace* means. (Consult a dictionary.) Hmm. *Grace* has several meanings, such as kindness and blessing, but the one that fits best in this context is smoothness of movement. Some synonyms are *poise* and *style*. The words *awkwardness* and *clumsiness* are antonyms. It's related to the word *graceful*.



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 90 and 91 aloud.
2. Use **Think-Pair-Share** to ask:

What does the passage I just read demonstrate about Rob and Willie May?

The passage demonstrates that Rob is a gifted artist, is extremely thoughtful, and really cares for Willie May. It was very kind of him to carve her bird, Cricket. The passage also shows that even though Willie May puts on a tough face, she is very sensitive and her bird meant a lot to her. She is able to identify Rob’s carving of Cricket by touch alone.

Refer students to pages 90 and 91 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

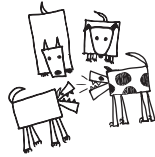
Partner pairs: Identify important events or details to add to the graphic organizer.

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

What can we add to our story map?

Add information based on student responses.

Sample Graphic Organizer	
<p>Title: <u>The Tiger Rising</u></p>	
<p style="text-align: center;">Characters:</p>	<p style="text-align: center;">Setting:</p> <p>Where:</p> <p>When:</p>
<p>Problem:</p>	
<p>Event: <u>Rob is reluctant to tell Sistine he has the keys to the tiger cage.</u></p> <p>Event: <u>Sistine gets Rob to tell her about the keys.</u></p> <p>Event: <u>Rob refuses to let the tiger out of the cage.</u></p> <p>Event: <u>Sistine meets Willie May.</u></p> <p>Event: <u>Willie May tells Sistine no one is going to come rescue her.</u></p> <p>Event: <u>Rob's dad finds the meat for the tiger and gets very angry because he thinks it's charity from Beauchamp.</u></p> <p>Event: <u>Rob carves a bird and gives it to Willie May.</u></p>	
<p>Solution:</p>	



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: Sf
pages 92–105 aloud with partners.
(if skipping Interactive Read Aloud, pages 90–105)
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
<p>1. Why would Rob and Sistine telling Willie May about the tiger put her in a difficult position? [DC] (Team Talk rubric)</p> <p><i>100 = Telling Willie May about the tiger would put Willie May in a difficult position because she works for Beauchamp. For example, if she helped Rob and Sistine release the tiger, or reported the tiger to the authorities and it was taken away, Willie May might be fired. Sometimes it is very hard to do the right thing.</i></p> <p><i>90 = Telling Willie May about the tiger would put Willie May in a difficult position because she works for Beauchamp. If she helped Rob and Sistine release the tiger, or reported the tiger to the authorities and it was taken away, Willie May might be fired.</i></p> <p><i>80 = Telling Willie May about the tiger would put Willie May in a difficult position because she works for Beauchamp.</i></p>

continued

Team Talk Questions *continued*

2. Do you think Willie May is right not to tell Rob he should unlock the tiger's cage? Explain your thinking. **[DC, AA]** (Team Talk rubric)

(Answers may vary.)

100 = *I do think Willie May is right. The tiger wasn't meant to live in the woods of Florida. It might attack a person. **In addition**, it's probably not used to living in the wild, so it might not even know how to hunt. It's not realistic to think that letting the tiger out of its cage will end well.*

90 = *I do think Willie May is right. The tiger wasn't meant to live in the woods of Florida. It might attack a person. It's probably not used to living in the wild, so it might not even know how to hunt.*

80 = *I do think Willie May is right.*

3. In the passage you read today, how does Sistine demonstrate her intelligence and control? **(Write) [DC, AC]** (Team Talk rubric)

100 = *Sistine demonstrates her intelligence and control by the way she reacts to Beauchamp. When Beauchamp asks Sistine's name, Rob is worried about what she will say. Instead of exploding at him, she smiles "sweetly" and says her name is Sissy. She knows that if she **confronts** Beauchamp, it could **endanger** their plan to release the tiger.*

90 = *Sistine demonstrates her intelligence and control by the way she reacts to Beauchamp. When Beauchamp asks Sistine's name, Rob is worried about what she will say. Instead of exploding at him, she smiles "sweetly" and says her name is Sissy.*

80 = *Sistine demonstrates her intelligence and control by the way she reacts to Beauchamp.*

4. Why do you think Rob changes his mind about setting the tiger free? Support your answer with evidence from the text. **[DC]** (Team Talk rubric)

(Answers may vary.)

100 = *I think Rob changes his mind because the cage keeps the tiger from being able to rise up and fight. **In addition**, I think Rob is tired of keeping his suitcase shut. I think he really wants to be able to talk about his mom and not have to bury his sadness. Without the cage and the suitcase, they would both be free.*

90 = *I think Rob changes his mind because the cage keeps the tiger from being able to rise up and fight. I think Rob is tired of keeping his suitcase shut. I think he really wants to be able to talk about his mom and not have to bury his sadness.*

80 = *I think Rob changes his mind because the cage keeps the tiger from being able to rise up and fight.*

5. What is an example of something you feel *gratitude* for? **[CV]**

I feel gratitude that everyone in my family is happy and healthy.

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.

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

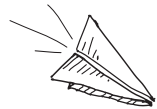
Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

Today students will read the climax of *The Tiger Rising* as Rob and Sistine release the tiger from its cage. The tiger runs to the motel, where it is shot by Rob's father. Rob's father and Willie May are relieved to find that the tiger has not harmed the children. However, the killing of the tiger unleashes Rob's pent-up feelings about the death of his mother. He tells his father that he hates him and wishes he had died instead of his mother. This outburst makes Rob's father understand the depth of his son's pain over the death of his mother and come to acknowledge his own pain over the loss of his wife. Father and son reconcile and then go with Sistine and Willie May to bury the tiger.

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.



Active Instruction

(15–25 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.



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.

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 106 in the text.



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.

Interactive Read Aloud

1. Read page 106 (paragraph ending "...the door wide.") aloud.
2. Use **Think-Pair-Share** to ask:

How do the events in the passage I just read contribute to the story's rising action?

Rob unlocks the tiger's cage and opens the door. These events contribute to the story's rising action because they build suspense and tension. They also seem to be leading to the climax of the story.

Tell students that in this lesson and on the test day, they will read the climax of the story and the story's falling action. Explain that the climax of the story occurs near the end. Often it is the time of greatest danger for the main characters and the point at which main characters experience some kind of change. The falling action is the period that shows the effects of the climax.

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

What can we add to our story map?

Add information based on student responses.

Sample Graphic Organizer

Title: *The Tiger Rising*

Characters:

Setting:

Where:

When:

Problem:

Event: *Rob and Sistine take Willie May to see the tiger.*

Willie May tells them there's nothing they can do for the tiger and

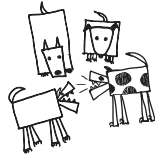
Event: *to leave it alone.*

Event: *Sistine gets angry at Willie May and Rob for not freeing the tiger.*

Rob changes his mind and, with Sistine, unlocks the tiger's cage and lets it

Event: *go free.*

Solution:



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 106 (paragraph beginning “Get out of …”)–119 aloud with partners.
(If skipping over Interactive Read Aloud, pages 106–119.)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. At the end of the story, how does Rob’s father demonstrate his love for his son? [DC, RE] (Team Talk rubric) <i>(Answers may vary.)</i></p> <p><i>100 = At the end of the story, Rob’s father agrees to start talking about Rob’s mother. He says that just saying her name “pains” him. Rob’s father is willing to endure the emotional pain of talking about his wife because he knows it helps Rob.</i></p> <p><i>90 = At the end of the story, Rob’s father agrees to start talking about Rob’s mother. He says that just saying her name “pains” him.</i></p> <p><i>80 = At the end of the story, Rob’s father agrees to start talking about Rob’s mother.</i></p>

continued

Team Talk Questions *continued*

2. What do you think is the climax of the story? Support your answer with evidence from the text. **(Write) [DC, RE, SA]** (Team Talk rubric)

100 = *The climax of the story is when Rob and Sistine set the tiger free and Rob's dad kills it. At the beginning of the story, Rob puts the tiger on top of his suitcase to keep it closed. Now that the tiger is dead, Rob's suitcase opens completely and he becomes very emotional. He hits and screams at his dad, saying that he wishes his dad had died instead of his mom. It's the first time Rob really allows all the **sorrow** to rise up and come out.*

90 = *The climax of the story is when Rob and Sistine set the tiger free and Rob's dad kills it. At the beginning of the story, Rob puts the tiger on top of his suitcase to keep it closed. Now that the tiger is dead, Rob's suitcase opens completely and he becomes very emotional. He hits and screams at his dad, saying that he wishes his dad had died instead of his mom.*

80 = *The climax of the story is when Rob and Sistine set the tiger free and Rob's dad kills it.*

3. At the tiger's funeral, how does the author use the weather to communicate mood? **[DC, AC]** (Team Talk rubric)

100 = *At the beginning of the funeral, as Rob and his father dig the grave, it is raining and the mood is gloomy. Later, as the funeral ends and Rob is starting to feel better, he notices that the sun has started to come out. Again, the author uses the weather to reflect the mood of the characters.*

90 = *At the beginning of the funeral, as Rob and his father dig the grave, it is raining and the mood is gloomy. Later, as the funeral ends and Rob is starting to feel better, he notices that the sun has started to come out.*

80 = *At the beginning of the funeral, as Rob and his father dig the grave, it is raining and the mood is gloomy.*

4. In the passage you read today, what events or details would support the theme of the pain of loss? **[DC, RE, AC]** (Team Talk rubric)

(Answers may vary.)

100 = *After Rob's father kills the tiger, Rob hits his father and yells at him, "I wish it had been you that died!" Rob says that he needs his mother, and Rob's father also says that he needs her. This scene **reinforces** the deep pain these characters have been **suffering** after the death of Rob's mother.*

90 = *After Rob's father kills the tiger, Rob hits his father and yells at him, "I wish it had been you that died!" Rob says that he needs his mother, and Rob's father also says that he needs her.*

80 = *After Rob's father kills the tiger, Rob hits his father and yells at him, "I wish it had been you that died!"*

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

Kevin knew his mom would insist that he finish all his homework before he watched any television.

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

Randomly select team representatives who will share:

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

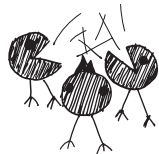


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

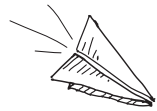
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Select and cite dialogue to support a point.

Teacher Background

The goal of this writing task is to have students explain how the relationship between Rob and his father has changed and to support their explanation using dialogue and information from the text. During Model a Skill, you will provide guidance on how to write a clear introductory sentence.



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. 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 analyzed characters based on their actions and dialogue. Point out that today they will also need to cite characters' dialogue and actions to support their writing.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

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

Writing Prompt
Explain how the relationship between Rob and his father has changed throughout the text. Support your answer with dialogue 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 explain how the relationship between fictional characters has changed.

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

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

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

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

Which guideline relates to our writing objective: select and cite dialogue to support a point?

The Ideas guideline "Support your point with evidence from the text" is related to our writing objective. Also, the Organization guideline "In the middle, support your point with examples and evidence from the text" relates to the writing objective.

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

Model planning using a graphic organizer.

Blackline master provided.

Model a Skill

1. Point out that one of the guidelines in the writing guide is to begin by making a clear point about an aspect of the literary work. Explain that this guideline is referring to an introductory sentence.
2. Tell students that if an introductory sentence is going to help the reader understand the information in their answer, it has to clearly state the point they want to make.
3. Display the following sentences.

Sistine is angry because her parents are divorced.

On the first day of school, Sistine tells her class that she hates the South because the people are ignorant.

Over the course of the story, Sistine's feelings toward Rob have changed significantly.

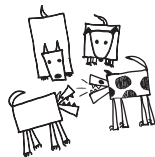
4. Explain that each of the sentences you have displayed is an example of a sentence that could have been written in response to the prompt for the writing project in cycle 1: "How has Sistine changed over the course of the story?" However, only one of the sentences would be a good introductory sentence that helps a reader better understand the point the writer is trying to make.
5. Use **Think-Pair-Share** to ask students:

Which of the sentences makes a clear point about how Sistine has changed? Explain.

The third sentence makes a clear point about how Sistine has changed. It explains that her feelings toward Rob have changed over the course of the story. The other sentences are just general information about Sistine that don't make a point about how she has changed.

6. Tell students to make sure that their introductory sentences make a clear point about how the relationship between Rob and his father has changed.

tps



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.

Students write for 10 minutes.

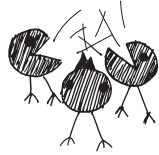
Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

Team Discussion

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



Class Discussion

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for Writing a Literary Response and the writing objective—select and cite dialogue to support a point.

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

For example, ask:

- **Does the writer begin by making a clear point about how the relationship between Rob and his father changes?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use information and dialogue to support his or her answer?**

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 find supporting information and dialogue for your answer?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Writing Prompt

Explain how the relationship between Rob and his father has changed throughout the text. Support your answer with dialogue 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.

Sistine is angry because her parents are divorced.

On the first day of school, Sistine tells her class that she hates the South because the people are ignorant.

Over the course of the story, Sistine's feelings toward Rob have changed significantly.

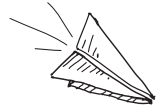
Lesson 6

Reading Objective: Support analysis with several pieces of textual evidence.

Writing Objective: Select and cite dialogue to support a point.

Teacher Background

In today's cycle test, students will continue to focus on analyzing the story elements in *The Tiger Rising* and supporting their analysis with evidence from the text. In the reading passage for the test, Rob and his father continue their reconciliation and Rob dreams of the tiger and his new friend Sistine.



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 supporting analysis with several pieces of textual evidence and selecting and citing dialogue to support a point.

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

What have we done this cycle to practice these reading and writing skills?



We have answered questions and held discussions about The Tiger Rising that focus on analyzing story elements. We've also completed a writing project where we had to select dialogue to support our point.

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, #2, #4, and #5 ask students to analyze story components.
4. Ask students to identify key words or phrases in question #1.

1. What is the resolution in the story? Explain. **[DC, RE]**

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

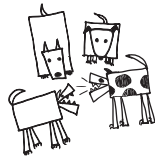
Today you will read more about Rob, his father, and Sistine.



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

Analyze Story Elements

Directions: Read *The Tiger Rising*, pages 119–121, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the resolution in the story? Explain. **[DC, RE]**

(Answers may vary.)

20 points = *Rob finally opens his suitcase and lets his sadness rise to his heart. He becomes very emotional and **confronts** his father, making his dad say his mother's name. Rob felt he had to bury his thoughts of his mother and hide his feelings from his father. Now, Rob and his father can both begin to heal from the death of Rob's mother.*

15 points = *Rob finally opens his suitcase and lets his sadness rise to his heart. He becomes very emotional and yells at his father, making his dad say his mother's name. Rob felt he had to bury his thoughts of his mother and hide his feelings from his father.*

10 points = *Rob finally opens his suitcase and lets his sadness rise to his heart.*

2. Refer to page 120. What is the author trying to communicate when she writes that Rob's father has "complicated hands"? **[DC, RE, AC]**

20 points = *The author is saying that Rob's father can be rough, and he can be gentle. **For example**, he shot the tiger and he slapped Rob at his mother's funeral. **However**, he also rubbed medicine on Rob's legs every night. Rob's father is a **complex** character.*

15 points = *The author is saying that Rob's father can be rough, and he can be gentle. He shot the tiger and he slapped Rob at his mother's funeral. He also rubbed medicine on Rob's legs every night.*

10 points = *The author is saying that Rob's father can be rough, and he can be gentle.*

3. Why does Beauchamp get Rob to feed the tiger? **[DC]**

20 points = *Beauchamp gets Rob to feed the tiger because he is scared of it. When Beauchamp first shows the tiger to Rob, he sweats and trembles just from being near it. **Sistine** also **recognizes** Beauchamp's fear of the tiger and **concludes** that is why he is having Rob feed it.*

15 points = *Beauchamp gets Rob to feed the tiger because he is scared of it. When Beauchamp first shows the tiger to Rob, he sweats and trembles just from being near it.*

10 points = *Beauchamp gets Rob to feed the tiger because he is scared of it.*

4. Why do you think the author includes details about the rain and sun as part of the setting? Support your answer with evidence from the text. **[DC, AC, SA]**

20 points = *I think the author includes details about the rain and sun to set the mood of the story. It rains throughout the story until the end. The rain makes the story feel sad and **depressing**. After Rob and his father talk about his mother, and after they bury the tiger, the sun begins to shine again. The sun makes the story feel hopeful. There is hope that Rob and his dad will have a better relationship.*

15 points = *I think the author includes details about the rain and sun to set the mood of the story. It rains throughout the story until the end. The rain makes the story feel sad. After Rob and his father talk about his mother, and after they bury the tiger, the sun begins to shine again. The sun makes the story feel hopeful.*

10 points = *I think the author includes details about the rain and sun to set the mood of the story.*

5. What do you think Willie May is referring to when she tells Sistine "Ain't nobody going to come rescue you... You got to rescue yourself"? **[DC, RE]**
(Answers may vary.)

20 points = *I think Willie May is telling Sistine that her father is not going to come and take her away. Sistine is **miserable** in Lister and keeps saying that he is coming to get her. Sistine is going to have to rely on herself to make things better.*

15 points = *I think Willie May is telling Sistine that her father is not going to come and take her away. Sistine is very unhappy in Lister and keeps saying that he is coming to get her.*

10 points = *I think Willie May is telling Sistine that her father is not going to come and take her away.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

How does the author use the character of Rob to reinforce the theme of the pain of loss? Support your answer with dialogue from the text.

In The Tiger Rising, Kate DiCamillo uses the character of Rob to demonstrate the pain of loss. As the story begins, we learn that Rob has not thought about his mother in the six months since she died because the memories are too painful. After he meets Sistine and she questions him about his mother, Rob begins to think about her again. Finally, after Rob's father kills the tiger, Rob's pain for the loss of his mother comes pouring out. He tells his father, "I wish it had been you that died! You ain't the one I need. I need her! I need her!" Rob has been deeply grieving the death of his mother, but he has been holding in all of his feelings.

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"> Selects and cites dialogue to support a point 	0–15 pts.

Part III. Vocabulary (100 points)

1. What is a synonym for the word *oblivious*? **[CV]**

Unaware is a synonym for the word oblivious.

2. The _____ broke the abused animals out of their cages and took them to the veterinarian.

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

- A. materialized
 B. *emancipators*
 C. reproachful
 D. fervently
3. What is an example of a situation where being *oblivious* would be dangerous? **[CV]**
- It would be dangerous to be oblivious as you were hiking on a narrow mountain trail.*
4. Write a meaningful sentence using the word *gratitude*. **[CV]**
- Sanja felt a deep sense of gratitude when his aunt recovered from cancer.*
5. In which of the following sentences is the word *materialized* used incorrectly? **[CV]**
- A. My best friend materialized right in front of me when she stepped out of the dark alley.
 B. As the sun burned off the fog, the deer in the field materialized.
 C. Damian was shocked when a shark materialized beside his boat.
 D. *We could not see the moon after it materialized from behind the clouds.*

6. reproachful emancipators

Would freed slaves be *reproachful* toward their *emancipators*?
No. Slaves would not be disapproving of the people who freed them.

7. Our teacher will always _____ that we walk down the hall quietly.

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

- A. *insist*
- B. *conjured*
- C. *oblivious*
- D. *gratitude*

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

In the movie, a wizard cast a spell and conjured a dragon to appear from the clouds.

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]**

Grace means smoothness of movement. The ballerina moved across the stage with grace as she performed Swan Lake.

10. As used in the sentence "The toothpick waggled as he talked, as if it was trying to make a point of its own," *waggled* most nearly means— **[CV]**

- A. *flew.*
- B. *cracked.*
- C. *fell.*
- D. *jiggled.*

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

I used the context. If someone talked with a toothpick in his or her mouth, it would jiggle.

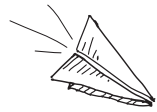
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Support analysis with several pieces of textual evidence.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

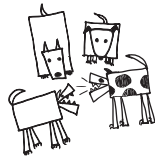
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

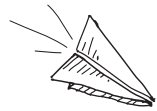
Lesson 8

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

Teacher Background

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

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

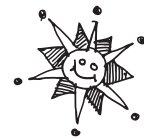


Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

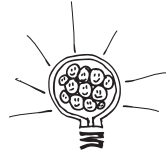
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

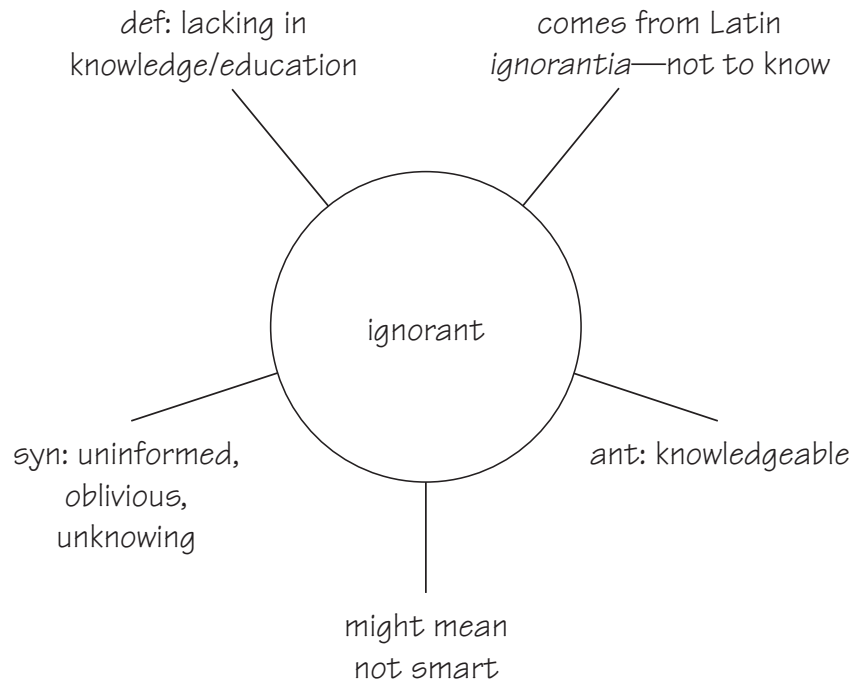
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

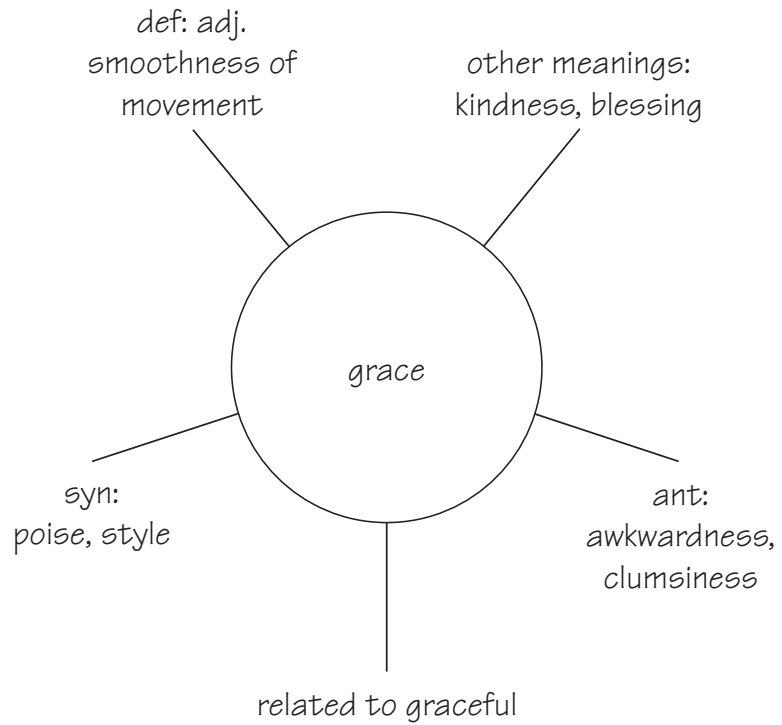
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

Sample Word Map
Cycle 1



Sample Word Map
Cycle 2



Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 6H Analyze Story Elements

English Language Arts Standards: Reading: Literature

Key Ideas and Details

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

English Language Arts Standards: Writing

Text Types and Purposes

W.6.3-2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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WNET

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