



Literature

Literary Text Structures

**I Survived: The Attack of
the Grizzlies, 1967**

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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Literary Text Structures

I Survived: The Attack of the Grizzlies, 1967

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: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words and passages in a story.

Word Power: Break words into prefixes and base words to increase understanding of words.

Writing: Draw a conclusion about the story, and give examples to support it.

Unit Overview

In this unit, students will work on using literary text structures, such as the characters, setting, and plot, to clarify difficult sentences or passages. Students should also look for problems and solutions, causes and effects, and sequences of events to clarify difficult ideas in literature. Understanding how the author organizes ideas in the story is important to clarifying difficult sections of the text.

For writing, students will draw conclusions about the story and give examples to support their ideas. This requires students to show the logic behind their thinking and explain their interpretations of characters or events from the text.

For word power, students will break words down into prefixes and base words to help clarify the meanings of the words.

Scores are not collected and recorded in Level 2-3 units for some classwork questions. Level 2-3 students will not earn scores in the graphic organizer/ notes or summary scores as indicated in the Lightning Round scores rows of the team score sheet and in the Classwork Scores columns of the teacher cycle record form.

Level 2-3 students earn word power scores by correctly answering the Team Talk questions as indicated with “word power” in parentheses. Correct **Random Reporter** responses earn 100 points for the individual student and 1 team celebration point for the team.

Unit Topic/Content

In this unit, students will read *I Survived: The Attack of the Grizzlies, 1967*. This is a story based on the real life events of the night of August 12 and early morning of August 13, 1967, in Glacier National Park. The story follows Melody Vega, an 11-year-old girl visiting Glacier National Park with her grandfather, younger brother Kevin, and close family friend Aunt Cassie. The morning after a frightening experience with a grizzly bear, Mel and Aunt Cassie visit a ranger station to report the oddly behaving bear. The ranger dismisses Mel and Aunt Cassie, explaining that the bear is harmless. A bear researcher named Stephen Weiss tells Mel and Aunt Cassie that they are right to be afraid, and that there is a problem in Glacier National Park. He believes that the large amount of trash being left in the parks is affecting the bears and making them aggressive. The bears are relying on human trash for food instead of eating normally. He is planning to hike to the Granite Park

Chalet, where he has heard rumors about grizzlies. Mel and Aunt Cassie decide to join him on the hike. At the chalet, Mel hears that the chalet has been dumping trash in a nearby ditch so that visitors can watch the grizzlies come eat at night.

Mel runs blindly out of the chalet after dinner when she is reminded of her mother, who died in a car accident. Mel blames herself for her mother's death. When Mel finally stops and realizes where she is, she knows she is in danger. She is near the trash ditch, and a grizzly bear has seen her. Mel tries to stay calm, using her knowledge about how to stay safe. She attempts to escape to a tree, but falls out when the bear repeatedly shakes it. A porcupine saves her by frightening the bear away. Mel escapes with minor injuries. They return to the log cabin so that Aunt Cassie can write an article about what is happening to the bears at Glacier National Park. The day after they mail it, Steve tells the family that two different bears attacked and killed two young women in different parts of the park the previous night—one victim was camping near the Granite Park Chalet, and the other was at Trout Lake. When Mel's family returns the next year, Steve tells them that the park has made many changes to reduce trash and return the bears to their normal habits.

Until the night of August 12, 1967, there had been no fatal bear attacks in Glacier National Park since it had opened in 1910. But poor practices in the park by both visitors and park managers eventually led to a night where two young women, Julie Helgeson and Michele Koons, were mauled and killed by grizzly bears. Visitors often did not clean up their trash or campsites. The increasing popularity of the park also meant many visitors were not as cautious of bears as they should have been. They lured bears to campsites or cars to take pictures with them. Many grizzlies in the park had lost their fear of humans, and associated them with an easy source of food. The bears that had been eating trash were often sickly or injured from eating materials such as glass or plastic. Julie and Michele's deaths led to vast changes in the care of all national parks.

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

I Survived: The Attack of the Grizzlies, 1967

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–11	(Optional) background video: "All about Grizzly Bears: Night of the Grizzlies" PBS Learning Media (4:36): https://www.pbslearningmedia.org/resource/48516a47-e86c-47ba-91ef-32e1ed2879f2/all-about-grizzly-bears-video-glacier-parks-night-of-the-grizzlies/ (Embedded) "Team Talk Response"
Lesson 2	pages 12–26	https://www.nps.gov/subjects/bears/safety.htm
Lesson 3	pages 27–38	https://www.nps.gov/glac/learn/nature/bears.htm
Lesson 4	pages 39–53	
Lesson 5	writing in response to reading	
Lesson 6	pages 52–59	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

I Survived: The Attack of the Grizzlies, 1967

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 60–72	(Optional) background video: "Poor Choices: Night of the Grizzlies" PBS Learning Media (approx 3:40): https://www.pbslearningmedia.org/resource/405b0bbb-abb4-4e61-a362-c2a4e498c977/poor-choices-video-glacier-parks-night-of-the-grizzlies/
Lesson 2	pages 73–86	
Lesson 3	pages 87–98	
Lesson 4	pages 99–109	(Optional) background video: "The Silver Lining: Night of the Grizzlies" PBS Learning Media (approx :42): https://www.pbslearningmedia.org/resource/9308dadb-8843-4148-aa53-020df8832edc/the-silver-lining-video-glacier-parks-night-of-the-grizzlies/
Lesson 5	writing in response to reading	
Lesson 6	pages 110–114	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

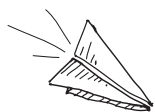
Literary Text
Structures

Lesson 1

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Teacher Background

Today students will begin reading *I Survived: The Attack of the Grizzlies, 1967*. Melody Vega is visiting Glacier National Park with her grandfather Pops and younger brother Kevin. They have a log cabin on Lake McDonald. The story opens with an incident where Mel is trying to escape an attacking grizzly bear, but in chapter 2 it turns out that event is happening at a later time. Mel and her family are visiting the park to get away from home. Mel's mother died in a car accident the previous December, and she feels it was her fault. Mel and Kevin listen to Pops tell them stories from his childhood visits to Glacier.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: What do you think it means to respect nature when hiking or camping?

Set the Stage

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

What do you think it means to respect nature when hiking or camping?

I think it means to treat animals and the environment well. It means to be polite and to leave animals or alone whenever possible.

What do you think hikers or campers might do that does not respect nature?

I think hikers and campers might leave trash behind, and that does not respect nature. We should not litter. People might try to chase or bother animals. They might try to feed them to get them to come closer.

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.

4. Distribute copies of *I Survived: The Attack of the Grizzlies, 1967*. 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, legendary, tale, etc. in the subtitle or blurb on the back of the book.

After previewing *I Survived: The Attack of the Grizzlies, 1967*, 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 group of grizzly bears attacking people. The cover of the book shows a bear and a girl running away, and the title is about surviving an attack.

Build background about the topic.

5. Tell students that this book takes place in a Glacier National Park, a national park located in Montana. Explain that conservationists and the U.S. government were interested in preserving land as far back as 1872, when Yellowstone National Park was created. National parks are government-owned land set aside for public use. The land in national parks is meant to be free from development, such as houses, office buildings, or shopping centers. Explain that Glacier National Park was established as a park in 1910. The park covers 1,583 square miles of land, and has 762 lakes within its boundaries. Yellowstone and Glacier are popular camping destinations. Use **Think-Pair-Share** to ask:

Why do you think people are interested in keeping some public land free from development? How does this help people?

I think people are interested in keeping some public land free from development because it makes a place open and wild. I think that people can go explore these places. They can see animals and a natural environment. People can get away from cities and relax.

(Optional) Show the video.

6. (Optional) Show “All about Grizzly Bears: Night of the Grizzlies” to introduce students to grizzly bears. Use **Think-Pair-Share** to debrief the video.

Why are grizzly bears such an attraction at national parks?

It is often hard to find grizzly bears at the national parks, so there is a mystery about them. They are large, powerful, and intelligent animals. We think of bears as both cuddly and dangerous.

Interactive Read Aloud

1. This cycle our reading objective is to use story elements to clarify the meanings of words and passages in a story. Explain to students that literature is usually structured around a setting, characters, the plot, a problem, and a solution.

In literature, authors relate the ideas and events in the text in relation to the setting, characters, and plot. You can use these text structures to help you clarify difficult words and passages in the text. When you reach a word or passage you don’t understand, you can think about whether

Review the skill as necessary.

the author is describing the characters or setting, or if the author is telling you something about the plot.

2. Point out that within the plot, students should look for other common ways authors organize information in literature.

The plot of the story is the events in it. When you think about the plot, think of the problem in the story and the events that lead to the solution. You can clarify difficult words or ideas by identifying them as part of the problem or solution. You should also think about the sequence of events, or how the actions of the characters cause certain events to happen. These can all help you clarify difficult words or passages in the text.

3. Read pages 1 and 2 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>Hmm, there is a phrase I don't quite understand from this passage in the text. The phrase is "blood turned to ice." What does it mean if your blood turns to ice? I don't think that's something blood can do inside your body. I think I read some clues about the setting and events that might help me figure this out. On page 2, Mel describes Glacier National Park. She describes a "peaceful darkness" and "magical wilderness." That sounds really pleasant and nice. But I also see details about an enormous, growling bear with "dripping jaws" and "gleaming claws." I see the words <i>panic</i> and <i>terror</i>. Mel is obviously scared of the bear. She's running from it. It is chasing her. I know bears are dangerous. I think the phrase "blood turned to ice" must be a way of saying you're scared or shocked. When you're scared, your body might freeze and you might shake or tremble. Mel's blood didn't actually freeze, but she became very scared when she saw the bear.</p>

4. Point out to students how you used a description of the setting in Glacier National Park and the events to help you clarify a difficult phrase. By realizing how the night went from pleasant to terrifying, you were able to figure out that saying your blood turned to ice is another way of saying you were scared.
5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

Refer students to pages 1–11 in the text.

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

Students: Actively listen.

Teacher: Model making notes on a graphic organizer.

Sample Graphic Organizer

Title: I Survived: The Attack of the Grizzlies, 1967, cycle 1

<p style="text-align: center;">Characters:</p> <p>Melody Vega</p>	<p style="text-align: center;">Setting:</p> <p>Where: Glacier National Park Granite Park</p> <p>When: Tuesday, August 8, 1967 (9:30 PM)</p>
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Event: Mel is being chased by a grizzly bear. She climbs a tree to escape, but the bear attacks the tree and she begins to fall out of it.

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

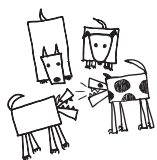


6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students continue reading page 3 aloud. Use **Think-Pair-Share** to ask:

What difficult words or passages did you read that you could clarify by using a literary text structure?

We did not understand why Mel said time “seemed to slow” at first. We reread and realized how the event seemed to Mel. She describes her fall from the tree as if it took a long time. She screams, tumbles, and twists in the air. The author repeats the word down three times. I think that Mel is so scared that everything seems to happen slowly. But we know everything happens quickly. She runs, and the bear almost catches her. She tries to climb quickly, but the bear scratches her leg. We know that events can seem to take longer than they really do, especially if we’re scared or nervous.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading 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 4–11 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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. What word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand the word nonstop on page 5. We used Kevin’s character and the events to help us figure out the meaning of the word. Kevin asks Mel a lot of questions. He is four years old. We know that four year olds can be very curious and ask a lot of questions. He asks a new one as soon as Mel answers. Nonstop must mean without stopping, since he is asking question after question. This helped us understand Kevin’s character in the story.

90 = We did not understand the word nonstop on page 5. We used Kevin’s character and the events to help us figure out the meaning of the word. We see that Kevin asks Mel a lot of questions. He asks a new one as soon as Mel answers. Nonstop must mean without stopping, since he is asking question after question.

80 = We did not understand the word nonstop on page 5. We used a character’s actions.

continued

Team Talk Questions *continued*

2. What happened to Mel and Kevin's mother? How has this affected Mel? Support your thinking. **[RE, SA]** (Team Talk Rubric)

*100 = Mel and Kevin's mother died in a car accident in December. This has affected Mel because she feels **responsible** for her death. It was a snowy night, and Mel **begged** and **pleaded** to go to her friend's house to sleep over. Her mother finally agreed to drive her when it stopped snowing. Their car hit a sheet of black ice and smashed into a tree, killing Mel's mother. Mel **blames** herself for making her mom drive her in **dangerous conditions**.*

90 = Mel and Kevin's mother died in a car accident in December. This has affected Mel because she thinks it is her fault. It was a snowy night, and Mel wanted to go to her friend's house to sleep over. Her mother finally agreed to drive her when it stopped snowing. Their car hit a sheet of black ice and smashed into a tree, killing Mel's mother.

80 = Mel and Kevin's mother died in a car accident in December. This has affected Mel because she thinks it is her fault.

3. Which of the following best describes why Mel's father sent her, Kevin, and Pops to Glacier National Park? **[RE, SA]** (Team Talk Rubric)

- A. to keep tradition and return to normal
- B. to get them out of his way at home
- C. to forget about how much Mom loved it
- D. to enjoy two weeks of camping

What evidence supports your answer?

*100 = Mel **describes** how trips to Glacier National Park have been a tradition for sixty years. On page 10, she describes how Pops built the cabin with his father. She says that it had always been Mom's favorite place to visit. Mel's mother had probably been visiting the park since she was a young girl. On page 8, Mel describes how Pops said that Mom would want them to visit. I think Mel's father wants the family to keep doing things they love even though Mom is not with them.*

90 = Mel says the family has been taking trips to Glacier National Park for sixty years. She tells how Pops built the cabin with his father. She says that it had always been Mom's favorite place to visit. Mel's mother had probably been visiting the park since she was a young girl. Pops said that Mom would want them to visit.

80 = Mel says the family has been taking trips to Glacier National Park for sixty years.

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) and important ideas that they added to their graphic organizers.

Cue students to discuss strategy use and graphic organizers.

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)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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

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

How many points did your team earn today?

How can your team earn more points?

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

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

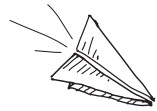
Lesson 2

Reading Objective: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today’s reading, Pops tells Mel and Kevin about how porcupines are fierce, and that even large animals are afraid of them. He explains that he did not have enough respect for the animals when he was younger. Mel remembers that her mother stressed the importance of respecting nature at Glacier. While Mel is putting out their campfire for the night, she sees a grizzly bear. She follows all the advice she has learned about staying safe around bears and gets back to the cabin safely. But the bear follows and begins trying to get inside the cabin. It breaks a window and pounds on the door. Pops notices that the bear is thin and acting strangely.



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 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
spindly (adjective) page 3	spind-ly (SPIND-lee)	long or tall, thin, and weak	Baby giraffes can stand on their <i>spindly</i> legs within thirty minutes of being born.
disappeared (verb) (Latin root) page 17	dis-ap-peared (dis-uh-PEERD)	vanished from sight	The meteor streaking through the night sky <i>disappeared</i> just as quickly as it showed up while we were observing the constellations.
doused (verb) (connotation/ denotation) page 17	doused (DOUSD)	splash or throw water on, especially to put out a fire	Ms. Jones <i>doused</i> the fire with a bucket of water to show the scouts the proper way to put out a campfire for the night.
rickety (adjective) page 22	rick-e-ty (RIK-i-tee)	shaky; likely to fall	Belinda did not like using the <i>rickety</i> ladder to reach high objects in the closet because it felt unsafe.
unforgettable (adjective) (prefix and base word) page 33	un-for-get-ta-ble (uhn-fer-GET-uh- buhl)	hard or impossible to not remember	The fireworks display was an <i>unforgettable</i> memory for the children at the baseball game.
ashamed (adjective) page 41	a-shamed (uh-SHEYMD)	embarrassed by feelings of guilt	Marlee felt <i>ashamed</i> for teasing Lukas about his hat, so she apologized to him.
fuming (verb) (connotation/ denotation) page 51	fu-ming (FYOOM-ing)	showing anger or annoyance	Pablo was <i>fuming</i> on his walk home from school because his friend Craig had borrowed and crashed his bike.
starved (verb) page 56	starved (STAHRVD)	died or suffered from hunger	Talil found a <i>starved</i> dog hiding in the alley and brought it to the vet so that it could be fed and taken care of.

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.

Review Vocabulary Vault.

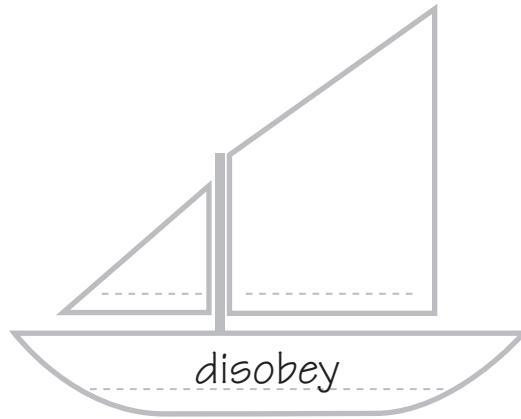
Introduce the word power skill.

Blackline master provided.

6. Introduce the word power skill (prefix and base word). Link the skill to the Word Treasure clue for prefix and base word.

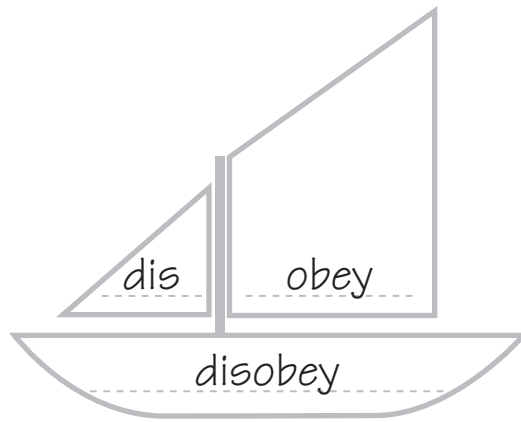
This cycle we will identify prefixes on base words. Sometimes a prefix is added to the beginning of a word and changes the meaning of the base word. The Word Treasure clue we use to remind us of prefixes and base words is a boat with a little sail and a big sail. This reminds us that a prefix goes on the little sail in front of the base word, which goes on the big sail.

7. Display the clue, a boat with a little sail and a big sail, and write *disobey* on the bottom.



8. Model separating the prefix and base word.

Sample Think Aloud
Let's look at the word <i>disobey</i> that is written on the boat. I need to separate the prefix from the base word. I recognize the base word <i>obey</i> , so the prefix must be <i>dis-</i> . So, I will write the prefix <i>dis-</i> on the little sail and the base word <i>obey</i> on the big sail. This helps me see how to separate prefixes from base words.



- Point out that prefixes can change the meanings of words. Explain that the prefix *dis-* means not and that it gives a word a negative or opposite meaning. Model determining the meaning of a word with a prefix.

Sample Think Aloud
OK, let's figure out what the word <i>disobey</i> means now that we know that prefixes change the meanings of words. I know that <i>obey</i> means to follow directions or rules. So, when the prefix <i>dis-</i> is added to the word <i>obey</i> , it must make it mean not follow directions or rules. This makes the word <i>obey</i> mean the opposite.

- Reveal the Word Treasure (skill).

Word Treasure	Some base words have certain beginnings or prefixes. If you're having trouble reading these words, read the base word first. Next read the prefix, and then read the whole word.
---------------	--

- Point out to students that there is a word in their vocabulary list with the prefix *dis-* in it.
- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

- Ask students to review their team's goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
- Refer students to the Big Question from yesterday: What do you think it means to respect nature when hiking or camping?

Explain that in today's reading, Pops tells about getting stuck with porcupine quills when he was young because he didn't respect nature. Use **Think-Pair-Share** to ask:

How do you think being injured by wild animals relates to respecting nature?

I think being injured by wild animals relates to respecting nature because if we are not careful around wild animals, they may attack us. Many animals will hurt us when they try to defend themselves. We are bigger than a lot of animals. Nature is the home of wild animals, and if we don't respect their home, they will not be happy with us.

Teams review their cycle goal.

Post and present the reading objective. Teams review notes, summarize story events, ask questions, and make predictions.



Build background about the topic.



6. Visit <https://www.nps.gov/subjects/bears/safety.htm> to share some bear safety guidelines from the National Park Service. Use **Think-Pair-Share** to ask:

How do you think the bear safety tips relate to respecting nature?

I think the bear safety tips relate to respecting nature because they help you warn bears that you are nearby. They help you keep your space from them. They show that you need to be alert and aware when you are in bear territory.

Interactive Read Aloud

1. This cycle our reading objective is to use story elements to clarify the meanings of words in a story. Review with students how they can use literary text structures to help clarify the meanings of difficult words or longer passages of text.
2. Read pages 12–14 (paragraph 6) aloud. A sample Think Aloud follows.

Sample Think Aloud
Ok, as I was reading, I came across a phrase that I wasn't sure about. Pop says that he had long black needles sticking in "the meat of my calf." What would the meat of Pops' calf be? I think I can use some literary text structures to help me clarify it. Let me think about the events Pops describes. He was walking in the woods when he heard a sound, and was then hit in the calf. He says he looked at his leg in the light of a lantern. So your calf is part of your leg. Pops says it was a porcupine that hit him. I think porcupines are short animals and probably only have a low reach, so the calf is your lower leg. Maybe the meat of your calf is the part that is the back of your lower leg, where it is the biggest. That's where the muscles are. I see how that could be the "meaty" part of your leg.

3. Point out to students that you used plot events to help clarify what happened to a character in the story.
4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

Review the skill as necessary.

Refer students to pages 12–26 in the text.

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

Students: Actively listen.

Teacher: Model making notes on a graphic organizer.

Sample Graphic Organizer

Title: I Survived: The Attack of the Grizzlies, 1967, cycle 1

Characters:

Melody Vega
Kevin Vega
Pops

Setting:

Where: Glacier National Park
Granite Park

When: Tuesday, August 8, 1967
(9:30 PM)
Sunday, August 6 (two days earlier)

Event: Mel is being chased by a grizzly bear. She climbs a tree to escape, but the bear attacks the tree and she begins to fall out of it.

Event: Mel, Kevin, and Pops are visiting their cabin at Glacier National Park. They are there to help feel better after the death of Mel and Kevin's mother.

Event: When Pops was a child, he was attacked by a porcupine while walking through the woods at Glacier National Park. He says he did not respect nature enough.

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



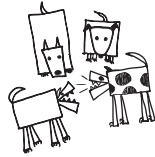
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages pages 14 (paragraph 7) and 15 (paragraph 5) aloud. Use **Think-Pair-Share** to ask:

What difficult words or passages did you read that you could clarify using a literary text structure?

We had to clarify the sentence "But I was walking around like I owned the forest." We know Pops' family owns a cabin in Glacier National Park, but we didn't think you could own the forest. We read ahead and saw that Mel's mom often said that they were just guests at Glacier, and that the animals really owned the park. We also reread and saw what Pops said he did to get hurt. He didn't pay attention to the porcupine's warning. We figured out that Pops meant that he wasn't being careful. He was too confident that he was safe in the forest and didn't need to worry about the animals.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 15 (paragraph 6)–26 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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. What word or passage did your team clarify? How did you figure it out? **(Write)**
CV (strategy-use rubric)
100 = We did not understand what Mel meant when she said “The whole forest seemed to be holding its breath” on page 16. We used the setting of the story to figure out the meaning of this word. Mel notices that the night seems too quiet. There are no owls hooting or insects buzzing. When you hold your breath, you become quiet. You no longer make breathing noises. This helped us understand that the other forest animals are being quiet to hide from the grizzly bear Mel sees.
90 = We did not understand what Mel meant when she said “The whole forest seemed to be holding its breath” on page 16. We used the setting of the story to figure out the meaning of this word. Mel notices that the night seems too quiet. When you hold your breath, you become quiet.
80 = We did not understand what Mel meant when she said “The whole forest seemed to be holding its breath”. We used the setting of the story to figure it out.

continued

Team Talk Questions *continued*

2. At this point in the text, which of the following best describes Mel? **[RE, SA]**
(Team Talk Rubric)

- A. excitable
- B. level-headed
- C. foolish
- D. unreasonable

What evidence from the text supports this description?

100 = *Mel stays calm and remembers what to do when she sees the grizzly bear. **Even though** Mel is scared when she sees the grizzly bear, she remembers everything her mom told her about staying safe. **On page 23**, she walks backward away from it slowly. She doesn't look the bear in the eye and keeps her eyes **glued** to the ground. Mel's mind screams at her to run, but she knows that will make the bear chase her. **This shows that Mel is level-headed for remembering how to stay safe around grizzly bears.***

90 = *Mel stays calm and remembers what to do when she sees the grizzly bear. Mel is scared when she sees the grizzly bear, but she remembers everything her mom told her about staying safe. She walks backward away from it slowly. She doesn't look the bear in the eye and keeps her eyes on the ground. Mel's mind screams at her to run, but she knows that will make the bear chase her.*

80 = *Mel stays calm and remembers what to do when she sees the grizzly bear.*

3. How is the bear acting differently from how Mel and Pops expect it to act? Why might it be acting that way? Support your thinking. **[DC, SA]** (Team Talk Rubric)

100 = *The bear is interested in the cabin and is attacking it. **On page 21**, Mel remembers that her mom said grizzly attacks are **rare**, and that no one had ever been attacked by one at Glacier. **In fact**, most visitors never see grizzly bears. **On page 23**, Pops asks if Mel is sure it is a grizzly because "grizzlies don't bother with people." **The bear might be acting strange because it is hungry. Pops and Mel can see that the bear is thin and they can see its spine through its fur. They expect the bear to stay away from the cabin, but maybe it is sick or hungry enough to attack people.***

90 = *The bear is interested in the cabin and is attacking it. Mel remembers that her mom said grizzly attacks do not happen often, and that no one had ever been attacked by one at Glacier. Most visitors never see grizzly bears. Pops asks if Mel is sure it is a grizzly because "grizzlies don't bother with people." **The bear might be acting strange because it is hungry. Pops and Mel can see that the bear is thin and they can see its spine through its fur.***

80 = *The bear is interested in the cabin and is attacking it. **The bear might be acting strange because it is hungry.***

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

After finding a _____ bird in her garden, Ruby decided to hang up a bird feeder during the winter when there are fewer seeds and berries on plants.

Starved. The word feeder is a clue. It seems like a feeder is something that gives food to birds. If you are starved, it means you do not have enough food to eat. So, people put out feeders full of food so birds do not go hungry.

continued

Team Talk Questions *continued*

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)
 disconnect
dis + connect; to not connect, or make not connected

Cue students to discuss strategy use and graphic organizers.

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) and important ideas that they added to their graphic organizers.
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
- fluency selection



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

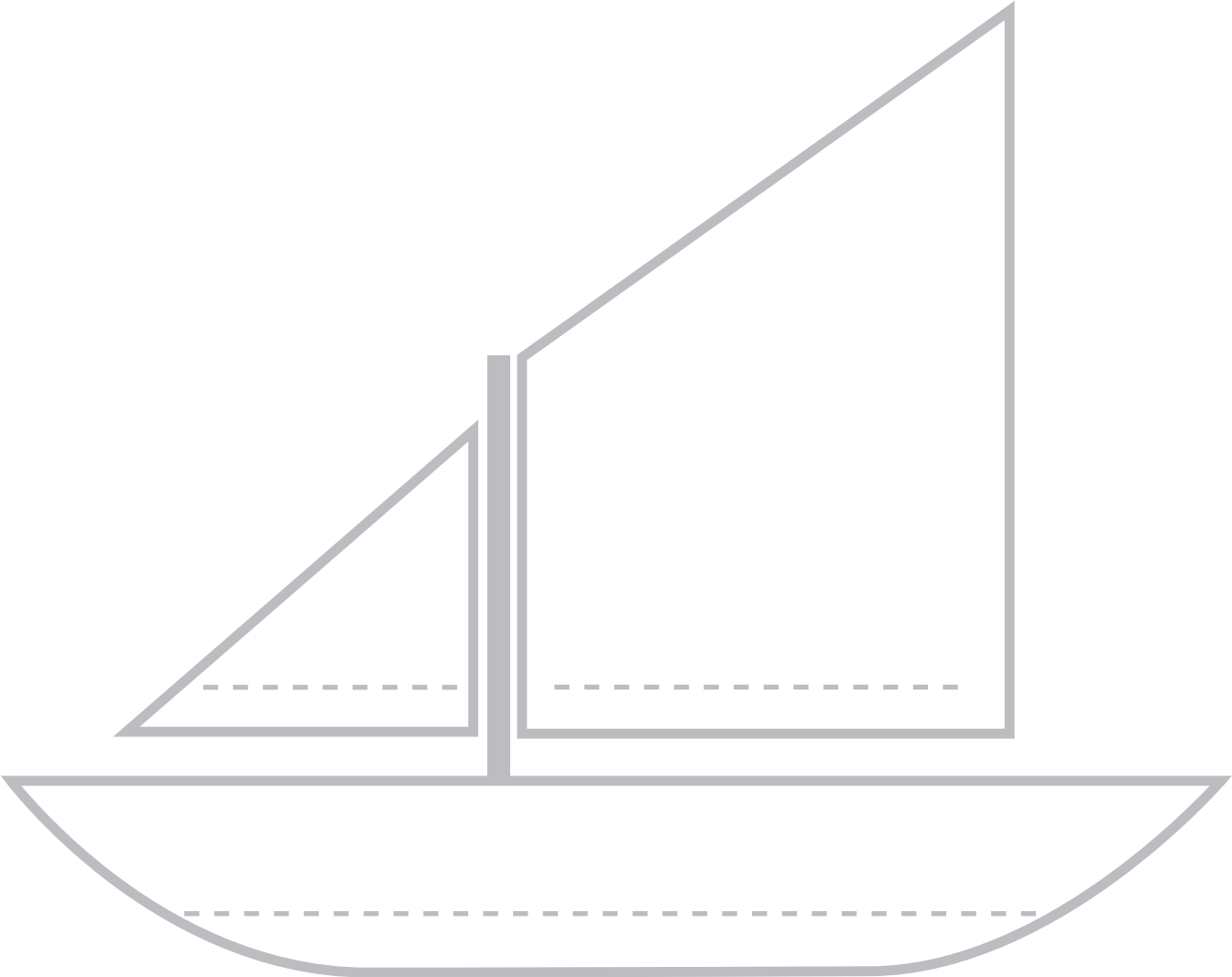
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

From Student Edition

Word	Pronunciation	Definition	Sample Sentence
spindly (adjective) page 3	spind-ly (SPIND-lee)	long or tall, thin, and weak	Baby giraffes can stand on their <i>spindly</i> legs within thirty minutes of being born.
disappeared (verb) (Latin root) page 17	dis-ap-peared (dis-uh-PEERD)	vanished from sight	The meteor streaking through the night sky <i>disappeared</i> just as quickly as it showed up while we were observing the constellations.
doused (verb) (connotation/ denotation) page 17	doused (DOUSD)	splash or throw water on, especially to put out a fire	Ms. Jones <i>doused</i> the fire with a bucket of water to show the scouts the proper way to put out a campfire for the night.
rickety (adjective) page 22	rick-e-ty (RIK-i-tee)	shaky; likely to fall	Belinda did not like using the <i>rickety</i> ladder to reach high objects in the closet because it felt unsafe.
unforgettable (adjective) (prefix and base word) page 33	un-for-get-ta-ble (uhn-fer-GET-uh-buhl)	hard or impossible to not remember	The fireworks display was an <i>unforgettable</i> memory for the children at the baseball game.
ashamed (adjective) page 41	a-shamed (uh-SHEYMD)	embarrassed by feelings of guilt	Marlee felt <i>ashamed</i> for teasing Lukas about his hat, so she apologized to him.
fuming (verb) (connotation/ denotation) page 51	fu-ming (FYOOM-ing)	showing anger or annoyance	Pablo was <i>fuming</i> on his walk home from school because his friend Craig had borrowed and crashed his bike.
starved (verb) page 56	starved (STAHRVD)	died or suffered from hunger	Talil found a <i>starved</i> dog hiding in the alley and brought it to the vet so that it could be fed and taken care of.



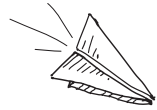
Lesson 3

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Students will break words into prefixes and base words to increase understanding of words.

Teacher Background

The grizzly that followed Mel to the cabin is still attacking, and only gives up when Pops rings a loud dinner bell to scare it off. They are left confused and frightened by the whole experience. Mel remembers a hike with her mom two year earlier, when they came across a dead grizzly bear. The bear had likely died of old age. Mel thought that bear was beautiful, unlike the beast that attacked the cabin.



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.

Review the word power skill.



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

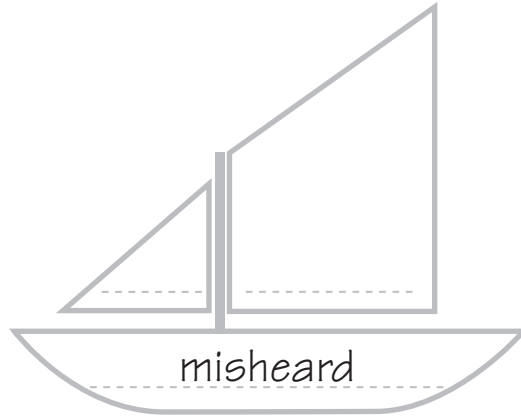
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they 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.
4. Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).
5. Use **Think-Pair-Share** to ask:

Let's review: what prefix did we discuss in the previous lesson, and what does it mean?

We discussed the prefix dis-. It makes a word mean the opposite.

There is a word in your vocabulary list with this prefix. What is it, and how does the prefix change the meaning of the word?

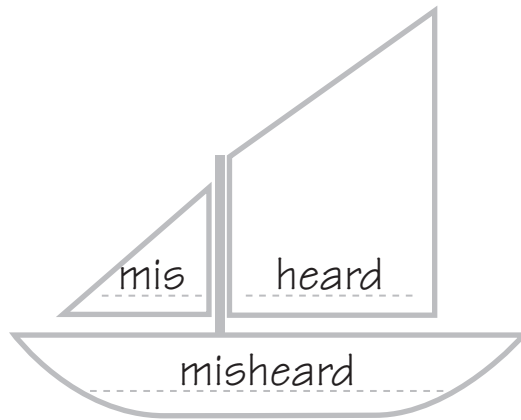
The word disappeared is in our vocabulary list. The word means to vanish from sight. So the word appear must mean to come into sight, while the prefix dis- makes it mean to leave from sight.



6. Display a boat with the word *misheard* written on the bottom. Introduce the prefix *mis-* to students by explaining that it is another prefix that makes a word mean incorrectly or the opposite. Use **Think-Pair-Share** to ask:

How would you break up the prefix and base word in *misheard*? What does the word mean?

You would put the prefix mis- in the little sail and the word heard in the big sail. It means to hear something incorrectly or not hear.



7. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Teams review their cycle goals.

Post and present the reading objective.

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



Build background about the topic.

Review the skill as necessary.

Refer students to pages 27–38 in the text.

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

Students: Actively listen.



Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Visit <https://www.nps.gov/glac/learn/nature/bears.htm> to share information about bears in Glacier National Park.

Compare the drawings of the black and brown bears. What can you tell about the two bears and why grizzlies are considered more dangerous?

I can tell that brown bears are larger than black bears. Brown bears look heavier, and their heads and paws are bigger than a black bear's. Their larger size and strength would make them a bigger threat.

Interactive Read Aloud

1. This cycle our reading objective is: use story elements to clarify the meanings of words and passages in a story.
2. Read page 27 aloud. A sample Think Aloud follows.

Sample Think Aloud

Hmm, I'm not sure I know the meaning of the phrase "skin-crawling scratching noise." What is *skin-crawling*? Let me see if I can clarify it by thinking about literary text structures. I'll think about the setting and plot events. Mel, Kevin, and Pops are at the cabin. A grizzly bear is attacking them. It is throwing its body at the door. It's a scary situation. Mel says that the noise is the bear's claws scratching and digging the wood. I can make a mind movie of what the bear looks like while it attacks. I know that scratching noises can be high pitched. Think about what it sounds like if you scratch your nails or a piece of chalk on a chalkboard. Those high-pitched squeaks can make you shiver. When we shiver, we can get goose bumps, even if we're not cold. I think that's what a skin-crawling scratching noise is. The noise and fear is giving Mel goose bumps.

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

How did I use literary text structures to help clarify the meaning of a word?

You did not understand the phrase "skin-crawling scratching noise," so you used the setting and plot events in the story to help you figure it out. The cabin is made from wood, and the bear's claws are scratching against it as it attacks. The skin-crawling feeling is goose bumps from the scratching noises and fear.

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: <u>I Survived: The Attack of the Grizzlies, 1967, cycle 1</u>	
<p style="text-align: center;">Characters:</p> <p>Melody Vega Kevin Vega Pops</p>	<p style="text-align: center;">Setting:</p> <p>Where: Glacier National Park Granite Park</p> <p>When: Tuesday, August 8, 1967 (9:30 PM) Sunday, August 6 (two days earlier)</p>
<p>Event: Mel is being chased by a grizzly bear. She climbs a tree to escape, but the bear attacks the tree and she begins to fall out of it.</p> <hr/> <p>Event: Mel, Kevin, and Pops are visiting their cabin at Glacier National Park. They are there to help feel better after the death of Mel and Kevin's mother.</p> <hr/> <p>Event: When Pops was a child, he was attacked by a porcupine while walking through the woods at Glacier National Park. He says he did not respect nature enough.</p> <hr/> <p>Event: Mel sees a grizzly bear walk out of the woods near the cabin. She backs away until she can run in the cabin to safety.</p> <hr/> <p>Event: The grizzly bear attacks the cabin and breaks the window. The bear seems very skinny. It begins throwing its body against the door.</p> <hr/>	

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

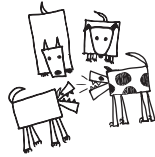
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students continue reading pages 28 and 29 aloud. Use **Think-Pair-Share** to ask:

What difficult words or passages did you read that you could clarify using a literary text structure?

We clarified the meaning of the word frantically using the plot and problem and solution. Mel is looking frantically around the cabin for anything that will help. She wants to find a solution to the problem quickly because she is afraid the bear will get in. Frantically must mean desperately or in a scared and desperate way.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 30–38 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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. What word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand the meaning of the word bait on page 31. We used the problem and solution literary structure to clarify the word. Pops explains that when rangers need to move problem bears, they trap them. They bait a trailer with deer or elk meat, and then trap the bear when it comes to eat. When you bait a trap, you must put things in it to attract what you want to catch. The meat attracts the bears. This helped me understand what Pops thinks will happen to the bear that attacked the cabin.

90 = We did not understand the meaning of the word bait. We used the problem and solution literary structure to clarify the word. Pops explains that when rangers need to move problem bears, they trap them. They bait a trailer with deer or elk meat, and then trap the bear when it comes to eat. When you bait a trap, you must put things in it to attract what you want to catch.

80 = We did not understand the meaning of the word bait. We used the problem and solution literary structure to clarify the word.

continued

Team Talk Questions *continued*

2. Mel and her mother's loud noises while hiking show that they are— **[RE, DC, SA]**
(Team Talk rubric)

- A. reckless.
- B. carefree.
- C. annoying.
- D. careful.

What evidence supports this answer?

100 = *It is important to be careful and not surprise bears in grizzly country. **Even though** no one had been attacked by bears in Glacier National Park, it was good to be safe. Most bear attacks happened when they were surprised or **threatened**. Mel's mom made sure that they talked loudly, clapped, sang, and made a lot noise so that they would not surprise a bear. **If you make a lot noise, bears will know you're coming and can run away from you.***

90 = *It is important to be careful and not surprise bears in grizzly country. No one had been attacked by bears in Glacier National Park, but it was good to be safe. Most bear attacks happened when they were surprised. Mel's mom made sure that they talked loudly, clapped, sang, and made a lot noise so that they would not surprise a bear.*

80 = *It is important to be careful and not surprise bears in grizzly country.*

3. Why do you think Mel's mom spoke so quietly while they looked at the dead bear in the woods? Support your thinking. **[DC, SA]** (Team Talk rubric).

100 = *Mel's mom spoke quietly because she wanted to show respect for the bear. Mel says she spoke as if they were in an art museum or a church. These are places where people are quiet and **respectful**. **I know from earlier readings** that Mel's mom cared about respecting nature in the park. When they left the bear they covered it with branches, like a grave. Seeing a dead grizzly bear would be **unusual**, and she told Mel that they would always remember that moment. **This shows that Mel's mom was thankful for the opportunity to see a grizzly up close.***

90 = *Mel's mom spoke quietly because she wanted to show respect for the bear. Mel says she spoke as if they were in an art museum or a church. These are places where people are quiet. Mel's mom cared about respecting nature in the park. When they left the bear they covered it with branches, like a grave. She told Mel that they would always remember that moment.*

80 = *Mel's mom spoke quietly because she wanted to show respect for the bear.*

continued

Team Talk Questions *continued*

4. “Mel doused the fire with water from the lake and used a shovel to pile sand on the smoldering logs.” In this sentence on page 17, the word *doused* most nearly means— **[CV]**
- dried.
 - splashed.
 - covered.
 - removed.
5. Write the prefix and the base word, and then write the word’s meaning. Draw a sailboat if you need help. **[CV]** (word power)

misplace

mis + place; to put in the wrong place

Cue students to discuss strategy use and graphic organizers.

- 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) and important ideas that they added to their graphic organizers.
- 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.



Class Discussion **tp**

(15 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

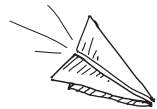
Lesson 4

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

The next morning, family friend Aunt Cassie arrives at the cabin and notices the damage from the bear. She and Mel go to the nearby ranger station to report what happened. They are shocked when the ranger does not seem to take their complaint seriously. He says they call the bear Old Slim and he's been causing problems at campsites in the area all summer. He also says that most of the forest rangers are too busy dealing with fires to help take care of the bear. As they leave the station, a young man tells them that the bear is a dangerous problem.



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.

Review the word power skill.

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.
4. Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).



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

Why do you think you should learn about prefixes and base words?

Prefixes change the meanings of the base words they are added to. It is important to recognize when a base word has a prefix and how that prefix affects the meaning of the word. This will help me to better clarify words when I read.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Teacher's Note:

The word *misleading* has a prefix, base word, and ending. Accept answers with or without the ending.

Word Power Challenge

The doctor used a special liquid to disinfect the deep wound before he stitched it up.

After misleading his campers on the hike, Karlo promised to take a map and stick to the marked trail.

- Use **Random Reporter** to choose a student to read each sentence orally and identify the prefix, base word, and meaning of each underlined word.

dis + infect: to make not infected or germy

mis + lead + ing: incorrectly leading or guiding

- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

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 39–51 in the text.

Teacher: Read aloud.

Students: Actively listen.



Interactive Read Aloud

1. Read pages 48–52 aloud.
2. Use **Think-Pair-Share** to ask:

I’m not sure I understand the sentence, “Somehow, that split-second look between her and Aunt Cassie said more than one hundred letters could,” on page 41. How can I use literary text structures to clarify this phrase?

You can think about the characters and past events to figure this out. Earlier in the text, we learned that Mel blames herself for her mother’s death, and she is still feeling very sad. Now we learn that Aunt Cassie, her mother’s best friend, wrote several letters to Mel, but Mel didn’t answer because she didn’t know what to say. I think that when Mel and Aunt Cassie see each other, Mel knows that Aunt Cassie loves her and is not angry. Aunt Cassie is also sad that her mom is gone. Seeing Aunt Cassie in person helps her realize this better than the letters did.

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

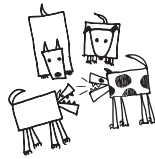
How do you think Aunt Cassie will react to the cabin being attacked by a bear?

I think Aunt Cassie will be afraid of what happened. She has visited Glacier a lot with Mel’s family, so she probably knows how unusual it was for the bear to act that way.

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

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

Sample Graphic Organizer	
Title: <u>I Survived: The Attack of the Grizzlies, 1967, cycle 1</u>	
<p style="text-align: center;">Characters:</p> <p>Melody Vega Kevin Vega Pops Aunt Cassie</p>	<p style="text-align: center;">Setting:</p> <p>Where: Glacier National Park Granite Park</p> <p>When: Tuesday, August 8, 1967 (9:30 PM) Sunday, August 6 (two days earlier) Monday, August 7 (the next morning)</p>
<p>Event: <i>Mel is being chased by a grizzly bear. She climbs a tree to escape, but the bear attacks the tree and she begins to fall out of it.</i></p> <hr/> <p>Event: <i>Mel, Kevin, and Pops are visiting their cabin at Glacier National Park. They are there to help feel better after the death of Mel and Kevin's mother.</i></p> <hr/> <p>Event: <i>When Pops was a child, he was attacked by a porcupine while walking through the woods at Glacier National Park. He says he did not respect nature enough.</i></p> <hr/> <p>Event: <i>Mel sees a grizzly bear walk out of the woods near the cabin. She backs away until she can run in the cabin to safety.</i></p> <hr/> <p>Event: <i>The grizzly bear attacks the cabin and breaks the window. The bear seems very skinny. It begins throwing its body against the door.</i></p> <hr/> <p>Event: <i>Pops scares the bear away by ringing a dinner bell.</i></p> <hr/> <p>Event: <i>Aunt Cassie, Mel's mother's best friend, arrives at the cabin. She is not angry at Mel for not answering her letters. She notices the bear damage.</i></p> <hr/>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 42–51 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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. What word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand the phrase, “making too big of a fuss,” on page 50. We thought about plot events to clarify it. Mel is telling the ranger about the bear that attacked the cabin. The ranger tells them it is nothing to worry about, but Mel and Aunt Cassie disagree. The bear broke a window and damaged the door. They are upset that the ranger isn’t taking them seriously. I think when Mel notices the other man listening to them, she is worried they are being too loud or are arguing too much and attracting attention. This helped us understand what is happening at this part of the story.

90 = We did not understand the phrase, “making too big of a fuss.” We thought about plot events to clarify it. Mel is telling the ranger about the bear that attacked the cabin. The ranger tells them it is nothing to worry about, but Mel and Aunt Cassie disagree. They are upset that the ranger isn’t taking them seriously. I think when Mel notices the other man listening to them, she is worried they are being too loud.

80 = We did not understand the phrase, “making too big of a fuss.” We thought about plot events to clarify it.

continued

Team Talk Questions *continued*

2. Why does the ranger interrupt Mel when she starts describing the bear attack from the night before? Support your answer with evidence from the text. **[RE, SA]** (Team Talk rubric)
- 100 = *The attack last night was not the first time the bear has caused problems. First, the ranger is able to guess what the bear looked like. According to the ranger, people have been complaining about the bear all summer. The rangers call him Old Slim. He has been raiding campgrounds and stealing food. He chased some campers out of their campsite and wrecked their tent. This shows that the rangers know about his strange behavior, but don't think he's causing real harm.*
- 90 = *The attack last night was not the first time the bear has caused problems. The ranger is able to guess what the bear looked like. He says that people have been complaining about the bear all summer. The rangers call him Old Slim. He has been going into campgrounds and stealing food. He chased some campers out of their campsite and broke their tent.*
- 80 = *The attack last night was not the first time the bear has caused problems.*
3. Are Mel and Aunt Cassie happy with the response from the volunteer ranger at the station? Support your thinking with evidence from the text. **[DC, SA]** (Team Talk rubric)
- 100 = *No, Mel and Aunt Cassie do not think the ranger is taking the attack seriously. On page 46, the ranger describes Old Slim as harmless, which makes Mel angry. Her cheeks turn red and she describes how much damage the bear did and how close it came to injuring Kevin. On page 47, the ranger chuckles at the things the bear has done. Aunt Cassie says, "Excuse me, I'm not sure what's funny about this grizzly." She raises her voice. Their reactions show me that they are not happy with the ranger.*
- 90 = *No, Mel and Aunt Cassie do not think the ranger is taking the attack seriously. The ranger says Old Slim was harmless, and this makes Mel angry. Her cheeks turn red and she tells how much damage the bear did and how close it came to hurting Kevin. The ranger also chuckles at the things the bear has done. Aunt Cassie says, "Excuse me, I'm not sure what's funny about this grizzly." She raises her voice.*
- 80 = *No, Mel and Aunt Cassie do not think the ranger is taking the attack seriously.*
4. What is a synonym for the word *spindly*? What is an antonym for the word *spindly*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
- The word spindly means long or tall, thin, and weak, so a synonym is the word skinny. An antonym for spindly is thick.*
5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)
- dishonor
dis + honor; to take away honor or respect
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 and graphic organizers.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- 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) and notes that they added to their graphic organizers.
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, 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.

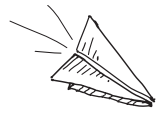
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Teacher Background

For this unit, students will draw a conclusion based on a prompt and provide the evidence from the text that led them to this conclusion. The activity requires students to justify their ideas about the text and explain their understanding of the story.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. 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. Explain to students that different people may have different ideas or understandings of a text.

It is possible for two people to read the same story and come away from it with different ideas. What is important is to explain why you have certain ideas about the text. When you draw a conclusion or share your ideas, you need to provide evidence from the text to show why you have that idea. This helps other readers understand where you got your ideas.

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

Read the prompt aloud.

Writing Prompt
Why do you think Mel and Aunt Cassie are worried that the park ranger did not take the story about the grizzly attack seriously? Support your thinking with evidence 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?

I'm writing a literary response. I'm answering a question about something that happened in literature. I'm answering a question about the characters and story events.

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that this is the criteria for writing a literary response. 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 guidelines relate to our writing objective: draw a conclusion about the story and give examples to support it?

The ideas, organization, and style guidelines relate 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 a Skill

Model revising one's work.

- Remind students that part of the writing process is revising their work based on partner feedback. Point out that revising their work will help them make sure they include the correct details and information in their writing.
- Display the following sample passage.

Blackline master provided.

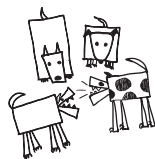
Mel and Aunt Cassie are worried that the park ranger did not take the story about the grizzly attack seriously because the attack was violent and dangerous. The park ranger laughed at what the bear had done to frighten other campers, such as eat a package of hot dogs in one bite and biting through cans of chili. However, Mel saw how dangerous the bear was. He was thin, and his breath smelled terrible. He broke their window with his paw and almost hit Kevin. He scratched the wood on the porch and cracked the door when he threw his body against it. The bear did not want to give up on getting into the cabin. The park ranger thinks the bear is a rascal, but Mel and Aunt Cassie see how his actions will get someone hurt or killed.



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

Did all the information in the sample passage seem relevant to answering the question from the writing prompt? Why or why not?

No, there is a sentence about how thin and smelly the bear is. This does not seem to relate to the answer. The writer's argument is that the bear's actions were dangerous and someone will get hurt.



Teamwork tp

(20 minutes)

Independent Work

Students write for 10 minutes.

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

Monitor discussions as partners and teams give feedback.

- Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

Students revise and edit their writing projects.

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—draw a conclusion about the story and give examples to support it.

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

For example, ask:

- **Does the writer make a clear point about a literary work?**
- **Does the writer support the point with evidence from the text?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use quotes, phrases, and dialogue from the text to support the point?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to include examples in your writing? Do you think the examples were effective?

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.

Mel and Aunt Cassie are worried that the park ranger did not take the story about the grizzly attack seriously because the attack was violent and dangerous. The park ranger laughed at what the bear had done to frighten other campers, such as eat a package of hot dogs in one bite and biting through cans of chili. However, Mel saw how dangerous the bear was. He was thin, and his breath smelled terrible. He broke their window with his paw and almost hit Kevin. He scratched the wood on the porch and cracked the door when he threw his body against it. The bear did not want to give up on getting into the cabin. The park ranger thinks the bear is a rascal, but Mel and Aunt Cassie see how his actions will get someone hurt or killed.

Lesson 6

Reading Objective: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words or passages in a story.

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

Today's cycle test challenges students to continue thinking about story elements and how they can help clarify different words or passages in the text.

In today's reading, Mel and Aunt Cassie meet Stephen Weiss, a wildlife scientist studying the grizzly bears at Glacier National Park. He is interested in Mel's story because he has been hearing reports about aggressive grizzlies all over the park. He believes that trash in the park is the problem. The bears are relying on trash left by careless campers and hikers instead of eating their natural diet. They are becoming less afraid of humans in the process, increasing the chances that someone will get hurt or killed. He's heard rumors about things happening at the Granite Park Chalet and is going to hike up there the next day. Mel and Aunt Cassie decide to join him.

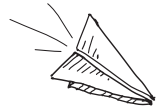
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

**Active Instruction** 

(5 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using story elements to clarify the meanings of words in a story, and drawing a conclusion about the story and giving examples to support it. Use **Think-Pair-Share** to ask:

How has thinking about the story elements, such as plot or setting, helped you clarify difficult words or passages from the reading?

We have thought about how the plot and setting have affected characters and what they are feeling, or how the setting influences the kinds of things that characters see and experience. When a word that relates to these things appears in the text, we can use the story to figure out what it means.

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

2. Have partners review their notes 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 question #1 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #1.

1. What word or passage from today's reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

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

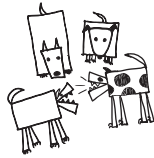
Today you will learn a possible reason for the bear's strange behavior and attack.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Random Reporters share team discussion of a test question.



Celebrate

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

How many points did your team earn today?

How can your team earn more points?

Celebrate team successes!

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.

Cycle 1 Test

Literary Text Structures

Directions: Read *I Survived: The Attack of the Grizzlies, 1967*, pages 52–59, 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 word or passage from today’s reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

20 points = I didn’t understand what Steve means when he says, “They think of us as a source of food,” on page 57. I thought about past events in the story. The bear that attacked Mel’s cabin has stolen food from other campers. Steve says that the long length of his claws means he is not digging for food as much as a bear normally does. This is what Steve is talking about. This helped me figure out that the bears are using humans for their food instead of hunting for it.

15 points = I didn’t understand what Steve means when he says, “They think of us as a source of food.” I thought about past events in the story. The bear that attacked Mel’s cabin has stolen food from other campers. Steve says that the long length of his claws means he is not digging for food as much as a bear normally does. This is what Steve is talking about.

10 points = I didn’t understand what Steve means when he says, “They think of us as a source of food.” I thought about past events in the story.

2. Was the bear that attacked the cabin being aggressive at first? Support your thinking with evidence from the text. **[DC, RE, SA]** (Team Talk rubric)

20 points = The bear was not being aggressive at first, it was just looking for food. According to Steve on page 53, a grizzly stands on its hind legs to get a better look at the area. It was not being aggressive. The bear also did not rush to attack Mel. She was able to back away from the bear and get into the cabin safely. On page 22, she couldn’t see it through the door window, so it didn’t chase or follow her to the cabin quickly. It only became aggressive after Kevin opened the door and knocked on the window. That’s when it wanted to get inside the cabin for their food.

15 points = The bear was not trying to attack at first, it was just looking for food. Steve says that a grizzly stands on its back legs to get a better look at the area. It was not going to attack. The bear also did not rush to attack Mel. She was able to back away from the bear and get into the cabin safely. She couldn’t see it through the door window, so it didn’t chase or follow her to the cabin quickly. It only attacked after Kevin opened the door and knocked on the window.

10 points = The bear was not trying to attack at first, it was just looking for food.

3. What do Mel and Aunt Cassie think about Steve's explanation for the bear's aggressive behavior at first? How does their opinion change after he shares his research? **[RE, SA]** (Team Talk rubric)

*20 points = Mel and Aunt Cassie think Steve's **explanation** sound's crazy at first, but **realize** he is probably correct. When they think Steve is saying the bears want to eat hamburgers, they think it is a strange explanation. But Steve explains how the trash **attracts** the bears and they begin to **rely** on the human food. They don't need to hunt for berries and plants when they have garbage nearby. **On page 54**, he pointed out that the bear that attacked Mel's cabin had long claws because it wasn't digging for food. **His research shows that the bears are looking for easy ways to get food.***

15 points = Mel and Aunt Cassie think Steve's reason sound's crazy at first, but then they believe he is probably correct. When they think Steve is saying the bears want to eat hamburgers, they think it is a strange reason. But Steve explains how the trash brings the bears close and they begin to need the human food. They don't need to hunt for berries and plants when they have garbage nearby.

10 points = Mel and Aunt Cassie think Steve's reason sound's crazy at first, but then they believe he is probably correct.

4. Based on Steve's research, which of the following best describes the effect human trash has been having on Glacier National Park's grizzlies? **[RE, SA]** (Team Talk rubric)
- it is making them healthy
 - it is making them friendly
 - it is making them sick*
 - it is making them grow

Support your choice with evidence from the text.

*20 points = Bears are **starving** and getting **injuries** from eating the trash. **On page 56**, Steve says he has been studying grizzly scat and has found bits of metal and plastic in it. That means that bears have been swallowing a lot of trash that isn't food. A dead bear had glass **embedded** in its teeth so that it probably couldn't eat. The bear that attacked Mel's cabin looked thin to Mel and Pops. **This shows that the trash isn't helping the bears stay healthy.***

15 points = Bears are staying hungry and getting hurt from eating the trash. Steve says he has been looking at grizzly scat and has found bits of metal and plastic in it. That means that bears have been swallowing a lot of trash that isn't food. A dead bear had glass stuck in its teeth so that it probably couldn't eat. The bear that attacked Mel's cabin looked thin to Mel and Pops.

10 points = Bears are staying hungry and getting hurt from eating the trash.

5. Mel says people are the problem in Glacier. How does this relate to the lessons about respect for nature that her mother and Pops have taught her? Support your thinking with evidence from the text. **[RE, DC, SA]** (Team Talk rubric)

20 points = People are not respecting nature in Glacier by leaving trash on the trails and in campsites. Earlier in the text, Mel says that her mother always reminded her that Glacier belongs to the animals and that people were just guests. Pops was hurt by the porcupine when he wasn't careful about where he walked. When people are not respectful of nature, they can get hurt, or they can hurt nature. People are hurting the bears at Glacier with their trash, and that may lead to the bears hurting people. People are hurting the bears at Glacier with their trash, and that may lead to the bears hurting people.

15 points = People are not respecting nature in Glacier by leaving trash on the trails and in campsites. Mel says that her mother always reminded her that Glacier belongs to the animals and that people were just guests. Pops was hurt by the porcupine when he wasn't careful about where he walked. When people are not respectful of nature, they can get hurt, or they can hurt nature.

10 points = People are not respecting nature in Glacier by leaving trash on the trails and in campsites.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Why do you think the park rangers are not worried about the aggressive behavior of the bears throughout the summer? Support your thinking with evidence from the text.

I think the park rangers are not worried about the bears because there has never been an attack in Glacier National Park. According to the text, no one had been killed by a bear in the park since it opened. On page 21, Mel remembers that her mother said that grizzly attacks were rare, and that most visitors to the park never saw a grizzly. I think the rangers believe that the bears are usually shy and afraid of humans. The rangers think that most bears would rather stay away from the campers and hikers in the park. On page 35, Mel explains that most bear attacks have happened when grizzlies were surprised or felt threatened. That is why many hikers in Glacier make noise while they hike. The park rangers are also busy fighting wildfires in the park. There are not enough rangers to take care of the problem bears. The rangers cannot take care of the problem right now, so they are relying on the bears' natural fear to keep everyone safe.

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"> Draw a conclusion about the story and give examples to support it. 	0–15 pts.

Part III. Vocabulary (100 points)

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

A synonym for fuming is angry or annoyed. An antonym for the word fuming is calm.

2. “But Mel hadn’t written back. She’d never known what to say. And now she felt ashamed. She couldn’t even look at Aunt Cassie.” In this passage from pages 40 and 41, the word *ashamed* most nearly means— **[CV]**
- satisfied.
 - most proud.
 - felt guilty*.
 - comfortable.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The children were told to walk slowly across the rickety wooden bridge because it would bounce and shake too much if they ran.

4. Choose the word that belongs in the blank.

Lillia _____ her dog with water after they came home from playing in the park and the dog was covered in mud. **[CV]**

- doused*
- disappeared
- starved
- ashamed

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

A synonym for starved is went hungry. An antonym for the word starved is ate or gorged.

6. Choose the word that belongs in the blank.

On stage, the magician _____ in a puff of smoke, only to show up in the balcony, sitting with the audience. **[CV]**

- A. ashamed
- B. doused
- C. *disappeared*
- D. starved

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: My grandfather always told unforgettable stories about the interesting places he saw and people he met as a travelling salesman.

8. "The spindly tree shook, as though it was as terrified as Mel." In this passage from page 3, the word *spindly* most nearly means— **[CV]**

- A. robust.
- B. strong.
- C. *weak.*
- D. spiny.

Write the prefix and base word for each word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

9. mistrust

mis + trust; not trust or believe

10. disapprove

dis + approve; to not approve or say yes to

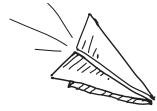
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words and passages in a story.

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.

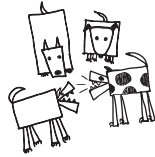
Two-Minute Edit



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 written Team Talk responses 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

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

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.

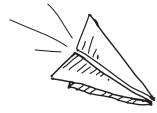
Lesson 8

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 tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

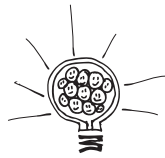


Use **Random Reporter** to ask:

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:

Literary
Text
Structures

Students write responses to the Big Question.

Discuss the Big Question.



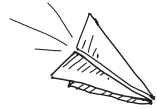
Lesson 1

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Teacher Background

This cycle, students will continue using literary text structures to help them clarify difficult words or passages in literature.

Today students will continue reading *I Survived: The Attack of the Grizzlies, 1967*. When we last read, Mel and Aunt Cassie were going to hike to the Granite Park Chalet with Steve to look into rumors about grizzlies and the area. During the hike, Steve tells Mel and Aunt Cassie what he knows about grizzly bears. He also shares a story about how he was attacked by a grizzly and how his father died. Mel is surprised that Steve can share this story, since she tries to not think about her mom's death.

**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: Is it ever justified to kill a wild animal? When is it okay to kill a wild animal, and when is it not okay?

Set the Stage

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

Is it ever justified to kill a wild animal? When is it okay to kill a wild animal, and when is it not okay?

It can be justified to kill a wild animal. Some people hunt animals for food. Sometime people need to kill animals in self-defense. They need to protect themselves from an animal attack. I don't think it is good to kill wild animals for fun. It is not good to kill animals for their fur, since we have other materials to use to make clothes.

Earlier in the text, Pops said that the rangers often try to remove and relocate problem bears. Why do you think rangers do this instead of kill the bears?

I think rangers might try to remove and relocate the bears because they want to protect the bears. It is not the bear's fault that people visit where they live. The rangers might think it is better to give the bear a new home far away from humans. It is better for the bear.

Teams review their cycle goal.

Post and present the reading objective.

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



Build background about the topic.

Refer students to pages 60–72 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Review the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. (Optional) Introduce and show the video “Poor Choices: Night of the Grizzlies” beginning at 2:40 minute mark and ending at the 4:18 minute mark (approximately 3:40 of video). Use **Think-Pair-Share** to debrief the video.

How had national park policies allowed for the possibility of dangerous bear encounters in the 1960s at the parks?

National parks policies had allowed for the possibility of dangerous bear encounters in the 1960s at the parks because there were thousands of visitors each year that did not clean up their trash or secure their food. The rangers did not do a good job of policing campsites. And after trying to eliminate bears for years, their actions to protect the bear populations meant there were now more bears and people in the parks together than before.

Interactive Read Aloud

1. Read pages 60–64 aloud.
2. Use **Think-Pair-Share** to ask:

After reading these pages, I’m unsure of what the word *convinced* means. How can I use the setting, characters, or plot to clarify this word?

You can use the characters and plot to clarify the word convinced. Pops is worried about Mel and Aunt Cassie’s safety during the hike to Granite Park Chalet. The text says he wasn’t happy about them wanting to hike through bear country. They probably told him what happened at the ranger station and the other bear attacks. Pops is also curious about the bear problem. He wants to know what is happening, so he knows that if he lets them go to the chalet, he’ll get some answers. If Aunt Cassie convinced him that they would be safe, she must have made him agree that the hike would be okay. So, convinced must mean made agree.

3. Remind students that a story map is a good way to organize information from literature. Use **Think-Pair-Share** to ask:

What can you add to a story map for this text that might be important later in the story?

Steve tells Mel and Aunt Cassie that grizzly bears are America’s apex predator. They can hunt anything they like, and other animals do not want to mess with them.

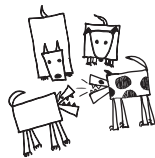
Partner pairs: Identify important events or details to add to the graphic organizer.

Sample Graphic Organizer

Title: I Survived: The Attack of the Grizzlies, 1967, cycle 2

<p style="text-align: center;">Characters:</p> <p>Melody Vega Kevin Vega Pops Aunt Cassie Steve Weiss</p>	<p style="text-align: center;">Setting:</p> <p>Where: Glacier National Park Granite Park Lake McDonald Ranger Station</p> <p>When: Tuesday, August 8, 1967 (9:30 PM) Sunday, August 6 (two days earlier) Monday, August 7 (the next morning) Tuesday, August 8 (1:00 PM)</p>
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Event: Mel, Aunt Cassie, and Steve hike up to the Granite Park Chalet to investigate the bears. Steve tells them that grizzly bears are apex predators: they can hunt what they want and no other animals want to mess with them.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 65–72 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.

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

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

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand what Mel did when she fibbed about not being hungry on page 66. We thought about the setting and events to clarify this. Mel, Aunt Cassie, and Steve are on an eight-mile hike to the Granite Park Chalet. They have been hiking for three hours and have about two more to go. They stop for lunch and Mel describes Steve's lunch as a "sad little jar of peanut butter and some cardboard-looking crackers." He looks jealous of their sandwiches, so Mel offers him half of hers. I think she's lying about not being very hungry. On page 65, Mel's mouth watered when she thought about berries along the trail. So, fibbing is telling a lie. This helped me understand that Mel wants to be kind and share her better lunch with Steve.

90 = We did not understand what Mel did when she fibbed about not being hungry. We thought about the setting and events to clarify this. Mel, Aunt Cassie, and Steve are on an eight-mile hike. They have been hiking for three hours and have about two more to go. Mel describes Steve's lunch as a "sad little jar of peanut butter and some cardboard-looking crackers." He looks jealous of their sandwiches, so Mel offers him half of hers. I think she's lying about not being very hungry. Mel's mouth watered when she thought about berries along the trail. So, fibbing is telling a lie.

80 = We did not understand what Mel did when she fibbed about not being hungry. We thought about the setting and events to clarify this.

continued

Team Talk Questions *continued*

2. Which of the following best describes how Steve feels toward the bear that attacked him and his father when he was younger? **[DC, RE, SA]** (Team Talk rubric)

- A. embarrassed
- B. *apologetic*
- C. angry
- D. frightened

Support your thinking with evidence from the text.

*100 = Steve is sorry that the **sow** and her cubs died because of his and his father's mistake. On page 71, Steve says that killing the bears was almost worse than losing his father **since** his father would never have wanted that. Steve **explains** that he and his father had **ignored** the signs that the bears were there. There were tracks everywhere, and they should have stayed away from the spot. It was their fault that they surprised the sow and her cubs, and the mother was just protecting them. This shows that Steve does not think it was fair to kill the bears when the sow did nothing wrong.*

90 = Steve is sorry that the mother bear and her cubs died because of his and his father's mistake. Steve says that killing the bears was almost worse than losing his father because his father would never have wanted that. Steve says that he and his father did not look at the signs that the bears were there. There were tracks everywhere, and they should have stayed away from the spot. It was their fault that they surprised the mother bear and her cubs, and she was just protecting them.

80 = Steve is sorry that the mother bear and her cubs died because of his and his father's mistake.

continued

Team Talk Questions *continued*

3. How do Mel and Steve treat and talk about the deaths of their parents differently? Support your thinking with evidence from the text. **[RE, SA]** (Team Talk rubric)

100 = *Mel tries to not think about what happened to her mother, while Steve thinks it helps to talk about it. **Earlier in the text**, we learned that Mel does not like to talk or think about her mother because it makes her upset. **On page 8**, she goes inside for a few minutes because she doesn't want Kevin or Pops to see her cry. She **avoided** writing to Aunt Cassie because she didn't know what to say to her mother's best friend. Mel feels sorry for asking Steve about his scar because he had to talk about his father's death. **Unlike Mel**, Steve says it's good to talk about it sometimes and he doesn't like keeping sadness bottled up. **This shows that Mel and Steve are at different places when they think about their parents' deaths.***

90 = *Mel tries to not think about what happened to her mother, while Steve thinks it helps to talk about it. We learned that Mel does not like to talk or think about her mother because it makes her upset. She goes inside for a few minutes because she doesn't want Kevin or Pops to see her cry. She does not write back to Aunt Cassie because she didn't know what to say to her mother's best friend. Mel feels sorry for asking Steve about his scar because he had to talk about his father's death. Steve says it's good to talk about it sometimes and he doesn't like keeping sadness bottled up.*

80 = *Mel tries to not think about what happened to her mother, while Steve thinks it helps to talk about it.*

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) and important ideas that they added to their graphic organizers.
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 and graphic organizers.



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

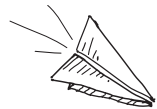
Lesson 2

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today’s reading, Mel, Aunt Cassie, and Steve arrive at the Granite Park Chalet. Mel overhears some men talking about how the chalet staff has been feeding trash to the bears to attract them to the area. People visit the chalet to see the bears eat. Mel, Aunt Cassie, and Steve are disgusted that this is happening. Mel suggests that Aunt Cassie could write an article about it. They discover that there is a camping ground nearby where all the bears walk to get to the trash, so they know the whole situation is dangerous.



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.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their 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.

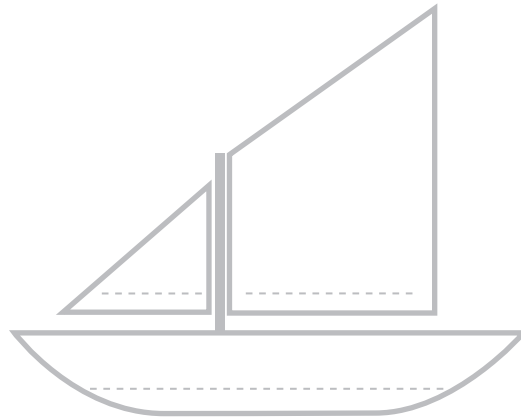
Word	Pronunciation	Definition	Sample Sentence
gruesome (adjective) (connotation/ denotation) page 68	grue-some (GROO-suhm)	horrible, awful; causing great horror	The sight of the venomous spider on the nature show was just too <i>gruesome</i> for Jaquan, who changed the station for something less frightening to watch.
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whiff (noun) page 89	whiff (hwif)	a slight smell	Brandon caught a <i>whiff</i> of food cooking in the cafeteria and could tell that pizza was on the menu that day.
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tragic (adjective) (connotation/ denotation) page 111	trag-ic (TRA-jik)	very bad; disastrous	The <i>tragic</i> events of the sinking of the Titanic have been retold in several movies and books.

Review Vocabulary Vault.

Introduce the word power skill.

Blackline master provided.

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.
6. Review the word power skill (prefix and base word). Link the skill to the Word Treasure clue for prefix and base word as needed.
7. Display the clue, a boat with a little sail and big sail.

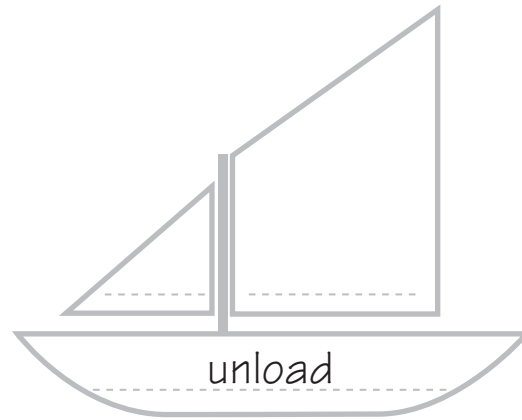


8. Use **Think-Pair-Share** to ask:

Remember that we saw this clue in the previous cycle. What does this clue tell us that we'll be doing with words?

We will be looking for words with prefixes and base words. We'll be separating the prefix from the base word. We'll figure out how the prefix changes the meaning of the word.

9. Remind students that words sometimes have prefixes on them, and when we can't recognize a word, we can separate the prefix from the base word to recognize the base word.

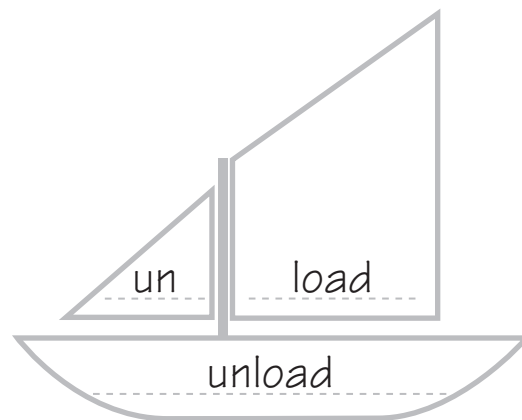


10. Write the word *unload* in a boat with a little sail and a big sail.

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

How can we break down the word *unload* into its prefix and base word?

The prefix is un- and the base word is load. You put un in the little sail and load in the big sail.



12. Remind students that prefixes change the meanings of base words. Explain that the prefix *un-* gives words a negative or opposite meaning. Use **Think-Pair-Share** to ask:

What does the word *load* mean? What does it mean when you add the prefix *un-* to it?

The word load means to put on or in something. When you add the prefix un- to it, it means to take off or out of something.

13. Remind students that they learned the prefixes *dis-* and *mis-* in the last cycle, which also give words a negative meaning.

14. Review the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings or prefixes. If you're having trouble reading these words, read the base word first. Read the prefix next, and then read the whole word.

15. Point out to students that there is a word in their vocabulary list with the prefix *un-* in it.

16. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Interactive Read Aloud

1. Read pages 73–77 aloud.
2. Use **Think-Pair-Share** to ask:

On page 73, the narrator describes the last half mile of the hike as *torture*, but I'm not sure what that means in this context. *Torture* is usually a punishment. How could we use story elements to clarify this word?

We can think about the plot events and setting to clarify the word torture. Mel, Aunt Cassie, and Steve are finishing their hike. The text describes this last half mile as being a steep hill. I know from earlier reading that the hike is eight miles long, and it took about five hours to do it. I think that the narrator means that the hike was very difficult at this point. Mel, Aunt Cassie, and Steve had to be tired. I think that one final push up a hill when you are already tired and sore from hiking would feel like a punishment.

How did figuring out this phrase help us understand the text?

It helped us figure out how tough and remote parts of Glacier National Park are, and that you can only reach them through a tough day of work. The text tells us that you can only get to the chalet by foot or by horse.

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 73–86.



Teacher: Read aloud.

Students: Actively listen.

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

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

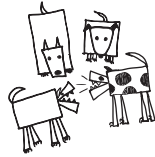
Partner pairs: Identify important events or details to add to the graphic organizer.

3. Use Think-Pair-Share to ask:

What event happens in this section of the text that will probably be important later on?

Mel learns that the workers at the chalet are throwing food and trash in a ditch on purpose to feed the bears. We know that eating trash is making the bears aggressive and sick, so bears around the chalet may be dangerous.

Sample Graphic Organizer	
Title: <u>I Survived: The Attack of the Grizzlies, 1967</u>	
<p style="text-align: center;">Characters:</p> <p>Melody Vega Kevin Vega Pops Aunt Cassie Steve Weiss</p>	<p style="text-align: center;">Setting:</p> <p>Where: Glacier National Park Granite Park Lake McDonald Ranger Station</p> <p>When: Tuesday, August 8, 1967 (9:30 PM) Sunday, August 6 (two days earlier) Monday, August 7 (the next morning) Tuesday, August 8 (1:00 PM) Tuesday evening</p>
<p>Event: <u>Mel, Aunt Cassie, and Steve hike up to the Granite Park Chalet to investigate the bears. Steve tells them that grizzly bears are apex predators: they can hunt what they want and no other animals want to mess with them.</u></p> <p>Event: <u>Steve tells Mel and Aunt Cassie about being attacked by a bear when he was young. His father died from falling on a rock, and Steve's leg was sliced open.</u></p> <p>Event: <u>Mel, Aunt Cassie, and Steve reach the Granite Park Chalet. Mel overhears some men talking about how the bears are fed garbage to attract them to the area for the tourists.</u></p>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 78–86 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand what an incinerator was on page 81. We thought about the plot events and problem and solution to help clarify this word. Greg says that the incinerator that the park service gave him to burn trash broke, so they have no choice but to throw food in the ditch for the grizzlies. Trash is a problem in the park, and the incinerator was supposed to help. We think an incinerator must be a machine that holds and burns trash so that there is nothing to throw out. This helped us understand that if the chalet could burn its trash, they might not attract as many grizzlies.

90 = We did not understand what an incinerator was. We thought about the plot events and problem and solution to help clarify this word. Greg says that the incinerator that the park service gave him to burn trash broke, so they throw food in the ditch. Trash is a problem in the park, and the incinerator was supposed to help. We think an incinerator must burn trash so that there is nothing to throw out.

80 = We did not understand what an incinerator was on page 81. We thought about the plot events and problem and solution to help clarify this word.

continued

Team Talk Questions *continued*

2. What effect does Mel think a magazine article from Aunt Cassie could have on the grizzly problem at Glacier? **[DC, SA]** (Team Talk rubric)

- A. it could make Glacier less popular to visit
- B. *it could make Glacier change their practices*
- C. it could make more people visit for the grizzlies
- D. it could make people close Glacier to the public

What evidence from the text supports this conclusion?

100 = *One of Aunt Cassie's articles got the president of a company put in jail. Aunt Cassie's article was about a company that was dumping dangerous chemicals into a river in Montana. After her article was **published**, the president of the company was arrested. Mel thinks that if Aunt Cassie writes about grizzlies eating trash and how dangerous this is, people will want to do something about it. Glacier National Park will have to do a better job of cleaning up trash to protect people and the grizzlies.*

90 = *One of Aunt Cassie's articles got the president of a company put in jail. Aunt Cassie's article was about a company that was dumping dangerous chemicals into a river in Montana. After her article came out, the president of the company was arrested. Mel thinks that if Aunt Cassie writes about grizzlies eating trash and how dangerous this is, people will want to do something about it.*

80 = *One of Aunt Cassie's articles got the president of a company put in jail.*

3. Foreshadowing is a literary device where the author hints at future plot events. How does the author use foreshadowing on page 84? Support your thinking. **[AC]** (Team Talk rubric)

100 = *Mel thinks about how far the Granite Park Chalet is from the closest roads, ranger stations, and telephones. She, Aunt Cassie, and Steve are **studying** the garbage ditch and the bear tracks. Steve thinks that at least five different adult bears and some cubs visit the garbage ditch. They notice a campground that the bears must walk past to get to the food. Mel is worried about how long it will take for help to arrive if something happens to people camping so close to eating bears. This shows that the author is setting us up for something to happen.*

90 = *Mel thinks about how far the Granite Park Chalet is from the closest roads, ranger stations, and telephones. She, Aunt Cassie, and Steve are looking at the garbage ditch and the bear footprints. Steve thinks that at least five different adult bears and some cubs visit the garbage ditch. They see a campground that the bears must walk past to get to the food. Mel is worried about how long it will take for help to arrive if something happens to people camping so close to eating bears.*

80 = *Mel thinks about how far the Granite Park Chalet is from the closest roads, ranger stations, and telephones.*

4. What is a synonym for the word *gruesome*? What is an antonym for the word *gruesome*? **[CV]**

The word gruesome means horrible, so a synonym is the word terrifying. An antonym for gruesome is wonderful or pleasant.

continued

Team Talk Questions *continued*

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)
 unfamiliar
un + familiar; not recognized or known

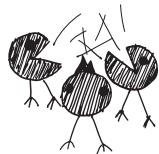
Cue students to discuss strategy use and graphic organizers.

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) and important ideas that they added to their graphic organizers.
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
- fluency selection



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

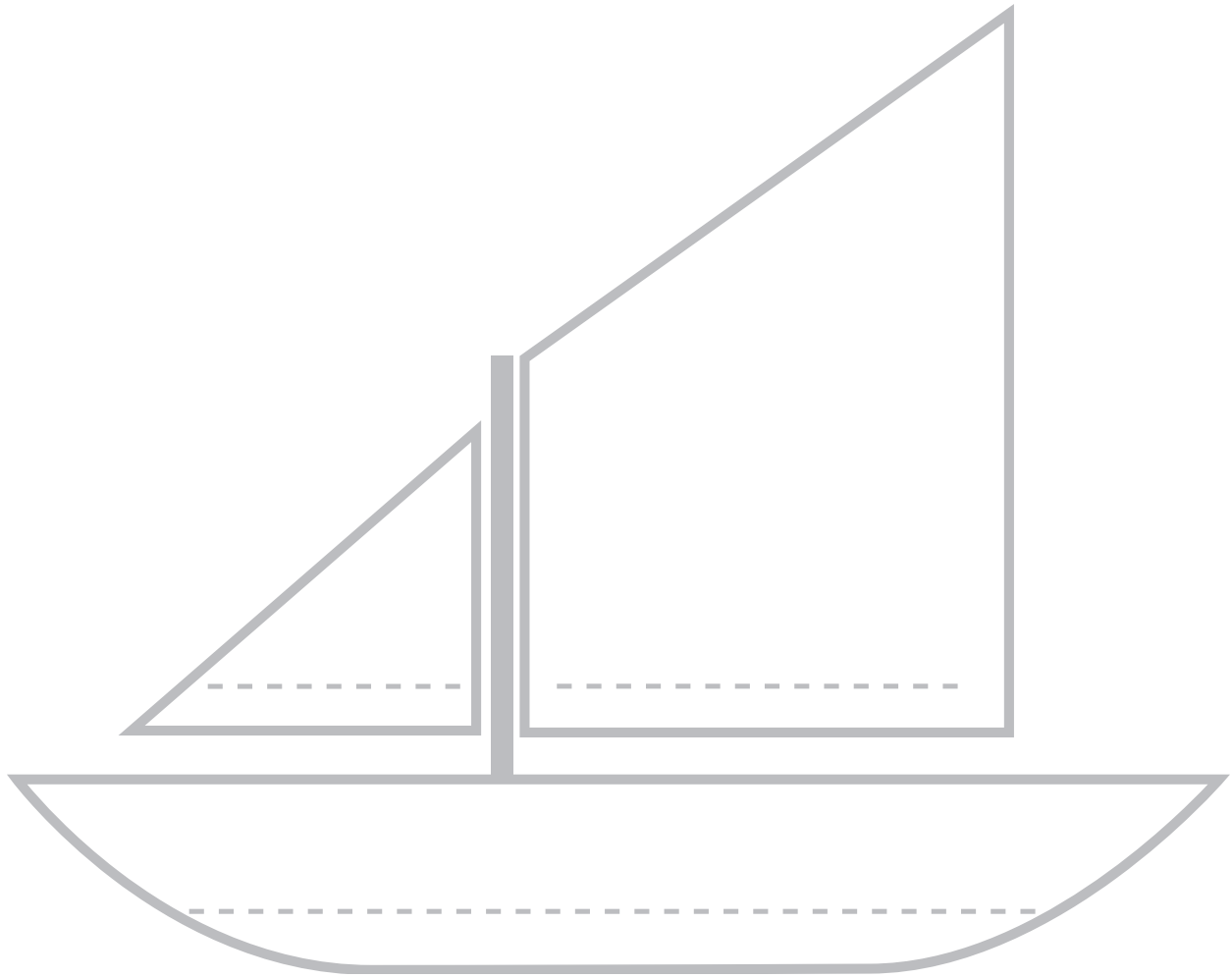
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

From Student Edition

Word	Pronunciation	Definition	Sample Sentence
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Lesson 3

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today's reading, Mel runs blindly out of the chalet when the after dinner sing-along begins. The crowd began singing "Row Row Row Your Boat," which was the last thing she and her mother sang together the night of the accident. When Mel realizes where she has run, it is too late. She is near the garbage ditch, and a grizzly has already come to eat. Mel weighs her options and sees a tree close by. She runs for the tree, but the grizzly scratches her leg as she climbs into it. It attacks and shakes the tree until the branch Mel is holding breaks and she falls. Mel prepares for the worst when she hears a sound in the bushes. A porcupine leaps out of the bush and frightens the bear.

Teacher's Note:

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

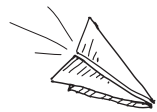
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Review the word power skill.



- Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).
- Use **Think-Pair-Share** to ask:

Let's review: what prefix did we discuss in the previous lesson, and what does it mean?

We discussed the prefix un-. It makes a word mean the opposite.

There is a word in your vocabulary list with this prefix. What is it, and how does the prefix change the meaning of the word?

The word unbelievable is in our vocabulary list. The word means that something is beyond the imagination. The word believable must mean that one knows or trusts that something is real, while the prefix un- makes it mean not known or not trusting that it is real.

- Display the words *imperfect* and *inactive*, and introduce the prefixes *im-* and *in-*. Explain that these prefixes also make words mean the opposite. Use **Think-Pair-Share** to ask:

How would you break up the prefixes and base words in *imperfect* and *inactive*? What do the words mean?

In a boat, you would put the prefixes im- and in- in the little sail, and the base words perfect and active in the big sail. The word imperfect means not perfect. The word inactive means not active.

- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Interactive Read Aloud

- Read pages 87–90 aloud.
- Use **Think-Pair-Share** to ask:

Mel hears a “low, gut-twisting growl” after she runs out of the chalet, but I’m not sure what that means. How can we use story elements to help us clarify what Mel feels when she hears that growl?

We can think about past events to give us a clue to what she is feeling. We can think about where else she has heard low growls in the text. The night of the attack at the cabin, Mel heard low growls before the grizzly came out of the woods, and the grizzly probably growled and roared while it attacked

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 87–98 in the text.



the cabin. I think Mel is scared when she hears that sound. I know that when you're scared or nervous, your stomach can feel funny. She recognizes the growls and her body reacts right away with fear.

How did figuring this out help us better understand the text?

We know what the next plot events will be related to. Mel is in danger because she is near the garbage ditch where grizzlies come to eat..

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

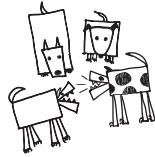
3. Use **Think-Pair-Share** to ask:

**What is something important that happens in this section of the text?
 How do you think it will impact later events?**

Mel runs out of the chalet after dinner because she is reminded of the night her mother died. When she stops and realizes where she is, she is near the garbage ditch and a grizzly bear. Mel is going to be attacked by the bear.

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

Sample Graphic Organizer	
<p>Title: <u>I Survived: The Attack of the Grizzlies, 1967, cycle 2</u></p>	
<p style="text-align: center;">Characters:</p> <p>Melody Vega Kevin Vega Pops Aunt Cassie Steve Weiss</p>	<p style="text-align: center;">Setting:</p> <p>Where: Glacier National Park Granite Park Lake McDonald Ranger Station</p> <p>Where: Tuesday, August 8, 1967 (9:30 PM) Sunday, August 6 (two days earlier) Monday, August 7 (the next morning) Tuesday, August 8 (1:00 PM) Tuesday evening</p>
Event:	Mel, Aunt Cassie, and Steve hike up to the Granite Park Chalet to investigate the bears. Steve tells them that grizzly bears are apex predators: they can hunt what they want and no other animals want to mess with them.
Event	Steve tells Mel and Aunt Cassie about being attacked by a bear when he was young. His father died from falling on a rock, and Steve's leg was sliced open.
Event	Mel, Aunt Cassie, and Steve reach the Granite Park Chalet. Mel overhears some men talking about how the bears are fed garbage to attract them to the area for the tourists.
Event	Chalet workers dump trash in a nearby ditch to attract bears for the guests. Mel, Aunt Cassie, and Steve see that many bears visit to eat the trash, and walk past a campsite to eat. Aunt Cassie will write an article about what is happening.
Event	Mel runs out of the chalet after dinner and ends up near the garbage ditch. A grizzly bear is nearby.



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sf
pages 91–98 aloud with partners.
(if skipping Interactive Read Aloud, pages 87–98)
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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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. What word or passage did your team clarify? How did you figure it out? **(Write)** **[CV]** (strategy-use rubric)

100 = *We did not understand what Mel means when she, "wouldn't have been surprised if the grizzly had laughed," on page 96. We used past plot events to clarify. We have read a lot about how powerful grizzly bears are. When the grizzly attacked the cabin, it broke a window and cracked the door. According to Mel on pages 37 and 38, a grizzly is strong enough to knock out a moose with one swipe of its paw, and their jaws can bite through metal. Mel is still holding the branch that broke when she fell out of the tree. Considering how powerful the grizzly is, it would have no problem breaking a stick or tree branch to get to Mel. This helped us understand how much danger Mel is in.*

90 = *We did not understand what Mel means when she, "wouldn't have been surprised if the grizzly had laughed." We used past plot events to clarify. We have read a lot about how powerful grizzly bears are. When the grizzly attacked the cabin, it broke a window and cracked the door. A grizzly is strong enough to knock out a moose with one swipe of its paw, and their jaws can bite through metal. Mel is still holding the branch that broke when she fell out of the tree. The grizzly would have no problem breaking a stick or tree branch.*

80 = *We did not understand what Mel means when she, "wouldn't have been surprised if the grizzly had laughed." We used past plot events to clarify.*

2. The events of today's reading repeat the events of pages 1–3. Why do you think the author began the book with events that happen two days later? Support your thinking with evidence from the text. **[AC, DC, SA]** (Team Talk rubric)

100 = *The author wanted to create drama and excitement at the beginning of the book. The book opens with the grizzly attacking Mel. According to page 3, a grizzly had never killed a human at Glacier National Park "until tonight." Then the book switches to telling the events leading up to the night Mel is attacked at the Granite Park Chalet. The story has foreshadowed a deadly grizzly attack by telling us all the problems in Glacier National Park. We don't know what happens to Mel yet, and whether she is the first victim of grizzlies at the park. This helps me see how the author made the story exciting to keep readers interested.*

90 = *The author wanted to create drama and excitement at the beginning of the book. The book begins with the grizzly attacking Mel. The author says a grizzly had never killed a human at Glacier National Park "until tonight." Then the book changes to telling the events leading up to the night Mel is attacked at the Granite Park Chalet. The story has hinted at a deadly grizzly attack by telling us all the problems in Glacier National Park. We don't know what happens to Mel yet, and whether she is the first person killed by grizzlies at the park.*

80 = *The author wanted to create drama and excitement at the beginning of the book.*

continued

Team Talk Questions *continued*

3. Do you think Mel knows a porcupine is making the strange sound in the bushes? Why do you think she reacts to the sound the way she does? Support your thinking. **[DC, SA]** (Team Talk rubric)

100 = Mel recognizes the sound a porcupine makes because of Pops' story. At the beginning of the text, Pops told about how he was attacked by a porcupine as a boy. Pops heard the same "click, clack, click, clack" sound before he was hit with porcupine quills. Mel said she had heard his story "a hundred times before," on page 14. I think she reacts because she hopes the grizzly will be frightened by the porcupine. She remembers that Pops said that all animals fear porcupines because of their quills. This shows that Mel hopes the grizzly run away because it does not want to be attacked by the porcupine.

90 = Mel remembers the sound a porcupine makes because of Pops' story. Pops told about how he was attacked by a porcupine as a boy. Pops heard the same "click, clack, click, clack" sound before he was hit with porcupine needles. Mel said she had heard his story "a hundred times before." I think she reacts because she hopes the grizzly will be frightened by the porcupine. She remembers that Pops said that all animals fear porcupines because of their needles.

80 = Mel remembers the sound a porcupine makes because of Pops' story. I think she reacts because she hopes the grizzly will be frightened by the porcupine.

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

Mr. Gonzalez gave the children a _____ talking to about how dangerous it was to play in the street instead of a yard or the park.

Stern. The topic of the sentence is how dangerous it is to play in the street. I think an adult would be worried if he saw children playing in the street where it is not safe. So talking to them firmly or seriously so they understand the danger would make sense.

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

impatient

im + patient; not patient or not willing to wait

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) and important ideas that they added to their graphic organizers.
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.

Cue students to discuss strategy use and graphic organizers.

- 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
- fluency selection



Class Discussion

(20 minutes)

Lightning Round

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

Celebrate

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

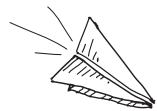
Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today’s reading, we learn that Mel survives the grizzly attack. The bear ran away and the scratch to her leg was not as serious as the one Steve received as a child. The incident helps Mel come to terms with the accident that killed her mom. She, Aunt Cassie, and Steve return to the cabin the next day, and Aunt Cassie begins typing her article right away with Steve’s help. The day after they mail the article, Steve comes to the cabin with tragic news—two young women were killed by two different grizzlies the night before. One was killed near the Granite Park Chalet, and the other was killed at Trout Lake. Old Slim, the grizzly that attacked the cabin, was most likely the grizzly that attacked the woman at Trout Lake. Pops decides to take the family home, but Steve is going to stay at the park to help rangers make changes.

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.

Review the word power skill.



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.
4. Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).
5. Use **Think-Pair-Share** to ask:

Why do you think you should learn about prefixes and base words?

Prefixes change the meanings of the base words they are added to. It is important to recognize when a base word has a prefix and how that prefix affects the meaning of the word. This will help me to better clarify words when I read.

6. Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

People were becoming angry with the undecided customer who kept changing his mind about what to order.
 The teacher warned students that they would not receive full credit for incomplete answers on the test.

7. Use **Random Reporter** to choose a student to read each sentence orally and identify the prefix, base word, and meaning of the underlined words.

un + decided; not decided or not making a choice

in + complete; not finished or whole

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. (Optional) Introduce the video "The Silver Lining: Night of the Grizzlies" and play until the :42 second mark. Use **Think-Pair-Share** to debrief the video.

Why do you think it took a serious event like a bear attack to make people realize they needed to change how bears were treated?

Teams review their cycle goal.

Post and present the reading objective.

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



Build background about the topic.

(Optional) Show the video.



Refer students to pages 99–109 in the text.



I think it took a serious event like a bear attack to make people realize they needed to change how bears were treated because change is hard. It was much easier to continue doing things the way they had always been done. It was better for tourists to attract the bears. An attack made people realize it was not safe for humans or bears.

Interactive Read Aloud

1. Read pages 99–102 aloud.
2. Use **Think-Pair-Share** to ask:

I’m not sure what the mustache man means when he says, “You can’t make this stuff up!” on page 100. How can we use story elements to help clarify this statement in the text?

We can look at plot events to figure out what is happening in this section. The mustache man is talking about grizzly attack on Mel and how a porcupine saved her life. To the man, the events are unbelievable. It is hard to imagine that a huge grizzly bear is afraid of a small porcupine. It is also amazing to think of how lucky Mel was that the porcupine was nearby. The mustache man doesn’t think someone could invent such a crazy story.

How did figuring out the meaning of this phrase help us understand the text?

It helped us think about how many of the visitors to Glacier National Park think there isn’t a problem with feeding trash to the grizzlies. The mustache man doesn’t seem to be upset, scared, or worried that someone was almost killed by a grizzly that the park purposefully attracted to the area with garbage.

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

What happens in today’s reading that might affect the grizzly problem at Glacier National Park?

Mel is lucky to be safe and Glacier National Park still has not had a deadly grizzly attack. Park rangers may take the garbage problem more seriously since she was almost killed. Maybe the park will become safer..

Sample Graphic Organizer

Title: *Survived: The Attack of the Grizzlies, 1967, cycle 2*

Characters:

Melody Vega
 Kevin Vega
 Pops
 Aunt Cassie
 Steve Weiss

Setting:

Where: Glacier National Park
 Granite Park
 Lake McDonald
 Ranger Station

Where: Tuesday, August 8, 1967
 (9:30 PM)
 Sunday, August 6
 (two days earlier)
 Monday, August 7
 (the next morning)
 Tuesday, August 8 (1:00 PM)
 Tuesday evening

Event: Mel, Aunt Cassie, and Steve hike up to the Granite Park Chalet to investigate the bears. Steve tells them that grizzly bears are apex predators: they can hunt what they want and no other animals want to mess with them.

Event Steve tells Mel and Aunt Cassie about being attacked by a bear when he was young. His father died from falling on a rock, and Steve's leg was sliced open.

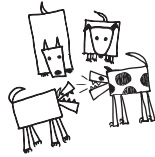
Event Mel, Aunt Cassie, and Steve reach the Granite Park Chalet. Mel overhears some men talking about how the bears are fed garbage to attract them to the area for the tourists.

Event Chalet workers dump trash in a nearby ditch to attract bears for the guests. Mel, Aunt Cassie, and Steve see that many bears visit to eat the trash, and walk past a campsite to eat. Aunt Cassie will write an article about what is happening.

Event Mel runs out of the chalet after dinner and ends up near the garbage ditch. A grizzly bear is nearby.

Event The grizzly chases Mel to a tree. Mel is scratched, and falls out of the tree when a branch breaks. A porcupine scares the grizzly away before he can kill her.

Event Mel's injury isn't very serious. Aunt Cassie helps Mel realize that the attack wasn't her fault, and neither was her mother's car accident.



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 103–109 aloud with partners.
(if skipping Interactive Read Aloud, pages 99–109)
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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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. What word or passage did your team clarify? How did you figure it out? **(Write [CV] (strategy-use rubric))**

100 = *We did not understand what Mel means when she thinks, "Of course that bear wasn't a monster," on page 108. We used plot events to clarify what she means. Steve just told them that the grizzly that attacked the woman at Trout Lake was Old Slim, the same grizzly that attacked their cabin. Earlier in the text, Mel called the grizzly that attacked the cabin a monster. She compared it to the dead grizzly she and her mom found in the forest, which just seemed beautiful. However, now she knows Old Slim was sick and in pain. This shows she doesn't think it was Old Slim's fault that he attacked the cabin. He was just trying to survive.*

90 = *We did not understand what Mel means when she thinks, "Of course that bear wasn't a monster." We used plot events to clarify what she means. Steve just told them that the grizzly that attacked the woman at Trout Lake was Old Slim, the same grizzly that attacked their cabin. Mel called the grizzly that attacked the cabin a monster. She compared it to the beautiful dead grizzly she and her mom found in the forest. Now she knows Old Slim was sick and in pain.*

80 = *We did not understand what Mel means when she thinks, "Of course that bear wasn't a monster." We used plot events to clarify what she means.*

2. Mel feels a rush of hope when they mail the article because— **[RE, SA] (Team Talk rubric)**

- A. *they will keep visitors to the park safe before it is too late.*
- B. *they are getting the park service in trouble.*
- C. *they will become famous for telling their story.*
- D. *they want to relax for the rest of their vacation at the park.*

Explain why you selected your answer.

100 = *Mel thinks that **once the article is published**, things will change at the park quickly. **So far**, the grizzlies hadn't killed anyone. Mel is hopeful that the article will be published before something worse happens. She feels that once people read the article, they will want to help the grizzlies and make Glacier National Park safer for both humans and bears. She knows that Aunt Cassie's article helped in Montana. **This shows that Mel thinks they have done the best they could to bring attention to the problem.***

90 = *Mel thinks that when the article comes out, things will change at the park quickly. The grizzlies haven't killed anyone yet. Mel is hopeful that the article will be published before something worse happens. She feels that once people read the article, they will want to help the grizzlies and make Glacier National Park safer for both humans and bears. She knows that Aunt Cassie's article helped in Montana.*

80 = *Mel thinks that when the article comes out, things will change at the park quickly.*

continued

Team Talk Questions *continued*

3. Pops' voice cracks a little when he decides the family should leave Glacier. Why do you think this happens? Support your thinking with evidence from the text. **[DC, SA]** (Team Talk rubric)

100 = *Pops is sad to think that a place he loves is too dangerous to visit.*

According to the text, Pops and his father built the cabin before Glacier became a famous national park. It is a place he has been visiting for more than sixty years with his family. He visited with his parents, brought Mel's mom as a child, and **continues** visiting with his grandchildren. His voice cracked when he told Mel that her mom was gone. **This shows that Pops is very upset that he doesn't feel safe there anymore.**

90 = *Pops is sad to think that a place he loves is too dangerous to visit. Pops and his father built the cabin before Glacier became a famous national park. It is a place he has been visiting for more than sixty years with his family. He visited with his parents, brought Mel's mom as a child, and still visits with his grandchildren. His voice cracked when he told Mel that her mom was gone.*

80 = *Pops is sad to think that a place he loves is too dangerous to visit.*

4. "And they'd read Cassie's new big story in *National Geographic*: How one tragic night in August would transform the park forever." In this sentence, the word *tragic* most nearly means— **[CV]**
- memorable.
 - exciting.
 - terrible.
 - unbelievable.
5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

incorrect

in + correct; not correct or not right

- 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) and notes that they added to their graphic organizers.
- 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.

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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.

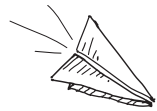
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Teacher Background

Students will continue to practice drawing a conclusion based on a prompt, and will provide the evidence from the text that led them to this conclusion. The activity requires students to justify their ideas about the text and explain their understanding of the story.



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. Remind students that when they draw a conclusion, they express their own ideas about something in the text. Explain that it is important to include the details from the text that led you to your conclusions.

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

Read the prompt aloud.



Writing Prompt
What could Glacier National Park have done differently to prevent the two deaths after the night of Mel's attack?

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?

I am writing a literary response. I am writing about my ideas of what happens in a story. I am not supporting a claim or argument, and I am not explaining ideas or information.

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that this is the criteria for writing a literary response. 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 guidelines relate to our writing objective: draw a conclusion about the story and give examples to support it?

The ideas, organization, and style guidelines relate to the writing objective.

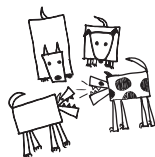
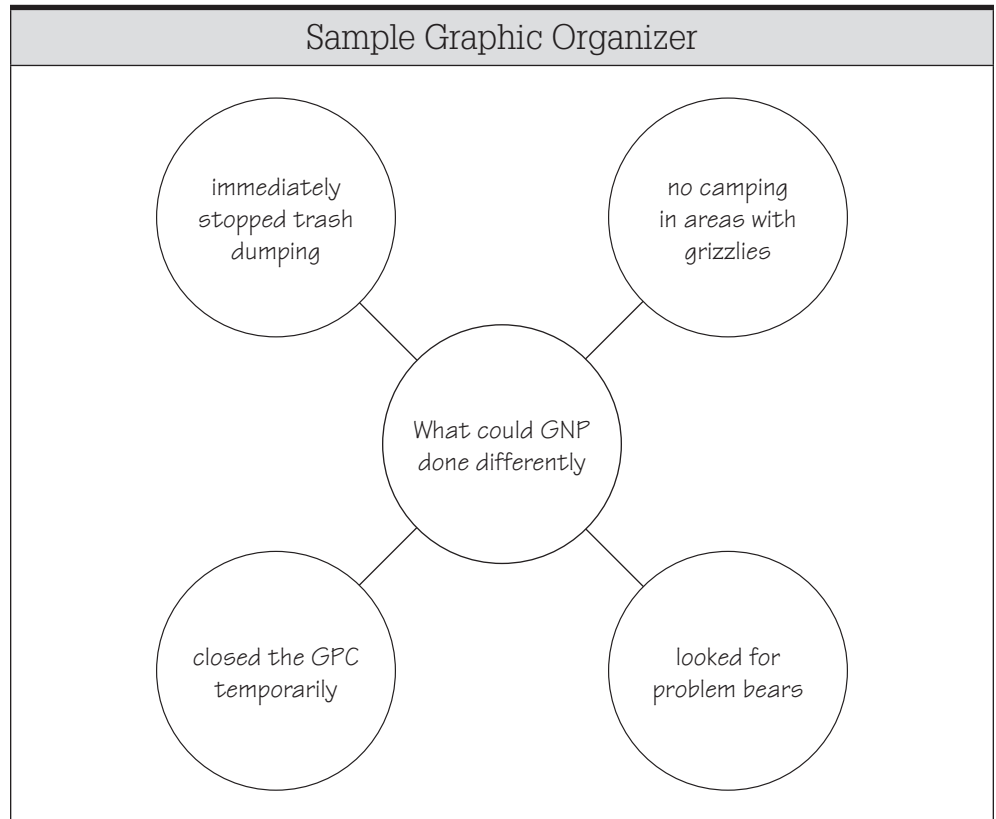
7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

Model a Skill

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.

Display the following graphic organizer.



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—draw a conclusion about the story and give examples to support it.

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

For example, ask:

- **Does the writer make a clear point about a literary work?**
- **Does the writer support the point with evidence from the text?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use quotes, phrases, and dialogue from the text to support the point?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to include examples in your writing? Do you think the examples were effective?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Lesson 6

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

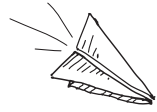
Writing Objective: Draw a conclusion about the story, and give examples to support it.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

Today’s cycle test challenges students to continue thinking about story elements and how they can help clarify different words or passages in the text.

Today students will read about what has happened a year later at Glacier National Park. Mel and her family return to the cabin the next summer. They know that a lot of changes have taken place at Glacier to make it safer for the visitors and grizzlies. Mel has also learned to deal with the death of her mother over the past year.



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.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using story elements to clarify the meaning of words in a story, and drawing a conclusion about the story and giving examples to support it. Use **Think-Pair-Share** to ask:

How can using story elements to clarify difficult words or passages help give you a deeper understanding of the text?

Using story elements to clarify requires me to review what I have read about the plot, characters, and setting. That helps me not only clarify smaller parts of the text like words but also better remember the whole story.

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

2. Have partners review their notes 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 question #1 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #1.

1. What word or passage from today's reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

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

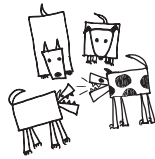
Today you will read about the changes that have happened at Glacier National Park over the past year.



Test tp

(30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.



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

Literary Text Structures

Directions: Read *I Survived: The Attack of the Grizzlies, 1967*, pages 110–114, 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 word or passage from today’s reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

20 points = I didn’t understand what the narrator means when she describes Mel feeling a “heart-cracking sadness” on page 113. I thought about the plot events to clarify it. I know that Mel’s mom died more than a year ago at this point, which was a very sad event. Earlier in the text, Mel’s heart would pound when she thought of her mom. On page 8, she felt a stabbing pain in her chest. When Mel felt that way, she would run away to be alone to cry. This helps me understand that when we are very sad about something, it can feel like our heart is breaking or hurts.

15 points = I didn’t understand what the narrator means when she describes Mel feeling a “heart-cracking sadness”. I thought about the plot events to clarify it. I know that Mel’s mom died more than a year ago at this point, which was a very sad event. Mel’s heart would pound when she thought of her mom, and she felt a stabbing pain in her chest. When Mel felt that way, she would run away to be alone to cry.

10 points = I didn’t understand what the narrator means when she describes Mel feeling a “heart-cracking sadness”. I thought about the plot events to clarify it.

2. On page 111, the narrator says the family read Aunt Cassie’s new article about Glacier National Park in *National Geographic*. How do you think this article was different from the one they mailed the year before? Support your thinking with evidence from the text. **[DC, RE, SA]** (Team Talk rubric)

20 points = This article probably talked about the two women killed by the grizzlies, and the changes to the parks. When Mel, Aunt Cassie, and Steve mailed the article a year ago, they mailed it the same day the attacks happened. Since the attacks hadn’t happened yet, the big changes to the park also hadn’t happened. Aunt Cassie’s new story most likely talks about how the parks now handle trash and rules for visitors. The first article was meant to bring attention to what was wrong at the park, the second article was to tell how the parks changed.

15 points = This article probably talked about the two women killed by the grizzlies, and the changes to the parks. When Mel, Aunt Cassie,

and Steve mailed the article a year ago, they mailed it the same day the attacks happened. The attacks hadn't happened yet, so the big changes to the park also hadn't happened. Aunt Cassie's new story most likely talks about how the parks now handle trash and rules for visitors.

10 points = This article probably talked about the two women killed by the grizzlies, and the changes to the parks.

3. What has Glacier National Park changed about the way it operates over the past year since the two women were killed by grizzlies? Support your thinking with evidence from the text. **[RE, SA]** (Team Talk rubric)

20 points = Glacier National Park has cleaned up and changed its rules. According to the text, Glacier's campgrounds are cleaner. Visitors to the park are given a long list of rules that include cleaning up trash and not feeding the animals. The Granite Park Chalet was given a newer and bigger incinerator to take care of the trash. More rangers also patrol the park and they respond more quickly to reports of problem bears. This shows that people running the park have learned to respect nature over the past year.

15 points = Glacier National Park has cleaned up and changed its rules. Glacier's campgrounds are cleaner. Visitors to the park are given a long list of rules about cleaning up trash and not feeding the animals. The Granite Park Chalet was given a newer and bigger trash burner. More rangers also travel around the park and they answer reports of problem bears more quickly.

10 points = Glacier National Park has cleaned up and changed its rules.

4. Why do you think Greg, the manager at the Granite Park Chalet, was removed from his job as a part of Glacier National Park's cleanup? Support your thinking with evidence from the text. **[DC, RE, SA]** (Team Talk rubric)

20 points = Greg did not use common sense in dealing with the trash and grizzlies. I know from earlier readings that Greg enjoyed having the grizzlies come to the garbage ditch. On page 82, he said he was keeping up the tradition of feeding the bears. The tourists love seeing the bears, and he had booked every room and campsite at the chalet that weekend. Greg said he complained that the incinerator was broken, but it does not seem like he looked for other solutions for the trash. He did not think about the safety of people staying at the campsite. This is why the park probably chose to find a new manager for the chalet.

15 points = Greg did not use common sense in dealing with the trash and grizzlies. Greg enjoyed having the grizzlies come to the garbage ditch. He said he was keeping up the tradition of feeding the bears. The tourists love seeing the bears, and he had guests staying in every room and campsite at the chalet that weekend. Greg said he complained that the trash burner was broken, but it

does not seem like he looked for other answers for the trash. He did not think about the safety of people staying at the campsite.

10 points = Greg did not use common sense in dealing with the trash and grizzlies.

5. Which of the following choices best describes how Mel feels about her mother's death now compared to a year ago. **[RE, SA]** (Team Talk rubric)
- A. It is no longer a sad memory for her.
 - B. She still struggles to control her emotions.
 - C. She has forgotten about her mother.
 - D. *It is still sad, but she can talk about it.*

Explain why you chose this answer.

20 points = Mel is more comfortable sharing her feelings with others.

According to page 113, the family talks about mom all the time now. Mel says she **no longer** hides in her room when she feels the "heart-cracking sadness coming over her." On page 114, she does not try to stop her tears when she thinks about mom. She learned that Steve was right about not bottling sadness up inside. *This shows that she has learned to deal with her sadness with the help of her family and friends.*

15 points = Mel is more comfortable sharing her feelings with others. The family talks about mom all the time now. Mel says she doesn't hide in her room when she feels the "heart-cracking sadness coming over her." She does not try to stop her tears when she thinks about mom. She learned that Steve was right about not bottling sadness up inside.

10 points = Mel is more comfortable sharing her feelings with others.

Part II. Writing (100 points)

Directions: Write at least a paragraph to answer the following question:

In the story, who is most responsible for the problems at Glacier National Park? Support your thinking with evidence from the text.

The park service and park rangers are most responsible for the problems at Glacier National Park. In the story, park rangers seem to ignore the problems that are reported to them. For example, when Mel reports the grizzly attack at the cabin, the park volunteer says he cannot do anything about it and that the park rangers are too busy fighting fires. The same bear had attacked other campers, so they knew they had a problem grizzly in the area. Another example is the rangers not doing anything about the Granite Park Chalet. According to Greg, some park rangers had recently visited and didn't say anything about dumping the trash for the grizzlies. Park rangers had many opportunities to solve problems, but chose to ignore them.

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"> • Draws a conclusion about the story and gives examples to support it 	0–15 pts.

Part III. Vocabulary (100 points)

1. “Once, at school, a teacher walked by and Mel caught a whiff of her spicy perfume—the same perfume that Mom always wore.” In this sentence on page 89, the word *whiff* most nearly means— **[CV]**

 - A. a small taste.
 - B. near miss.
 - C. small piece
 - D. a quick smell.
2. What is a synonym for the word *seething*? What is an antonym for the word *seething*? **[CV]**

A synonym for the word seething is seeing red or boiling. An antonym for the word seething is calming down.
3. The score of the baseball game was _____ because both teams kept sending the game into extra innings.

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

 - A. stern
 - B. unbelievable
 - C. gruesome
 - D. tragic
4. What is a synonym for the word *tragic*? What is an antonym for the word *tragic*? **[CV]**

A synonym for the word tragic is awful or terrible. An antonym for the word tragic is delightful.

5. "The grizzly came charging toward me, and I could tell she wasn't bluffing." In this sentence on page 89, the word *bluffing* most nearly means— **[CV]**
- A. *faking it.*
 - B. *slowing down.*
 - C. *playing safe.*
 - D. *going away.*

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

A synonym for eerily is weirdly or spookily. An antonym for the word eerily is normal.

7. Trina spoke to her dog with a _____ voice when she found him tearing up a pillow from her bed.

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

- A. *gruesome*
 - B. *tragic*
 - C. *stern*
 - D. *unbelievable*
8. Write a meaningful sentence using the word *gruesome*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The effects of the contagious disease were quite gruesome, so doctors wanted to find a cure to keep people from being harmed by it again.

Write the prefix and base word for each word, and then write each word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

9. impossible

im + possible; not possible or not able

10. unusual

un + usual; not normal, out of the ordinary

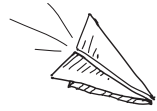
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words in a story.

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.

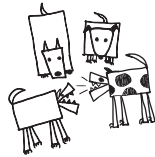
Two-Minute Edit



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 written Team Talk responses and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

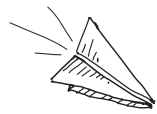
Lesson 8

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

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

College and Career Readiness Standards

The following college and career readiness 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 2-3 Literary Text Structures

English Language Arts Standards: Reading: Literature

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards: Writing

Text Types and Purposes

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

English Language Arts Standards: Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 (through 8) reading and content, choosing flexibly from a range of strategies.

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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