



Literature

Use Other Resources and Background Knowledge

Small Wolf

Clouds of Terror

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Use Other Resources and Background Knowledge

Small Wolf

Clouds of Terror

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.

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.

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.

Unit Objectives

Reading: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Writing: Use details to describe a character.

Unit Overview

In this unit, students will use dictionaries, thesauruses, and their own knowledge to clarify difficult words in the text. Using these resources will assist students in making meaning of the text so they will have a deeper and clearer understanding of what they are reading.

In word power, students will break words into base words and endings and use the endings *-ing*, *-ed*, and *-ly* to increase their understanding of words.

In writing, students will use details from the text to describe a character. Using this skill will help students provide information about a character and support their writing with details from the text.

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

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

Unit Topic/Content

The book *Small Wolf* by Nathaniel Benchley describes Native American culture and some early interactions with European settlers. Although it is a fictional story, it depicts the real-life struggles between the white settlers and the Native Americans as they attempted to live in harmony. The Native Americans were eventually displaced from their homes and hunting grounds.

The following background information can help enrich your students’ experience of this book: According to most sources, Peter Minuit was sent by the Dutch West India Company to act as Colonial Governor of New Netherland in 1626. A small band of Canarsee Indians was camping on the Island of Hills, or Manhattan. Peter became friendly with the Canarsee and offered to buy the land from them. The Canarsee did not own the land, but nonetheless accepted 60 guilders, about \$39, in payment for Manhattan. Manhattan today is worth about \$60 billion. The original town that began there was called New Amsterdam and had a population of 270.

Eventually the colonists erected a nine-foot-tall barricade to keep out invaders. The area covered by this barricade became known as Wall Street, and the name has remained to this day.

The cycle 2 text, *Clouds of Terror* by Catherine A. Welch, takes place in the southwestern prairie area of Minnesota between 1873 and 1877. During this time, millions of grasshoppers invaded the Midwestern and Plains states. They destroyed crops and caused great hardship for farmers. While this book focuses on a case where insects were harmful, insects actually play an important role in the biological web of the earth. The role that insects play in the pollination and perpetuation of flowering plants is significant. The work that many insects do to decompose plant and animal material is essential for the recycling of nutrients.

There have been many instances of insect devastation throughout history. Your students may have heard of the problems that cotton farmers had in the South. In the United States and Mexico, the boll weevil has caused a lot of damage. If your community has suffered from a major insect plague, or infestation, consider reminding students of it during Set the Stage to help them connect this book to their own experience.

An insect's body has three major divisions: the head, thorax, and abdomen. The head usually has a single pair of antennae and the mouthparts. The middle division, the thorax, carries the legs and wings. Most insects have six legs and two pairs of wings. The abdomen is the third division and is the location of any reproductive structures. Actually, it is the long egg-laying appendage of female bees that acts as a stinger. Grasshoppers have very long hind legs for jumping. They make noise by rubbing two parts of their body together, and they are usually heard before they are seen.

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

Small Wolf

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 5–15	
Lesson 2	pages 16–27	
Lesson 3	pages 28–41	
Lesson 4	pages 42–55	
Lesson 5	writing in response to reading	
Lesson 6	pages 56–63	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Clouds of Terror

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 3–11	
Lesson 2	pages 12–21	
Lesson 3	pages 22–29	(Embedded) "Fluency"
Lesson 4	pages 30–39	
Lesson 5	writing in response to reading	
Lesson 6	pages 40–46	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Use Other
Resources
and Back-
ground
Knowledge

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

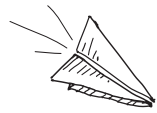
Lesson 1

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

Teacher Background

This passage describes Small Wolf and life in the village with his family. Small Wolf is very good at fishing, but he wants to hunt bigger animals. His father sends him off to the Island of Hills in his canoe. Small Wolf dreams of all the animals that he will hunt—deer, bears, foxes, wolves, moose, eagles, weasels, otters, skunks, and wildcats. He thinks this is the way to become a man.

The Big Question is designed to get students engaged in thinking about Native American history and culture. This will activate their prior knowledge and will capture their interest in the topic of the text.

**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 know about Native Americans?

Set the Stage

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

What do you know about Native Americans?

(Answers will vary.) I know that they lived in North America before the white settlers and that they lived in teepees and rode horses.

Explain that the text for this cycle is a story about a Native American family and their experiences with white settlers.

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

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

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

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

After previewing *Small Wolf*, 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 family of Native Americans and how they are pushed off the land by white people.

Interactive Read Aloud

1. State the reading objective and explain its importance.

This cycle our reading objective is to use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

Remind students that the purpose of reading is to understand and learn something and that sometimes additional resources might be needed to clarify specific words or phrases in the text.

Also explain that sometimes using context isn't enough to understand words, sentences, or passages and that readers can use other resources and their own background knowledge to help them clarify information.

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

What other sources can you use to help you clarify information in a text?

Answers may include: what I already know (background knowledge), the Internet, encyclopedias, and asking someone.

If not already done, distribute dictionaries and thesauruses to teams.

2. Read page 5 aloud, stopping after the word *banks*. A sample Think Aloud follows.

Review the skill as necessary.

Refer students to pages 5–15 in the text.

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

Students: Actively listen.

Sample Think Aloud

OK, I'm a little confused by the phrase "banks of a river." I know that a bank is a place where people have their money, but this meaning doesn't work for this context. To clarify the meaning of the word *banks* in this context, I will use a dictionary to help me. (Model finding *banks* in the dictionary.)

I see that the word *banks* has several different meanings. The one that I think works best in this context is "the higher ground that is along the edge of a river, stream, etc." That makes sense here because the text is talking about the family living on the banks of a river, and I see that the teepees are very close to the river. So this means that the family lives on the higher ground along the edge of the river.

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

What did I do when I couldn't figure out a word in the text?

You used a dictionary to help you clarify the word. When you saw that there were many definitions for banks, you used context clues to figure out which one worked best for the text. You figured out that the author was talking about the steep sides of a river instead of buildings full of money.

4. Explain to students that we will use the dictionary, thesaurus, and our own background knowledge as resources to help us clarify difficult words in the text. Tell students that they may need to use more than one of these resources to help them make meaning of difficult words.
5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

Teacher: Model making notes on a graphic organizer.

Sample Graphic Organizer

Title: *Small Wolf*

Characters:

Small Wolf
his father

Setting:

Where: *Indian village on the banks of river, next to woods*

When:

Problem:

Event: *Small Wolf wants to hunt game and be a man. He is tired of fishing.*

Event:

Event:

Event:

Event:

Solution:

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



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

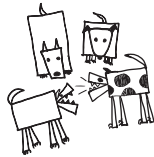
Cue students to use their student routines for strategy use and Team Talk discussion.

- 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 6–9. Use **Think-Pair-Share** to ask:

What word did you and your partner clarify? How did you figure it out?

We clarified the word woven on page 9. We used a dictionary to figure out that the word means “to form by lacing together strands of material.” This helped us understand that the Indians made nets by lacing strings together, like sewing.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 10–15 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

- Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
- Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes that they added on the graphic organizer.
- 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 did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)
100 = We clarified the word weasels on page 13. We figured it out by looking in the dictionary. The dictionary showed us a picture of a weasel and described the weasel as a small, active mammal related to the mink that eats small animals and turns white in the winter. This helped us to picture the animal as Small Wolf might see it.
90 = We clarified the word weasels on page 13. We figured it out by looking in the dictionary. The dictionary showed us a picture of a weasel and described the weasel as a small, active mammal related to the mink that eats small animals and turns white in the winter.
80 = We clarified the word weasels on page 13.
2. Why does Small Wolf decide to go to the Island of Hills? Explain. **[RE, DC, SA]**
(Team Talk rubric)
*100 = Small Wolf **decides** to go to the Island of Hills because his father tells him there is good hunting there. **The text says** that Small Wolf is tired of catching fish. He asks his father if he can try hunting for bigger things. His father thinks Small Wolf is ready to start hunting by himself.*
90 = Small Wolf goes to the Island of Hills because his father tells him there is good hunting there. Small Wolf is tired of catching fish. He asks his father if he can try hunting for bigger things.
80 = Small Wolf goes to the Island of Hills because his father tells him there is good hunting there.
3. On page 15, what do you think the author means by the sentence “He did not know that to be a man was more than just shooting things”? Explain. **[DC, SA]**
(Team Talk rubric)
*100 = I think the author means that Small Wolf is **confused** about what it means to be a man. **In the text**, it says that Small Wolf thinks that if he goes to the Island and hunts well, he will be a man like his father. He will get to wear feathers in his hair and colors on his face. **But there is a lot more to being a man than just hunting and dressing up.***
90 = I think the author means that Small Wolf is mixed up about what it means to be a man. Small Wolf thinks that if he goes to the Island and hunts well, he will be a man like his father. He will get to wear feathers in his hair and colors on his face.
80 = I think the author means that Small Wolf is mixed up about what it means to be a man.
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



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.

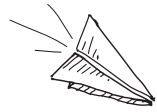
Lesson 2

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Teacher Background

In today’s reading, Small Wolf spends the night alone on the Island. He is frightened by all the creatures he hears and is unable to sleep. In the morning, Small Wolf takes a path through the forest to a small village with houses, ships, a windmill, and white people. Small Wolf watches as “odd animals” come off a ship.



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.

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.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Word	Pronunciation	Definition	Sample Sentence
woven (verb) page 9	wo-ven (WOH-vuhn)	formed by lacing together strands of material	When I was a baby, my grandmother gave me a beautiful blue blanket that she had <i>woven</i> just for me.
camp (noun) page 17	camp (KAMP)	a place where one stays for a short time, often in temporary shelters	When we went backpacking through the woods on vacation, we made <i>camp</i> every night in a different location.

continued

Word	Pronunciation	Definition	Sample Sentence
game (noun) (homograph) page 21	game (GAHYM)	animals pursued or taken by hunting	Before there were supermarkets, many people got a lot of their meat by hunting <i>game</i> , like deer or wild turkeys.
odd (adjective) (connotation/ denotation) page 26	odd	not usual or traditional	The lady was wearing an <i>odd</i> hat that was covered in so many feathers that it looked like a bird was sitting on her head.
terrifying (adjective) (connotation/ denotation) page 33	ter-ri-fy-ing (TER-uh-fahy-eng)	extremely frightening	The bee flying around my head was <i>terrifying</i> to me because I am allergic to bee stings.
startled (adjective) (connotation/ denotation) page 36	star-tled (STAHR-tuhld)	scared due to a sudden surprise	The dog seemed <i>startled</i> by the loud crack of thunder, because she suddenly jumped up and whined.
spoiling (verb) page 46	spoil-ing (SPOI-leng)	damaging badly	My grandfather yelled at us to stop running through his garden, as we were <i>spoiling</i> his hard work by killing his flowers.
sense (noun) page 52	sense	good reason or excuse	My mother said it did not make <i>sense</i> to make two trips to the store when we could just go once and save our time and gas.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
- Introduce the word power skill (base word and ending). Link the skill to the Word Treasure clue for base word and ending.
- Display the clue.

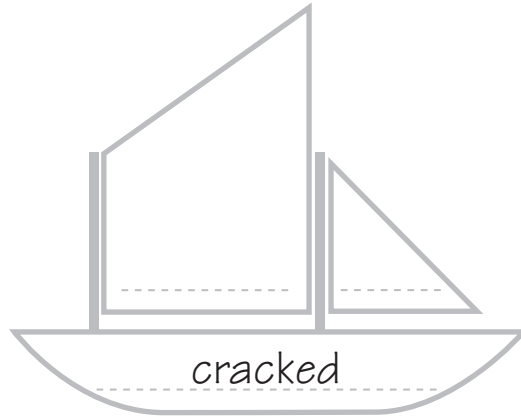
This cycle we will identify base words that have endings added to them. Sometimes, when you can't figure out a word or its meaning, it helps to see if there is a base word in it that you recognize. Then you can think

Review Vocabulary Vault.

Introduce the word
power skill.

about what the word means when an ending is added to it. The Word Treasure clue that we use for base words and endings is a boat with a big sail and a little sail. This reminds us that we will look for a base word to put in the big sail and an ending to put in the little sail.

Blackline master provided.



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

Students: Actively listen.

8. Write the word *cracked* on the bottom of the boat. Model identifying the base word and ending.

Sample Think Aloud

I'm not sure I recognize this word, but I know I'm looking for a base word and ending. Let me see if there is a word I recognize in *cracked*. I see the word *crack*, so that must be the base word. (Model writing the word *crack* on the big sail.) So the letters *ed* must be the ending on this word. (Model writing the ending *-ed* on the little sail.) Thinking about base words and endings helped me break this word down into something I could recognize.

9. Point out that a letter or group of letters that come at the end of a word change the word's meaning or change the word's part of speech. Tell students that the ending *-ed* often makes a verb past tense, meaning that something has already happened. Explain that adding the *-ed* to *crack* makes it mean that a crack or a break has already happened.



10. Display the word *started*. Use **Think-Pair-Share** to ask:

What is the base word and ending? What does the word mean?

The base word is start, and the ending is -ed. The word means to have begun something.

11. Reveal the Word Treasure (skill).

Word Treasure

Some base words have additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word.

12. Tell students that they will also focus on another word ending: *-ing*, which usually means that an action is happening in the present, or right now.

13. Point out that endings can sometimes change words in a different way than usual. Explain that the endings *-ed* and *-ing* can also turn verbs into adjectives, so it is important for students to read the sentence with the word to figure out how the author uses it.
14. 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. Remind students of the reading objective.

This cycle our reading objective is to use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

2. Read pages 16–18 aloud, stopping after “full of things.” A sample Think Aloud follows.

Sample Think Aloud
<p>I’m not sure I understand what the author means by the phrase “full of things.” I will use a thesaurus to help me determine some other words for <i>full</i> so I will better understand this phrase. (Model using a thesaurus to find the word <i>full</i>.)</p> <p>OK, the thesaurus tells me that some synonyms for <i>full</i> are <i>overcrowded</i>, <i>overfilled</i>, <i>stuffed</i>, and <i>jam-packed</i>. This tells me that the author means that the forest has many things and that there are a lot of creatures in it. I see from the illustration that the forest is filled with eyes of animals. This meaning makes sense here, because the forest is overcrowded and jam-packed with animals.</p>

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

How did I figure out the word?

You used the thesaurus to help you figure out the word, and it gave you synonyms for the word. This helped you understand what the word meant, so you could figure out what the whole phrase meant.

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

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 16–27 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: Small Wolf

Characters:

Small Wolf
his father

Setting:

Where: Indian village on the banks of
river, next to woods

When:

Problem:

Event: Small Wolf wants to hunt game and be a man. He is tired of fishing.

Small Wolf makes shelter and fire on the Island of Hills, but he is afraid of the

Event: woods at night.

Event: _____

Event: _____

Event: _____

Solution:

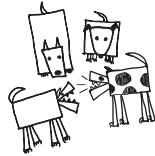
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of pages 18–21. Use **Think-Pair-Share** to ask:

What word did you clarify? How did you figure it out?

We clarified the word path on page 21. We figured it out by using a dictionary. The dictionary told us that a path is like a narrow trail. This helped me understand how Small Wolf planned to travel through the woods.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 22–27 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

100 = We clarified the word stubby from page 27. We figured it out by using a dictionary. This helped us see that stubby means short and thick, and that makes sense because pigs have short and thick noses. Using the dictionary helped us understand why Small Wolf thought the new animals looked so strange.

90 = We clarified the word stubby from page 27. We figured it out by using a dictionary. This helped us see that stubby means short and thick. Pigs have short, thick noses.

80 = We clarified the word stubby from page 27.

2. Why do you think Small Wolf thought that the man looked like he was wearing a "devil mask"? Explain. **[DC, RE, SA]** (Team Talk rubric)

100 = I think Small Wolf thought that the man looked like he was wearing a devil mask because the man looked very different from the Indians. **In the text**, it says that the man had a fat jaw and cracks between his teeth. His face was **also** all white. Small Wolf was used to seeing people who looked like him, with dark skin and straight teeth.

90 = I think Small Wolf thought that the man looked like he was wearing a devil mask because the man looked different. He had a fat jaw and cracks between his teeth. His face was all white.

80 = I think Small Wolf thought that the man looked like he was wearing a devil mask because he looked different from him.

3. How do you think Small Wolf feels as he watches what is happening in the village? Explain. **[RE, DC, SA]** (Team Talk rubric)

100 = I think Small Wolf feels **terrified** as he watches what's happening in the village. **The text says** that Small Wolf sees things that he has never seen before, **such as** new buildings and animals. He thinks that the man is wearing a devil mask. He wasn't expecting to see all of these new things when he started his hunting trip on the Island.

90 = I think Small Wolf feels afraid as he watches what's happening in the village. Small Wolf sees things that he has never seen before, like the buildings and animals. He thinks that the man is wearing a devil mask.

80 = I think Small Wolf feels afraid as he watches what's happening in the village.

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

Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: When my father and I went on a fishing trip, we made camp by a river so we could fish there the next morning.

5. Write the base word and ending for the following word, and then write a definition for the word. **[CV]** (word power)

climbed

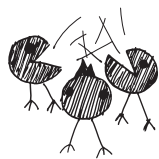
climb + ed; moved or rose up

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.

Use Other Resources and Background Knowledge

Word	Pronunciation	Definition	Sample Sentence
woven (verb) page 9	wo-ven (WOH-vuhn)	formed by lacing together strands of material	When I was a baby, my grandmother gave me a beautiful blue blanket that she had <i>woven</i> just for me.
camp (noun) page 17	camp (KAMP)	a place where one stays for a short time, often in temporary shelters	When we went backpacking through the woods on vacation, we made <i>camp</i> every night in a different location.
game (noun) (homograph) page 21	game (GAHYM)	animals pursued or taken by hunting	Before there were supermarkets, many people got a lot of their meat by hunting <i>game</i> , like deer or wild turkeys.
odd (adjective) (connotation/ denotation) page 26	odd	not usual or traditional	The lady was wearing an <i>odd</i> hat that was covered in so many feathers that it looked like a bird was sitting on her head.
terrifying (adjective) (connotation/ denotation) page 33	ter-ri-fy-ing (TER-uh-fahy-eng)	extremely frightening	The bee flying around my head was <i>terrifying</i> to me because I am allergic to bee stings.
startled (adjective) (connotation/ denotation) page 36	star-tled (STAHR-tuhld)	scared due to a sudden surprise	The dog seemed <i>startled</i> by the loud crack of thunder, because she suddenly jumped up and whined.
spoiling (verb) page 46	spoil-ing (SPOI-leng)	damaging badly	My grandfather yelled at us to stop running through his garden, as we were <i>spoiling</i> his hard work by killing his flowers.
sense (noun) page 52	sense	good reason or excuse	My mother said it did not make <i>sense</i> to make two trips to the store when we could just go once and save our time and gas.



Lesson 3

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Teacher Background

In today’s reading, Small Wolf is so frightened by the animals he sees coming off the boat that he rushes back home to tell his father what he has seen. After Small Wolf shares his information with his father, they return to the Island of Hills. Small Wolf’s father talks to a white man in the village who points a gun at them and tells them to leave. The white man tells Small Wolf and his father that the white people there paid Indians for the land and that it belongs to them now.

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

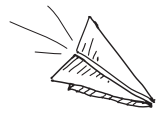
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction

(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.
4. Remind students of the word power skill (base word and ending) and the Word Treasure clue for base word plus ending (sailboat with large sail and small sail).



5. Review the endings that students are working with in this cycle (*-ed* and *-ing*). Use **Think-Pair-Share** to ask:

Which vocabulary words from your list have these endings?

The words terrifying, startled, and spoiling.

How would you break each of these words down into its base word and ending? How would you define each word?

terrifying = *terrify* + *ing*: *very scary or frightening*

startled = *startle* + *ed*: *excited by a sudden surprise*

spoiling = *spoil* + *ing*: *ruining*

6. Point out that the words *terrifying* and *startled* both have base words that are verbs (*terrify*, *startle*). When endings were added to the base words, they became adjectives. Explain that you figured this out by reading the sentences with these words in the text and using the context of the sentences.
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.

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. Remind students of the reading objective.

This cycle our reading objective is to use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

2. Read pages 28–31 aloud, stopping after “medicine man” on page 31. A sample Think Aloud follows.

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 28–41 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 Think Aloud

I am confused about the phrase “medicine man.” I remember hearing this before, and I think it may mean someone who was similar to a doctor in the Native American culture. But I want to make sure I understand the meaning of this phrase correctly so I can picture in my mind what Small Wolf means when he compares the white man with a medicine man. I will use the dictionary to help me clarify this phrase. (Model looking up “medicine man” in the dictionary.)

OK, I see that the dictionary defines a medicine man as “a person in certain North American Indian tribes who was believed to have magical powers.” This isn’t really what I was thinking. I was thinking that it meant someone who was more like a doctor. The illustration in the dictionary shows someone with a big headdress of feathers and scary-looking face paint. Now I see why Small Wolf might compare the white man with this type of person.

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

How did I clarify the phrase? How did this help me figure it out?

You used a dictionary. The dictionary helped you understand that the phrase meant a person who was believed to have magical powers. It also showed you an illustration that showed what a medicine man looked like, so you could understand why Small Wolf would think the white man looked like a medicine man.

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

Sample Graphic Organizer

Title: Small Wolf

Characters:

Small Wolf
his father

Setting:

Where: Indian village on the banks of river, next to woods

When:

Problem:

Event: *Small Wolf wants to hunt game and be a man. He is tired of fishing.*

Small Wolf makes shelter and fire on the Island of Hills, but he is afraid of the

Event: *woods at night.*

Small Wolf discovers that several white settlers are now living on the Island of Hills. He is frightened by the way they look, their animals, and

Event: *their buildings.*

Event: *Small Wolf tells his father about the strange things he saw on the island.*

Event:

Solution:

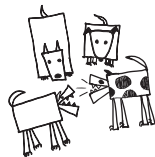
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

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 the rest of pages 31–34. Use **Think-Pair-Share** to ask:

What word did you and your partner clarify? How did you figure it out?

We clarified the word such on page 32. We figured it out by using the dictionary, which told us that it means “of the kind specified.” So, in other words, Small Wolf was telling his father that he has never seen animals of this kind.

Use **Random Reporter** to debrief.



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 35–41 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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 that 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 partner reading and fluency.

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

Team Talk Questions

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

100 = *We clarified the word along on page 36. We used a thesaurus to help us figure it out. The thesaurus helped us to see that along means the same as ahead, forward, and on. So the thesaurus helped us to see that the white man was telling Small Wolf and his father to go on away from there.*

90 = *We clarified the word along on page 36. We used a thesaurus to help us figure it out. The thesaurus helped us to see that along means the same as ahead, forward, and on.*

80 = *We clarified the word along on page 36.*
 2. How does the white man react to Small Wolf and his father? Why? **[RE, DC, SA]**
(Team Talk rubric)

100 = *The white man is afraid of Small Wolf and his father. The text says that the white man looks startled when he sees them. He raises his gun and holds it ready. Then he points and cocks it at them. I think he is afraid of the Indians because he has never seen them before, and he thinks that they might hurt him.*

90 = *The white man is afraid of Small Wolf and his father. He raises his gun and holds it ready. Then he points and cocks it at them.*

80 = *The white man is afraid of Small Wolf and his father.*
 3. Why does Small Wolf's father say that the Canarsees had no right to sell the land? Explain. **[RE, DC, SA]** (Team Talk rubric)

100 = *Small Wolf's father says that the Canarsees had no right to sell the land because it belongs to everyone. In the text, the father says that the land, the sky, and the sea are all Mother Earth for everyone to use. Small Wolf's father doesn't believe anyone can own parts of the earth.*

90 = *Small Wolf's father says that the Canarsees had no right to sell the land because it belongs to everyone. He says that the land, the sky, and the sea are all Mother Earth for everyone to use.*

80 = *Small Wolf's father says that the Canarsees had no right to sell the land because it belongs to everyone.*
 4. What is a synonym for the word *odd*? What is an antonym for the word *odd*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) A synonym for *odd* is *weird*. An antonym for *odd* is *usual*.
 5. Write the base word and ending for the following word, and then write a definition for the word. **[CV]** (word power)
answering
answer + ing; saying or writing a response to a question
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 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.



Class Discussion

(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.

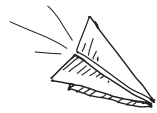
Lesson 4

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Teacher Background

Today students will read about the negative effects the white settlers have on the Native Americans' food supply. Small Wolf and his father attempt to see the leader of the white settlers but are chased and shot at.



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 (base word and ending) and the Word Treasure clue for base word and ending (sailboat with big sail and little sail).
5. Use **Think-Pair-Share** to ask:

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

(Answers may vary.) Knowing about base words and endings can help me pronounce the words more easily.

6. Direct students' attention to the Word Power Challenge. Have students work in teams to read the underlined words and give a meaning for each word. If necessary, have students use the sail clues and identify the base word and ending.

Word Power Challenge

We sprayed our garden with water so the vegetables wouldn't dry out.

Our teacher said that we were staying inside for recess today, since the rain had made the playground very wet.

Use **Random Reporter** to have students identify the base word, ending, and meaning.

sprayed = *spray* + *ed*: *sprinkled or splashed a liquid*; staying = *stay* + *ing*: *remaining in one place*

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.

Set the Stage

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

Interactive Read Aloud

1. Read page 42, stopping after "spread out up the island."
2. Use **Think-Pair-Share** to ask:

I'm having trouble figuring out what the author means by "spread out up." What should I use to help me?

You could use a dictionary, a thesaurus, or what you already know to help you. The dictionary says that spread means "to cover," so the phrase "spread out up" means that the settlers are covering the whole island with houses.

3. Read page 43 aloud. Use **Think-Pair-Share** to ask:

What should we add to our notes from this section of text?

We should add that the white settlers are building more houses on the island and that their animals are eating the Indians' crops and trampling on the Indians' fields.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 42–55 in the text.



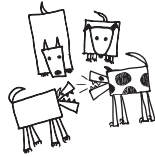
Teacher: Read aloud.

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.

Sample Graphic Organizer	
Title: <u>Small Wolf</u>	
<p style="text-align: center;">Characters:</p> <p>Small Wolf his father</p>	<p style="text-align: center;">Setting:</p> <p>Where: Indian village on the banks of river, next to woods</p> <p>When:</p>
<p>Problem:</p> <p>White settlers have purchased the Island of Hills from some Indians and do not want the Indians there.</p>	
<p><u>Event:</u> Small Wolf wants to hunt game and be a man. He is tired of fishing. Small Wolf makes shelter and fire on the Island of Hills, but he is afraid of the</p> <p><u>Event:</u> woods at night. Small Wolf discovers that several white settlers are now living on the Island of Hills. He is frightened by the way they look, their animals, and</p> <p><u>Event:</u> their buildings.</p>	
<p><u>Event:</u> Small Wolf tells his father about the strange things he saw on the island. The white settlers spread out on the island, and their animals destroy the</p> <p><u>Event:</u> Indians' crops.</p>	
<p>Solution:</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 44–55 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 that 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 did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We clarified the word destroy on page 46. We figured it out by using a dictionary, which told us that destroy means to badly damage something and create destruction. This makes sense here because Small Wolf’s father is upset that the white settlers are ruining everything. Using a dictionary helped us understand how the white settlers were affecting the Indians.

90 = We clarified the word destroy on page 46. We figured it out by using a dictionary, which told us that destroy means to badly damage something and create destruction. This makes sense here because Small Wolf’s father is upset that the white settlers are ruining everything.

80 = We clarified the word destroy on page 46.

continued

Team Talk Questions *continued*

2. What decision does Small Wolf's father make on page 46, and why does he make this decision? **[RE, SA]** (Team Talk rubric)

100 = *Small Wolf's father **decides** to go talk to the leader of the white settlers because he wants things to change. The text explains that there are more white settlers than Indians now. The animals the Indians hunt are gone. The Indians are hungry because they can't grow crops. Small Wolf's father wants there to be peace and for them to share the land.*

90 = *Small Wolf's father goes to talk to the leader of the white settlers because he wants things to change. There are more white settlers than Indians now. The animals the Indians hunt are gone. The Indians are hungry because they can't grow food.*

80 = *Small Wolf's father goes to talk to the leader of the white settlers because he wants things to change.*

3. How do the white settlers react when they see Small Wolf and his father? Explain. **[RE, SA]** (Team Talk rubric)

100 = *When the white settlers see Small Wolf and his father, they are angry. The text describes how Small Wolf and his father hear men shouting and running. Then they hear gun shots. They realize that the white settlers are shooting at them. The white settlers are not interested in talking to Small Wolf's father.*

90 = *When the white settlers see Small Wolf and his father, they are angry. Small Wolf and his father hear men shouting and running. They hear gun shots. They figure out that the white settlers are shooting at them.*

80 = *When the white settlers see Small Wolf and his father, they are angry.*

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

I must have looked _____ after getting the electric shock, because my mother asked me why I was surprised.

Startled, because the word surprised is a clue. The person was surprised when he or she was shocked and probably felt scared.

5. Write the base word and ending for the following word, and then write a definition for the word. **[CV]** (word power)

carrying

carry + ing; moving something in your arms

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 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.

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.

7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have 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.

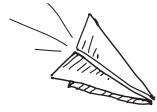
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use details to describe a character.

Teacher Background

Today's writing activity requires students to use details from the text to describe a character from the story.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that they will use details in the text to describe a character they have read about. Tell students that developing a strong understanding of the text will help them with their writing as they give information related to the character.

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

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

Read the prompt aloud.



Writing Prompt
Does Small Wolf show courage in the story? Why or why not? Explain, using details from the text.

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

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

It is asking us to write a literary response because we have to write about Small Wolf, a character in the story.

Students identify the purpose for writing.

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

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

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

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

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

Which guideline relates to our writing objective: use details to describe a character?

Ideas, because we need to describe a character and support our descriptions with evidence from the text.

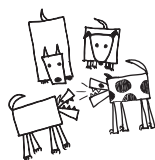
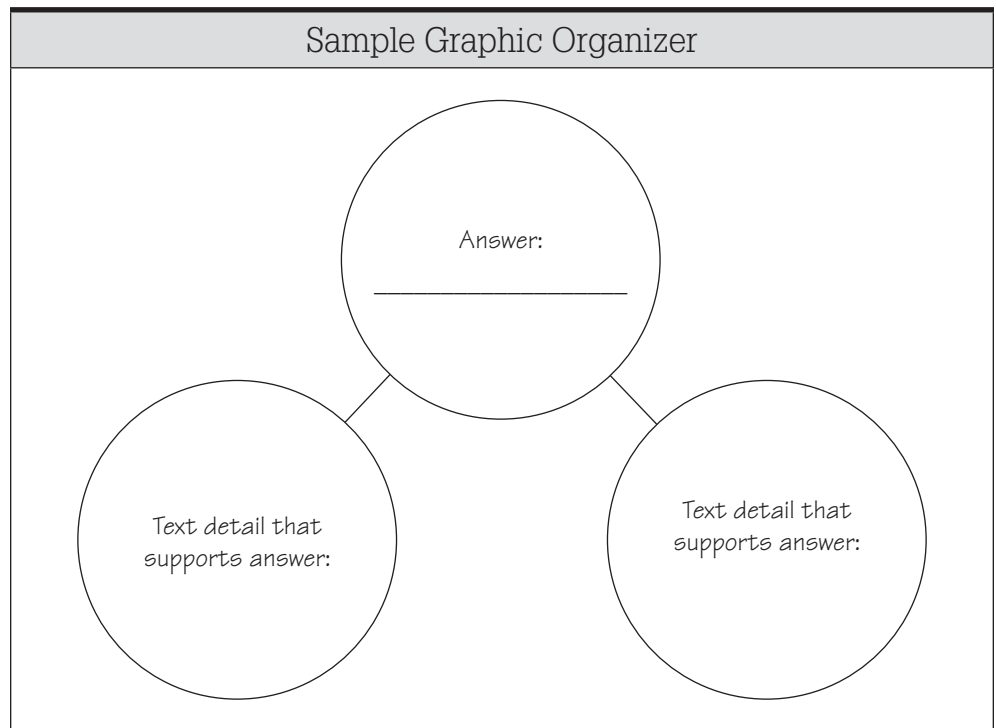
Highlight the writing objective.

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

Model planning using a graphic organizer.

Model a Skill

1. Explain to students that when they are planning which graphic organizer to use for their prewriting, they should consider what the prompt is asking them to do.
2. Read the writing prompt aloud. Tell students that the word *courage* can be used to describe a character. Explain that they will write today to show evidence of Small Wolf’s courage or fear.
3. Remind students that using a web can be helpful when they are finding evidence to support their ideas.
4. Tell students that they should begin by writing their answer in the middle and add supporting evidence from the text in the outer sections of the web.



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—use details to describe a character.

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

For example, ask:

- **Does the writer introduce the point clearly?**
- **Does the writer include details from the text to help a reader understand the character?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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 details from the text in your writing? Do you think the examples helped to describe the character?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Does Small Wolf show courage in the story? Why or why not? Explain, using details from the text.

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

Lesson 6

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

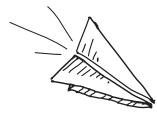
Writing Objective: Use details to describe a character.

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

Teacher Background

Today's cycle test challenges students to organize the information that they read on a graphic organizer that shows the relationship between facts and ideas.

In this reading, Small Wolf and his tribe move to another area to avoid the white settlers. When Small Wolf nearly shoots a cow he mistakes for a deer one day, the tribe decides to move again. The tribe is forced to move time and again in attempts to avoid the white man.



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

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 dictionaries, thesauruses, and their own knowledge to clarify difficult words in the text and using details to describe a character. Use **Think-Pair-Share** to ask:

What should you do if you come to a word or phrase in the text that you need help clarifying? How will it help you figure out the word?

We should use a dictionary, a thesaurus, or what we already know so we can figure out the meaning of the word in the text.

Tell students that they will use these skills 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 from today's reading did you clarify? How did you figure it out? **[CV]**

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

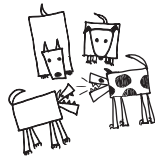
Today you will read more about Small Wolf and what happens to his tribe.



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 1 Test

Use Other Resources and Background Knowledge

Directions: Read *Small Wolf*, pages 57–63, 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 from today’s reading did you clarify? How did you figure it out? **[CV]**

20 points = I clarified the word goods on page 57. I figured it out by using a dictionary, which told me that it means things that are owned by a person. This made sense because the sentence is talking about the Indians loading up their canoes with what they owned. Using a dictionary helped me to see that the goods the Indians packed up were the things that they owned, because they are moving to a new place.

15 points = I clarified the word goods on page 57. I figured it out by using a dictionary, which told me that it means things that are owned by a person. This made sense because the sentence is talking about the Indians loading up their canoes with what they owned

10 points = I clarified the word goods on page 57.

2. What does Small Wolf’s father mean when he says, “If we go far enough, they will never reach us”? Explain, using support from the text. **[DC, SA]**

20 points = It means that the Indians are trying to get away from the white settlers. The text explains that the Indians packed up their things and left to try to find a place where the white settlers wouldn’t come. The Indians were hungry and wanted to find a place where they could hunt and grow crops in peace.

15 points = It means that the Indians are trying to get away from the white settlers. The Indians packed up their things and left to try to find a place where the white settlers wouldn’t come.

10 points = It means that the Indians are trying to get away from the white settlers.

3. Whom is Small Wolf’s father talking about when he says, “they are here” on page 60? How do you know? **[DC, SA]**

20 points = Small Wolf’s father is talking about the white settlers. The text explains that Small Wolf sees a cow and tells his father about it. Small Wolf’s father knows that the white settlers have cows. He knows that the white settlers have spread to their new home.

15 points = *Small Wolf's father is talking about the white settlers. Small Wolf sees a cow and tells his father about it. They know that the white settlers have cows.*

10 points = *Small Wolf's father is talking about the white settlers.*

4. What do you think the author is trying to show when he uses the sentences "And again. And again. And again"? Explain. **[DC, SA]**

20 points = *I think he is trying to show that the Indians have to move a lot. The drawings show the Indians moving several times to get away from the white settlers. The Indians had to keep moving to new places so the white settlers wouldn't be there.*

15 points = *I think he is trying to show that the Indians have to move a lot. I see the Indians moving several times to get away from the white settlers.*

10 points = *I think he is trying to show that the Indians have to move a lot.*

5. Do you think what happened to the Indians was fair? Why or why not? **[DC, RE, SA]**

20 points = *What happened to the Indians wasn't fair because they suffered. The text explains that the white settlers' animals destroyed the Indians' crops. There were no animals for them to eat, so they were starving. They also had to keep moving away from the white settlers' homes. The white settlers should have shared the land with the Indians peacefully.*

15 points = *What happened to the Indians wasn't fair because they had problems because of the white settlers. The white settlers' animals ruined the Indians' crops. There were no animals for them to eat, so they were hungry. They had to keep moving away from the white settlers' homes.*

10 points = *What happened to the Indians wasn't fair because they had problems because of the white settlers.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Is Small Wolf's father a good leader for his tribe? Why or why not? Support your answer with details from the text.

Yes, Small Wolf's father is a good leader for his tribe because he tries to help them get along with the white settlers. He is brave and goes to speak to the white settlers when Small Wolf comes back from the Island of Hills afraid. Small Wolf's father tries to speak to the leader of the white settlers again when the Indians are having problems finding food. This is brave because he and Small Wolf get shot at in the forest. Also, Small Wolf's father decides to move the tribe to a safer place. Good leaders have to make hard decisions like that. The actions of Small Wolf's father show that he is a good leader for his tribe.

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

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

Part III. Vocabulary (100 points)

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

(Accept reasonable responses.) A synonym for the word spoiling is ruining. An antonym for the word spoiling is saving.

2. The statues at the museum looked very _____ to me because they were made of differently shaped blocks and didn't look like people at all.

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

- A. woven
- B. game
- C. odd
- D. sense

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: There was a lovely red and green woven blanket that my grandmother had sewn lying across the bed.

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

(Accept reasonable responses.) A synonym for terrifying is scary. An antonym for terrifying is peaceful.

5. Greg sounded _____ when he yelled, but he was actually just excited by the football game on TV.

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

- A. startled
- B. sense
- C. camp
- D. woven

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Our scout leader told us that we would be setting up camp along the river and close to the trees so we could catch fish and take a hike in the morning.

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Wild animals such as turkey, geese, and deer are all game that some people hunt.

8. My teacher said it didn't make _____ for us to try to do recess outside since it was pouring rain and we would be cold and unhappy.

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

- A. camp
- B. sense
- C. woven
- D. odd

Write the base word and suffix for the following words, and then write a definition for each word. **[CV]** (word power)

9. writing

write + ing; putting words on paper

10. created

create + ed; made or invented something

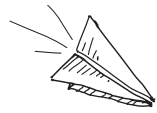
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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.

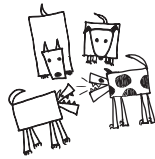
Two-Minute Edit



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.

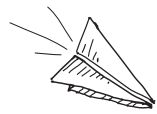
Lesson 8

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 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.

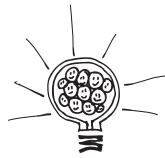


Use **Random Reporter** to ask:

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:Use Other
Resources
and Back-
ground
Knowledge

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

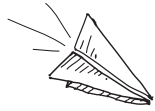
Post and present the reading objective.

Lesson 1

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

Teacher Background

In today's reading, students are introduced to Helga, a nine-year-old, and her brother, Erik, who is seven. The children are fishing by a creek when Helga sees something in the sky. Helga and Erik rush home and find themselves in a swarm of grasshoppers.

**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: Can insects be harmful? Why or why not?

Set the Stage 

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

Can insects be harmful? Why or why not?

Yes, insects can be harmful because they can eat farmers' crops and give people diseases.

Can insects be helpful? How?

Yes, insects can be helpful because some of them eat other insects that are harmful.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Clouds of Terror*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

After previewing *Clouds of Terror*, 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 grasshoppers that attacked people and crops a long time ago.

Refer students to pages 3–11 in the text.

Interactive Read Aloud

1. Read page 3 aloud, stopping after the word *violent*.
2. Use **Think-Pair-Share** to ask:

I'm not sure I know the meaning of the word *violent*. What should I do to help me figure it out?

You should use what you know, a dictionary, or a thesaurus to help you figure out the word. I know that violent means showing harm, usually physical force toward another person, because my mother tells me that I can't watch violent shows that have people hurting each other.

Teacher: Read aloud.

Students: Actively listen.

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

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

What important information did we learn on this page that we can add to our notes?

We learned that Helga and Erik are next to a creek in the prairie. Helga sees something in the sky and thinks it's a storm, so they decide to head home quickly.

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

Sample Graphic Organizer

Title: Clouds of Terror

<p style="text-align: center;">Characters:</p> <p>Helga Erik</p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>prairie</i></p> <p>When:</p>
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Problem:

Helga sees something coming in the sky and thinks it's a storm. It is

Event: *really grasshoppers.*

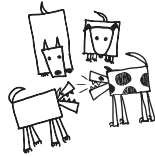
Event: _____

Event: _____

Event: _____

Event: _____

Solution:



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 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

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 that 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 did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We clarified the word swarm on page 6. We figured it out by using a dictionary, which told us it means “a very large number of insects moving together.” This made sense because the text describes a huge number of grasshoppers. This helped us understand just how many grasshoppers were flying around the farm.

90 = We clarified the word swarm on page 6. We figured it out by using a dictionary, which told us it means “a very large number of insects moving together.” This made sense because the text is talking about a huge number of grasshoppers.

80 = We clarified the word swarm on page 6.

continued

Team Talk Questions *continued*

2. Why do the children decide to hurry home so fast? Explain. **[RE, SA]** (Team Talk rubric)

100 = *The children **decide** to hurry home because they are afraid. In the text, Erik **indicates** that he has never seen the sky look like that before, and Helga says that there is something shiny in the clouds, which she doesn't like. They **also** hear a strange, deep hum that they think could be a tornado. They know that storms on the prairie can be violent and that it is dangerous to be caught outside in a storm.*

90 = *The children hurry home because they are afraid. Helga sees something in the sky that she thinks is a storm. She tells Erik they had better hurry home. They know that storms can come quickly and be violent on the prairie.*

80 = *The children hurry home because they are afraid.*

3. Do you think this story takes place in the present time? Why or why not? **[DC, RE, SA]** (Team Talk rubric)

100 = *I think this story takes place a long time ago. I can tell because in the drawings the children are wearing clothes that **seem** like they are from a long time ago. I see that they have a well for getting water in front of their house. These clues tell me that the story **most likely** takes place more than 100 years ago.*

90 = *I think this story takes place a long time ago. I can tell because in the drawings the children are wearing clothes that look like they are from a long time ago. I see that they have a well for getting water in front of their house.*

80 = *I think this story takes place a long time ago.*

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.

Randomly select team representatives who will share:

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



Class Discussion

(18 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.

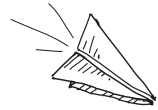
Lesson 2

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Teacher Background

In today’s reading, Helga and Erik help their mother pull vegetables out of the garden to keep the grasshoppers from consuming them all. Their father attempts to build a fire to kill the grasshoppers, but they smother it and the fire goes out. The family works together to clean the house of grasshoppers, and then Mr. Lundstrom shares that the grasshoppers are a serious problem in the entire area.



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.

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.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Word	Pronunciation	Definition	Sample Sentence
crept (verb) page 5	crept (KREPT)	moved slowly	We watched as the tiger <i>crept</i> up to the water to take a drink.
swooped (verb) page 7	swooped (SWOOPD)	flew down through the air suddenly	The falcon <i>swooped</i> down and grabbed the mouse in its talons.

continued

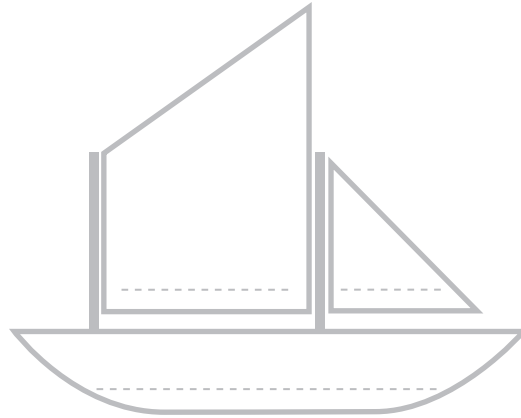
Word	Pronunciation	Definition	Sample Sentence
racket (noun) (homograph) page 10	rack-et (RAK-it)	loud, unpleasant noise	There was a huge <i>racket</i> coming from all the people standing in the parking lot outside.
billowed (verb) page 14	bill-owed (BIL-ohd)	pushed outward by air; puffed out	The sails of the ship <i>billowed</i> out in the strong gusts of wind.
loudly (adjective) page 16	loud-ly (LOWD-lee)	noisily	My brother was playing his drums too <i>loudly</i> , so my mother asked him to be quieter.
shutter (noun) (homograph) page 20	shut-ter (SHUHT-ur)	a cover for a window that opens and closes like a door	The <i>shutter</i> was hanging off the side of the window, so my father fixed it.
spared (adjective) (connotation/denotation) page 26	spared (SPAIRD)	not punished or harmed	All the corn was <i>spared</i> from the strong winds since we had a tall fence surrounding it.
lumber (noun) (homograph) page 33	lum-ber (LUHM-bur)	wooden boards or logs that have been sawed or cut for use	My father used the <i>lumber</i> that he had bought at the building store to make wooden shelves in the garage.

Review Vocabulary Vault.

Introduce the word power skill.

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 (base word and ending). Link the skill to the Word Treasure clue for base word and ending as needed.
7. Display the clue.

Blackline master provided.



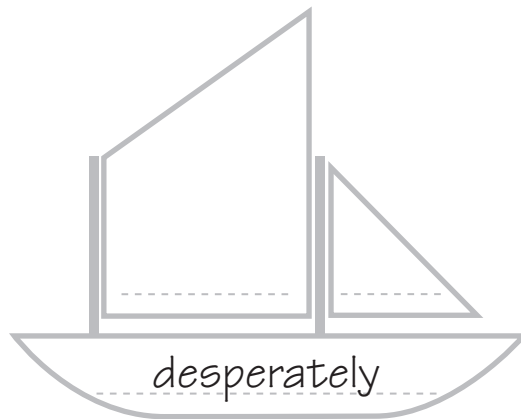
tps

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?

I think it means that we will find the base word and ending of words to figure out what they mean.

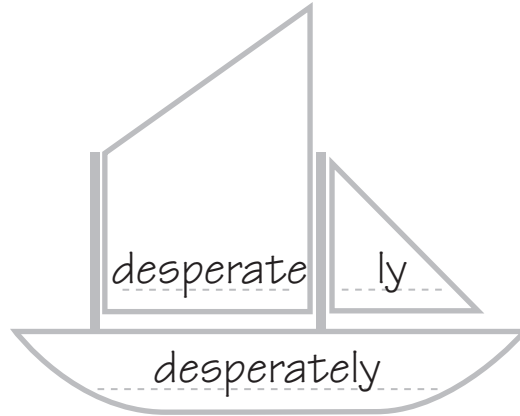
9. Remind students that words sometimes have endings on them, and when we can't recognize a word, we can separate the base word from the ending to recognize the base word.
10. Point out that endings can change the word's meaning or part of speech.



11. Display the word *desperately* in a boat with a big sail and a little sail.
12. Use **Think-Pair-Share** to ask students how to break down the word, and then record the word parts on the sails.

How can we break down the word *desperately* into its base word and ending?

desperate + ly



13. Remind students that endings change the meaning of base words. Explain that the ending *-ly* changes words to mean having the characteristics or quality of something. Use **Think-Pair-Share** to ask:

What does the word *desperate* mean? What does it mean when you add the ending *-ly* to it?

Desperate means wanting something in a severe or strong way. When you add -ly to desperate, it means acting in a severe or strong way to try to do or get something.

14. Remind students that they learned the endings *-ed* and *-ing* in the last cycle. Review how these endings change the meanings of base words as needed.
15. Review the Word Treasure (skill).

Word
Treasure

Some base words have additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word.

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.

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 12–21 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

Set the Stage

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

Interactive Read Aloud

1. Read page 12 aloud, stopping after the word *wriggled*.
2. Use **Think-Pair-Share** to ask:

The word *wriggled* is tricky to me. I'm not sure I know exactly what the author means by this. What should I do to help me clarify this word?

You should use a dictionary, a thesaurus, and what you know to help you to clarify the word. Using the dictionary would help you to see that wriggled means moved in a squirming way. This helps me understand what the grasshoppers must have looked like as they crawled under the blankets covering the tomato plants.

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

What should we add to our notes from this section of text?

We should add that Helga, Erik, and Mrs. Lundstrom are desperately trying to save the vegetables on the family farm from the swarm of grasshoppers that are attacking and eating everything.

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

Sample Graphic Organizer

Title: Clouds of Terror

<p style="text-align: center;">Characters:</p> <p>Helga Erik Mrs. Lundstrom</p>	<p style="text-align: center;">Setting:</p> <p>Where: the family farm on the prairie</p> <p>When:</p>
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Problem:

Grasshoppers are attacking and eating everything.

Helga sees something coming in the sky and thinks it's a storm. It is

Event: *really grasshoppers.*

Mrs. Lundstrom and the children try to save the vegetables from

Event: *the grasshoppers.*

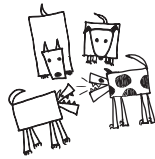
Mr. Lundstrom tries to kill the grasshoppers by burning them in a fire, but

Event: *the grasshoppers smother the fire out.*

Event: _____

Event: _____

Solution:



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 13–21 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 that 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 did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We clarified the word soddy on page 19. We figured it out by using a dictionary, which told us that the word means “a house that is partially underground, usually built into the side of a hill.” This makes sense because in the picture, the walls of the house look like they are made of dirt. Using the dictionary helped us understand how the word was describing the type of home the Lundstroms were living in.

90 = We clarified the word soddy on page 19. We figured it out by using a dictionary, which told us that the word means “a house that is partially underground, usually built into the side of a hill.” This makes sense because in the picture, the walls of the house look like they are made of dirt.

80 = We clarified the word soddy on page 19.

continued

Team Talk Questions *continued*

2. What does Mr. Lundstrom do on pages 16–18 to try to kill the grasshoppers? Is it successful? Why or why not? **[RE, SA]** (Team Talk rubric)
- 100 = *Mr. Lundstrom tries to kill the grasshoppers with a fire, but isn't successful. All the grasshoppers smother it out. There are so many grasshoppers, the fire cannot burn them fast enough.*
- 90 = *Mr. Lundstrom tries to kill the grasshoppers with a fire, but it doesn't work. All the grasshoppers put the fire out with their bodies.*
- 80 = *Mr. Lundstrom tries to kill the grasshoppers with a fire, but it doesn't work.*
3. Why do you think the family has trouble sleeping? Explain. **[DC, RE, SA]** (Team Talk rubric)
- 100 = *The family has trouble sleeping because they are concerned about the grasshoppers. The text explains that the grasshoppers have destroyed nearly everything. The family is worried about their farm. I know that when I am worried about something, I have a hard time sleeping.*
- 90 = *The family has trouble sleeping because they are worried about the grasshoppers. The grasshoppers have eaten almost everything. They are worried about their farm.*
- 80 = *The family has trouble sleeping because they are worried about the grasshoppers.*
4. Choose a word from the vocabulary list, and write a meaningful sentence using it correctly. **[CV]**
- Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: The drums were being played so loudly in the parade that they were all I could hear.*
5. Write the base word and suffix for the following word, and then write a definition for the word. **[CV]** (word power)
- slowly
- slow + ly; moving in an unhurried way*

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.

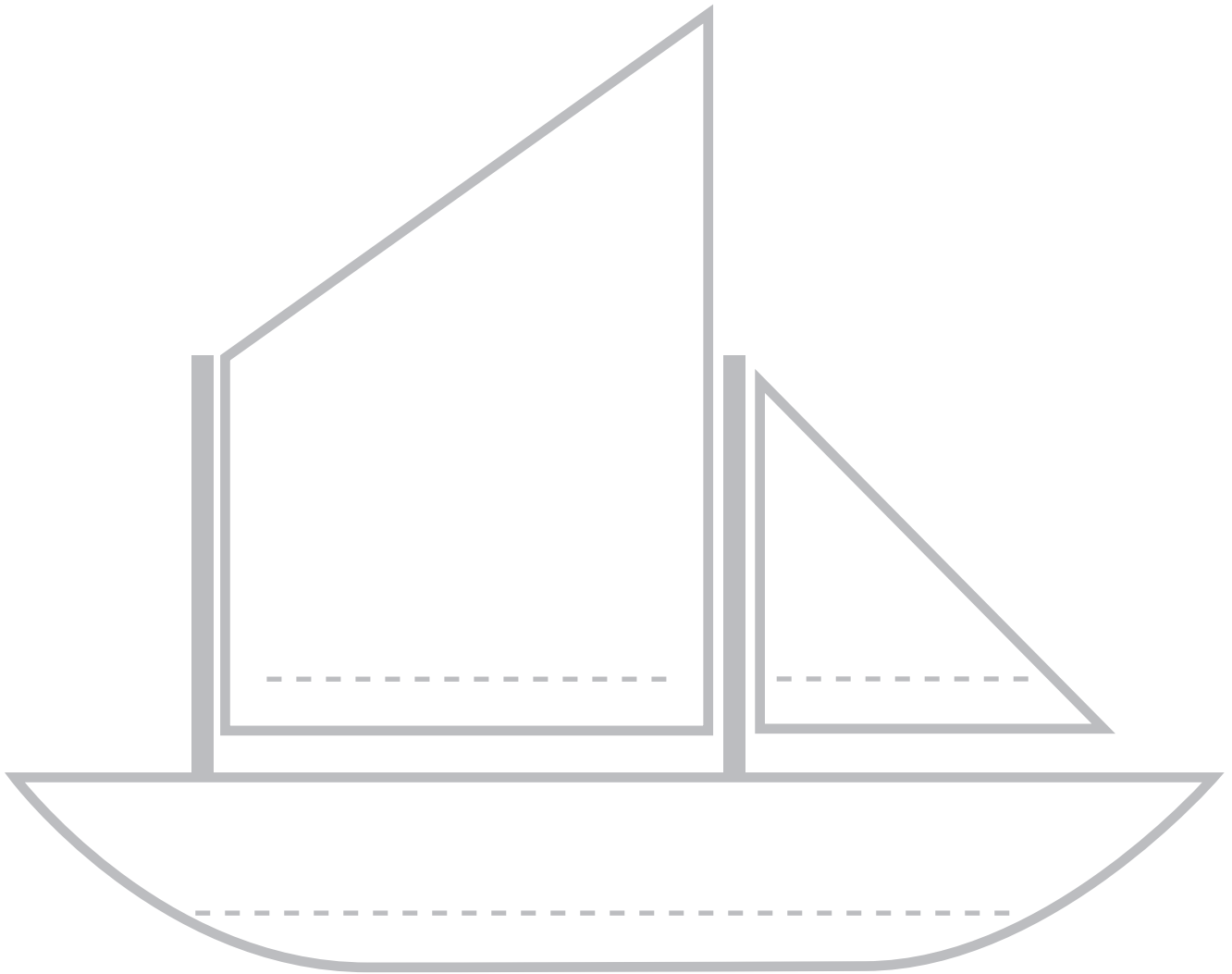
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Use Other Resources and Background Knowledge

Word	Pronunciation	Definition	Sample Sentence
crept (verb) page 5	crept (KREPT)	moved slowly	We watched as the tiger <i>crept</i> up to the water to take a drink.
swooped (verb) page 7	swooped (SWOOPD)	flew down through the air suddenly	The falcon <i>swooped</i> down and grabbed the mouse in its talons.
racket (noun) (homograph) page 10	rack-et (RAK-it)	loud, unpleasant noise	There was a huge <i>racket</i> coming from all the people standing in the parking lot outside.
billowed (verb) page 14	bill-owed (BIL-ohd)	pushed outward by air; puffed out	The sails of the ship <i>billowed</i> out in the strong gusts of wind.
loudly (adjective) page 16	loud-ly (LOWD-lee)	noisily	My brother was playing his drums too <i>loudly</i> , so my mother asked him to be quieter.
shutter (noun) (homograph) page 20	shut-ter (SHUHT-ur)	a cover for a window that opens and closes like a door	The <i>shutter</i> was hanging off the side of the window, so my father fixed it.
spared (adjective) (connotation/ denotation) page 26	spared (SPAIRD)	not punished or harmed	All the corn was <i>spared</i> from the strong winds since we had a tall fence surrounding it.
lumber (noun) (homograph) page 33	lum-ber (LUHM-bur)	wooden boards or logs that have been sawed or cut for use	My father used the <i>lumber</i> that he had bought at the building store to make wooden shelves in the garage.



Lesson 3

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Teacher Background

In today’s reading, the Lundstrom family works together to try to recover from the destruction created by the swarm of grasshoppers.

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:

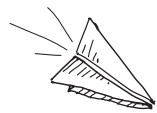
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



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

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

We discussed the ending *-ly*. It means to have the quality or characteristics of something.

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

The word *loudly* is in our vocabulary lists. The word means *noisily*. The word *loud* describes the sound something makes. The ending *-ly* makes it mean that something is being done in a loud manner.

6. Point out that there are words on their list that end with *-ed*. Use **Think-Pair-Share** to ask:

What other words on the vocabulary list have endings that we have discussed? What do the words mean?

swooped: *moved quickly down on something*; billowed: *blown or puffed out*;
spared: *to have been saved from damage*

7. Point out that the word *spare* has an extra *e* in it when the ending *-ed* is added to the word. Remind students that the extra *e* on the ends of words is scrubbed off when some endings are added.
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.

Interactive Read Aloud

1. Read page 22 aloud, stopping at the word *supply*.
2. Use **Think-Pair-Share** to ask:

I'm not sure I really understand what they mean when they call the well their "water supply." What should I do to help me to clarify this? How can I figure it out?

You should use a dictionary, a thesaurus, and what you know to clarify this. The dictionary tells me that a supply of something, like water, is an amount needed or available. So a water supply must be an amount of water that is available, like for drinking. This helps you understand why it's bad that the grasshoppers have gotten into the well.

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

What should we add to our notes from this section of text?

We should add that the grasshoppers have ruined the family's water supply.

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 22–29 in the text.



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.

Sample Graphic Organizer

Title: *Clouds of Terror*

<p style="text-align: center;">Characters:</p> <p>Helga Erik Mrs. Lundstrom Etta Mr. Lundstrom</p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>the family farm on the prairie</i></p> <p>When:</p>
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Problem:

Grasshoppers are attacking and eating everything. They ruin the water supply.

Helga sees something coming in the sky and thinks it's a storm. It is
Event: *really grasshoppers.*

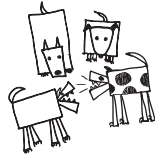
Mrs. Lundstrom and the children try to save the vegetables from
Event: *the grasshoppers.*

Mr. Lundstrom tries to kill the grasshoppers by burning them in a fire, but
Event: *the grasshoppers smother the fire out.*

Event: *They try to get water from the well, but it is ruined.*

Event: _____

Solution:



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 23–29 aloud with partners.
(if skipping Interactive Read Aloud, pages 22–29)
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 that 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 did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We clarified the word runners on page 24. To figure it out, we used a dictionary, which told us it means “long, thin pieces on which a sled, skate, or drawer slides.” This makes sense because the father is pulling a pan behind the horses. Using the dictionary helped us see that the runners are the long, thin boards Mr. Lundstrom puts underneath the pan so the pan can be dragged behind the horses, like a sled.

90 = We clarified the word runners on page 24. We used a dictionary, which told us that it means “long, thin pieces on which a sled, skate, or drawer slides.” This makes sense because the father is pulling a pan behind the horses.

80 = We clarified the word runners on page 24.

continued

Team Talk Questions *continued*

2. How does Mr. Lundstrom try to kill the grasshoppers in today's reading? How successful is he, compared to the last time he tried to kill the grasshoppers?

[RE, SA] (Team Talk rubric)

100 = *Mr. Lundstrom tries to kill the grasshoppers by using a trap but is still not **successful**. He builds a trap with a shallow pan full of kerosene and a screen on top and **attaches** it to the horse. As the horse walks, grasshoppers jump and fall into the kerosene and die. But there are still too many grasshoppers to kill them all. They can never get rid of the millions of grasshoppers that have **overtaken** the farm.*

90 = *Mr. Lundstrom tries to kill the grasshoppers by using a trap, but it still doesn't work. He makes a trap with a shallow pan full of kerosene and a screen on top. When grasshoppers jump into the trap, they die in the kerosene. There are still too many grasshoppers.*

80 = *Mr. Lundstrom tries to kill the grasshoppers by using a trap, but it still doesn't work.*

3. What problem have the grasshoppers created for the families on pages 27 and 28? Explain. **[RE, SA]** (Team Talk rubric)

100 = *The grasshoppers have eaten nearly all the crops, and the families have no crops to sell. **The text explains** that the family spends six weeks trying to find crops that haven't been **damaged**, but they are only able to find enough for themselves to live on. There aren't any crops left to sell, so many families begin to move away since they have no way of making a living.*

90 = *The grasshoppers have eaten nearly all the crops, and the families have no crops to sell. The family spends six weeks trying to find crops that have not been eaten, but they only have enough for themselves to eat and none to sell.*

80 = *The grasshoppers have eaten nearly all the crops, and the families have no crops to sell.*

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

(Accept reasonable responses). A synonym for *spared* is *saved*. An antonym for *spared* is *ruined*.

5. Write the base word and suffix for the following word, and then write a definition for the word. **[CV]** (word power)

swarmed

swarm + ed; moved around as a large group

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

(20 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 “Fluency.”

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

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

Teacher Background

Today students will read about the destruction left by the grasshoppers. Mr. Lundstrom leaves to work in a lumber camp while the family struggles to prepare for winter alone.

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:

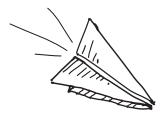
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



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

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

(Answers may vary.) Knowing about base words and endings can help me pronounce the words more easily.

6. Direct students' attention to the Word Power Challenge. Have students work in teams to read the underlined words and give a meaning for each word. If necessary, have students use the sail clues to identify the base word and ending.

Word Power Challenge

The mother cradled the baby gently in her arms while she carefully wiped off his tiny mouth.

The tornado came dangerously close to the small town, but it turned away and hurt nothing.

Use **Random Reporter** to have students identify the base word, ending, and meaning.

cradle + *ed*: held something or someone very delicately and closely;

dangerous + *ly*: in a dangerous or unsafe manner

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.

Set the Stage

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

Interactive Read Aloud

1. Read page 30 aloud, stopping at the word *stripped*.
2. Use **Think-Pair-Share** to ask:

I'm thinking I should verify the meaning of the word *stripped*. What should I do to figure out the meaning of the word?

You should use a dictionary, a thesaurus, and what you know to check the meaning of the word. Checking the dictionary would help you to see that stripped means "removed an outer covering completely from something." This helps you understand just how much damage the grasshoppers did to the Lundstroms' farm. They left the corn stalks empty.

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

What important information from this section should we include in our notes?

We should record the fact that the grasshoppers stripped the fields and left their eggs behind.

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 30–39 in the text.



Sample Graphic Organizer

Title: *Clouds of Terror*

Characters:

Helga
Erik
Mrs. Lundstrom
Etta
Mr. Lundstrom

Setting:

Where: the family farm on the prairie

When:

Problem:

Grasshoppers are attacking and eating everything. They ruin the water supply. They lay eggs in the soil.

Helga sees something coming in the sky and thinks it's a storm. It is
Event: *really grasshoppers.*

Mrs. Lundstrom and the children try to save the vegetables from
Event: *the grasshoppers.*

Mr. Lundstrom tries to kill the grasshoppers by burning them in a fire, but
Event: *the grasshoppers smother the fire out.*

Event: *They try to get water from the well, but it is ruined.*

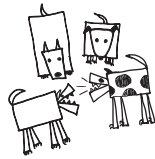
Mr. Lundstrom tries to kill the grasshoppers again with a trap, but there are
Event: *too many to kill them all.*

Event: *The family decides to collect as much remaining food as they can.*

Other farmers begin leaving because their crops were destroyed, and they
Event: *have no money.*

Solution:

The cold Minnesota winter might kill the grasshopper eggs.



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 31–39 aloud with partners.
(if skipping Interactive Read Aloud, pages 30–39)
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 that 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 did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We clarified the word fabric on page 32. We used a thesaurus to figure it out, and we saw that words related to fabric are cloth and material. This makes sense because the text is talking about making clothes. Using the thesaurus helped us see that fabric is the material that Mrs. Lundstrom uses to make clothing for the family.

90 = We clarified the word fabric on page 32. We used a thesaurus to figure it out, and we saw that words related to fabric are cloth and material. This makes sense because the text is talking about making clothes.

80 = We clarified the word fabric on page 32.

continued

Team Talk Questions *continued*

2. What decision does Mr. Lundstrom make? Why does he make this decision? **[RE, SA]** (Team Talk rubric)
- 100 = *Mr. Lundstrom **decides** to leave to find work to help the family. The text **explains** that the family has food to eat for a while, but they have no money. The **crops** that they were going to sell were **destroyed**. They can't buy feed for the animals, seed for more crops, or fabric for clothes. Mr. Lundstrom has to go find work or the family will be in trouble.*
- 90 = *Mr. Lundstrom leaves to find work to help the family. The family has food to eat for a while, but they have no money. The plants that they were going to sell were ruined. They can't buy food for the animals, seed for more crops, or fabric for clothes.*
- 80 = *Mr. Lundstrom leaves to find work to help the family.*
3. On page 37, what does "the thought of having fish to eat again lifted her spirits" mean? How do you know? **[RE, DC, SA]** (Team Talk rubric)
- 100 = *It means that Helga feels happy thinking about eating fish. In the text, it said that Helga and Erik go to the stream and see that the water is clean. **Earlier**, the grasshoppers had made the water dirty. Helga smiles and says that maybe things will get better. That tells me that she is feeling better after the problems with the grasshoppers.*
- 90 = *It means that Helga feels happy thinking about eating fish. Helga and Erik go to the stream and see that the water is clean. The grasshoppers had made the water dirty. Helga smiles and says that maybe things will get better.*
- 80 = *It means that Helga feels happy thinking about eating fish.*
4. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**
- When the wind blew hard through the open window, the curtains _____ so they looked like large sails blowing in the wind on a sailboat.
- Billowed, because the sentence is talking about wind coming through the open window and blowing the curtains like large sails on a ship.
5. Write the base word and suffix for the following word, and then write a definition for the word. **[CV]** (word power)
- crushed
- crush + ed; smashed into something smaller*

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 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

(20 minutes)

Randomly select team representatives who will share:

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



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.

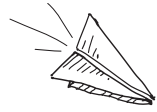
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Use details to describe a character.

Teacher Background

For this writing activity, students will use details from the text to describe Mrs. Lundstrom.



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. Explain to students that they will use what they have learned about clarifying the text to reread and understand details from the story to describe a character.

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

Read the prompt aloud.



Writing Prompt

Would you consider Mrs. Lundstrom to be brave? Why or why not? Use details from the text to support your thoughts.

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

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

Write a literary response because we need to write about Mrs. Lundstrom and the text is literature.

Students identify the purpose for writing.

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

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

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

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

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

Which guideline relates to our writing objective: use details to describe a character?

Organization, because we need to support our point with examples and evidence from the text.

Highlight the writing objective.

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

Model including relevant details.

Blackline master provided.



Model a Skill

1. Display the following paragraph.

Mrs. Lundstrom is a brave person for several reasons. She takes care of her family and cooks for them. Mrs. Lundstrom stays by herself when her husband goes to the lumber camp. She makes clothes for everyone in the family.

2. Tell students that when selecting details from the story, it is important to use relevant details that support the point you are making about the character.

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

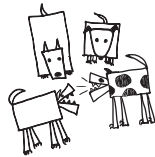
Which details in this paragraph support the point that Mrs. Lundstrom is brave?

The sentence that says Mrs. Lundstrom stays by herself when her husband goes to the lumber camp.

Which details are not relevant?

The sentences that say she takes care of her family and cooks for them, and that she makes clothes for everyone in the family.

3. Remind students to keep this in mind as they are selecting details from the text to describe the character.



Teamwork

(20 minutes)

Independent Work

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

Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

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

Lightning Round

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

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

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include details from the text to support the description of the character?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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 details from the text in your writing? Do you think the details helped to describe the character?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Writing Prompt

Would you consider Mrs. Lundstrom to be brave? Why or why not? Use details from the text to support your thoughts.

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.

Mrs. Lundstrom is a brave person for several reasons. She takes care of her family and cooks for them. Mrs. Lundstrom stays by herself when her husband goes to the lumber camp. She makes clothes for everyone in the family.

Lesson 6

Reading Objective: Use dictionaries, thesauruses, and your background knowledge to clarify difficult words in the text.

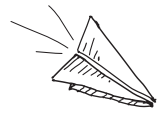
Writing Objective: Use details to describe a character.

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

Teacher Background

Today's cycle test challenges students to use dictionaries, thesauruses, and their background knowledge to clarify difficult words in the text.

In this final section of text, the family experiences a blizzard. Helga and her mother care for the animals to ensure their survival through the winter. Mr. Lundstrom returns as the grasshopper eggs hatch. In July, the grasshoppers fly away from the family farm.



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

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

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using dictionaries, thesauruses, and their own knowledge to clarify difficult words in the text and using details to describe a character. Use **Think-Pair-Share** to ask:

What should you do if you come to a difficult word that you don't know?

You should use a dictionary, thesaurus, and your background knowledge to figure the word out.

Tell students that they will use these skills 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 from today's reading did you clarify? How did you figure it out? **[CV]**

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

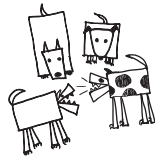
Today you will read about how the family survives through the winter.



Test

(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

Use Other Resources and Background Knowledge

Directions: Read *Clouds of Terror*, pages 40–46, 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 from today’s reading did you clarify? How did you figure it out? **[CV]**

20 points = I clarified the word kettle on page 42. I used a dictionary, which told me that a kettle is a small, round pot that someone puts water in to heat up, and that it has a spout on top to pour the water out. This made sense since the text explains that they were carrying hot water. Using the dictionary helped me see that Erik, Helga, and their mother used a large, round pot with a spout to carry hot water in to melt the ice in the animals’ trough.

15 points = I clarified the word kettle on page 42. I used a dictionary, which told me that a kettle is a little round pot that someone puts water in to heat up, and that it has a spout on top to pour the water out. This made sense since the text explains that they were carrying hot water.

10 points = I clarified the word kettle on page 42.

2. What job does Helga’s father give her before he leaves? How well does Helga do the job? Explain. **[RE, SA]**

20 points = Helga’s father tells her to care for the animals and make sure they survive through the winter. Helga helps her mother shovel a path to the barn after the blizzard. She also carries hot water to melt the ice in the animals’ trough. She does this even though it is too cold to be outside. Her father will probably be very proud of all the work Helga does to take care of the animals.

15 points = Helga’s father tells her to care for the animals and make sure they live through the winter. Helga helps her mother shovel a path to the barn after the storm. She carries hot water to melt the ice in the animals’ trough.

10 points = Helga’s father tells her to care for the animals and make sure they live through the winter.

3. What does it mean on page 45 when it says, "This time, the Lundstroms were lucky"? Explain. **[DC, RE, SA]**
- 20 points = *It means that they were lucky because the grasshoppers probably won't be back next year. The text explains that the grasshoppers didn't lay eggs on their farm. If there are no eggs, then no baby grasshoppers will hatch again to destroy their crops.*
- 15 points = *It means that they don't have to worry about the grasshoppers coming back. The grasshoppers didn't lay eggs on their farm.*
- 10 points = *It means that they don't have to worry about the grasshoppers coming back.*
4. How is the grasshopper problem solved on page 46? Use support from the text to explain. **[RE, SA]**
- 20 points = *The grasshopper problem is solved when the grasshoppers fly away. In the text, Helga and Erik are at the stream when they see "little dark whirlwinds swirling above them." A large swarm forms like a huge cloud, and the children realize that the grasshoppers are flying away. The grasshoppers leave suddenly in a cloud, the same way they appeared on the farm last year.*
- 15 points = *The grasshopper problem is fixed when the grasshoppers fly away. Helga and Erik are at the stream when they see "little dark whirlwinds swirling above them." The children know that the grasshoppers are flying away.*
- 10 points = *The grasshopper problem is fixed when the grasshoppers fly away.*
5. How are the problems in *Small Wolf* and *Clouds of Terror* similar? Explain. **[RE, DC, SA]**
- 20 points = *The problems in both stories are similar because they both relate to a lack of food and destruction. In *Small Wolf*, the Indians face a food shortage because of the white settlers. They scare away animals, and their cows eat the Indians' crops. In *Clouds of Terror*, the family loses its crops and has nothing to sell because of the grasshoppers. In both stories, the main characters can do little to stop the problems they face.*
- 15 points = *The problems in both stories are the same because they are both about losing food and how farms are ruined. In *Small Wolf*, the Indians lose food because of the white settlers. They scare away animals, and their cows eat the Indians' food. In *Clouds of Terror*, the family loses its food and has nothing to sell because of the grasshoppers.*
- 10 points = *The problems in both stories are the same because they are both about losing food and how farms are ruined.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Would you consider Helga to be a hard worker? Why or why not? Use details from the text to support your thinking.

Yes, Helga is a hard worker because she does a lot of work on the farm to help her family. When the grasshoppers first arrive, she helps her father find wood and grass to make a fire to kill the insects. She tries to help the family find the remaining food that the grasshoppers don't eat. Her father also tells her to take care of the animals and make sure they survive through the winter, so Helga helps her mother to shovel a path in the snow to the barn and carry warm water for the animals to drink. Even though she is young, Helga works hard around the farm to help her family.

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

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

Part III. Vocabulary (100 points)

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: We heard a loud racket outside when the two cars crashed and people came running over, yelling for help.

2. What word is a synonym for *crept*? What word is an antonym for *crept*? **[CV]**

(Accept reasonable responses.) A synonym for crept is crawled. An antonym for crept is sprinted.

3. My father bought some _____ from the hardware store so he could build a big wooden tree house in our yard.

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

- A. swooped
- B. *lumber*
- C. crept
- D. loudly

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The blue jay swooped out of the tree toward the cat, trying to scare it away from its nest full of eggs.

5. What is a synonym for *loudly*? What is an antonym for *loudly*? **[CV]**

(Accept reasonable responses.) A synonym for loudly is noisily. An antonym for loudly is quietly.

6. Our house was _____ from the tornado, so there was no damage to it.

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

- A. *spared*
- B. shutter
- C. billowed
- D. racket

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The broken shutter hanging from the window of the old house gave it a spooky, abandoned feel, even though a family lived there.

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: We watched as the sheets hanging on the clothes line billowed in the wind, making a gentle flapping noise as they waved.

Write the base word and suffix for each of the following words, and then write a definition for each word. **[CV]** (word power)

9. snacked

snack + ed; ate a small amount of food between meals

10. quickly

quick + ly; moving in a fast way

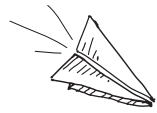
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

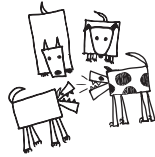
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have 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

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

Celebrate

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

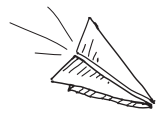
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

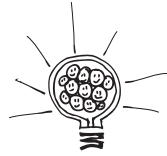
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 2-3 Use Other Resources and Background Knowledge

English Language Arts Standards: Reading: Literature

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

RF.2-5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3a. 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

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards: Writing

Text Types and Purposes

W.2.1. 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

L.2-8.4. 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.

L.3.4b. 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).

L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.3.6. 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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