



Informational

Informational Text Structures

S-s-snakes!

Hungry Plants

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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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 informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of words in a text.

Writing: Use key words from the text to write about a topic.

Word Power (Cycle 1): Chunk words into word parts (syllables) to help read words.

Word Power (Cycle 2): Break words into base words and endings to increase understanding of words.

Unit Overview

Being able to recognize text structures can improve students' comprehension. Text structure refers to how a text is organized, reflecting the relationship of ideas and the author's purpose. For example, the text may have a main idea, a sequence, or a cause-and-effect structure. There are signal words associated with most text structures.

When students recognize the structure of a text before they begin reading it, they can predict how the text is set up and what relationship to expect. This prediction can help students clarify and understand the text as they read. Text features such as titles, headings, subheads, graphics, and words in bold type are also clues to how the text is organized. As a prereading strategy, students ask themselves, "How is this text set up? What signal words or text features tell me how the author organized ideas? What type of graphic organizer will work best with this structure?" As they make notes, using a graphic organizer that visually reflects the text structure helps them recall not only the important information but the relationship of ideas.

Text structure may also help with clarifying words by focusing the student's attention on the relationship of ideas.

In this unit, students will work with main idea and cause-and-effect text structures and how they help clarify words.

The writing objective is to use key words from the text to write about a topic. Encourage students to use key words in their Team Talk answers.

The word power objective for cycle 1 is chunking—breaking down words into chunks that can be easily pronounced. The word power objective for cycle 2 is to break words into base word and the endings *-y*, *-al*, and *-ous*, all of which mean characterized by.

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

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

Unit Topic/Content

Students will read *S-s-snakes!* by Lucille Recht Penner and *Hungry Plants* by Mary Batten.

S-s-snakes! examines why snakes are both revered and feared and offers up some basic facts about these fascinating animals. The following background information can enrich your students’ experience with this book.

- Snakes are important symbols in many of the world’s cultures.
- Snakes have adapted to all climates in the world, except those that are very cold.
- Most snakes lay eggs, but a few kinds of snakes bear live young.
- Snakes are carnivores—they eat other animals. The word *carnivore* means to eat meat and is derived from two Latin root words, *carn-*, meaning meat, and *vor-*, meaning to eat.
- Snakes use different strategies for catching and killing their prey. Venomous snakes use poison; constrictors squeeze their prey to death.
- Since snakes do not have good hearing or eyesight, they often use their sense of smell to find their prey.
- Pit vipers are snakes with “pits” on the sides of their heads. The pits help these snakes locate small animals by sensing the heat they give off.
- Human beings pose the biggest threat to snakes, either by killing them directly or by changing their habitat.
- Snakes are beneficial: They control rat and mouse populations and—in the case of venomous snakes—are the sources of important medicines. Two medicines are currently used to treat minor heart attacks: eptifibatide is derived from rattlesnake venom, and tirofiban is derived from African saw-scaled viper venom.

Optional Advance Preparation: If it is possible in your school, contact your local zoo or wildlife center to see if a zoo or wildlife center representative might bring live snakes to your classroom.

Hungry Plants examines a variety of carnivorous plants such as Venus flytraps, bladderworts, pitcher plants, and sundews. These meat-eating plants trap and eat insects, sometimes even small tree toads, because they live in poor soil and need the nourishment from the insects to survive. Each plant traps its victims in a unique manner, specific to the design of the plant’s anatomy. *Hungry Plants* explores the environment of several types of meat-eating plants and their tricky ways of trapping their prey.

The following background information can help enrich your students' experience of this book.

- Carnivorous plants are a small group of plants that supplement their diet by consuming insects.
- All plants, including carnivorous plants, perform photosynthesis to make their food, which is glucose and starch. Most plants obtain additional nutrients like nitrogen from the soil. Nitrogen is essential for a plant to make its proteins. Nitrogen is a major component of the fertilizers farmers and gardeners add to the soil to promote good plant growth.
- Carnivorous plants grow in areas where there is little or no nitrogen. They have adapted to the poor soil conditions by trapping and digesting insects and other small animals to obtain the nitrogen they need. These plants use digestive enzymes to break down animal tissue and extract nitrogen.
- Most carnivorous plants grow in bogs. A bog is a type of wetland that primarily contains sphagnum moss. Bogs can form in a depression in the ground, often made by the movement of glaciers long ago. Water from the surrounding land and rainfall fill the bog, but there is a restricted flow of water into and out of it. The water becomes acidic when the sphagnum moss decomposes. As time passes, large amounts of decomposed sphagnum can build up and turn to peat.
- The acidic water and the lack of nitrogen in the bog preclude the growth of most plants. Carnivorous plants can grow there because they have adaptations that allow them to obtain nitrogen from animals.
- Carnivorous plants are not very common, since they grow only in specialized habitats. All types of wetlands, including bogs, have unique and wonderful plants and animals, many with very interesting characteristics. Bogs and their inhabitants need special protection.

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

S-s-snakes!

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–13	(Embedded) “Fluency”
Lesson 2	pages 14–23	
Lesson 3	pages 24–34	
Lesson 4	pages 35–41	
Lesson 5	writing in response to reading	
Lesson 6	pages 42–48	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Hungry Plants

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 1–7	
Lesson 2	pages 8–17	(Embedded) “Team Talk Response”
Lesson 3	pages 18–27	
Lesson 4	pages 28–37	
Lesson 5	writing in response to reading	
Lesson 6	pages 38–44	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:
Informational
Text
Structures

Lesson 1

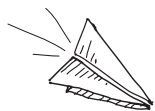
Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

Teacher Background

Today you will introduce the idea of text structures and their importance in clarifying text. This cycle's lessons will focus on main idea text structure.

Today's reading explores the fascination that people have had with snakes throughout history. Snakes are often used to represent power. The snake charmer is admired because he can control the movement of the cobra. The Egyptians used the cobra to represent the king's ability to strike at his enemies.

Snakes have some special characteristics that account for the fear and fascination they cause. For example, they have no limbs, feathers, fur, or eyelids. A snake is very flexible because it has 400 bones in its back. In comparison, a human being has only thirty-three.



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 snakes?

Set the Stage

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

What do you know about snakes?

(Answers will vary.) Some snakes are poisonous, and some are not.

What would you like to know about snakes?

(Answers will vary.) I would like to know why snakes don't have any legs.

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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 4–13 in the text. Begin the TIGRRS process; review the steps as needed.

Students use text features to help predict topic and intent of the author.

Students use text features to identify important information.

Students identify a graphic organizer that they will use to make notes.

4. Distribute copies of *S-s-snakes!* Have students preview the text. Use **Think-Pair-Share** to ask:

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

This text is informational. The title and pictures are evidence that the text is informational.

5. Explain to students that when they read informational texts, they will use the TIGRRS process to help them understand and organize information in the text. Explain that TIGRRS stands for topic, intent, graphic organizer, read and restate, reread and review, and summarize.

6. Have partners survey the text to determine topic and author’s intent. Allow students a minute for this activity. Use **Think-Pair-Share** to ask:

What is the topic of this text? How do you know?

Snakes. The title is S-s-snakes! and snakes show up in most of the pictures.

From your initial look at the text, what do you think the author’s intent in writing it is? What kind of information does the author want the reader to learn? Explain your thinking.

I think the author wants to inform the reader about snakes. The book seems to give basic information about snakes.

7. Have students skim pages 4–13. Remind students that books often use text features such as chapters, section headings, and pictures and captions to assist the reader. Use **Think-Pair-Share** to ask:

Does this book have many text features to help you find information? Explain.

No. There are no chapters or section headings. The only text features the book has are pictures and a few captions.

Point out that students could use the pictures as a way to find specific information in this text, but that the author did not use other traditional text features.

8. Remind students that as they read, they make notes about the important ideas. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to:
- Venn diagram
 - timeline/sequence chain
 - T-chart
 - web
9. Refer students to pages 16 and 17 in *S-s-snakes!* Use a Think Aloud to model looking for clues and identifying the appropriate graphic organizer to use.

Sample Think Aloud

These two pages have main ideas and details about snakes. I can use a T-chart to write notes. A T-chart helps me to identify the main idea and supporting details because it gives me a place to write each. I know that the main idea is a big thing or idea—the important idea, and the supporting details relate to the main idea. The T-chart helps me organize the information in the text so I know how to take notes.

Sample Graphic Organizer

Main idea	Supporting Details
<i>Where to find snakes</i>	<ul style="list-style-type: none"> • they live almost everywhere on Earth • they don't live in N. or S. Poles because it is too cold
<i>Snakes' body temperature changes with air temperature</i>	<ul style="list-style-type: none"> • if too cold, snakes can die • when too hot, snakes hide from sun by going into holes

Build background about the topic.

10. Provide some basic information about snakes as reptiles:

- Snakes are reptiles and are related to lizards, turtles, alligators, and crocodiles.
- All reptiles have a scaly skin that prevents the reptile from drying out. The scales are made of keratin, a material similar to a person's fingernails.
- Reptiles periodically shed their skin.
- Most reptiles have a three-chambered heart, except for crocodiles, which have a four-chambered heart.
- Reptiles regulate their body temperature with behavior; for example, to warm up, reptiles lie in the sunshine.
- Most reptiles lay eggs with a leathery shell that protects the developing reptile.
- There are about 3,000 different species of snakes.

11. Tell students that they will work with text structures during this unit. Provide background on text structures by reviewing the following points and text structure chart:

- Point out that when we think about the structure of a text, we are thinking about the way the author has organized the information.
- It is important to think about text structures so we understand how the author puts together and presents information—text structures can help clarify words and text.
- Display the following text structure chart. Explain to students that they can refer to this chart in their student editions throughout the unit.

Blackline master provided.

Text Structures

Text Structure	Author's Intent	Signal words	Graphic Organizers
main ideas and details	Offer main ideas in topic sentences and elaborate with supporting details. The topic sentence is often the first or last sentence of a paragraph.		idea tree web
sequence (time order)	Explain a sequence of events or steps in a process.	first, begins, starts, second, then, next, after that, later, while, during, until finally, lastly, on (date)	sequence chain timeline
cause and effect	Directly connect causes to effects or imply cause-and-effect connections; explain how a big system works.	cause, because, why, as a result, for this reason, due to, on account of, led to, results in, in order to, consequently, therefore, impact, outcome, effect	T-chart flow chart
problem and solution or question and answer	Describe a problem and offer possible solutions, or pose a question and suggest possible answers.	problem, dilemma, struggle, question, issue, concern, threat, answer, solution, deal with, solves	T-chart flow chart
compare and contrast	Describe how two things are similar and/or how they are different.	Compare: alike, similar, similarly, similarities, common, likewise, same, both, in the same way, equally Contrast: different, in contrast, unlike, as opposed to, although, and yet, on the other hand, either, rather than, whereas, however, opposite	Venn diagram T-chart

Interactive Read Aloud

1. State the reading objective.

This cycle our reading objective is to use informational text structures, such as compare and contrast, cause and effect, or main ideas and supporting details, to clarify the meaning of words in a text.

Review the information for the main idea and supporting details text structure on the chart.

Use the following Think Aloud model to explain how to find main ideas and details in text.

Sample Think Aloud

To find the main ideas, I use the headings in text, topic sentences, repeated information, and text features. I ask myself, "What is the passage about?" and "What's the point here?" Since the only text features in *S-s-snakes!* are pictures and a few captions, I will rely on topic sentences and repeated information. We know the topic is snakes, so the main ideas should relate to snakes, and the supporting details should relate to the main ideas. If I can identify main ideas and supporting details, I will clarify the information so I will understand and remember the information. Taking notes on a graphic organizer will help clarify the information.

Teacher: Read aloud and think aloud to model the target skill or strategy use within the TIGRRS process.

Students: Actively listen.

2. Read pages 4–7 in *S-s-snakes!* aloud. A sample Think Aloud follows.

Sample Think Aloud

OK, after reading this section, I'm not sure I understand the word *charmer*, but I can use the main idea text structure to help me clarify this word. I know the topic is snakes. The main idea from these pages is the relationship between snakes and people. I read that the snake charmer seems to make a cobra sway to music. The text also says that snakes can't hear music and that the snake moves when the man moves. To the crowd watching the man make the snake dance, it seems like the snake is under a spell and seems pleased by the man and his movements. The snake charmer makes the snake seem as though it likes the movement and music. So a *charmer* must be a person who is able to please or attract snakes.

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

How did I use the main idea and supporting detail text structure to clarify words?

When you know the main idea, you know that most of the words relate to the main idea, so you can figure out what words mean because they relate to the main idea and supporting details.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.



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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 8 aloud. Use **Think-Pair-Share** to ask:

What word can you clarify by using the main idea text structure? Explain how you figured it out.

(Answers may vary.) We clarified the word power. The main idea is still the relationship between snakes and people. One example is that an Egyptian king would use a cobra to show that he was strong because he could hit his enemies. Having power is like being strong.

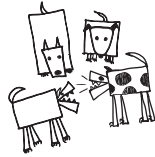
Use **Random Reporter** to debrief.

- Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Main idea	Supporting Details
relationship between snakes and people	<ul style="list-style-type: none"> snake charmer plays a flute and sways and the cobra sways too snakes can't hear, but follow man's movement a type of entertainment in India many people fascinated by snakes ancient Egypt used a cobra as a sign of power of the king shape of a cobra decorated king's headdress



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 10–13 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

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

Team Talk Questions

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

100 = We didn’t understand the word terrified. We used the main idea to figure it out. The main idea in this section is the relationship between snakes and people. We read that enemy soldiers threw jars filled with snakes into Roman ships. When the snakes crawled out, the Romans gave up. It seems like the Romans were scared of the snakes, so terrified must mean scared. This helped me understand how people have used a fear of snakes as a weapon.

90 = We didn’t understand the word terrified. We used the main idea to figure it out. The main idea in this section is the relationship between snakes and people. We read that enemy soldiers threw jars filled with snakes into Roman ships. When the snakes crawled out, the Romans gave up.

80 = We didn’t understand the word terrified.

continued

Team Talk Questions *continued*

2. How did people in ancient times feel about snakes? How can you tell? **[MI, RE]** (Team Talk rubric)

100 = *In **ancient times**, people felt that snakes were powerful and **terrifying**. The Greeks had **myths** about a monster named Medusa. She had snakes for her hair. She was so terrifying that looking at her turned people into stone. This shows that people believed snakes had special powers over people.*

90 = *A long time ago, people felt that snakes were powerful and scary. The Greeks had stories about a monster named Medusa. She had snakes for her hair. She was so scary that looking at her turned people into stone.*

80 = *A long time ago, people felt that snakes were powerful and scary.*

3. Why are some people afraid of snakes? **[MI]** (Team Talk rubric)

100 = *Some people are afraid of snakes because they seem so strange. Snakes **slither silently** along the ground with no arms or legs. They do not blink because they do not have eyelids. I think that people are afraid of snakes because snakes seem so different from us.*

90 = *Some people are afraid of snakes because they seem so strange. Snakes move quietly along the ground. They do not blink because they do not have eyelids.*

80 = *Some people are afraid of snakes because they seem so strange.*

4. Why is a snake able to bend so much? **[RE]** (Team Talk rubric)

100 = *A snake can bend so much because it has 400 bones in its back. There are joints that can bend between all of these bones. **For this reason**, a snake is very flexible.*

90 = *A snake can bend so much because it has 400 bones in its back. There are joints that can bend between all of these bones.*

80 = *It can bend so much because it has 400 bones in its back.*

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



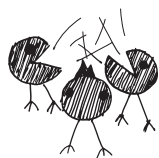
Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(18 minutes)

Lightning Round

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

Text Structures

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main ideas and details	Offer main ideas in topic sentences and elaborate with supporting details. The topic sentence is often the first or last sentence of a paragraph.		idea tree web
sequence (time order)	Explain a sequence of events or steps in a process.	first, begins, starts, second, then, next, after that, later, while, during, until finally, lastly, on (date)	sequence chain timeline
cause and effect	Directly connect causes to effects or imply cause-and-effect connections; explain how a big system works.	cause, because, why, as a result, for this reason, due to, on account of, led to, results in, in order to, consequently, therefore, impact, outcome, effect	T-chart flow chart
problem and solution or question and answer	Describe a problem and offer possible solutions, or pose a question and suggest possible answers.	problem, dilemma, struggle, question, issue, concern, threat, answer, solution, deal with, solves	T-chart flow chart
compare and contrast	Describe how two things are similar and/or how they are different.	Compare: alike, similar, similarly, similarities, common, likewise, same, both, in the same way, equally Contrast: different, in contrast, unlike, as opposed to, although, and yet, on the other hand, either, rather than, whereas, however, opposite	Venn diagram T-chart

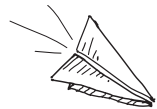
Lesson 2

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

Today's reading is about the life cycles of snakes and the places where they live. Snakes either lay eggs or have live babies. They are active in warm weather and less active when the weather is cold or hot. They are unable to live in the extreme cold of the South or North Pole because they are "cold-blooded." This means that they are not able to maintain a constant body temperature. Their body temperature changes with the temperature of the air around them. Snakes are carnivores, meaning they eat other animals.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
fascinated (verb) (connotation and denotation) page 8	fas-ci-nated (FAS-ih-nated)	interested in	Joe was <i>fascinated</i> by his uncle’s story about watching Neil Armstrong land on the moon.
scary (adjective) (connotation and denotation) page 10	scar-y (SKARE-ee)	causing fear	Rosalie didn’t like <i>scary</i> movies because she said they gave her bad dreams.
Roman (adjective) page 11	Ro-man (ROH-muhn)	linked to things of Rome including ancient Rome and its empire	The <i>Roman</i> Empire spread from Spain in the west to the Middle East and as far north as England.
slithers (verb) (connotation and denotation) page 12	slith-ers (SLITH-ers)	slides	In his smooth shoes, Jason <i>slithers</i> on the slippery ice and almost falls down.
strike (verb) (homograph) page 23	strike	hit sharply	If Jenny is good today, she will <i>strike</i> the baseball with her bat and get on base.
stretch (verb) (homograph) page 30	stretch	reach out, make longer	Pull each end of the rubber band to <i>stretch</i> it out.
coil (verb) page 31	coil	wind or twist into a circle	Dad said, “After untying the rope, <i>coil</i> it up so we can store it in the drawer.”
detect (verb) page 36	de-tect (dee-TEKT)	notice, find	“I know Mom is baking cookies because I can <i>detect</i> the smell,” Sam said.

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

Review Vocabulary Vault.

Introduce the word power skill.

- Introduce the word power skill (chunking). Link the skill to the Word Treasure clue for chunking.

This cycle we will break words down into smaller word parts, or syllables, to help us read them better. Sometimes when you can't figure out a word, it helps to break it into smaller chunks that you can sound out. Being able to sound out words is important to understanding them when we read. The Word Treasure clue we use to remind us of chunking is a boat without sails. This reminds us that we will use the boat's paddles to separate words into their word parts.

- Display the clue, and write *hotel* on the boat.



Blackline master provided.

- Use a Think Aloud to model chunking the word *hotel*.

Sample Think Aloud
<p>I'm not sure how I should say the word on the boat, but I can try to chunk it and figure it out. Let me chunk it after the <i>t</i> first. (Draw a paddle after the <i>t</i>, and model saying the word.) <i>Hot/el</i>. That doesn't sound familiar to me, and it's awkward to say. Let me chunk it after the <i>o</i>. (Draw a paddle after the <i>o</i>, and model saying the word.) <i>Ho/tel</i>. Well now I recognize the word <i>hotel</i>. Chunking it between the <i>o</i> and <i>t</i> helped me recognize it.</p>



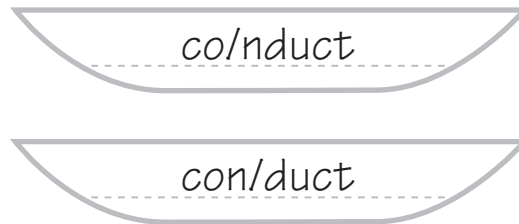
- Repeat the activity with *favor*.



10. Use a Think Aloud to model identifying a pattern in how you chunked the words *hotel* and *favor*.

Sample Think Aloud
<p>Words can sometimes be chunked by following a pattern. That means that some words will always be chunked the same way. When I look at how I chunked <i>hotel</i> and <i>favor</i>, I notice that I divided both words between the first vowel and a consonant. This turned the words into two easier chunks for me to read, which helped me read the whole word. Chunking words after the first vowel must be one of the patterns I can use to break down words.</p>

11. Point out that many words can also be chunked between consonants in the middle of words. Display the word *conduct*, and model chunking it first after the *o*, then after the *n*.



12. Display the word *swallow*. Use **Think-Pair-Share** to ask:

How would you chunk this word?

There are two consonants in the middle of the word, so you would chunk it there. You can chunk the word between the two l's—swal/low.

13. Reveal the Word Treasure (skill).

<p>Word Treasure</p>	<p>When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.</p>
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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. Refer students to today's reading, pages 14–23 in *S-s-snakes!*
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 14–23 in the text.

Students review or identify a graphic organizer that they will use to make notes.

Review the skill as necessary.

Teacher: Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

Students: Actively listen.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.



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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

6. Model looking at this section of the text for clues about how the information is organized. Use a Think Aloud to share your ideas.

Sample Think Aloud

Looking at the text on these pages tells me that the text continues to use the main idea and supporting details text structure. If I identify main ideas and details and write notes in my T-chart, it will help me clarify the information.

Interactive Read Aloud

1. Refer students to the reading objective.
2. Read pages 14 and 15 aloud. A sample Think Aloud follows.

Sample Think Aloud

OK, after reading, I'm not sure I understand the word *floats*. Let me think about the main idea in this passage to clarify it. The main idea in this section is how snakes move. All the text and the pictures relate to this main idea. The supporting details include crawling, climbing trees, and swimming. One of the details about snake movement is that some snakes act like kites. Now, I know that kites don't have flapping wings like a bird does—they just stay up in the air by the wind. I can use this to help me clarify the word *floats*. *Floats* must mean something like sailing through the air—not flapping like birds do.

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

How did identifying the main idea text structure help me clarify the word *floats*?

The passage is about movement, so floating is probably some type of movement. I think it is moving through the air because earlier it says, "seem to fly."

4. 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 16 and 17 aloud. Use **Think-Pair-Share** to ask:

What word can you clarify by using the main idea text structure? Explain how you figured it out.

(Answers may vary.) We clarified the word temperature. The main idea in paragraph 2 is that temperature affects snakes. When we identified the details, we found that snakes will die if it gets too cold or too hot, so temperature must be how cold or how hot something is.

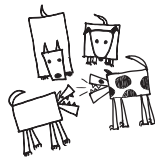
Use **Random Reporter** to debrief.

5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Main idea	Supporting Details
Snakes move in several ways	<ul style="list-style-type: none"> • crawl • climb trees • swim • glide
Where to find snakes	<ul style="list-style-type: none"> • they live almost everywhere on Earth • they don't live in N. or S. Poles because it is too cold
Snakes' body temperature changes with air temperature	<ul style="list-style-type: none"> • if too cold, snakes can die • when too hot, snakes hide from sun by going into holes



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 18–23 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

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

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

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

(strategy-use rubric)

(Answers may vary.)

100 = We clarified the word butt. We used the main idea to figure it out. The main idea is that snakes can fight each other. We read that they don't bite, but they butt each other. Since snakes don't have any arms or legs, and they don't bite during a fight, the only thing they could do is push each other. The word butt must mean something like push. This helped me understand exactly how snakes fight.

90 = We clarified the word butt. We used the main idea to figure it out. The main idea is that snakes can fight each other. We read that they don't bite, but they butt each other. Since snakes don't have any arms or legs and they don't bite during a fight, the only thing they could do is push each other.

80 = We clarified the word butt.

2. Why do snakes spend the winter sleeping in holes? **[MI]** (Team Talk rubric)

*100 = **The text states** that snakes spend the winter sleeping in holes because it is too cold for them. When snakes get too cold, they can die. They sleep through the **whole** winter in holes or caves. By going into holes, they get out of the cold weather.*

90 = Snakes spend the winter sleeping in holes because it is too cold for them. When snakes get too cold, they can die. They sleep through the winter in holes or caves.

80 = Snakes spend the winter sleeping in holes because it is too cold for them.

3. What happens to snakes when the weather warms up after a cold winter? **[MI]** (Team Talk rubric)

*100 = **The text states** that when the weather warms up, the snakes wake up. They **slither** into the warm sunlight. The male snakes fight for mates. Snakes do different things at different times of the year.*

90 = When the weather warms up, the snakes wake up. They crawl into the warm sunlight. The male snakes fight for mates.

80 = They wake up and crawl into the warm sunlight.

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

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Janie could detect that her dog, Spot, knocked over the trash can by seeing paper all over the floor.

5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)

cobra col/bra

For the word power skill question, accept reasonable alternate answers as correct.

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.

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.



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.

Word	Pronunciation	Definition	Sample Sentence
fascinated (verb) (connotation and denotation) page 8	fas-ci-nated (FAS-ih-nated)	interested in	Joe was <i>fascinated</i> by his uncle's story about watching Neil Armstrong land on the moon.
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coil (verb) page 31	coil	wind or twist into a circle	Dad said, "After untying the rope, <i>coil</i> it up so we can store it in the drawer."
detect (verb) page 36	de-tect (dee-TEKT)	notice, find	"I know Mom is baking cookies because I can <i>detect</i> the smell," Sam said.



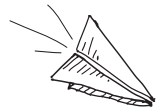
Lesson 3

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

Snakes come in all sizes. They can be as long as thirty feet or small enough to fit in your hand. Different snakes have different methods of catching prey. The copperhead uses its colorful tail to attract prey. The African egg-eating snake takes eggs from bird nests. Some snakes poison their prey with venom, and others constrict or squeeze their prey to death. Snakes' jaws are designed to dislocate when they eat so their mouths can open wider. This allows a snake to eat prey several times larger than its head. Because a snake does not have good hearing or eyesight, it must use another sense to find its prey. Snakes have a very good sense of smell. In fact, they use their tongues to help them smell.



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 (chunking) and the Word Treasure clue for chunking (a boat).



- Use **Think-Pair-Share** to ask students where you should place the paddle to chunk *Roman*. Use **Random Reporter** to select students to share.



- Confirm or model by chunking *Roman* between the *o* and *m*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Use **Random Reporter** to select students to share. Point out that it was easy to recognize the word when you chunked it between a vowel and a consonant.
- Repeat this with *detect*.



- Use **Think-Pair-Share** to ask students if anyone chunked either word differently, and if so, to explain their thinking. Use **Random Reporter** to select students to share, and write responses on the board.
- Tell students that they will review the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

- Ask students to review their team’s goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- Refer students to today’s reading, pages 24–34 in *S-s-snakes!*
- Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
- Point out that animals that eat other animals are called *carnivores* and that this word comes from two Latin words: *carn-*, which means meat, and *vor-*, which means to eat—thus *carnivore* means to eat meat.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 24–34 in the text.

Build background about the topic.

Teacher: Read aloud.

Students: Practice the skill/strategy.



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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Interactive Read Aloud

1. Read pages 24 and 25 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

I'm not sure I understand the word *huge*. How can I use the main idea to help me clarify it?

The main idea is that snakes vary greatly in size. If I know the main idea, then I can look for the details that support it. One detail is that an anaconda is thirty feet long. That's really big, so the word huge must mean big.

2. 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 26 and 27 aloud. Use **Think-Pair-Share** to ask:

What word can you clarify by using the main idea text structure? Explain how you figured it out.

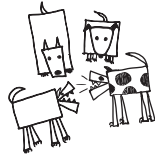
We needed to clarify the word prey. The main idea is how snakes eat. One detail that supports it is that the copperhead wiggles its yellow tail to attract the attention of the mouse. The mouse is the copperhead's prey. The word prey must mean food.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer	
Main idea	Supporting Details
Snakes come in all sizes	<ul style="list-style-type: none"> • one anaconda grew to 30' long and weighed over 100 lbs. • large snakes like this can swallow an alligator • smallest snakes will fit in your hand • thread snakes are tiny and eat ants
How snakes eat	<ul style="list-style-type: none"> • a copperhead wiggles yellow-tipped tail to attract a mouse • mouse investigates, but when it gets too close and realizes the wiggling object is a snake, it freezes and snake can catch it



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 28–34 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric) (Answers will vary.)</p> <p><i>100 = We didn’t understand the word constrictors. We used the main idea to figure it out. The main idea of this section is how snakes eat. The text describes how constrictors coil around their prey and squeeze them until they stop breathing. So, a constrictor snake squeezes its prey to eat. This helps me understand the different ways snakes get their meals.</i></p> <p><i>90 = We didn’t understand the word constrictors. We used the main idea to figure it out. The main idea of this section is how snakes eat. The text describes how constrictors coil around their prey and squeeze them until they stop breathing.</i></p> <p><i>80 = We didn’t understand the word constrictors.</i></p>

continued

Team Talk Questions *continued*

2. How can snakes eat something larger than their head? **[MI]** (Team Talk rubric)
- 100 = Snakes can stretch their jaws wide enough to eat something larger than their head. **Earlier in the text**, I read that the biggest snakes can eat an alligator or leopard that is bigger around than the snake. Snakes are very flexible.
- 90 = Snakes can stretch their jaws wide enough to eat something larger than their head. The biggest snakes can eat an alligator that is bigger around than the snake.
- 80 = Snakes can stretch their jaws wide enough to eat something larger than their head.
3. How does a poisonous snake kill its prey? **[MI, RE]** (Team Talk rubric)
- 100 = A poisonous snake kills its **prey** by using venom. When the snake bites the prey, the venom enters the prey through the snake's **fangs**. Their fangs are hollow and hold the venom. This shows that snakes have different ways to catch their prey.
- 90 = A poisonous snake kills its food by using venom. When the snake bites the food, the venom enters it through the snake's teeth, which are hollow.
- 80 = A poisonous snake kills its food by using venom.
4. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**
- My cat Fluffy was _____ by the feather toy and chased it all around the room. Fascinated. This word means interested in something. A cat would be interested in a feather toy because cats like to chase moving things.
5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)
- thirty thir/ty

For the word power skill question, accept reasonable alternate answers as correct.

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.

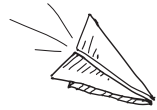
Lesson 4

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

Pit vipers use heat-detecting “pits” on the sides of their heads to find their prey. Because dead animals have cold bodies, vipers do not recognize a dead animal as prey. Snakes have different methods to protect themselves from enemies. A rattlesnake uses its rattle to scare away enemies. The African spitting cobra spits poison at its enemies.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



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 (chunking) and the Word Treasure clue for chunking (a boat).
5. Use **Think-Pair-Share** to ask:

Why do you think you should learn about chunking?

Chunking will help me pronounce a word. Sometimes when I hear a word, I know it, but it is hard to read. Saying the words helps me understand them.

Display the Word Power Challenge

Word Power Challenge

My baby sister is named Grace.
My dog Spot walked around the kitchen looking for food.

Use **Random Reporter** to select students to chunk the underlined words into their correct word parts.

baby = *ba/by*; around = *a/round*

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. Refer students to today’s reading, pages 35–41 in *S-s-snakes!*
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Interactive Read Aloud

1. Read pages 35–37 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

I’m not sure I understand the word *experiment*. How can the main idea and supporting detail text structure help me clarify it?

The main idea is that pit vipers can find warm things in the dark with their special sense. Supporting details tell how scientists tested the pit viper with balloons. So the word experiment must mean something like test.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 38 aloud. Use **Think-Pair-Share** to ask:

What word did the text structure help you clarify? Explain how you figured it out.

(Answers may vary.) We used the main idea and supporting detail text structure to clarify the word loose. The main idea is that rattlesnakes have a rattle. The details tell what the rattle is like and what sound it makes. If the bands of skin are making a sound, they must be not attached. So the word loose must mean something like not attached.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 35–41 in the text.

Teacher: Read aloud.

Students: Practice the skill/strategy.



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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

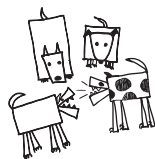
A sample graphic organizer follows.

Sample Graphic Organizer	
Main idea	Supporting Details
Tiger snake is most poisonous in world	<ul style="list-style-type: none"> • lives in Australia
Pit vipers can detect heat	<ul style="list-style-type: none"> • can find prey in the dark • experiment showed that pit viper can find a warm balloon in the dark
rattlesnakes have a rattle	<ul style="list-style-type: none"> • on the tail • made of bands of loose skin • rattles when snake shakes its tail

4. Refer to the reread and review step of the TIGRRS process. Reread page 32 aloud. Model this step with the text. A sample Think Aloud follows.

Sample Think Aloud
I reread page 32 because I wanted to make sure I understand how poisonous snakes work. Looking at the pictures, I can see that the fangs are long and sharp like a needle you get at the doctor's office. I guess it works pretty much the same way. The text leads me to that understanding—the fang is hollow, and venom flows through it like a needle is hollow and the medicine flows through it.

Teacher: Reread to clarify, and review notes.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 39–41 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

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

At this level, students will not be scored on their summaries. Have them focus on giving oral retellings of the text, prompting them to use the most important ideas and leaving out less important details.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?</p> <p><i>(Answers will vary.) I reread page 29 to clarify the word spikes. The text says that the spikes poke holes in eggshells, so I guess spikes are like little knives—sharp and pointy. The new connection I can make is that this snake may have teeth, but it also has little spikes further down in the body. That’s a lot of hardware for an animal to have. Typically, most animals only have teeth.</i></p>
<p>2. Write a summary of the text that you read today. [MI]</p> <p><i>Snakes have several ways of protecting themselves. A rattlesnake’s rattle is used to scare away an enemy. The spitting cobra spits venom into an enemy’s eyes, which scares away the enemy. But, some animals like the mongoose actually eat snakes. A mongoose can kill a cobra and eat it.</i></p>
<p>3. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)</p> <p><i>(Answers may vary.)</i></p> <p><i>100 = We had to clarify the word spitting. The main idea is that snakes defend themselves. If a spitting cobra sees a lion, it spits poison at it. The poison hurts the lion’s eyes, and it goes away. Since the cobra doesn’t let the lion get close, it must have to throw or shoot its poison. Spitting must mean throwing. This helped me understand how a snake doesn’t have to bite to use its poison.</i></p> <p><i>90 = We had to clarify the word spitting. The main idea is that snakes defend themselves. If a spitting cobra sees a lion, it spits poison at it. The poison hurts the lion’s eyes, and it goes away. Since the cobra doesn’t let the lion get close, it must have to throw or shoot its poison. Spitting must mean throwing.</i></p> <p><i>80 = We had to clarify the word spitting.</i></p>
<p>4. What is an example of something that cannot stretch? What is something that can stretch? Explain your answer. [CV]</p> <p><i>(Answers will vary.) Something that can’t stretch is a rock. Rocks are hard and solid; they do not stretch. Something that can stretch is a rubber band. When you pull on the ends of the rubber band, it gets longer.</i></p>

continued

For the word power skill question, accept reasonable alternate answers as correct.

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.

Team Talk Questions *continued*

5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)
viper *vil/per*

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

(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.

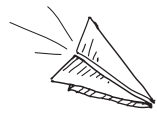
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use key words from the text to write about a topic.

Teacher Background

In today’s writing activity, students will use key terms to develop a topic. The writing prompt is typical of a question they might see on a science test. The objective is to use key terms and precise language to answer the question. Remind students that the point of their writing is to inform someone of something and clearly relay how much you know about it. Remind students that they will have a similar writing prompt on the test in lesson 6.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that this cycle they read a text about snakes. Point out that the text used specific words and terms that relate to the topic. Tell students that they will get a chance to write something that will include some of these terms.



Use **Random Reporter** to have students identify some of the key terms from the book. Record suggestions on the board, and leave them posted for the Model a Skill part of the lesson.

Answers should include: bones, joints, temperature, blood, desert, live babies, eggs, prey, jaws, constrictors, venom, fangs, forked tongue, scent, poisonous, pit viper, sense, mongoose, balance of nature, medicine.

Names of snakes: cobra, boomslang, Western diamondback rattlesnake, banded sea snake, paradise tree snake, European adder, scarlet kingsnake, puff adder, western racer, eastern garter snake, carpet python, anaconda, thread snake, copperhead, African egg-eating snake, ball python, grass snake, tiger snake, Blandings tree snake, African python, corn snake, Eastern diamondback rattlesnake, gray rat snake.

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

Read the prompt aloud.

Writing Prompt
Explain how a snake finds and swallows prey.



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?

The prompt is asking me to explain ideas or information because it uses the word explain.

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that the writer's guide for writing to inform or explain 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 to Inform or Explain	
Ideas	<ul style="list-style-type: none"> • Clearly introduce the topic. • Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> • Begin by introducing the topic. • In the middle, provide facts, examples, or events that help a reader understand the information. • End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> • Use words and phrases that help a reader understand how the facts or events are related. • Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: use key words from the text to write about a topic?

The guideline for style relates to the writing objective.

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

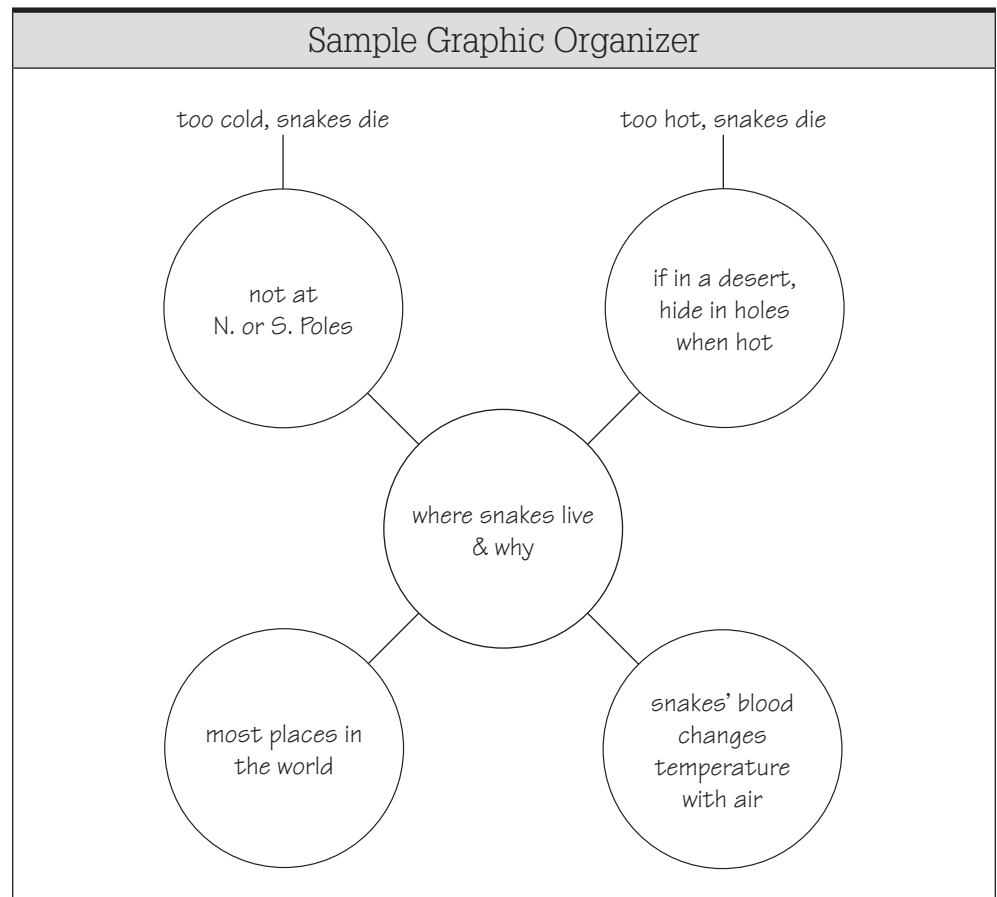
Model a Skill

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

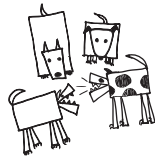
Tell students that two good places to start are the list of key terms (refer to terms on the board) and the sections of text that discusses the information.

2. Model using a graphic organizer—web or other graphic organizer—to record ideas. See the following example based on the writing prompt: Describe where snakes live and why.

Model planning using a graphic organizer.



Point out, or have students point out, the key terms in the graphic organizer (*desert, temperature*).



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

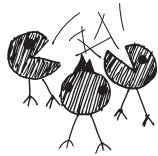
Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—use key words from the text to write about a topic.

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 facts and examples to help a reader understand the information?**
- **Does the writer include key terms important to understanding the text?**
- **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 key words in your writing? Explain.

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Writing Prompt

Explain how a snake finds and swallows prey.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> • Clearly introduce the topic. • Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> • Begin by introducing the topic. • In the middle, provide facts, examples, or events that help a reader understand the information. • End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> • Use words and phrases that help a reader understand how the facts or events are related. • Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

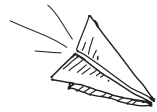
Writing Objective: Use key words from the text to write about a topic.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

Today's cycle test challenges students to identify main idea and details to help them clarify words in the text.

Human beings are the biggest threat to the survival of snakes. People sometimes kill snakes directly, or they kill them indirectly by changing their habitat. This is not a good thing because snakes play an important role in the balance of nature. They control the mouse and rat populations. Another reason we need snakes is that some medicines are made from snake venom.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text and using key words from the text to write about a topic.

Use **Think-Pair-Share** to have students review the skill and what they have been doing to practice it.

We have been using the main idea text structure to help clarify 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 #2 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #2.

2. What word did you clarify from today's reading? 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.

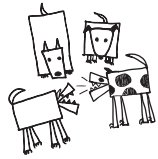
Today you will read more about snakes.



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)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Who or what is the biggest enemy of snakes? Why?

People are the biggest enemy because they cut down jungles and kill snakes.

How do snakes help people?

Snakes eat mice and rats, and snake venom can be used as medicine.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Informational Text Structures

Directions: Read *S-s-snakes!* pages 42–48. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is people and snakes.

What is the author’s intent?

5 points = It is to inform the reader about the interactions between people and snakes.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = People harm, use, and help snakes. Snakes are disappearing because people cut down forests and jungles and hunt snakes for their skins. People also kill snakes because they are afraid of them. But snakes can be useful. Sometimes their venom can be made into medicine. Snakes also control mice and rats. Harmless snakes make good pets.

2. What word did you clarify from today’s reading? How did you figure it out? **[CV]**

20 points = I clarified the word balance. I used the main idea to figure it out. The main idea is that the world needs snakes. The text says that snakes eat the mice and rats that destroy crops. It seems like we need snakes to help keep the numbers of mice and rats down so we can grow food. Snakes help keep things even, so balance must mean even or equal. This helps me understand just how important snakes are to the world.

15 points = I clarified the word balance. I used the main idea to figure it out. The main idea is that the world needs snakes. The text says that snakes eat the mice and rats that destroy crops. It seems like we need snakes to help keep the numbers of mice and rats down so we can grow food. Snakes help keep things even, so balance must mean even or equal.

10 points = I clarified the word balance.

3. What are some examples of things that different snakes might eat? **[MI, CV]**

(Accept reasonable responses.)

20 points = **The text states** that snakes eat live animals. Snakes might eat an egg, an ant, a leopard, an alligator, a mouse, or a frog. The bigger the snake, the bigger the animal they can eat.

15 points = Snakes eat live animals. Snakes might eat an egg, an ant, a leopard, an alligator, a mouse, or a frog.

10 points = They eat live animals.

4. What is the biggest problem snakes have? Explain why. **[MI]**

20 points = **The text explains** that the biggest problem snakes have is people. Many people kill snakes. The places where they live are being cut down. Snakes are disappearing faster than most other animals.

15 points = The biggest problem snakes have is people. Many people kill snakes. The places where they live are being cut down.

10 points = The biggest problem snakes have is people.

5. What do you think would happen if a farmer killed all the snakes on his farm? **[DC]**

20 points = If a farmer killed all the snakes, the number of mice and rats would **increase**, and he would lose **crops**. Mice and rats would eat more of his crops because there would be fewer creatures to catch and eat them. Snakes play an **important** role in the balance of nature.

15 points = If a farmer killed all the snakes, he would have more mice and rats, and he would lose more crops. Mice and rats would eat more of his crops because there would be fewer creatures to catch and eat them.

10 points = If a farmer killed all the snakes, he would have more mice and rats, and he would lose more crops.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Describe three interesting characteristics of snakes.

(Answers will vary.) Three interesting characteristics of snakes are their fangs, the fact that they have 400 bones in their back, and that they have no arms or legs and can still move around. Snake fangs are special teeth that are hollow. In poisonous snakes the venom flows through the fangs and into the prey when the snake bites it. Snakes have many more bones in their back than people do. The joints between all of these bones let them twist and turn. Snakes move by slithering and coiling. Some can climb trees, some can swim, and some can glide like a kite from tree to tree. Snakes have many interesting features that help them survive.

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

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	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 key words from the text to write about a topic. 	0–15 pts.

Part III. Vocabulary (100 points)

1. Mom will _____ the bell to tell us when dinner is ready.

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

- A. *strike*
- B. *stretch*
- C. *coil*
- D. *detect*

2. Which of the following is NOT an example of something that is scary? Explain why. **[CV]**

- A. *monster costumes*
- B. *a flower garden in bloom*
- C. *creaks in an old house*
- D. *something that startles you*

Answers A, C, and D can be scary, but flowers are not scary because they can't hurt you and are pretty to look at.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: I am fascinated by space travel and hope to be an astronaut one day.

4. We visited the ancient _____ buildings in Rome.

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

- A. scary
- B. American
- C. *Roman*
- D. interesting

5. Which of the following is NOT an example of something that coils? Explain why. **[CV]**

- A. a ribbon
- B. a hose
- C. a rope
- D. *a pencil*

A pencil can't coil because it is stiff; it can't bend. The other answer choices are bendable.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The eel slithers into its burrow.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Giraffes can stretch their necks to eat leaves at the top of trees.

8. By the smell of bacon frying, I can _____ that breakfast is ready.

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

- A. strike
- B. *detect*
- C. stretch
- D. coil

Chunk the following words by drawing paddles between the word parts. **[CV]**
(word power)

9. danger *danlger*

10. nature *na!ture*

For the word power skill questions, accept reasonable alternate answers as correct.

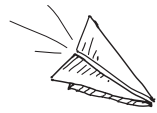
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a 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



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 Vault

Vocabulary

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

Teams review their cycle goal.

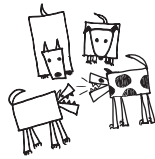
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. 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.

Connect the cycle objective to students’ homework reading 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.



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.

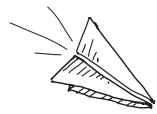
Lesson 8

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 tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a new 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:

Informational
Text
Structures

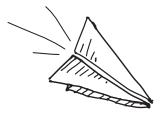
Lesson 1

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

Teacher Background

In this cycle, students will use the cause-and-effect text structure to help them understand the text and clarify words.

With tricks and traps, meat-eating plants catch insects. Because they grow in poor soil, these plants need the insects they eat to make up for their poor nutrition. There are fossils of seeds from carnivorous plants that are 65 million years old.

**Active Instruction** tp

(22 minutes)

Big Question

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

The Big Question: What do you know about plants? What would you like to know about plants?

Set the Stage tp

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

What do you know about plants? What would you like to know about plants?

(Answers will vary.) I know that plants can be trees, grasses, and bushes. Daisies are my favorite flower. I would like to know how trees can grow so tall.

Why are plants important to people?

(Answers will vary.) We eat plants like lettuce and potatoes. Trees give us shade.

Point out that this cycle students will read a book about an interesting group of plants.

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 objectives.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 1–7 in the text.

Students use text features to help predict the topic and intent of the author.

Students identify a graphic organizer that they will use to make notes.

Build background about plants.

4. Have partners survey today’s text together. Use **Think-Pair-Share** to ask:

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

This text is informational. The table of contents, chapter titles, and pictures are evidence that the text is informational.

5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author’s intent. Randomly select a few students to share.

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

Which graphic organizer(s) will work best with this text? Why?

This book looks like it has a lot of information, so I would use a T-chart or an outline to organize my notes.

- T:** Insect-eating plants
- I:** To inform the reader about insect-eating plants
- G:** T-chart or outline

7. Provide some background on plants:

- Plants are the major life forms on Earth.
- Plants do a process called photosynthesis that makes all the oxygen we breathe and makes food for us either directly—as when we eat an apple—or indirectly as when a cow eats grass and then we drink the milk the cow makes.
- Plants come in all sizes, from microscopic to trees more than 200 feet tall.
- Plants live in all kinds of places: deserts, polar regions, tropical regions, temperate regions, swamps, freshwater streams and lakes, and the oceans.
- Most of the plants we see are flowering plants.

8. Refer students to the text structure chart in their student edition (lesson 1), and review main idea text structure.

Remind students that identifying main ideas and supporting details can help them clarify the text and identify what should go in their notes.

9. Focus students’ attention on the cause-and-effect section of the text structure chart. Tell students that cause and effect is another common text structure used in informational text and that identifying it can help them clarify information because it shows the relationship between events, ideas, and facts.

Point out that cause-and-effect text structure often, but not always, has signal words. Review signal words on the chart.

Point out that finding cause-and-effect relationships helps us to understand how events are connected, and they also help us know why certain events happened and what happened next as a result.

Point out that sometimes an effect has more than one cause, and sometimes one cause can lead to a series of effects.

10. Remind students that when they read informational texts, they have several different options for organizing their thoughts and ideas.

Last cycle, we used a T-chart to organize the main ideas and supporting details we found in *S-s-snakes!* This cycle, we will read about plants, but we will focus on finding the cause-and-effect relationships in the text.

Point out that they can use another T-chart and put causes in the first column and effects in the second column.

Explain that finding cause-and-effect relationships will help them clarify the information and words they read by showing the relationship between events and facts.

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read 1–3 aloud. Use a Think Aloud to model using the cause-and-effect text structure to clarify the information and the word *squishing*.

Sample Think Aloud

I don't know the word *squishing*. Let me see if the text structure can help me to clarify it.

The basic event here is that a fly gets trapped by a plant. How can that happen? What caused that to happen? (Model rereading pages 1 and 2.) Oh, I see. The plant makes a sweet nectar that attracts the fly. The cause is making the sweet nectar, and the effect is attracting the fly. The fly is caught—the effect—when the leaf closes—the cause. The main effect is that the plant eats the fly, but there is a series of causes and effects that lead up to this. This is a cause-and-effect text structure.

The cause-and-effect text structure helps me to clarify the word *squishing* because when the flytrap springs, the leaf “slams shut.” I've gotten my finger caught in a door when it slammed shut, so I know what *squishing* must mean. The fly is squished when the leaf closes.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 4 (paragraph 1) aloud. Use **Think-Pair-Share** to ask:

What word did the text structure help you clarify? Explain how you figured it out.

We clarified the word vitamin. Because insect-eating plants grow in very poor soil, they have to get some of their food by eating insects. Because the insects the plants eat help make them healthy, the word vitamin must mean something that is needed for health.

Use **Random Reporter** to debrief.

Teacher: Read aloud.

Students: Practice the skill or strategy.

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



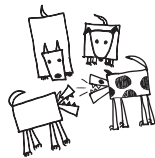
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect
sweet smell of nectar	• attracts flies to plant
fly lands on plant	• leaf snaps shut, trapping fly
trapped fly	• plant kills and eats it
insect-eating plants grow in very poor soil	• have to make up for this by eating meat



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 4 (paragraph 2)–7 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

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

(strategy-use rubric)

(Answers will vary.)

100 = We had to clarify the word fossils. We used the cause-and-effect text structure. We know that dinosaurs lived a long time ago and aren't alive today, but the effect is that dinosaur fossils are parts like bone that can be found today. So fossils are parts of old living things that survive to today. This helped us understand just how old these plants are.

90 = We had to clarify the word fossils. We used the context of dinosaur fossils. We know that dinosaurs lived a long time ago and aren't alive today, but the effect is that dinosaur fossils are parts like bone that can be found today.

80 = We had to clarify the word fossils.

2. What evidence is there that insect-eating plants first appeared about 65 million years ago? **[MI]** (Team Talk rubric)

*100 = **The text states** that fossils exist of these plants today. Fossils are evidence that there were insect-eating plants 65 million years ago. We can learn about plants that lived in the distant past by studying their fossils.*

90 = Fossils exist of these plants today. Fossils are proof that there were insect-eating plants 65 million years ago.

80 = Fossils exist of these plants today.

3. Why do insect-eating plants use "tricks and traps" to catch their food? **[RE]** (Team Talk rubric)

100 = Plants can't hunt to catch their food. Plants don't have legs, so they can't move around. They don't have claws or sharp teeth to catch food either. That is why they have to use tricks and traps to catch their food.

90 = Plants can't hunt to catch their food. They don't have legs to move, or claws and sharp teeth to catch food.

80 = Plants can't hunt to catch their food.

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

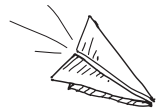
Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

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

Teacher Background

You will introduce the word power skill—base word and ending.

The Venus flytrap and the bladderwort are two types of insect-eating plants. Each plant has its own unique trap for catching prey. Both traps are active, with parts that move.



Active Instruction

(25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
carnivorous (adjective) (Latin roots) page 3	car-niv-o-rous (kar-NIV-oh-russ)	characteristic of meat eaters	Not all lizards are <i>carnivorous</i> , some eat leaves and flowers.
lures (verb) page 10	lures	attracts attention	Wanda <i>lures</i> her cat inside its carrier with a treat.

continued

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Word	Pronunciation	Definition	Sample Sentence
slippery (adjective) page 18	slip-per-y (SLIP-eh-ree)	causing something to slide or slip	Be careful walking on the ice because it is very <i>slippery</i> , and you may slip and fall.
digest (verb) page 20	di-gest (DYE-jest)	break down food	After you eat, you will <i>digest</i> your food in your stomach.
passive (adjective) (synonym and antonym) page 20	pas-sive (PASS-iv)	not active	My dog Spot was <i>passive</i> this afternoon, and he just slept on the rug in my room.
tropical (adjective) (synonym and antonym) page 21	trop-i-cal (TROP-ih-kul)	relating to the tropics—hot, humid places on Earth	<i>Tropical</i> areas are located near the equator where it is warm all year long.
snake (verb) (connotation and denotation) page 22	snake	to move as a snake moves	The room was very crowded with chairs and people, so we had to <i>snake</i> our way through to get to the door.
fake (adjective) (synonym and antonym) page 28	fake	not real	The tree in the rainforest exhibit was <i>fake</i> and made of plastic.

Review Vocabulary Vault.

Introduce the word power skill.

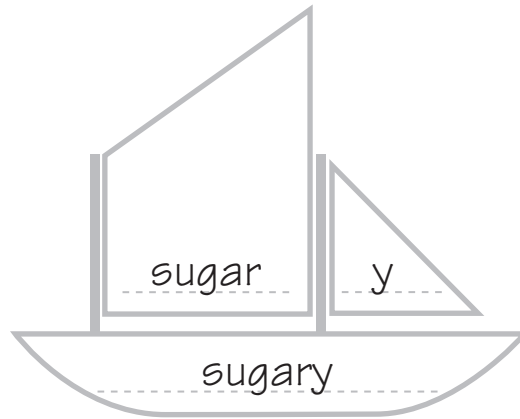
4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence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

This cycle we will identify base words that have suffixes, or 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 do recognize. Then you can think about what the word means when an ending is added to it. The Word Treasure clue we use to remind us of base word and ending 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.

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

Blackline master provided.



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 *sugary*. I see the word *sugar*, so that must be the base word. (Model writing the word *sugar* on the big sail.) So the letter *y* must be the ending on this word. (Model writing the ending *y* 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 a group of letters that come at the end of a word change the word meaning or change the word's part of speech.

Tell students the ending *-y* means characterized by, relating to, or full of. Explain that adding the ending *-y* to a noun makes the word an adjective or descriptive word. Model using the ending to figure out the meaning of *sugary*.

Sample Think Aloud

Now that I have my base word, *sugar*, and my ending, *-y*, I can think about what the word *sugary* means. I know that *sugar* is something you add to food or drink to make it sweet. When I add the ending *-y* to it, it must mean that you can describe something as being sweet. So I used the ending to help figure out the meaning of *sugary*.



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

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

The base word is point, and the ending is -y. The word means that something is described as being sharp. I know that if something is a point, it is sharp.

11. Reveal the Word Treasure (skill).

Word Treasure

Some base words have additional endings. If you're having trouble reading these words, first read the base word, next read the ending, then read the whole word.

12. Tell students they will also focus on two other endings that mean characterized by and that turn nouns into adjectives: *-ous* and *-al*. Review the ending *-ous* by providing pronunciation (-us).

13. Remind students that there are words on their vocabulary lists that have these endings.

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.

Interactive Read Aloud

1. Read pages 8–12 (ending at paragraph 1) aloud. Use a Think Aloud to model using the cause-and-effect text structure to clarify words.

Sample Think Aloud

I'm not sure I understand the word *trigger* in this part of the text. I can use the cause-and-effect text structure to help me figure it out. I see that when a fly lands on the red spot on a Venus flytrap's leaves, something causes the leaves to close. The text describes how the fly touches some tiny hairs on the leaves, and when these are touched, the flytrap snaps its leaves shut. Since the text calls the hairs *triggers*, I think I can figure out that a trigger is an object that causes something to happen. In this case, the trigger hairs cause the leaves to close and trap the fly. Figuring out the word *trigger* helped me understand how a Venus flytrap catches its prey.

2. 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 12 (paragraph 1) and 13 aloud. Use **Think-Pair-Share** to ask:

What word did the text structure help you clarify? Explain how you figured it out.

(Answers will vary.) We used the text structure to clarify the word victim. We already read about how flies and other insects cause the Venus flytrap's leaves to shut and catch them. A flytrap plant has several flytrap leaves to

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.

Students: Practice the skill/strategy.

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





Partner pairs: Review, reread to clarify, and add to the graphic organizer.

catch insects. The word victim must be referring to the insects the plant traps. A victim must be someone or something that has harm done to it. Flies and other insects are eaten when they are caught by flytraps.

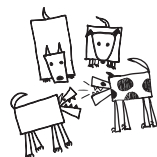
Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Causes	Effects
red spot & sweet nectar on leaves	• attracts insects
when either two hairs are touched by the fly or one hair is touched twice	• leaf trap suddenly closes
spines on the leaves	• keeps the insects trapped inside
special juices made by the plant	• breaks down trapped insects
when finished meal	• leaf trap re-opens



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 14–17 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

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

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric) <i>(Answers will vary.)</i></p> <p><i>100 = We clarified the word pouch. We used the cause-and-effect text structure to figure it out. Animals are caught by the bladderwort because they touch a trigger hair on the plant’s trapdoor. This causes the pouch to open, which causes water and the animal to be sucked inside. A pouch must be a small pocket that something can go into. This helped me see how even water insects aren’t safe from plants setting traps for them.</i></p> <p><i>90 = We clarified the word pouch. We used the cause-and-effect text structure to figure it out. Animals are caught by the bladderwort because they touch a trigger hair on the plant’s trapdoor. This causes the pouch to open, which causes water and the animal to be sucked inside. A pouch must be a small pocket that something can go into.</i></p> <p><i>80 = We clarified the word pouch.</i></p> <p>2. How do Venus flytraps and bladderworts catch food in the same way? How are they different? [RE] (Team Talk rubric)</p> <p><i>100 = Both flytraps and bladderworts use active traps to catch insects, but they use them in different ways. Both close their traps when trigger hairs are touched. Flytraps grow on land and catch insects that land on their leaves. Bladderworts grow in water and suck up insects that touch their trigger hairs. These plants have developed different ways to catch their food.</i></p> <p><i>90 = Flytraps and bladderworts use active traps to catch insects, but in different ways. They close their traps when trigger hairs are touched. Flytraps grow on land and catch insects that land on their leaves. Bladderworts grow in water and suck up insects that touch their trigger hairs.</i></p> <p><i>80 = Flytraps and bladderworts use active traps to catch insects. Flytraps grow on land, but bladderworts grow in water.</i></p>

continued

Team Talk Questions *continued*

3. Compared to a Venus flytrap, how long does it take a bladderwort to reset its trap? **[MI, RE]** (Team Talk rubric)
- 100 = *Bladderworts are ready to catch insects quicker than Venus flytraps. After a bladderwort sucks up water and the insect, the trap has to **reset**. It takes it about an hour to be ready to catch another insect. A Venus flytrap has to finish **digesting** the insect it caught before its leaves open again. That can take several days. Bladderworts can catch more food and quicker than Venus flytraps.*
- 90 = *Bladderworts are ready to catch insects quicker than Venus flytraps. When a bladderwort sucks up water and the insect, the trap has to set up again. It takes it about an hour to be ready to catch another insect. A Venus flytrap has to finish eating the insect it caught before its leaves open again. That can take several days.*
- 80 = *Bladderworts are ready to catch insects quicker than Venus flytraps.*
4. What is a synonym for the word *fake*? What is an antonym for the word *fake*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) *The word fake means unreal, so a synonym is the word false. An antonym for fake is real.*
5. Write the base word and suffix for the following word, then write a definition for the word. **[CV]** (word power)
lucky *luck + y; characterized by having luck or good fortune*

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

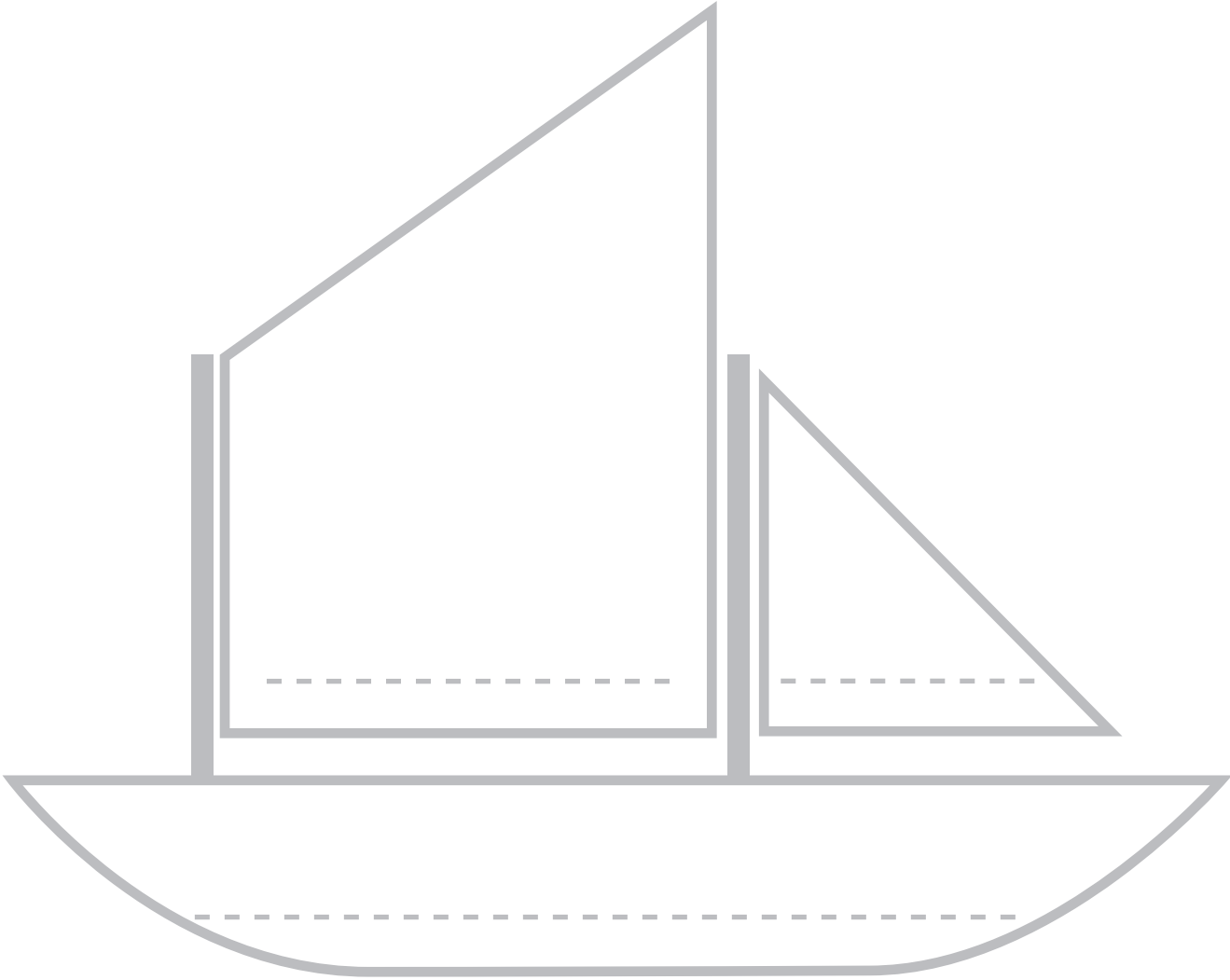
How many points did your team earn today?

How can your team earn more points?

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

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

Word	Pronunciation	Definition	Sample Sentence
carnivorous (adjective) (Latin roots) page 3	car-niv-o-rous (kar-NIV-oh-russ)	characteristic of meat eaters	Not all lizards are <i>carnivorous</i> , some eat leaves and flowers.
lures (verb) page 10	lures	attracts attention	Wanda <i>lures</i> her cat inside its carrier with a treat.
slippery (adjective) page 18	slip-per-y (SLIP-eh-ree)	causing something to slide or slip	Be careful walking on the ice because it is very <i>slippery</i> , and you may slip and fall.
digest (verb) page 20	di-gest (DYE-jest)	break down food	After you eat, you will <i>digest</i> your food in your stomach.
passive (adjective) (synonym and antonym) page 20	pas-sive (PASS-iv)	not active	My dog Spot was <i>passive</i> this afternoon, and he just slept on the rug in my room.
tropical (adjective) (synonym and antonym) page 21	trop-i-cal (TROP-ih-kul)	relating to the tropics—hot, humid places on Earth	<i>Tropical</i> areas are located near the equator where it is warm all year long.
snake (verb) (connotation and denotation) page 22	snake	to move as a snake moves	The room was very crowded with chairs and people, so we had to <i>snake</i> our way through to get to the door.
fake (adjective) (synonym and antonym) page 28	fake	not real	The tree in the rainforest exhibit was <i>fake</i> and made of plastic.



Lesson 3

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

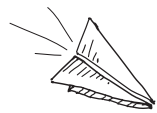
Word Power Objective: Break words into base words and endings to increase understanding of words.

Teacher Background

A pitcher plant is a passive carnivorous plant, without moving parts. The leaves are shaped like pitchers, and unlucky insects are lured in by the smell of nectar. Once inside, they slide down to the bottom of the pitcher plant and drown in the liquid there.

Teacher's Note:

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



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



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).



- Review the endings students are working with in this cycle (-y, -ous, and -al). Use **Think-Pair-Share** to ask:

What words from your vocabulary list have these endings?

The words carnivorous, slippery, and tropical.

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

Carnivorous = *carnivor* + *ous*; *characterized by being a meat-eater*

Slippery = *slipper* + *y*; *characterized by being slick or causing sliding*

Tropical = *tropic* + *al*; *characterized by being from the tropics, or being warm*

Point out that the base word *slipper* refers to the comfortable or warm footwear usually worn inside the home. Make the connection between *slippers* and *slippery* by pointing out that slippers usually slide, or slip on, the feet easily.

Remind students that sometimes they have to change the end of the base word before adding the ending, in this case by “scrubbing” the *e* from the end of the word *carnivore*.

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

Set the Stage

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

Interactive Read Aloud

- Read pages 18–22 (ending at paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

I’m not sure I understand the word *spectacular*. How can I use the text structure to clarify it?

The text describes how pitcher plants trap their prey. Insects fall inside them and get trapped because they can’t climb up the slippery walls or against the downward pointing hairs. Then the text says that the pitcher plants in Borneo are spectacular because they grow to be sixty feet long and can catch small birds or frogs. I think that a plant would have to be pretty amazing to grow big enough to catch more than insects in its slippery trap. That’s what spectacular must mean.

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.
Students: Practice the skill/strategy.



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

2. 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 22 (paragraph 1)–24. Use **Think-Pair-Share** to ask:

What word did the text structure help you clarify? Explain how you figured it out.

We needed to clarify the phrase “landing pad.” We used the cause-and-effect text structure to see that pitcher plants have hoods on them. The hoods help keep rain water from filling the plants and are like umbrellas. So, they must be a good place for flying insects to stop and rest, before either flying away or falling into the pitcher.

Use **Random Reporter** to debrief.

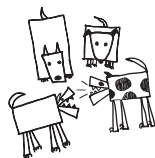
3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Sample Graphic Organizer	
Causes	Effects
slippery walls with downward-facing hairs	• keep insects inside so they can't escape
tropical pitchers have different sizes and placements of pitchers	• can catch a variety of insects
hood over pitcher	• keeps rain from filling up the pitcher • used as a landing pad for flying insects



Teamwork tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 25–27 aloud with partners.
(if skipping Interactive Read Aloud, pages 18–27)
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

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

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric) <i>(Answers will vary.)</i></p> <p><i>100 = We had to clarify the word chemicals. We used the cause-and-effect text structure to figure it out. A pitcher plant can digest insects that fall into it because it has chemicals that can digest the insects. Earlier, the author used the word juices to describe breaking down the insects. I think the chemicals must be like juices. This helped us understand how these plants eat insects without any teeth.</i></p> <p><i>90 = We had to clarify the word chemicals. We used the cause-and-effect text structure to figure it out. A pitcher plant can digest insects that fall into it because it has chemicals that can digest the insects. Earlier, the author used the word juices to describe breaking down the insects. I think the chemicals must be like juices.</i></p> <p><i>80 = We had to clarify the word chemicals.</i></p> <p>2. How can diving spiders rob pitcher plants of their victims? [MI] (Team Talk rubric)</p> <p><i>100 = Diving spiders rob pitcher plants of their victims by stealing the trapped insects. They dive down into the plant and take the insects out of the water. Then they crawl back out of the plant on a silk thread spun from their bodies. This is how they take the plant’s victims without getting trapped themselves.</i></p> <p><i>90 = Diving spiders rob pitcher plants of their food by stealing the trapped insects. They dive down into the plant and take the insects out of the water. They crawl back out of the plant on a silk string.</i></p> <p><i>80 = Diving spiders rob pitcher plants of their food by stealing the trapped insects.</i></p>

continued

Team Talk Questions *continued*

3. Are all pitcher plants the same? Why or why not? **[RE]** (Team Talk rubric)

100 = *Not all pitcher plants are the same because they grow in different environments. Tropical pitcher plants grow on vines and hang from trees. There are also bog pitcher plants. They grow out of bogs and swamps and look like trumpets. Even though the plants catch insects the same way, they grow in the best way for their different environments.*

90 = *Not all pitcher plants are the same because they grow in different places. Tropical pitcher plants grow on vines and hang from trees. Bog pitcher plants grow out of bogs and swamps and look like trumpets.*

80 = *Not all pitcher plants are the same because they grow in different places.*

4. What is an example of something that a carnivorous animal would NOT eat? What is an example of something that a carnivorous animal would eat? Explain your answer. **[CV]**

(Answers will vary.) A carnivorous animal eats meat, so it would not eat a peach because a peach is part of a plant. A carnivorous animal would eat a squirrel because meat comes from animals.

5. Write the base word and suffix for the following word, then write a definition for the word. Use the scrubber to remove extra letters if needed. **[CV]**
(word power)

famous *fame* + *ous*; full of fame or popularity

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 tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

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

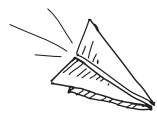
Teacher Background

In 1875, Charles Darwin, the great British scientist, wrote an entire book about insect-eating plants. The cobra lily looks like the head of a snake and tricks its prey with fake sunspots. Trapped insects waste their energy crawling toward the sunspots because they look like escapes out of the plant.

The sundew, another carnivorous plant, has droplets of sticky sap on the ends of tentacle-like hairs on its leaves. Insects stick to these droplets, and the hairs and leaves wrap around them, digesting them with enzymes from the droplets. Sundews have been used as a source of medicine for many years. Some doctors today still believe they make a good cough medicine. Charles Darwin is known for his theory of evolution, which asserts that living organisms have changed over time through a process of natural selection.

Teacher's Note:

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



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Partner Vocabulary Study

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

Vocabulary

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

Review Vocabulary Vault.

Review the word power skill.



Display the Word Power Challenge

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 word and endings?

(Answers may vary.) Knowing about base word and endings can help me pronounce the words more easily. Different endings change word meanings slightly.

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

On a rainy day, I like to stay inside and read a book.
I like natural areas like woods and lakes.

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

rainy = rain + y; characterized by rain; natural = natur~~e~~ + al; relating to nature

7. Remind students that they may need to change the base word a little to add the ending because it makes the word sound better and easier to pronounce.
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.

Interactive Read Aloud

1. Read pages 28–31 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

How does the text structure help you clarify the word *escape*?

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.
Students: Practice the skill/strategy.



When insects bump into the light spots, they are trying to get out. The word escape means something like getting out.

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

2. **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 33–35 (stopping at paragraph 1) aloud and identify a word they clarified using the cause-and-effect text structure.

(Answers may vary.) We used the cause-and-effect text structure to clarify the word gluey. The cause of the insects getting caught by the sundew is the gluey balls. Gluey means sticky or easy to stick to, like glue.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



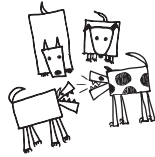
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Sample Graphic Organizer	
Main idea	Supporting Details
pitcher plant has nectar, fake light spots, pointy hairs, slippery sides, & hood	<ul style="list-style-type: none"> traps many kinds of insects
sundew has gluey balls on leaves	<ul style="list-style-type: none"> traps insects & digests them

4. Refer to the reread and review step of the TIGRRS process. Reread page 22 aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud
I'm not so sure about the tropical pitcher plants. I think the author is using the words <i>mouth</i> and <i>stomach</i> just to give me the idea of how the pitcher works—food goes in our mouths like insects go into the pitcher's opening, and insects are digested in the pool at the base of the pitcher like food is digested in our stomachs. A plant really doesn't have a mouth or a stomach like a person does. The author uses these words just to give us an idea of the function of each part.



Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 35 (paragraph 1)–37 aloud with partners.
(if skipping Interactive Read Aloud, pages 28–37)
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

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

At this level, students will not be scored on their summaries. Have them focus on giving oral retellings of the text, prompting them to use the most important ideas and leaving out less important details.

Team Talk Questions
<p>1. What section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?</p> <p><i>(Answers will vary.) I reread the section about the diving spider. I wanted to be able to make a mind movie of how the diving spider can go into and out of a pitcher plant. A new connection I made is seeing how a spider can go up and down its thread like I have seen spiders doing in the bushes around my house.</i></p> <p>2. Write a summary of the text that you read today. [MI]</p> <p><i>Cobra pitchers and sundews are two more carnivorous plants. Cobra pitchers use several tricks to catch insects. Sundews use a gluey substance to catch insects. Studying sundews goes back to Charles Darwin in 1875. Some people think sundews can be useful medicine for coughs and toothaches.</i></p>

continued

Team Talk Questions *continued*

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

(Answers will vary.)

100 = We had to clarify the word cures. We used the cause-and-effect text structure. We read that in the past, people made medicines from sundews. They chewed the leaves or made tea to treat sickness. Some people think sundew medicines work. So, the word cure must mean to make better or healthy. These plants are deadly to insects, but they are helpful to people.

90 = We had to clarify the word cures. We used the cause-and-effect text structure. We read that in the past, people made medicines from sundews. They chewed the leaves or made tea to treat sickness. Some people think sundew medicines work. So, the word cure must mean to make better or healthy.

80 = We had to clarify the word cures.

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

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: The tropical rainforest at the museum is hot and humid and has lots of plants.

5. Write the base word and suffix for the following word, then write a definition for the word. Use the scrubber to remove extra letters if needed. **[CV]**
(word power)

coastal *coast + al; relating to the coast, the seashore*

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.

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

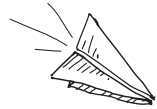
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use key words from the text to write about a topic.

Teacher Background

Today's writing activity provides students another opportunity to incorporate key terms from the text into their writing.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that the text they are reading uses specific words and terms that relate to the topic. Tell students that they will get a chance to write something that will include some of these terms.

Use **Random Reporter** to have students identify some of the key terms from *Hungry Plants*. Record suggestions on the board, and leave them posted for the Model a Skill part of the lesson.

Answers should include: nectar, Venus flytrap, carnivorous, fossils, active traps, spines, hairs, triggers, bladderwort, prey, pouches, downward pointing hairs, passive traps, pitcher plants, vines, tropical, Borneo, hood, diving spider, bog, mosquito larvae, sundews, tentacles, acid, and Charles Darwin.

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

Read the prompt aloud.

Writing Prompt
Explain active and passive traps, and give examples.



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?

The prompt is asking me to explain ideas or information because it uses the word explain in the prompt.

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that the writer's guide for writing to inform or explain 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 to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: use key words from the text to write about a topic?

The guideline for style relates to the writing objective.

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

Model planning using a graphic organizer.



Model a Skill

1. Tell students you will plan for the following writing prompt: Describe where carnivorous plants live and why.

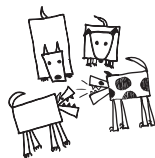
Remind students that clarifying the key terms is a good place to begin planning for writing. Use **Think-Pair-Share** to have students identify the key terms associated with where these plants live and why.

Answers should include: carnivorous plants, bog, ponds, lakes, tropical rainforests, and Borneo.

2. Model clarifying the terms by using a chart or other organizer; see below for an example. Use **Think-Pair-Share** as necessary to have students provide definitions for key terms.

Term	Definition
bog	wet, swampy area, Venus flytraps and pitcher plants live here
ponds & lakes	bladderwort lives here
tropical rainforests like in Borneo	tropical pitcher plants live here
carnivorous plants	eat meat because soil doesn't have what plant needs

3. Point out that using key terms saves having to write long descriptions.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
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 to inform or explain and the writing objective—use key words from the text to write about a topic.

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 facts and examples to help a reader understand the information?**
- **Does the writer include key terms?**
- **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 key terms in your writing? Explain.

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Writing Prompt

Explain active and passive traps, and give examples.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none">• Clearly introduce the topic.• Develop the topic with relevant details.
Organization	<ul style="list-style-type: none">• Begin by introducing the topic.• In the middle, provide facts, examples, or events that help a reader understand the information.• End with a closing statement that supports the information.
Style	<ul style="list-style-type: none">• Use words and phrases that help a reader understand how the facts or events are related.• Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none">• Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text.

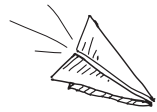
Writing Objective: Use key words from the text to write about a topic.

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

Teacher Background

Today's cycle test challenges students to use the cause-and-effect text structure to help them clarify words.

Fortunately, carnivorous plants cannot eat humans! The largest animal ever found in a carnivorous plant was a rat, which was probably sick or injured. Because of pollution, new building sites, and fertilizers and pesticides that use and destroy soil, some of these insect-eating plants are endangered. Botanical gardens are trying to save these plants. It's even possible to grow them as houseplants.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)



Partner Review

1. Remind students that they have been practicing using informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a text and using key words from the text to write about a topic.

Use **Think-Pair-Share** to have students review the skill and what students have been doing to practice it.

We have been using the cause-and-effect text structure to help us clarify 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 #2 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #2.

2. What word did you clarify in today's reading? 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.

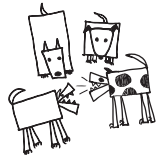
Today you will read more about carnivorous plants.



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)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Why are carnivorous plants endangered?

People are using the places where they live for other things like houses. Pollution and pesticides can kill the plants. Some people steal the plants.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Informational Text Structures

Directions: Read *Hungry Plants*, pages 38–44. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is people’s relation to carnivorous plants.

What is the author’s intent?

5 points = It is to inform readers about people and carnivorous plants.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = There are several ways carnivorous plants interact with people, but no one should be afraid of them. The largest animal caught by one of these plants was a rat, so they can’t eat people or even harm them. Most of the plants are small, so you have to be careful stepping around them. Some plants are endangered because of loss of habitat or pollution. Because Venus flytraps are rare, it is against the law to collect them from the wild. Botanical gardens grow these plants to save them and for people to see. People can grow these plants at home, but you shouldn’t feed them hamburger.

2. What word did you clarify in today’s reading? How did you figure it out? **[CV]**

20 points = I clarified the word energy. I used the cause-and-effect text structure. If you fed hamburger to a Venus flytrap, the plant would die because it used its energy to digest the hamburger. The word energy must mean something like strength. If all the plant’s strength was used up, it would die. This helped me understand how flytraps and other meat-eating plants need to stick to eating insects.

15 points = I clarified the word energy. I used the cause-and-effect text structure. If you fed hamburger to a Venus flytrap, the plant would die because it used its energy to digest the hamburger. The word energy must mean something like strength. If all the plant’s strength was used up, it would die.

10 points = I clarified the word energy.

3. What causes carnivorous plants to be carnivorous? **[RE]**

20 points = *Carnivorous plants grow in areas that have very poor soil.*

***Because** the plants cannot get all they need from the soil, they catch and eat insects and other small animals to get what they need. The plants use the insects like people use a vitamin pill—to stay healthy. The text about carnivorous plants shows how some plants have **developed** to live in difficult places.*

15 points = *Carnivorous plants grow in areas that have very poor soil. They cannot get all they need from the soil; they catch and eat insects and other small animals to get what they need. The plants use the insects like people use a vitamin pill—to stay healthy.*

10 points = *Carnivorous plants grow in areas that have very poor soil.*

4. Why can the pitcher plant digest insects that fall into it? **[RE]**

20 points = *A pitcher plant can digest insects that fall into it because it has chemicals that can digest the insects. These chemicals are like the chemicals people have in their stomachs to digest food. It is interesting that carnivorous plants and people use some of the same **techniques** to deal with food.*

15 points = *A pitcher plant can digest insects that fall into it because it has chemicals that can digest the insects. These chemicals are like the chemicals people have in their stomachs to digest food.*

10 points = *It can digest insects that fall into it because it has chemicals that can digest the insects.*

5. Where can a person actually see carnivorous plants? **[MI]**

20 points = *A person can visit a botanical garden to see carnivorous plants. A person can **also** grow carnivorous plants in his or her own home. Botanical gardens collect seeds and grow endangered plants like Venus flytraps, sundews, pitcher plants, and bladderworts. **But** to see Venus flytraps in nature, you have to go to **coastal** North and South Carolina because that is the only place they live. As the places where these plants grow are cleared for people, they become harder to find in nature.*

15 points = *A person can visit a botanical garden to see carnivorous plants. A person can grow carnivorous plants in his or her own home. Botanical gardens collect seeds and grow endangered plants like Venus flytraps, sundews, pitcher plants, and bladderworts. To see Venus flytraps in nature, you have to go to North and South Carolina because that is the only place they live.*

10 points = *A person can visit a botanical garden to see carnivorous plants. A person can grow carnivorous plants in his or her own home.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Describe three ways carnivorous plants catch their food.

(Answers may vary.) Three ways carnivorous plants catch their food are using leaf traps, pitchers of water, and glue droplets. Venus flytraps use leaf traps. When insects move trigger hairs, the two sides of the leaf clap together, catching the insect. Pitcher plants grow pouches with water and digestive juices in them. When insects go into a pouch, they can't get out because of the slippery walls and downward-facing hairs. They fall into the water and drown. Sundew leaves are covered with tentacles and droplets of glue. When an insect walks on the leaf, it gets stuck in the glue. The tentacles fold over the insect and then digest it. These are three ways plants can catch insects and other small animals.

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

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	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 key words from the text to write about a topic. 	0–15 pts.

Part III. Vocabulary (100 points)

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

(Accept reasonable responses.) A synonym for tropical is hot. An antonym for tropical is chilly.

2. Which of the following is NOT an example of something that is slippery? Explain why. **[CV]**

- A. ice
- B. butter
- C. grease
- D. sandpaper

Slippery means causes sliding or slipping. Sandpaper does not cause sliding.

3. We had to _____ our way through the maze, twisting and turning many times to find our way out.

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

- A. snake
- B. digest
- C. fake
- D. lures

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

(Accept reasonable responses.) A synonym for passive is inactive. An antonym for passive is active.

5. I use _____ flowers to decorate my house, because real ones don't last very long.

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

- A. fake
- B. carnivorous
- C. slippery
- D. snake

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: My cat Fluffy is carnivorous because she eats tuna fish.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Mom lures me to the kitchen with the smell of freshly baked cookies.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: After a big meal, I like to relax so I can digest my food.

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

9. national *nation + al; relating to the nation*

10. poisonous *poison + ous; full of poison*

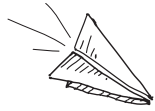
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect, etc.) to clarify the meaning of words in a 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



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 Vault

Vocabulary

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

Teams review their cycle goal.

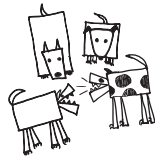
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. 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.

Connect the cycle objective to students’ homework reading 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.



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.

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

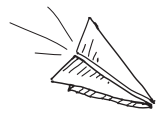
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

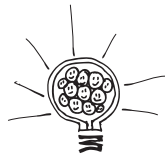


Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

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 Informational Text Structures

English Language Arts Standards: Reading: Informational Text

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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.2-5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.2-5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards: Writing

Text Types and Purposes

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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.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.

continued

Level 2-3 Informational Text Structures *continued*

English Language Arts Standards: Reading: History/Social Studies and Science/Technology

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

English Language Arts Standards: Writing: History/Social Studies, Science/Technology

Text Types and Purposes

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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