



Informational

Use Other Resources and Background Knowledge

Bermuda Triangle

**Eruption! The Story
of Volcanoes**

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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We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



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Use Other Resources and Background Knowledge

Bermuda Triangle

Eruption! The Story of Volcanoes

The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

Strategy Use The Random Reporter:	
100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Fluency The Random Reporter:	
100	gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
90	gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
80	reads a short passage and pronounces most of the words correctly.

Team Talk (oral and written) The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Unit Objectives

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

Writing: Develop the topic with definitions and details.

Word Power (Cycle 1): Break words into prefixes and base words to increase understanding of words.

Word Power (Cycle 2): Identify common consonant blends to help read difficult words.

Unit Overview

In addition to the reading books—*Bermuda Triangle* and *Eruption! The Story of Volcanoes*—provide the teams with dictionaries and thesauruses.

In this unit, students will practice using references to clarify and enhance their understanding of text. While it is not common to sit with a dictionary and look up words as you read, it can be useful. Internet access makes it easy to find and clarify information. Have your students use common reference books, such as the dictionary and thesaurus, and, if available, the Internet. Remind students of your school’s protocol on Internet use. Students should also use their background knowledge to help them clarify text. To model during the interactive read-aloud portion of the lessons, use your background knowledge and reference books.

In cycle 1 word power, you will also instruct students in the use of four prefixes that mean not: *in-*, *un-*, *im-*, and *dis-*. In cycle 2 word power, you will instruct students in the consonant blends *pr*, *ct*, *pt*, and *nt*.

In the writing activity, students will use definitions and details to inform readers about a topic.

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 areas as indicated in the Lightning Round Scores rows of the team score sheet and in the Classwork Scores column of the teacher cycle record form.

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

Unit Topic/Content

In this unit, students will read *Bermuda Triangle* by Andrew Donkin and *Eruption! The Story of Volcanoes* by Anita Ganeri.

Bermuda Triangle describes one of the most mysterious places on Earth: the Bermuda Triangle. Students will read about five unsolved mysteries from the

Bermuda Triangle. Then they will learn some of the possible reasons for the strange events that have taken place there. The following background information can help enrich your students' experience of this book.

- The Bermuda Triangle is an area of water located in the Atlantic Ocean. The triangle is formed by the island of Bermuda, the southern tip of Florida, and the island of Puerto Rico, but its effects reach south toward Barbados and eastward into the Sargasso Sea.
- Christopher Columbus was the first explorer to note anything odd about the triangle. Superstitious sailors have told stories about the presence of ghost ships and odd events in the area ever since Columbus first explored it.
- Most researchers and naval experts do not believe there is anything odd about the Bermuda Triangle, saying there are reasonable explanations for the events that have happened there. They believe that waterspouts, fast ocean currents, and even methane gas cause the odd events that take place in the Bermuda Triangle. However, many people still believe that the spot is mysterious.

Eruption! The Story of Volcanoes describes how and why volcanoes form, different types of volcanoes, and what happens to the surrounding areas when they erupt. It also describes volcanoes under the sea and explains the formation of volcanic islands. The following background information can help enrich your students' experience of this book.

- Deep inside the earth, it is very hot. The temperature may get as hot as 5,000 degrees Celsius, which is hot enough to melt rock. When molten rock is underground, it is called *magma*. Because magma is less dense than solid rock, it begins to rise toward the surface of the earth through cracks or breaks in the earth's crust. When the molten rock reaches the surface, it forms a volcano. Magma that has flowed out onto the surface is called *lava*. Some volcanoes shoot out small bits of rock and ash instead of molten rock. These materials may be thrown from the volcano if the magma has cooled and hardened while still underground.
- There are different kinds of volcanoes.
 - Volcanoes that spew rocks, ash, or cinders form steep-sided, cone-shaped volcanoes called *cinder cones*.
 - When lava slowly flows from a volcano, the result is a low, wide volcano called a *shield volcano*.
 - The third type of volcano is called a *composite volcano*. Lava, ash, and cinders all explode from a composite volcano. This type of volcano is what most people picture in their minds when they imagine an eruption. Mt. St. Helens, the volcano that erupted in 1980 in the state of Washington, is a composite volcano.
- When a volcano is through erupting, the crater may fill with water.
 - An example of a crater turning into a lake is Crater Lake in Oregon. Crater Lake formed after the eruption of Mount Mazama around 6,000 years ago. A series of violent eruptions blasted out all the magma beneath the 12,000-foot volcano. The top of the mountain, having lost its underground

support, caved in. A huge bowl, called a *caldera*, formed. The crater was more than five miles across and 4,000 feet deep. Eventually the crater filled with water from rain and snowmelt. Today Crater Lake is the deepest lake in the United States, at 1,932 feet. It is known for its deep blue and turquoise water and pristine beauty.

- Other craters become flat, grassy plains, such as the Ngorongoro crater in Africa. Ngorongoro crater is located in Tanzania. It is the largest unbroken caldera in the world. It measures 12 miles across and 2,000 feet from the rim to the crater floor. The crater is a microcosm of East African scenery and game. This makes it a popular spot for bird watching and wildlife safaris. There are 25,000 large animals living within the crater, including zebras, wildebeests, black rhinos, lions, leopards, cheetahs, elephants, hyenas, and members of the antelope family. There are many colorful flamingoes and a variety of other birds around the lake on the crater floor. More than 100 bird species have been found in the crater that cannot be found in the Serengeti, another location in Africa known for great diversity.
- In many parts of Yellowstone National Park, Wyoming, the ground is warm or hot to the touch. Geologists believe that the temperature underground reaches the melting point of rock less than a mile below the surface. Groundwater located underground near hot rock boils and forms reservoirs of superheated steam. Under extreme pressure, the steam seeks a way out. When superheated steam reaches the surface of the earth, it can emerge in a steady roaring jet that becomes visible only as it condenses to vapor some distance above the ground. Contrary to popular belief, steam (water that is hot enough to be a gas) is not visible until it begins to condense and turn back into liquid water. If the steam's exit is clogged by inflowing, liquid water, it will push the water out of the way. When this happens, it becomes a geyser. Old Faithful is Yellowstone's most famous geyser. For three centuries, it has erupted every 33 to 96 minutes. The eruption sends 12,000 gallons of boiling water into the air and lasts four to five minutes. When the pressure is relieved, the eruption stops, the steam condenses, and water starts flowing back into the vent, thus setting the stage for the next eruption.

Advance Preparation: You may wish to have a globe or world atlas available to help students understand where the various countries and states mentioned in this book are located.

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

Bermuda Triangle

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–11	(Embedded) Background video: “Bermuda Triangle” (1 min. 56 sec.) (Optional) Background website: http://ocp.ideo.columbia.edu/climatekidscorner/nemo.shtml Lamont-Doherty Earth Observatory Ocean and Climate Physics, Columbia University; game about ocean currents
Lesson 2	pages 12–23	
Lesson 3	pages 24–32	
Lesson 4	pages 34–43	(Embedded) “Fluency”
Lesson 5	writing in response to reading	
Lesson 6	pages 44–47	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Eruption!
The Story of
Volcanoes

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–9	(Embedded) Background video: “Volcanoes!” (1 min. 32 sec.)
Lesson 2	pages 10–17	(Optional) Background: http://volcanoes.usgs.gov/ Internet site with information about volcanoes, including current volcanic activity (Optional) Background Internet site with interactive volcano: http://dsc.discovery.com/convergence/pompeii/interactive/interactive.html
Lesson 3	pages 18–23	(Optional) Background Internet site with pictures of Pompeii: http://wings.buffalo.edu/AandL/Maecenas/italy_except_rome_and_sicily/pompeii/thumbnails_contents.html
Lesson 4	pages 24–29	(Optional) Background Internet site with Kilauea webcams: http://hvo.wr.usgs.gov/cams/ (Embedded) “Team Talk Response”
Lesson 5	writing in response to reading	
Lesson 6	pages 30–32	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Use Other
Resources
and Back-
ground
Knowledge

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

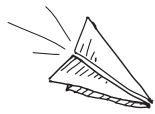
Lesson 1

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

Teacher Background

In today's reading, students will learn about the Bermuda Triangle. They will read about what happens in and around the triangle and why many sailors have feared the area. Students will also start reading about the story of the *Ellen Austin*. The crew of this ship found a ship adrift as they sailed through the Bermuda Triangle.

You will also show the embedded video "Bermuda Triangle" during Set the Stage.

**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 mysteries exist in nature? How are mysteries in nature solved?

Set the Stage

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

What mysteries exist in nature? How are mysteries in nature solved?

(Answers will vary.) Why is the sky blue? Scientists study nature to figure out why certain things are the way they are and why certain things happen.

Do you think everything has a scientific answer? Explain.

(Answers may vary.) Yes, I think strange things do have scientific answers. We only need to know how to study them.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Bermuda Triangle*. Explain to students that this text is unique because it has informational and literary aspects.

The texts we read are usually classified as informational or literature. *Bermuda Triangle* has both informational and literary aspects. This means that the text tells a story, but it is about real people or events and provides factual information about them within the narrative. We call these texts literary nonfiction. Some examples of literary nonfiction are essays, biographies, memoirs, or speeches.

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

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

(Accept reasonable responses.) For example, the book will be about an area of the ocean where strange things happen—the Bermuda Triangle.

6. If you have a national or world map, point out your location in reference to the Bermuda Triangle.

7. Show the video “Bermuda Triangle” (1 min. 56 sec.). Use **Think-Pair-Share** to ask:

Which mystery seems the most interesting? Why?

(Answers will vary.) I think the missing Flight 19 was the most interesting because the pilots were military people, and they should be good at flying.

What did you notice about the climate and the sea in the video?

The climate showed fog and moving clouds, like maybe for a storm. The sea was moving rapidly, and there were some large waves.

Tell students to keep these images in mind as they read the text.

8. Provide some information about the oceans:

- Average ocean depth is 2 miles, over 10,000 feet deep.
- There are currents in the ocean—large masses of water that move in specific directions. One current along the east coast of the U.S. is the Gulf Stream. It begins in the Caribbean, flows northward along our Atlantic coast, and then crosses the Atlantic toward Ireland and Great Britain.
- There are surface currents like the Gulf Stream and deep water currents.
 - (Optional) Have students play the Internet game at <http://ocp.ideo.columbia.edu/climatekidscorner/nemo.shtml> to get an idea of ocean currents.
- Ocean waves are a common occurrence, but sometimes unusually large waves happen. These are called rogue waves or extreme storm waves. These waves can be more than two times the size of typical waves. Rogue waves are very unpredictable. They can come from directions other than the prevailing wind and surrounding waves.

Build background about the topic. Show video “Bermuda Triangle.”



Optional Internet site

Review the skill as necessary.



Refer students to pages 4–11 in the text.

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

Students: Actively listen.

Interactive Read Aloud

1. State the reading objective, and then explain its importance.

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

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

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

Have students turn to pages 48 and 49. Remind them that many books have glossaries and indexes. Point out that when they don't understand a certain word, they can go first to the glossary and then to the dictionary.

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

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

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

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

2. Read pages 4 and 5 in *Bermuda Triangle* aloud, and model using a dictionary to clarify the sentence “Compasses go haywire for no reason.” A sample Think Aloud follows.

Sample Think Aloud

This sentence is confusing to me. I know the word *compass* as a tool used to draw circles. (If you have a compass, hold it up or ask students if anyone has a compass to show.) That can't be what the text means here. Since I cannot clarify the words I'm not sure of—*compasses* and *haywire*—from the context, I will look them up. (Model looking up *compass* in the glossary.)

The glossary says that a compass is a tool that gives direction. That makes more sense in this context than a tool for drawing circles. Oh, the diagram in the lower right corner of the map on page 5 shows a compass.

(Model looking up *haywire* in the dictionary.) The dictionary says that *haywire* means to be out of order. So the meaning of this sentence is that the compasses that are supposed to give you direction don't work right, so you can't get a correct direction or know where you are. If you were in the middle of the ocean, that would certainly be a problem.

3. Point out that you used the definitions of the words to help you determine what the author is saying in the text. Use **Think-Pair-Share** to have students identify the compass points shown on page 5.

N means north, S means south, E means east, and W means west.

Teacher: Model making notes on a graphic organizer.

4. Model creating a graphic organizer, such as a T-chart, and making notes. A sample graphic organizer follows.

Sample Graphic Organizer	
Main Ideas	Details
Bermuda Triangle is full of mystery	<p>located in Atlantic Ocean, east of the East Coast of U.S.</p> <p>central part covers area from Florida, Bermuda, & Puerto Rico</p> <p>5 mysteries: an 1881 drifting ship, Flight 19, the <i>Good News</i>, an underwater craft, & one with a flying boat</p> <p>things vanish, including 1,500 people in the last 50 years</p> <p>compasses don't work</p>

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

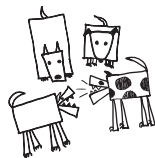
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 6. Use **Think-Pair-Share** to ask:

How can you use other resources or your background knowledge to clarify the second sentence in paragraph 1 on this page?

(Answers may vary.) We used the map back on pages 4 and 5 and saw that east means areas to the right on this map. We found Bermuda on the map and then looked to the right, finding the Sargasso Sea.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr **pages 7–11 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes 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 and fluency.

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

Team Discussion

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

Team Talk Questions

1. What sentence or passage 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 ahoy in the phrase "Ship ahoy!" We looked up the word in the dictionary to see if our idea that it was some kind of alert was true, and it was. The phrase "Ship ahoy!" is used to tell the other sailors that the lookout has seen a ship, and they can look to see it too. This helped me understand how sailors talked with each other on ships.
90 = We had to clarify the word ahoy in the phrase "Ship ahoy!" We looked up the word in the dictionary to see if our idea that it was some kind of alert was true, and it was.
80 = We had to clarify the word ahoy in the phrase "Ship ahoy!"
2. Why did the Sargasso Sea terrify sailors? **[RE]** (Team Talk rubric)
100 = The Sargasso Sea terrified sailors because it was easy to get trapped there. The text says that winds were calm and could not move ships through the sea. When winds don't blow, a sailing ship doesn't go anywhere. That would be a problem. People often invent stories about problems.
90 = The Sargasso Sea scared sailors because it was easy to get trapped there. Winds were calm and could not move ships through the sea.
80 = The Sargasso Sea scared sailors because it was easy to get trapped there.
3. What does the phrase "crow's nest" on page 8 mean? Explain how you figured it out. **[CV]** (Team Talk rubric)
(Answers will vary.)
100 = A crow's nest is a place high on the mast of a ship where a lookout has a great view. We looked in our dictionaries but didn't find it, so we looked in the glossary. This shows that sometimes a dictionary doesn't have all the information you need, so you have to use other sources.
90 = A crow's nest is a place high on the mast of a ship where a lookout can see everything. We didn't find it in our dictionaries, so we looked in the glossary.
80 = A crow's nest is a place high on the mast of a ship where a lookout can see everything.

continued

Team Talk Questions *continued*

4. What did Mr. Morgan and his men see when they went on board the drifting ship? **[MI]** (Team Talk rubric)

100 = *When Mr. Morgan and his men went on board the drifting ship, they saw that everything on the ship was neat and **orderly**. There were still lifeboats on the ship, and the cabins were neat. But they did not find the crew or passengers. **Because of this**, there was a mystery. The sailors wanted to know where everyone had gone.*

90 = *When Mr. Morgan and his men went on board the drifting ship, they saw that everything on the ship was neat and in place. There were still lifeboats on the ship, and the cabins were neat. But they did not find the crew or passengers.*

80 = *When they went on board the drifting ship, they saw that everything on the ship was neat and in place.*

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

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 2

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

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

Teacher Background

The crew of the *Ellen Austin* continued to deal with strange events as they tried to bring the drifting ship back to a harbor. Mr. Morgan and the other men left on board the ghost ship disappeared overnight.

In 1945, five bomber planes experienced problems while flying over the Bermuda Triangle. Despite the efforts of many people, no trace of Flight 19 was ever found. Even stranger, one of the planes on the search mission failed to return to base and was also never seen again.

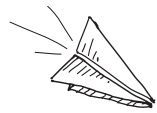
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their 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
vanished (verb) (synonym/ antonym) page 4	van-ish-ed (VAN-ish-ed)	went away, disappeared	Mom's homemade cookies always <i>vanished</i> quickly.

continued

Word	Pronunciation	Definition	Sample Sentence
scanned (verb) page 8	scanned (SKAND)	looked over quickly	Terrell <i>scanned</i> the sky to look for rain clouds.
abandoned (verb) page 9	a-ban-doned (ah-BAN-dund)	left alone	The shed was <i>abandoned</i> and was falling down after years of no one repairing it.
deliberately (adverb) (connotation/ denotation) page 22	de-lib-er-ate-ly (dee-LIB-er-uht-lee)	on purpose, carefully	Gracie <i>deliberately</i> chose the red hat because red was her favorite color.
scarcely (adverb) page 32	scarce-ly (SCARSE-lee)	hardly, barely	It was <i>scarcely</i> 9 o'clock when Mom said that it was time for bed.
incredible (adjective) (Latin root) page 34	in-cred-i-ble (in-KRED-ih-bul)	unbelievable, amazing	The team played an <i>incredible</i> game and won with their last play.
unidentified (adjective) page 37	un-i-den-ti-fied (un-eye-DEN-tih-fied)	unknown	Mason carefully avoided the <i>unidentified</i> mushroom since he wasn't sure if it was safe to eat.
accurately (adverb) (synonym/ antonym) page 41	ac-cu-rately (AK-yur-ut-lee)	correctly	Terry pitched <i>accurately</i> and struck out every batter.

Review Vocabulary Vault.

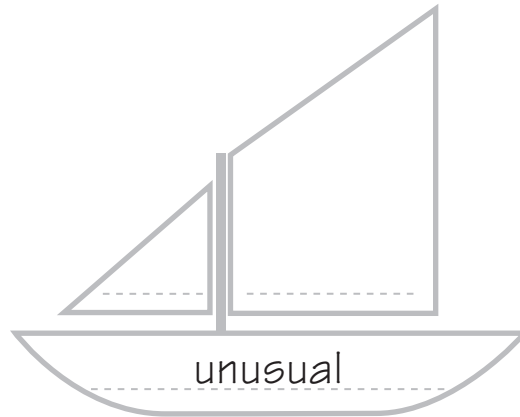
Introduce the word power skill.

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

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

Blackline master provided.

7. Display the clue, and write *unusual* on the boat.



Model separating the prefix and the base word.

Let's look at the word *unusual* that is written on the boat. I need to separate the prefix from the base word. I recognize the base word *usual*, so the prefix must be *un-*. So, I will write the prefix *un-* on the little sail and the base word *usual* on the big sail. This helps me see how to separate prefixes from base words.

8. Point out that prefixes can change the meanings of words. Explain that the prefix *un-* means not and makes a word mean the opposite. Model determining the meaning of a word with a prefix.

OK, let's figure out what the word *unusual* means now that we know that prefixes change the meanings of words. I know that *usual* means common or normal. So, when the prefix *un-* is added to the word *usual*, it must make it mean not common, or not normal. This makes the word *usual* mean the opposite.

9. Reveal the Word Treasure (skill).

**Word
Treasure**

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

tps

10. Point out that the prefixes *in-*, *dis-*, and *mis-* have similar meanings: away, not, lack of, apart, wrongly, or do the opposite of. Use **Think-Pair-Share** to have students divide the following words, using the Word Treasure clue (sailboat with little sail and big sail) if necessary, and give their meanings:

inactive = *in* + *active*; *not active*

dishonest = *dis* + *honest*; *not honest*

miscount = *mis* + *count*; *wrongly count*

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

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 12–23 in the text.

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

Students: Actively listen.

Teacher: Model making notes on a graphic organizer.

Set the Stage

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

Interactive Read Aloud

1. State the reading objective.

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

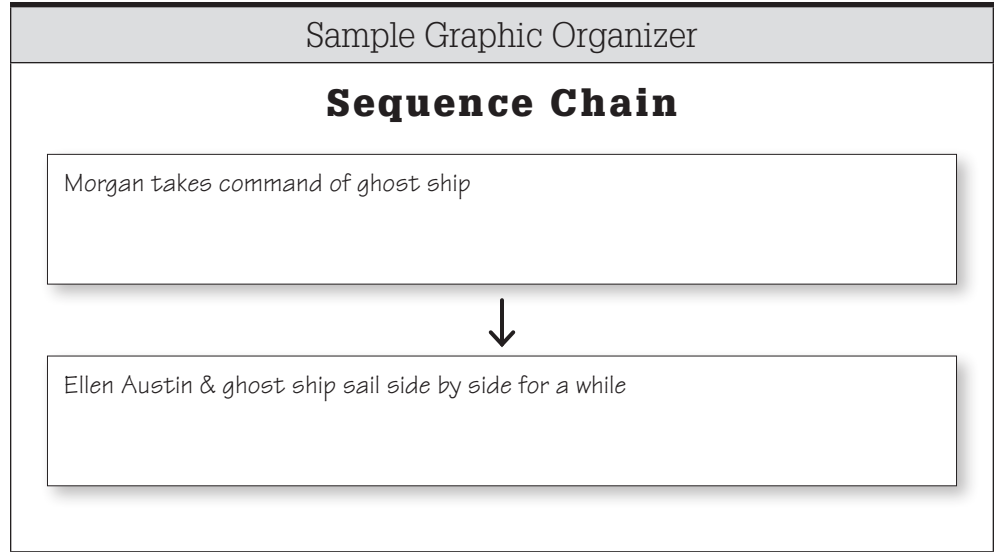
Remind students that using other resources will add to their background information and improve their understanding of text.

2. Read page 12 aloud. A sample Think Aloud follows.

Sample Think Aloud

(Reread sentence 2 on page 12.) I find this sentence confusing. It seems like it is about food, with the words *relish* and "generous slice," but that doesn't make any sense in this context. (Model looking up the word *relish* in a thesaurus.) The thesaurus gives two usages of *relish*—"enjoy" and "flavor." Obviously the first usage relates to the sentence in the book. It means Morgan didn't want to be on the ghost ship.

3. Introduce students to the thesaurus. Point out that it is similar to a dictionary but focuses on the multiple meanings of words and how words are used.
4. If you have a map of North America, point out Newfoundland (on the east coast of Canada), its relation to the Bermuda Triangle, and that if Morgan sailed the ship to Newfoundland, he would be on it for quite a while. Remind students that when places are mentioned in text, it is helpful to look at a map to see the relationship among them.
5. Model creating a graphic organizer, such as a sequence chain since the story is being told as it happens, and making notes. A sample graphic organizer follows.



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



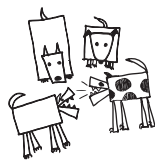
6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 13. Use **Think-Pair-Share** to ask:

How can you use other resources or your background knowledge to clarify the word *horizon* in the second-to-last sentence?

The horizon is where Earth and sky meet. We know that the sun rises and sets when it goes above or below the horizon. On the ocean, the horizon seems a long way off because there are no trees or hills to get in your line of sight. The sentence means that the sailors could see a long distance and didn't see the ghost ship; it would be like it disappeared.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 14–23 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes 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 and fluency.

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

Team Discussion

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

Team Talk Questions

1. What sentence or passage 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 mission. We looked it up in the dictionary. Mission means a task, like a job to do. Flight 19 had a training task, or job to do. This helped us understand why Flight 19 was flying that day.*

 90 = *We had to clarify the word mission. We looked it up in the dictionary. Mission means a task, like a job to do. Flight 19 had a training task, or job to do.*

 80 = *We had to clarify the word mission.*
2. On page 17, the author says, "All five planes had performed the practice bombing run without a hitch." What does the phrase "without a hitch" mean? Explain how you figured it out. **[CV]** (Team Talk rubric)

 100 = *This phrase means without a problem. The passage means that there should have been no problems for the pilots. I used the thesaurus because the dictionary did not have enough definitions for this word. A thesaurus provides more information about words and what they mean.*

 90 = *This phrase means without a problem. The passage means that there should have been no problems for the pilots. I used the thesaurus because the dictionary did not have enough definitions for this word.*

 80 = *This phrase means without a problem.*
3. What problems did Charles Taylor and the other pilots have? **[RE]** (Team Talk rubric)

 100 = *Charles Taylor and the other pilots had problems finding their way back to base. Their compasses were spinning in circles, and they could not tell where they were anymore. For these reasons, the pilots of Flight 19 were in trouble.*

 90 = *Charles Taylor and the other pilots had problems finding their way back to base. Their compasses were spinning in circles, and they could not tell where they were anymore.*

 80 = *They had problems finding their way back to base.*

continued

Team Talk Questions *continued*

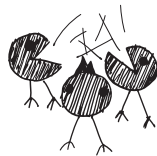
4. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**
Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: The fact that a man landed on the moon seems incredible, but photographs and moon rocks prove that we were there.
5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)
unclear
un + clear; not clear

Cue students to discuss strategy use and graphic organizers.

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

Randomly select team representatives who will share:

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



Class Discussion **tp**

(15 minutes)

Lightning Round

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

Celebrate 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?

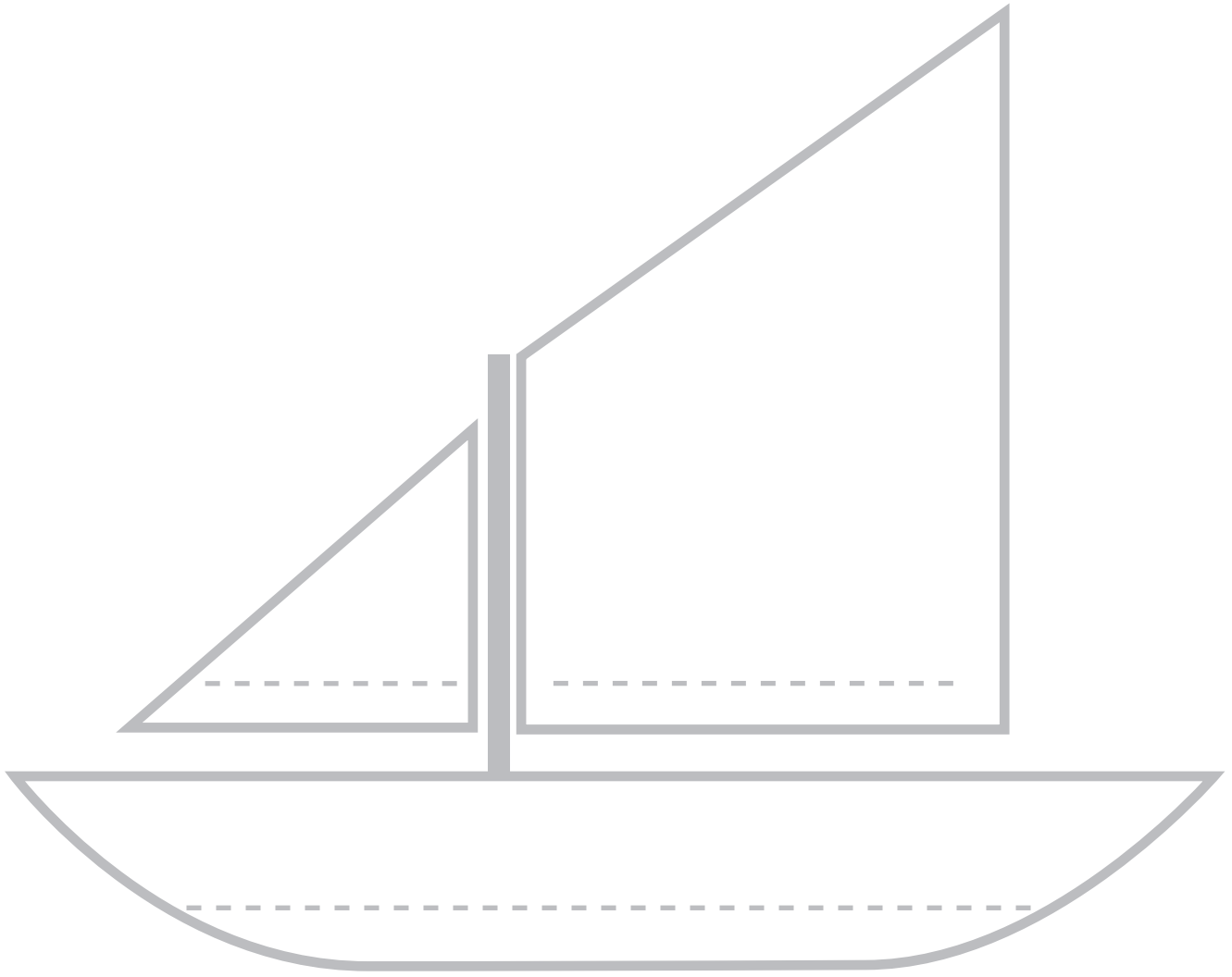
How can your team earn more points?

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.

Use Other Resources and Background Knowledge

Word	Pronunciation	Definition	Sample Sentence
vanished (verb) (synonym/ antonym) page 4	van-ished (VAN-ished)	went away, disappeared	Mom's homemade cookies always <i>vanished</i> quickly.
scanned (verb) page 8	scanned (SKAND)	looked over quickly	Terrell <i>scanned</i> the sky to look for rain clouds.
abandoned (verb) page 9	a-ban-doned (ah-BAN-dund)	left alone	The shed was <i>abandoned</i> and was falling down after years of no one repairing it.
deliberately (adverb) (connotation/ denotation) page 22	de-lib-er-ate-ly (dee-LIB-er-uht-lee)	on purpose, carefully	Gracie <i>deliberately</i> chose the red hat because red was her favorite color.
scarcely (adverb) page 32	scarce-ly (SCARSE-lee)	hardly, barely	It was <i>scarcely</i> 9 o'clock when Mom said that it was time for bed.
incredible (adjective) (Latin root) page 34	in-cred-i-ble (in-KRED-ih-bul)	unbelievable, amazing	The team played an <i>incredible</i> game and won with their last play.
unidentified (adjective) page 37	un-i-den-ti-fied (un-eye-DEN-tih-fied)	unknown	Mason carefully avoided the <i>unidentified</i> mushroom since he wasn't sure if it was safe to eat.
accurately (adverb) (synonym/ antonym) page 41	ac-cu-rately (AK-yur-ut-lee)	correctly	Terry pitched <i>accurately</i> and struck out every batter.



Lesson 3

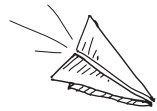
Reading Objective: Use dictionaries, thesauruses, and your own knowledge to clarify difficult words and passages in the text.

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

Teacher Background

In 1966, the tugboat *Good News* was hauling a cargo barge through the Bermuda Triangle. The captain and his crew were scared to find themselves surrounded by a thick, glowing fog. The fog seemed to have drained their ship's power and trapped them at sea.

In 1973, a man sailing his small boat for pleasure spotted something strange in the waters in the Bermuda Triangle.



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 (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).



- Have students look at their vocabulary words and find words that have prefixes (*incredible* and *unidentified*). Use **Think-Pair-Share** to have students divide the prefixes from the base words and define the words.

Incredible = *in* + *credible*; not believable,

unidentified = *un* + *identified*; not identified, or not known.

- Point out the word *misreading* on page 45 as an example of the prefix *mis-*. Use **Think-Pair-Share** to have students divide the prefix and base word and then define the word.

Misreading = *mis* + *reading*; wrong reading.

Point out, if necessary, that *misreading* also has an ending (*-ing*). Explain that students can further break down words using the Word Treasure clue by drawing a small sail after the big sail. Use **Think-Pair-Share** to have students divide the word further.

Misreading = *mis* + *read* + *ing*.

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

Set the Stage

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

Interactive Read Aloud

- State the reading objective.

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

Remind students that using other resources will add to their background information and improve their understanding of text.

- Read pages 24 and 25 aloud. A sample Think Aloud follows.

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 24–32 in the text.

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

Students: Actively listen.

Teacher: Model making notes on a graphic organizer.

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



Sample Think Aloud
<p>“The second officer looked across the bridge as, one by one, the instruments around him flickered and died.” What does the word <i>bridge</i> mean in this context? I know a bridge is a construction so people can cross a river, but how does that relate to a ship? (Model looking up the word in the dictionary.) Oh, I see, in this context, the word <i>bridge</i> means the part of the ship where the captain controls the ship. I looked up the word in the dictionary. Knowing what a bridge is in this context helps me understand the sentence, because the other definitions of <i>bridge</i> don’t make any sense here.</p>

- 3. Model creating a graphic organizer, such as a sequence chain, and making notes. A sample graphic organizer follows.

Sample Graphic Organizer
<p style="text-align: center;">Sequence Chain</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">tugboat towing barge from Puerto Rico to Ft. Lauderdale, FL</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">ship’s instruments not working</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px;">second officer calls captain to bridge</div>

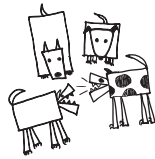
- 4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read pages 26 and 27 aloud. Use **Think-Pair-Share** to ask:

How can you use other resources or background knowledge to clarify the word *agitated*?

The word agitated means troubled and upset. We used the thesaurus. It means that the situation on the tugboat is scary, so the men are upset. This helped us understand how the strange happenings in the Bermuda Triangle affected sailors and others.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 28–32 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes 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.

Teacher’s Note:

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

Team Talk Questions

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

(Answers will vary.)

100 = We clarified the word leisure in the passage “As he steered his small leisure boat out of Miami harbor...” We looked in the dictionary and saw that leisure means free time, so the man was just on a pleasure ride, not doing a job. This makes sense, because the text says that he was looking forward to some “relaxing sailing.”

90 = We clarified the word leisure in the passage “As he steered his small leisure boat out of Miami harbor...” We looked in the dictionary and saw that leisure means free time, so the man was just on a pleasure ride, not doing a job.

80 = We clarified the word leisure in the passage “As he steered his small leisure boat out of Miami harbor...”

continued

Team Talk Questions *continued*

2. What happened when Captain Henry ordered for the *Good News* to move at full speed? **[RE]** (Team Talk rubric)

100 = *When Captain Henry ordered for the Good News to move at full speed, it seemed like nothing happened. It seemed like the fog was holding onto the barge the Good News was pulling. Because of this, the Good News began to creak from the strain of pulling the trapped barge.*

90 = *When Captain Henry ordered for the Good News to move at full speed, it seemed like nothing happened. It seemed like the fog was holding onto the barge the Good News was pulling.*

80 = *When he ordered for the Good News to move at full speed, it seemed like nothing happened.*

3. What does the word *bow* mean on page 32? Explain how you figured it out and how it helps you clarify the text. **[CV]** (Team Talk rubric)

100 = *Bow means the front part of a boat or ship. I looked it up in the dictionary. Now I have a better idea about how he was sailing and what he was doing at the time. I think he was enjoying watching the clear water as his leisure boat moved through it.*

90 = *Bow means the front part of a boat or ship. I looked it up in the dictionary. I have a better idea about how he was sailing and what he was doing at the time.*

80 = *Bow means the front part of a boat or ship. I looked it up in the dictionary.*

4. What is a synonym for the word *deliberately*? What is an antonym for the word *deliberately*? (Reminder: an antonym is a word meaning the opposite.) **[CV]** (Accept reasonable responses.) *The word deliberately means on purpose, so a synonym is the word carefully. An antonym for deliberately is accidentally.*

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

disconnected

dis + connect + ed; not connected

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

(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 dictionaries, thesauruses, and your own knowledge to clarify difficult words and passages in the text.

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

Teacher Background

A large, smooth craft was moving under the water, straight toward Dan’s boat. The man thought the strange craft would hit his boat and smash it to pieces, but it steered away at the last minute and disappeared. Some said that the mysterious craft was a Navy submarine, but others believed it to be something from another world.

Martin Caidin and six others were flying a Catalina plane over the Bermuda Triangle when the sky turned to a milky, foggy mess and their instruments failed. A wormhole formed, allowing them to see the ocean and avoid crashing.

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

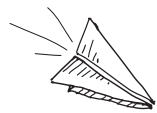
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

tps

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

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

It helps me to clarify words that have base words. Also, the prefixes for not signal an antonym for the base word.

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

Teacher's Note:

If necessary, remind students that the word *indivisible* appears in the Pledge of Allegiance. If needed, point out that the word *divisible* contains the base word *divide*.

Word Power Challenge

The United States is one nation, indivisible, so all fifty states are meant to work together, through bad times and good.

Even though they were identical, the twin girls were so dissimilar that their friends had no trouble telling them apart.

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

indivisible = in + divisible; not able to divide or separate

dissimilar = dis + similar; not similar or the same

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

Set the Stage

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

Interactive Read Aloud

1. Read pages 34 and 35 aloud.
2. Use **Think-Pair-Share** to ask:

People usually use the word *craft* to mean something like knitting or making model airplanes. What does the word *craft* mean in this passage? How can you figure it out?

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 34–43 in the text.



Teacher: Read aloud.

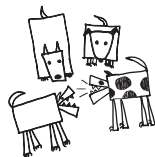
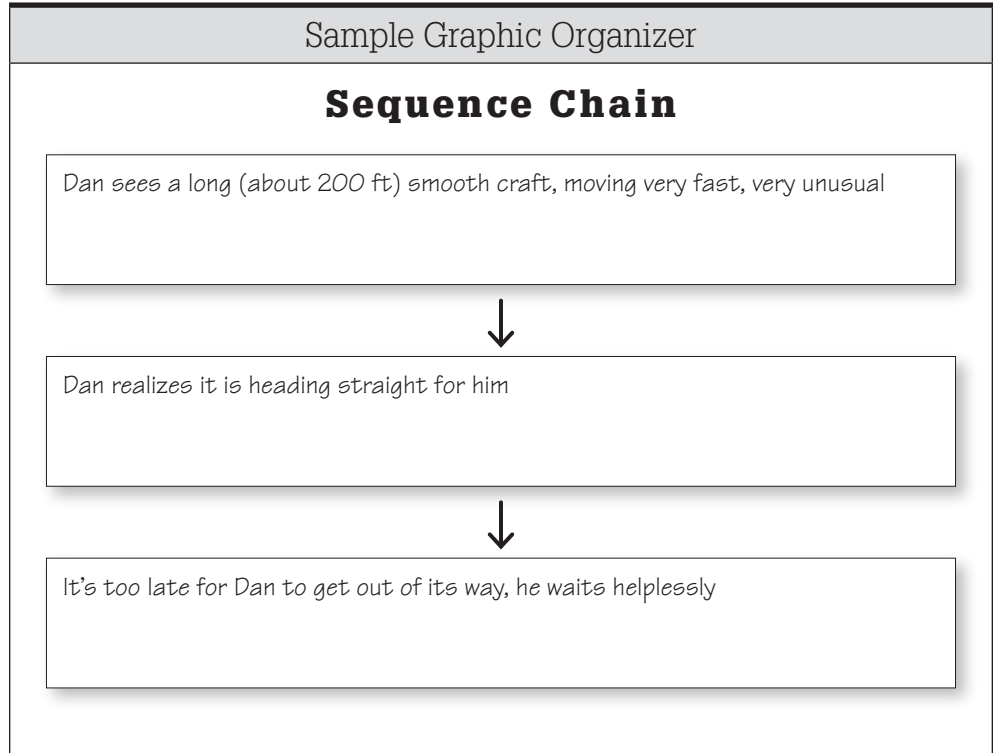
Students: Actively listen.

Craft in this context means a ship of some kind. I used the thesaurus to find the meaning. I learned that both ships and planes can be called crafts. This helped me understand that words can have a lot of different meanings.

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

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

3. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 36–43 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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 Discussion

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

Team Talk Questions

1. What sentence or passage 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 wormhole. We used an online thesaurus. Wormhole means an escape route and a tunnel made by a worm. I think in this context the author is saying that a small tunnel opened up in the fog so the pilots could see the water and could know something of their position. This helped us understand what the pilots saw as they were experiencing this strange event.

90 = We had to clarify the word wormhole. We used an online thesaurus. Wormhole means an escape route and a tunnel made by a worm. I think in this context the author is saying that a small tunnel opened up in the fog so the pilots could see the water.

80 = We had to clarify the word wormhole.

2. What did Dan think that he saw in the water? Explain what other people thought he saw. **[MI]** (Team Talk rubric)

100 = Dan thought that he saw a craft that was made by something other than a human. Dan thought that it was an alien craft. Other people thought that Dan saw a Navy submarine. Dan's ideas differed from other people's, but they were not there and he was, so who is right?

90 = Dan thought that he saw a craft that was made by something other than a human. Dan thought that it was an alien craft. Other people thought that Dan saw a Navy submarine.

80 = He thought that he saw a craft that was made by something other than a human.

continued

Team Talk Questions *continued*

3. What is a “satellite link” (page 40)? How did you figure it out? **[CV]** (Team Talk rubric)

(Answers may vary.)

100 = A “satellite link” is a signal that could go between a satellite and the plane. I used my background knowledge to figure it out. I know that satellites are used in **communication**—like satellite TV. I **also** know that people use them to figure out where they are driving. The author uses the satellite link example to show how **modern** the plane was, so it shouldn’t have gotten into trouble.

90 = A “satellite link” is a signal that could go between a satellite and the plane. I used my background knowledge; I know that satellites are used to send signals to things like satellite TVs. People use satellites to figure out where they are driving.

80 = A “satellite link” is a signal that could go between a satellite and the plane. I used my background knowledge.

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

Eileen _____ the bookshelf looking for the dictionary.

Scanned. *Eileen is looking for the dictionary, and scanned means looked over quickly.*

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

misdial

mis + dial

wrongly dial, or push the wrong buttons

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



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 “Fluency.”

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 5

Writing Objective: Develop the topic with definitions and details.

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 test. The objective is to use key terms and their definitions 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.

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.

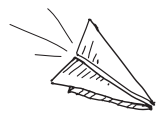
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.



Active Instruction tp

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Introduce the writing project.



- Remind students that this cycle they read a text about some history relating to the Bermuda Triangle. Point out that the text used specific words and terms that relate to the topic, ships and planes. 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 first part of the book, pages 4–43. Record suggestions on the board, and leave them posted for the Model a Skill part of the lesson.

Answers may include: compasses, towed, Sargasso Sea, sargassum seaweed, crow’s nest, adrift, salvage, crew, horizon, schooner, control tower, torpedo bombers, radio, instruments, bridge, tug, cargo barge, leisure boat, bow, craft, navy submarine, UFO, flying boat, satellite link, wormhole.

Read the prompt aloud.



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

Writing Prompt
Describe at least two parts of a ship or boat.

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 on a topic because it uses the word describe in the prompt.

Students identify the purpose for writing.

- 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.

Model planning using a graphic organizer.



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

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

Which guidelines relate to our writing objective: develop the topic with definitions and details?

The guidelines for ideas and style relate to the 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. Tell students that you will plan for the following writing prompt: describe at least two types of ships or boats.

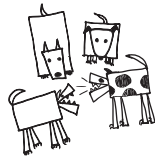
Remind students that clarifying the key terms is a good place to begin planning for writing. Use **Think-Pair-Share** to have students identify the key terms associated with ships and boats.

Answers should include: schooner, tug, cargo barge, leisure boat, Navy submarine.

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.

Sample Graphic Organizer	
Term	Definition
schooner	19 th century sailing ship, has several masts with many sails
tug	pulls barges
cargo barge	carries cargo or goods, must not have its own engine since it has to be pulled by a tug
leisure boat	small boat used for fun
Navy submarine	an underwater craft used by the Navy

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



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—develop the topic with definitions and details.

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 important terms and their definitions?**
- **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 important terms and their definitions? 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?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Describe at least two parts of a ship or boat.

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 dictionaries, thesauruses, and your own knowledge to clarify difficult words and passages in the text.

Writing Objective: Develop the topic with definitions and details.

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

Teacher Background

Today's cycle test challenges students to use other resources to clarify words, sentences, and passages. Have dictionaries and thesauruses available so students may consult them during the test.

What happened to the passengers and pilot of the flying boat and to the people in the other stories? Many people think there are reasonable explanations, but others think that aliens or ancient underwater civilizations are to blame.

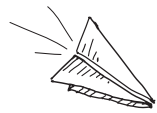
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



Active Instruction tp

(5 minutes)

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using dictionaries, thesauruses, and their own knowledge to clarify difficult words and passages in the text and developing the topic with definitions and details.

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

We practiced using dictionaries, thesauruses, and our background knowledge to help us understand text.

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that question #1 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #1.

1. What sentence or passage from today's reading did you clarify? How did you figure it out? **[CV]**

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

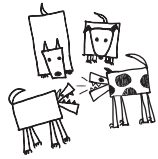
Today you will read more about the Bermuda Triangle.



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.

Which explanation of the mysteries in the Bermuda Triangle make the most sense to you?

(Answers may vary.) I think the natural explanations of weather and currents make the most sense because I can see how that can happen. The “out-of-this-world explanations” can never be proven and are not based on many facts.

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

Use Other Resources and Background Knowledge

Directions: Read *Bermuda Triangle*, pages 44–47, 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 sentence or passage from today’s reading did you clarify? How did you figure it out? **[CV]**

(Answers may vary.)

20 points = I had to clarify the word currents in the last sentence on page 44. I used the dictionary and the thesaurus. Current means a flow, as in a stream. I guess currents in the ocean are flows of water. If the water flows quickly and moves ship or plane wreckage, then there would be no evidence of where a ship or plane went down. This helps me understand why the powerful Gulf Stream might have caused some of these mysteries.

15 points = I had to clarify the word currents in the last sentence on page 44. I used the dictionary and the thesaurus. Current means a flow, as in a stream. I guess currents in the ocean are flows of water. If the water flows quickly and moves ship or plane wreckage, then there would be no evidence of where a ship or plane went down.

10 points = I had to clarify the word currents in the last sentence on page 44.

2. How did Dan Delmonico’s thoughts about the object he saw in the water while sailing north of Miami differ from other people’s thoughts about the object? **[RE, MI]**

20 points = Dan believed that he saw a craft made by something other than a human, while other people thought it was manmade. He believed that he saw an alien craft because it looked unlike any ship or animal he had seen. It was smooth, had no windows, and had no fins. Other people believed that he just saw a Navy submarine. Other people looked for more reasonable or likely explanations for what Dan saw.

15 points = Dan thought that he saw a ship made by something other than a human, while other people thought it was manmade. He thought that he saw an alien craft because it looked different from any ship or animal he had seen. It was smooth, had no windows, and had no fins. Other people thought that he just saw a Navy submarine.

10 points = Dan thought that he saw a ship made by something other than a human, while other people thought that it was manmade.

3. Why do you think the author states that the Flight 19 training mission had gone off “without a hitch”? Support your thinking. **[AC, RE]**

20 points = *The author wants readers to know that everything had been normal for Flight 19’s training mission that day. The text says that the weather was good for flying. The planes had all done their training mission without any problems. Then suddenly, their instruments went crazy. This is why people found the disappearance of Flight 19 so unusual.*

15 points = *The author wants readers to know that everything had been normal for Flight 19’s training mission that day. The weather was good for flying. The planes had all done their training mission without any problems. Then, their instruments went crazy.*

10 points = *The author wants readers to know that everything had been normal for Flight 19’s training mission that day.*

4. How could weather conditions explain the disappearance of ships and planes in the Bermuda Triangle? **[RE]**

20 points = *Weather conditions such as waterspouts could explain the disappearance of ships and planes in the Bermuda Triangle. Storms form quickly in the Bermuda Triangle. Waterspouts can form in storms. They move quickly and destroy anything on or near the ocean’s surface. The text explains that unpredictable weather could account for the disappearance of ships and planes.*

15 points = *Weather conditions like waterspouts could explain the disappearance of ships and planes in the Bermuda Triangle. Storms form quickly in the Bermuda Triangle. Waterspouts can form in storms. They move quickly and destroy anything on or near the ocean’s surface.*

10 points = *Weather conditions like waterspouts could explain the disappearance of ships and planes in the Bermuda Triangle.*

5. What do some people think lies beneath the water of the Bermuda Triangle? **[MI]**

20 points = *Some people think that the lost city of Atlantis lies beneath the water of the Bermuda Triangle. The legends say that Atlantis sank beneath the ocean thousands of years ago. Edgar Cayce predicted that people would find the ruins of Atlantis in the Bermuda Triangle. There are signs of ruins under the water of the Bermuda Triangle. Some people believe that there are unnatural reasons for people, planes, and ships vanishing in the Bermuda Triangle.*

15 points = *Some people think that the lost city of Atlantis lies beneath the water of the Bermuda Triangle. The stories say that Atlantis sank beneath the ocean thousands of years ago. Edgar Cayce guessed that people would find the ruins of Atlantis in the Bermuda Triangle.*

10 points = *Some people think that the lost city of Atlantis lies beneath the water of the Bermuda Triangle.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question: Describe two methods used to help ships and planes know where they are.

Two methods people on ships and planes use to tell where they are include the crow's nest and the compass. Old-time sailing ships had a crow's nest near the top of the mast where one of the crew, the lookout, could see far distances. Modern ships use a crow's nest. Ships and planes use a compass. A compass is a tool that tells you your direction. Directions could be north, south, east, or west. In the huge ocean, it is important to know where you are.

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"> Develop the topic with definitions and details. 	0–15 pts.

Part III. Vocabulary (100 points)

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

(Accept reasonable responses.) A synonym for vanished is the word disappeared. An antonym for vanished is appeared.

2. The bike was leaning against the wall with no one around to claim it so I thought it was _____.

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

- A. red
- B. mountain
- C. *abandoned*
- D. cheap

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Jack scanned the sports page of the newspaper looking for the baseball scores.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: We scarcely made it inside when the rain began to pour, so we just missed getting wet.

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

(Accept reasonable responses.) A synonym for accurately is the word correctly. An antonym for accurately is incorrectly.

6. We looked on the Internet to find the name of the _____ turtle.

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

- A. *unidentified*
- B. young
- C. green
- D. old

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Harry deliberately chose Sandy to be the goalie because she was the best player.

8. It was _____ that Darrell got the lead in the school play because he can't sing.

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

- A. normal
- B. understandable
- C. expected
- D. *incredible*

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

9. unlocked

un + locked; not locked

10. disbelieve

dis + believe; not believe or trust

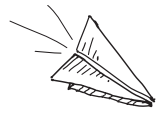
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

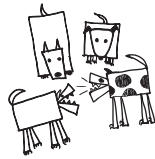
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

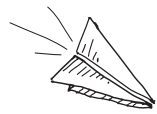
Lesson 8

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

Teacher Background

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

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



Active Instruction 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?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

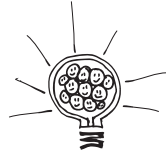
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

Use Other Resources and Background Knowledge

Lesson 1

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

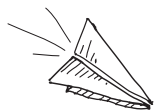
Teacher Background

Students will continue using dictionaries, thesauruses, and background knowledge to help them clarify difficult passages.

The story of a volcano starts underground with melted rock. A volcano begins when the melted rock comes out of the ground through a hole or crack. Once the volcano erupts, nothing can stop its path of destruction. Lava can cover entire villages and cause homes and forests to burn.

As the book points out, when molten rock is still underground it is called magma. Once magma leaves the ground, it is called lava.

You will show the embedded video “Volcanoes!” during Set the Stage.



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 volcanoes? What would you like to know?

Set the Stage tp

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

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

(Answers will vary.) I know that volcanoes are mountains that explode. I would like to know why they explode.

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.

Use Other Resources and Background Knowledge

Refer students to pages 4–9 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 *Eruption! The Story of Volcanoes*. 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 table of contents, chapter titles and headings, and diagrams 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?

Volcanoes. Clues are the picture on the cover and the word volcanoes in the title.

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

The author wants to inform readers about volcanoes. All the pictures are about volcanoes.

7. Have students turn to page 33. Have students examine the index. Use **Think-Pair-Share** to ask:

If you wanted to find out about volcanoes and fire, what would you do?

The index says that fire is discussed on page 9, so I would turn to page 9.

Point out that students previewed features of the text, photographs, and a caption to figure out the answer to a question.

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 6 and 7 in the text. Model looking for clues and identifying the appropriate graphic organizer to use.

Sample Think Aloud

The first thing I want to do is think about which graphic organizer would best suit this text. When selecting a graphic organizer, I want to choose one that I think will best help me to record the information that I gain from the text. As I start previewing the text, I don't see information that is comparing or contrasting. I am not noticing any problems and solutions apparent in the book. There are main ideas and supporting details on these pages, so I think I will use a T-chart to record the information.

- T:** volcanoes
I: inform about volcanoes
G: T-chart

Build background about volcanoes; show video "Volcanoes!"



10. Show the video "Volcanoes!" (1 min. 32 sec.). Have students review what volcanoes do.

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read pages 4 and 5 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What resource would you use to clarify the word *erupt*? Do you think that this is an important word to understand? Why?

(Answers may vary.) I would use a dictionary. Yes, since the book is called Eruption! and the word erupt is on the second page, I think that it is important to understand the word to understand the information in the book.

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 pages 6 and 7. Use **Think-Pair-Share** to ask:

How can you use other resources or background knowledge to clarify the sentence "Sometimes the melted rock bursts up through a hole or a crack in the ground"? How did you figure it out?

The thesaurus says that burst can be used to mean erupt, explode, or shatter. Burst and erupt are synonyms. Burst, erupt, and explode have all been used in the text so far, so we're guessing that volcanoes must do some powerful exploding. This helps us understand the passage because it must be unsafe to be near one.

Use **Random Reporter** to debrief.

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.

Teacher: Read aloud.



Students: Practice the skill/strategy.

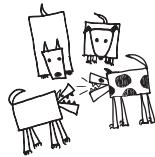
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



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

A sample graphic organizer follows.

Sample Graphic Organizer	
Main ideas	Details
volcanoes	sometimes explode shoots out smoke clouds has a hole in the top begins as a hole or crack in the ground
erupt	when stuff comes out of a volcano— melted rock that is runny



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 8 and 9 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 sentence or passage did your team clarify? How did you figure it out? **(Write) [CV]** (strategy-use rubric)

(Answers will vary.)

100 = We had to clarify the sentence "Some volcanoes spurt out fiery fountains of lava." We used our background knowledge. Fountains are usually a pretty structure that water shoots from. In this context, we guessed that lava shoots out of the volcano like water shoots out of a fountain. Since the lava is melted rock, it looks fiery. This helped us make a mind movie of what a volcano is like when it shoots out lava.

90 = We had to clarify the sentence "Some volcanoes spurt out fiery fountains of lava." We used our background knowledge. Fountains are usually a pretty structure that water shoots from. In this context, we guessed that lava shoots out of the volcano like water shoots out of a fountain.

80 = We had to clarify the sentence "Some volcanoes spurt out fiery fountains of lava."

2. Why does melted rock rise and burst out of volcanoes? **[MI, RE]** (Team Talk rubric)

*100 = **The text explains** that melted rock rises because it is hotter and lighter than the rocks around it. The earth feels **solid** under our feet, but inside Earth, it is very hot. Rocks melt and are runny like melted butter. The melted rock can burst up through cracks or holes in the solid rock. **This is how melted rock turns into the lava we see erupting from a volcano.***

90 = Melted rock rises because it is hotter and lighter than the rocks around it. The earth feels hard under our feet, but inside Earth, it is very hot. Rocks melt and are runny like melted butter. The melted rock can burst up through cracks or holes in the hard rock.

80 = Melted rock rises because it is hotter and lighter than the rocks around it.

3. What happens to hot, melted rock when it begins to cool down? **[MI]** (Team Talk rubric)

*100 = **The text states** that when hot, melted rock begins to cool down, it turns to a hard, black rock. When it comes out of the volcano, it is runny and red-hot. Cooled lava makes up part of the ground. **When lava cools, it doesn't flow anymore.***

90 = When hot, melted rock begins to cool down, it turns to a hard, black rock. When it comes out of the volcano, it is runny and red-hot. Cooled lava makes up part of the ground.

80 = When hot, melted rock begins to cool down, it turns to a hard, black rock.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

Cue students to discuss strategy use and graphic organizers.

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

Randomly select team representatives who will share:

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



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.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 2

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

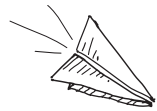
Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

Different kinds of volcanoes form depending on the type of lava that erupts from them. Volcanoes that spew rocks, ash, and cinders are usually cone-shaped with steep sides. When lava flows slowly from a volcano, the result is a low and wide shape. The kind of volcano that most people picture in their minds looks much like a mountain. Lava, ash, and cinders all explode from this kind of volcano.

After the eruption stops from any type of volcano, the ground at the top of the volcano may collapse to form a hollow center called a *crater*. Some craters are miles wide. Some fill with water to form lakes.

Volcanoes can be classified as active, dormant, or extinct. Active volcanoes, such as Kilauea in Hawaii, are currently erupting.



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
erupts (verb) (connotation/ denotation) page 5	e-rupts (ee-RUPTS)	gives off melted rock from a volcano, bursts out, blows up	When I borrow my sister's sweater without asking, she <i>erupts</i> in anger.
bury (verb) (synonym/ antonym) page 7	bur-y (BUR-ee)	put into the ground, cover up	My dog Spot likes to <i>bury</i> his toy bones, so he digs up the dirt in the backyard.
fiery (adjective) page 9	fier-y (FIRE-ee)	has fire, burning	The firefighters put out the <i>fiery</i> blaze.
oozes (verb) (connotation/ denotation) page 11	ooz-es (OO-zes)	slowly flows or leaks out	When you press on the toothpaste tube, toothpaste oozes out onto the toothbrush.
violently (adverb) page 12	vi-o-lent-ly (VY-oh-lent-lee)	marked by great force	The strong wind <i>violently</i> shook the trees, and branches fell to the ground.
extinct (adjective) (synonym/ antonym) page 16	ex-tinct (eks-TINGKT)	no longer existing, inactive	It is interesting to study <i>extinct</i> civilizations such as the Aztecs.
precious (adjective) (synonym/ antonym) page 23	pre-cious (PREHSH-us)	of worth, prized	Katie loved her <i>precious</i> little kitten.
actually (adverb) page 31	ac-tu-al-ly (AK-choo-ah-lee)	in fact, really	It <i>actually</i> rained on the day of the picnic, and we were disappointed.

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.

6. Introduce the word power skill (consonant blends). Link the skill to the Word Treasure clue for consonant blends.

This cycle we will identify consonant blends in words. When two consonants are next to each other in a word, their sounds blend together. Being able to sound out words is important to understanding them when we read. The Word Treasure clue we use to remind us of consonant blends is a glue brush. This reminds us that certain consonants tend to “stick” together when they are next to each other in words.

7. Display the clue, and write the words *prince*, *print*, and *present* under it.



prince print present

8. Circle the *pr* in each word to show which letters stick together. Explain that circling the letters in a consonant blend help you to identify and remember it.



(pr)ince (pr)int (pr)esent

9. Model reading the *pr* in *prince* and then the whole word.
10. Use **Think-Pair-Share** to have students read the other two words with their partners.
11. Reveal the Word Treasure (skill).

tps

Word
Treasure

Some words contain consonant blends.
If you're having trouble reading these words, first read the consonant blend, and then read the whole word.

12. Point out that some consonant blends happen at the end of the word. Write the words *act*, *crept*, and *tent* on the board. Tell students that these are common consonant blends that occur at the ends of words.



act crept tent

Circle the *ct*, *pt*, and *nt* in the words.

13. 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 10–17 in *Eruption! The Story of Volcanoes*.
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.
6. Model looking at this section of the text for clues about how the information is organized. Share your ideas.

Sample Think Aloud
The text still has main ideas and supporting details, so I will continue using my T-chart. That way, I will have all the information from the book in one chart. The main ideas go in the first column, and the supporting details go in the second column.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 10–17 in the text.

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

(Optional) Build background about volcano types.

7. Optional: Have students use an interactive Internet site to investigate the properties of the different types of volcanoes: <http://dsc.discovery.com/convergence/pompeii/interactive/interactive.html>.

Teacher:
Read aloud.

Students: Practice the skill/strategy.



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

Interactive Read Aloud

1. Read pages 10 and 11 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What is cone-shaped? How did you clarify it and figure it out?

I used my background knowledge. I know what an ice cream cone looks like—wide at the top and narrowed at the bottom. If I look at the picture on page 10, the mountain looks like an upside-down cone. Cone-shaped is anything that has the shape of a cone.

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 12. Use **Think-Pair-Share** to have students clarify the word *powder* in the last sentence.

How can you use other resources or background knowledge to clarify the word powder in the last sentence?

Powder is a fine dust that covers something. I used the dictionary. I know what dust is and what it looks like when it covers something, so I can get a picture of the powder from the volcano and how it covers things.

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.

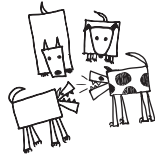
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



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

Sample Graphic Organizer	
Main ideas	Details
volcanoes have different shapes	some cone-shaped when hot rocks & ash shoot up in the air these have steep sides some only ooze lava slowly these are low & wide
some volcanoes erupt violently	shoot out dust & ash clouds that settle over everything



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 13–17 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.

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 sentence or passage 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 hollow. We used the thesaurus. A hollow is an empty or dented-in area. The crater at the top of a volcano is an empty space, like a dent in the mountaintop. This helped us understand what the tops of volcanoes look like.</i></p> <p><i>90 = We clarified the word hollow. A hollow is an empty or dented-in area. The crater at the top of a volcano is an empty space, like a dent in the mountaintop.</i></p> <p><i>80 = We clarified the word hollow.</i></p>

continued

Team Talk Questions *continued*

2. What is a crater? What is found in a crater? Explain what happens to a crater after a volcano stops erupting. **[MI]** (Team Talk rubric)
- 100 = *A crater is a hollow at the top of the volcano. There is a hole in the crater called a vent. After a volcano stops erupting, a crater can fill with water to form a lake. Craters can also become dry and grassy. This shows how volcanoes can change over time.*
- 90 = *A crater is a hollow at the top of the volcano. There is a hole in the crater called a vent. When a volcano stops erupting, a crater can fill with water to form a lake or can become dry and grassy.*
- 80 = *It is a hollow at the top of the volcano with a vent hole.*
3. Contrast active and extinct volcanoes. **[RE]** (Team Talk rubric)
- 100 = *When a volcano is erupting, it is called active. When it stops erupting and will never erupt again, it is called extinct. Active volcanoes shoot out ash and lava. Extinct volcanoes don't do anything. Volcanoes are grouped on whether they erupt or not.*
- 90 = *When a volcano is erupting, it is called active. When it stops erupting and will never erupt again, it is called extinct. Active volcanoes shoot out ash and lava. Extinct volcanoes don't do anything.*
- 80 = *When a volcano is erupting, it is called active. When it stops erupting and will never erupt again, it is called extinct.*
4. What is a synonym for the word *extinct*? What is an antonym for the word *extinct*? **[CV]**
- (Accept reasonable responses.) *Extinct means no longer existing, so a synonym is the word dead. An antonym for extinct is living.*
5. Circle the consonant blend in the following word. **[CV]** (word power)
- elephant elepha(n)t

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

(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.

Word	Pronunciation	Definition	Sample Sentence
erupts (verb) (connotation/ denotation) page 5	e-rupts (ee-RUPTS)	gives off melted rock from a volcano, bursts out, blows up	When I borrow my sister's sweater without asking, she <i>erupts</i> in anger.
bury (verb) (synonym/ antonym) page 7	bur-y (BUR-ee)	put into the ground, cover up	My dog Spot likes to <i>bury</i> his toy bones, so he digs up the dirt in the backyard.
fiery (adjective) page 9	fier-y (FIRE-ee)	has fire, burning	The firefighters put out the <i>fiery</i> blaze.
oozes (verb) (connotation/ denotation) page 11	ooz-es (OO-zes)	slowly flows or leaks out	When you press on the toothpaste tube, toothpaste <i>oozes</i> out onto the toothbrush.
violently (adverb) page 12	vi-o-lent-ly (VY-oh-lent-lee)	marked by great force	The strong wind <i>violently</i> shook the trees, and branches fell to the ground.
extinct (adjective) (synonym/ antonym) page 16	ex-tinct (eks-TINGKT)	no longer existing, inactive	It is interesting to study <i>extinct</i> civilizations such as the Aztecs.
precious (adjective) (synonym/ antonym) page 23	pre-cious (PREHSH-us)	of worth, prized	Katie loved her <i>precious</i> little kitten.
actually (adverb) page 31	ac-tu-al-ly (AK-choo-ah-lee)	in fact, really	It <i>actually</i> rained on the day of the picnic, and we were disappointed.



Lesson 3

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

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

Dormant volcanoes are not currently erupting but are likely to erupt in the future. Extinct volcanoes will likely never erupt again. Chance's Peak, a volcano in the Caribbean country of Montserrat, and Mt. Vesuvius in Italy are examples of volcanoes that were dormant for many years. Each erupted unexpectedly and caused tremendous damage. In the case of Mt. Vesuvius, many people living in the town of Pompeii on the side of the volcano were buried alive by the falling ash from the eruption. The ash and lava preserved much of the city. Archaeologists have since removed much of the ash, exposing casts of people, animals, and other items that were present at the time of the eruption. Their detective work makes it possible for people today to get a glimpse of what it was like in the city as the volcano erupted.

There are some benefits of volcanoes. Volcanic soil is good for farming. Volcanic rock can be used for building and is a good source of gems and minerals.

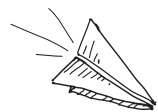
Teacher's Note:

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

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

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

Teams discuss their vocabulary ratings.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Review Vocabulary Vault.

Review the word power skill.



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 (consonant blends) and the Word Treasure clue for consonant blends (glue brush).

5. Point out that there are some words from this cycle's vocabulary list that have consonant blends in them. Write *erupts* on the board. Point out that you chunked this word to clarify it in lesson 1. Use **Think-Pair-Share** to ask:

What is the consonant blend in this word, and how do you say the word?

The consonant blend is pt. You blend the letters together to make the pt sound.

eru(pt)

6. Tell students that there are other words from this cycle's vocabulary list that have consonant blends. Use **Think-Pair-Share** to ask:

What other words from your vocabulary list have consonant blends in them? Identify the word and the consonant blend.

The word precious has the consonant blend pr. The word extinct has the consonant blend ct. The word violently has the consonant blend nt.

pre(cious) extin(ct) violen(t)

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 18–23 in *Eruption! The Story of Volcanoes*.

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.

6. Model looking at this section of the text for clues about how the information is organized. Share your ideas.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 18–23 in the text.

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

Build background about date designations and locations.

(Optional) Build background about Pompeii.

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.

Sample Think Aloud

The text doesn't seem to have changed from main ideas and supporting details, so I will continue using a T-chart. Every page has new main ideas and details.

- Students will read the date AD 79 in the text. You may want to explain what these letters tell them about the date. Although students will likely see the letters AD and BC in some texts, today many identify these time periods with the letters CE and BCE. These abbreviations stand for Common Era (the period in which we are currently living, extending forward from 0 to the current year) and Before the Common Era. The date AD 79 corresponds to CE 79 (i.e., 79 years after the beginning of the Common Era).
- On a world map, point out the location of Italy, Naples, Mt. Vesuvius, and Pompeii. Also point out the location of Rome in reference to Naples.

Also point out the island of Montserrat in the Caribbean (southeast of Puerto Rico) and its relation to your location.
- (Optional) Connect to the following Internet site and show some pictures of Pompeii, including ones with Mt. Vesuvius in the background: http://wings.buffalo.edu/AandL/Maecenas/italy_except_rome_and_sicily/pompeii/thumbnails_contents.html (pictures of Pompeii). Be sure to point out Mt. Vesuvius in the background of suitable pictures.

Interactive Read Aloud

- Read pages 18 and 19 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What does the word *dangerous* mean in this passage? How did you figure it out?

We used the dictionary to figure it out. Dangerous means that something is unsafe. Knowing the meaning helped us understand that the people of Montserrat could be injured or killed by the volcano, so some moved away.

- 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 20 and 21 aloud. Use **Think-Pair-Share** to ask:

What words did you clarify by using other resources or background knowledge? How did you figure them out?

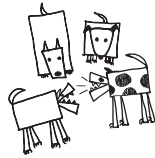
We clarified the word ruins by using the dictionary. Ruins mean the remains of something that was destroyed. Mount Vesuvius certainly destroyed Pompeii, but not completely. There are still parts that people can see.

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.

Sample Graphic Organizer	
Main ideas	Details
dormant volcanoes don't erupt	could erupt at any time sometimes dormant for a long time island of Montserrat in Caribbean volcano was dormant for 400 yrs; when it erupted in 1995 it did a lot of damage
Mount Vesuvius destroyed Pompeii	in Italy in AD 79 ash buried town & everything in it with ash cleared away today, can see the Roman ruins



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 22 and 23 aloud with partners.
(if skipping Interactive Read Aloud, pages 18–23)
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 sentence or passage did your team clarify? How did you figure it out?

(Write) [CV] (strategy-use rubric)

(Answers will vary.)

100 = We clarified the word solid in the sentence "In some places, blocks of solid lava are used to build roads, bridges, and houses." We used a thesaurus.

We learned that another word for solid is hard. Once lava becomes hard, some people use it to build things. This helped us understand how we can use lava once it hardens.

90 = We clarified the word solid in the sentence "In some places, blocks of solid lava are used to build roads, bridges, and houses." We used a thesaurus.

We learned that another word for solid is hard. Once lava becomes hard, some people use it to build houses.

80 = We clarified the word solid in the sentence "In some places, blocks of solid lava are used to build roads, bridges, and houses."

2. Why would people choose to live and work near volcanoes? **[RE, MI]** (Team Talk rubric)

100 = People choose to live and work near volcanoes because there are some good things about volcanoes. Volcanic soil is good for growing crops. People can use solid lava for building. They can find precious gold and gems in volcanic rock. Even though volcanoes do a lot of damage, they do some good too.

90 = People choose to live and work near volcanoes because there are some good things about volcanoes. Volcanic dirt is good for growing food. People can use solid lava for building. They can find gold and gems in volcanic rock.

80 = They choose to live and work near volcanoes because there are some good things about volcanoes.

3. What is pumice? Explain how it can be used. **[MI]** (Team Talk rubric)

100 = Pumice is a type of stone. It comes from volcanoes. Some people use it to rub away hard skin. Volcanoes may cause damage, but they can make useful things too.

90 = Pumice is a type of stone. It comes from volcanoes. Some people use it to rub away hard skin.

80 = It is a type of stone.

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: If you squeeze a jelly donut too hard, the jelly oozes out and makes a sticky mess.

5. Circle the consonant blend in the following word. **[CV]** (word power)

prove (p)rove

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 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.



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 4

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

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

This section describes geysers. The rocks deep underground near a volcano get very hot, heating up water stored in the rock and groundwater. The heated water may turn into steam that could erupt and become a geyser, create a steam vent, or rise to the surface to form hot springs.

There are many volcanoes at the bottom of the sea. If enough lava erupts from one, it could build up and become an island.

The author also discusses the formation of the Hawaiian Islands. Each of the islands of Hawaii is the top of a volcano that began underwater.

Teacher's Note:

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

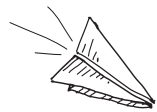
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Review the word power skill.



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 (consonant blends) and the Word Treasure clue for consonant blends (glue brush).

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

Why do you think you should learn about consonant blends?

Knowing consonant blends helps me to pronounce words correctly.

5. Direct students' attention to the Word Power Challenge.

Word Power Challenge

Jason slept eight hours last night.

Mary wants everyone to elect John for class secretary.

6. Use **Random Reporter** to select students to identify the consonant blends in the underlined words.

slept = slept elect = elect

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 24–29 in *Eruption! The Story of Volcanoes*.
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.
6. Model looking at this section of the text for clues about how the information is organized. Share your ideas.

Sample Think Aloud

I'll continue using a T-chart for this section of the book. For example, a main idea on page 24 is that geysers shoot up jets of boiling water and steam. Supporting details are that the boiling water and steam are caused by hot underground rocks near a volcano and that sometimes people use this hot water to heat their homes.

7. On a map, point out Iceland and Yellowstone National Park in Wyoming and their relation to your location.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 24–29 in the text.

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

Build background about locations.

(Optional) Build background about Kilauea.

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.

- On a map, point out the location of Hawaii. Remind students that Hawaii is one of the states in the United States, even though it is far west of California. Point to your location on the map so students can see their relation to Hawaii.

Point out all the islands in the Hawaiian chain (major islands include, from south to north: Hawaii, Maui, Lanai, Molokai, Oahu, and Kauai). Point out that the state capital of Hawaii is on the island of Oahu—Honolulu.

Explain that all the Hawaiian Islands were formed by volcanoes; the volcanoes on the islands northwest of the island of Hawaii don't erupt anymore.

- (Optional) Connect to <http://hvo.wr.usgs.gov/cams/> and have students look at current images of Kilauea on the island of Hawaii through webcams.

Interactive Read Aloud

- Read page 24 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What sentence or passage did you have to clarify from the reading? How did you figure it out?

I clarified the sentence "Sometimes a giant jet of boiling water and steam bursts up through the ground and into the air." I know it's not talking about a jet plane, but I can use my background knowledge. I've heard my father say that jets of water come from the water hose, so I think a geyser squirts out a stream of boiling water and steam similar to how water squirts out of a hose.

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

What sentence or passage did you clarify by using other resources or background knowledge? How did you figure it out?

(Answers will vary.) We clarified the first sentence on page 25 because we couldn't understand how a geyser could be faithful. We used the thesaurus and found out that faithful also means accurate and dependable. This means that the geyser erupts on a dependable schedule.

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.

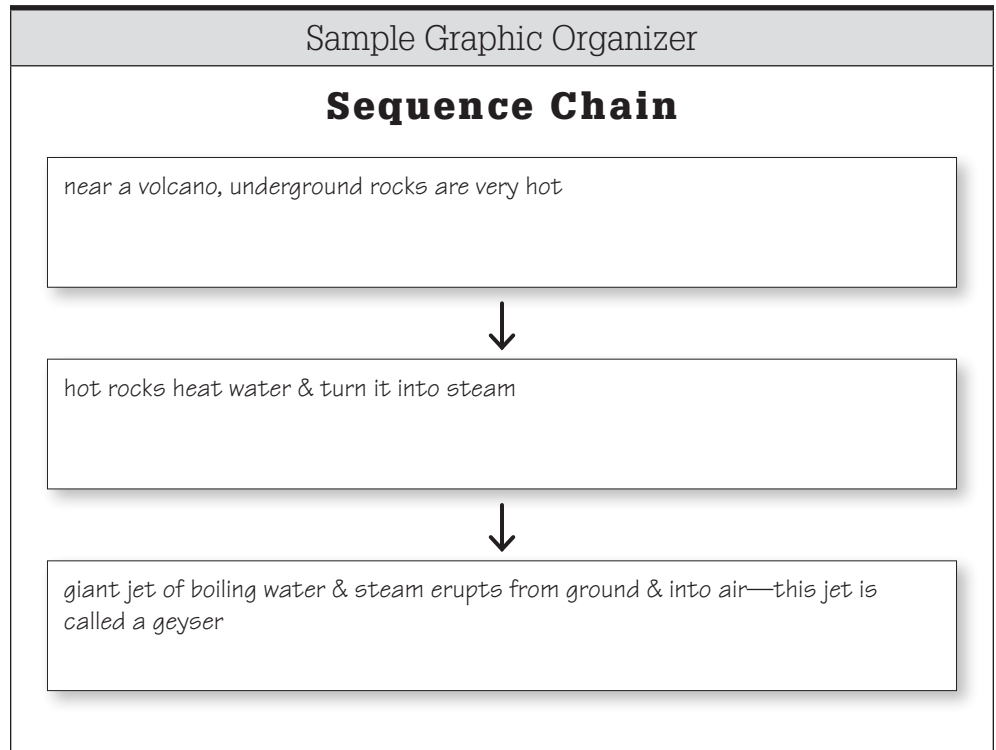
Sample Graphic Organizer	
Main ideas	Details
<i>geysers shoot up jets of hot water and steam</i>	<i>often near volcanoes because underground rocks get very hot Old Faithful is a famous geyser in Yellowstone Park, Wyoming; it squirts every hour</i>
<i>many volcanoes are underwater</i>	<i>when get tall they reach above the surface and form islands</i>

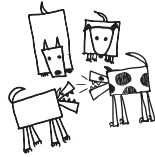
4. Refer to the reread and review step of the TIGRRS process. Reread page 24 aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud
<i>This passage explains how a geyser works. If I write the steps in a sequence, I will be able to better understand the process.</i>

Use a graphic organizer to show how you organized the information.





Teamwork tp

(20–30 minutes)

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.

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 27–29 aloud with partners.
(if skipping Interactive Read Aloud, pages 24–29)
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. SF
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?
(Answers will vary.) I reread the passage about the good things volcanoes do because most of the book talks about the dangers of volcanoes. After rereading, I see that the book talks about four different ways volcanoes help people. Maybe people shouldn’t live near a volcano, but that doesn’t mean people should completely ignore them.
2. Write a summary of the text that you read today. MI
Underwater volcanoes have made a number of islands. A new island formed in 1963 near Iceland. This island is called Surtsey. The Hawaiian islands were all made by huge underwater volcanoes. Some are still erupting, and lava flows into the ocean. Some islands have beaches made of black sand, which is crushed-up lava.

continued

Team Talk Questions *continued*

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

(Answers will vary.)

100 = We clarified the word poke. We thought poke meant to jab someone, but that can't be right in this context. We used the dictionary. Poke means to push up or push forward. So this means that underwater volcanoes push up out of the ocean to become islands. This helped us understand how volcanoes both create things and destroy them.

90 = We clarified the word poke. We thought poke meant to jab someone, but that can't be right in this context. We used the dictionary. Poke means to push up or push forward.

80 = We clarified the word poke.

4. "Precious gold and diamonds are found in some volcanic rock." In this sentence, the word *precious* most nearly means— **[CV]**
- A. *valuable.*
 - B. *worthless.*
 - C. *shiny.*
 - D. *yellow.*
5. Circle the consonant blend in the following word. **[CV]** (word power)

accept accept

Cue students to discuss strategy use and graphic organizers.

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

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

(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.
3. Show the video “Team Talk Response.”

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 5

Writing Objective: Develop the topic with definitions and details.

Teacher Background

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

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

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

Teams discuss their vocabulary ratings.

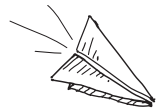


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. 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 *Eruption! The Story of Volcanoes*. Record suggestions on the board, and leave them posted for the Model a Skill part of the lesson.

Answers should include: erupt, volcano, lava, ash, dust, crater, vent, crater lake, slopes, active, dormant, extinct, Pompeii, pumice, geyser.

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

Read the prompt aloud.

Writing Prompt
Describe how a volcano works.



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 describe 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 is to inform or explain 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 guidelines relate to our writing objective: develop the topic with definitions and details?

The guidelines for ideas and style relate to the writing objective.

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

Model planning using a graphic organizer.



Model a Skill

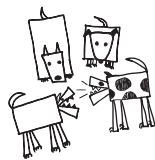
1. Tell students that you will plan for the following writing prompt: describe the parts of a volcano.

Remind students that clarifying key terms is a good place to begin planning for writing. Use **Think-Pair-Share** to have students identify the key terms associated with the parts of a volcano.

Answers should include: lava, ash, dust, crater, vent, slopes.

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.

Sample Graphic Organizer	
Term	Definition
lava	melted rock that comes out of a volcano
ash	smaller rock particles that come out of a volcano
dust	fine particles that come out of a volcano
crater	at the top of the volcano, lava comes out here
vent	a hole in the crater where lava comes out
slopes	the sides of the volcano, made of lava, ash, & dust



Teamwork

(20 minutes)

Independent Work

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

Team Discussion

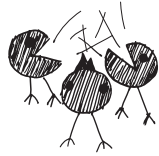
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—develop the topic with definitions and details.

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 key terms from the text to help a reader understand the information?**
- **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? How did you make sure you understood the key terms to use them correctly?

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

Describe how a volcano works.

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 dictionaries, thesauruses, and your own knowledge to clarify difficult words and passages in the text.

Writing Objective: Develop the topic with definitions and details.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

Today's cycle test challenges students to use other resources to clarify words, sentences, and passages. Have dictionaries and thesauruses available so students may consult them during the test.

In this section of the book, the author describes the job of volcanologists, the scientists who study volcanoes. The last page of the student reading gives some miscellaneous facts about volcanoes.

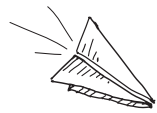
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



Active Instruction tp

(5 minutes)

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using dictionaries, thesauruses, and their own knowledge to clarify difficult words and passages in the text and developing the topic with definitions and details.

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

We have been using the dictionary and thesaurus to look up words we didn't know or words that have more than one meaning to help us clarify difficult sentences or passages.

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? 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.

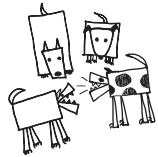
Today you will read more about volcanoes.



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.



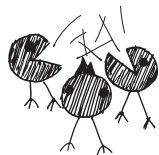
Teamwork tp

(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.

Should people live near volcanoes? Explain.

No, people shouldn't live near volcanoes because they can get hurt or lose their homes and businesses.

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

Use Other Resources and Background Knowledge

Directions: Read *Eruption! The Story of Volcanoes*, pages 30–32. 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 of Eruption! The Story of Volcanoes is how people study volcanoes and facts about volcanoes.

What is the author’s intent?

5 points = The author’s intent is to inform the reader about how people study volcanoes and give more facts about volcanoes.

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 = Scientists called volcanologists study volcanoes to find out when they are going to erupt. But they don’t have all the answers yet. About fifty volcanoes erupt each year. Krakatoa made the loudest eruption in 1883. The word volcano comes from the Roman god of fire—Vulcan. Mount St. Helens in Washington had a large eruption in 1980. The biggest known volcano is on Mars.

2. What word did you clarify? How did you figure it out? **[CV]**

(Answers may vary.)

20 points = I had to clarify the word universe on page 32. I used the dictionary. Universe means the complete system of all things that exist. The passage means that the biggest volcano on Mars is the biggest in the universe. This helped me understand that for now, Olympus Mons is the biggest volcano that scientists have ever seen.

15 points = I had to clarify the word universe on page 32. I used the dictionary. Universe means the complete system of all things that exist. The passage means that the biggest volcano on Mars is the biggest in the universe.

10 points = I had to clarify the word universe on page 32.

3. Why do you think craters form after volcanoes stop erupting? **[RE]** (Team Talk rubric)

20 points = *The **explosion** from an eruption creates the crater in the volcano. I know that during an eruption, a lot of lava, rock, and ash **spew** out of the volcano. The strength of the explosion that shoots these objects out creates the crater. This tells me that **volcanic eruptions are powerful and dangerous.***

15 points = *The blast from an eruption creates the crater in the volcano. I know that during an eruption, a lot of lava, rock, and ash come out of the volcano. The strength of the blast that shoots these objects out creates the crater.*

10 points = *The blast from an eruption creates the crater in the volcano.*

4. Based on what you read, who might choose to live near a volcano? **[MI]**

20 points = *A farmer might want to live near a volcano. The text explains that the **soil** on the **slopes** of volcanoes is good for growing **crops**. A farmer who wants to grow a lot of healthy crops might be happy to risk an eruption. This shows that volcanoes can do some good and help people.*

15 points = *A farmer might want to live near a volcano. The dirt on the sides of volcanoes is good for growing food. A farmer who wants to grow a lot of healthy crops might be happy to risk an eruption.*

10 points = *A farmer might want to live near a volcano.*

5. What is a volcanologist, and what does he or she do? **[MI]**

20 points = *A volcanologist is a scientist who studies volcanoes. These scientists want to know how volcanoes work. They **also** want to learn when volcanoes will erupt. **That way**, they can get the people who live near the volcano moved out of the way. **No one is yet able to tell when volcanoes will erupt.***

15 points = *A volcanologist is a scientist who studies volcanoes. These scientists want to know how volcanoes work. They also want to learn when volcanoes will erupt. That way, they can get the people who live near the volcano moved out of the way.*

10 points = *A volcanologist is a scientist who studies volcanoes.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Describe at least two things volcanoes do to our world.

Volcanoes can destroy homes and towns. Volcanoes can also make islands. When lava, ash, and dust come out of a volcano, they can cover buildings and towns, destroying them. There are volcanoes under the ocean. When they erupt enough to stick out of the ocean, they make islands. The Hawaiian islands were made this way.

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"> Develop the topic with definitions and details. 	0–15 pts.

Part III. Vocabulary (100 points)

- What is a synonym for the word *bury*? What is an antonym for *bury*? **[CV]**
(Accept reasonable responses.) A synonym for bury is hide. An antonym for bury is find.
- “No one knows when a volcano will erupt—until it actually does!” In this sentence, the word *actually* most nearly means— **[CV]**
 - really.
 - never.
 - hardly.
 - barely.
- Write a meaningful sentence using the word *fiery*. **[CV]**
Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The fiery bonfire lit up the whole field.
- “We call a volcano that has stopped erupting ‘extinct.’” In this sentence, the word *extinct* most nearly means— **[CV]**
 - living.
 - acting.
 - inactive.
 - growing.

5. Maple syrup _____ from the maple tree when the bark is cut and is collected in a bucket.

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

- A. oozes
- B. freezes
- C. melts
- D. thickens

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: When the volcano erupts, it throws out lava and dust.

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

(Accept reasonable responses.) A synonym for precious is prized. An antonym for precious is cheap.

8. The storm waves _____ hit against the dock and smashed it.

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

- A. softly
- B. loudly
- C. violently
- D. lightly

Circle the consonant blends in the following words. **[CV]** (word power)

9. count *count*
10. prepare *prepare*

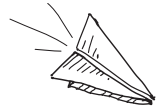
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

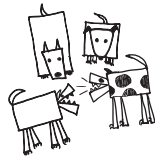
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

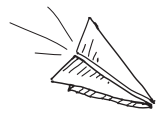
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

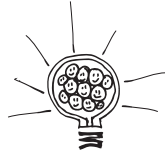
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 2-3 Use Other Resources and Background Knowledge

English Language Arts Standards: Reading: 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.

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.

English Language Arts Standards: Language

Vocabulary Acquisition and Use

L.2-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 (through 8) reading and content, choosing flexibly from a range of strategies.

L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

continued

Level 2-3 Informational Text Structures *continued*

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

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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.

Media Acknowledgements

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.

