

Literature

Analyze Story Elements

Missing May

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Analyze Story Elements

Missing May

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.

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.

Word Power

The Random Reporter:

100	gives a 90-pt. response and expands on the meaning, for example, identifies <ul style="list-style-type: none"> • related words • a second meaning • a word connotation • an antonym
90	gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
80	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

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.

Summary

The Random Reporter:

100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Graphic Organizer/Notes

The Random Reporter:

100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.

S Unit Objectives

Reading: Analyze story elements to determine the theme.

Writing: Select and cite dialogue to support a point.

Unit Overview

This unit focuses on analyzing story elements, such as characters and dialogue, to determine the themes in a work of fiction. Students will closely read *Missing May* and discuss and answer questions about the way in which the author uses the story elements to support the dual themes of the power of love and the pain of grief. The ability to determine a story's theme is an advanced reading skill that will deepen students' understanding and appreciation of fictional texts. The writing objective for this unit asks students to select and cite dialogue to support a point. Active instruction, Team Talk activities, and writing instruction and practice will prepare students for this writing objective.

Unit Topic/Content

In this unit, students will read *Missing May* by Cynthia Rylant. *Missing May* is narrated by Summer, a young girl who has been adopted by her Aunt May and Uncle Ob. The story is set in West Virginia and takes place in the aftermath of May's death as Summer and Ob struggle to deal with their grief. Ob seems to have lost the will to go on, and Summer, with the help of her unusual classmate Cletus, searches for a way to help him get over the loss of his beloved May.

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

Missing May

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 3–10	
Lesson 2	pages 10–19	
Lesson 3	pages 20–27	
Lesson 4	pages 27–37	
Lesson 5	writing in response to reading	
Lesson 6	pages 37–39	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Missing May

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 43–55	
Lesson 2	pages 55–64	(Embedded) "Fluency"
Lesson 3	pages 65–76	
Lesson 4	pages 77–87	
Lesson 5	writing in response to reading	
Lesson 6	pages 88 and 89	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

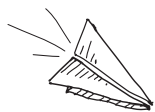
Analyze
Story
Elements

Lesson 1

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

In today's lesson, students will start reading *Missing May*, a novel about love and dealing with grief. The Big Question for this cycle asks students if they think love can change someone's life. This question will prompt students to begin thinking about one of the book's major themes. As students discuss the Big Question, encourage them to think about how love has changed their lives or the lives of people they know. In Set the Stage, you will ask questions that activate students' prior knowledge about adoption and issues facing adopted children and their parents. Instruction and student practice in this lesson will focus on the way the author uses the story elements to develop the themes in *Missing May*.

**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: Do you think love can change someone's life? Explain.

Set the Stage

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

Do you think love can change someone's life? Explain.

I do think love can change someone's life. For example, when two people fall in love and get married, it changes their lives. They might have kids or buy a house. Also, when parents love their children and take good care of them, it makes the children's lives much better.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.

Review the skill as necessary.

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

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

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

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

Accept reasonable responses. For example, the book will be about a girl who is missing her Aunt May after she died. The cover of the book and the text on the back helped me make this prediction.

5. Tell students that in *Missing May*, the narrator has been adopted by her aunt and uncle. Use **Think-Pair-Share** to ask:

What are some reasons a child might need to be adopted?

A child might need to be adopted because the parents have died, or the parents can't or won't take care of a child for some other reason.

What kinds of things might adopted children be worried about?

Adopted children might be worried that they are not loved as much as natural-born children. They might be worried that they will lose their parents again because they have already lost them once. Or adopted children might think there is something wrong with them and that's why they can't live with their parents.

What could the parents of an adopted child do to help the child deal with the issues that might worry him or her?

The parents could make sure the child always knows how much he or she is loved and wanted. They might celebrate a special adoption day, like a birthday, to show how special the child is. They could also explain why the child's birth parents couldn't take care of him or her and reassure the child that there is nothing wrong with him or her.

Interactive Read Aloud

1. This cycle our reading objective is to analyze story elements to determine the theme. An author does not usually state the theme at the beginning of the story. When we try to determine, or figure out, the theme of a book, we need to look for the important issues or ideas that the author writes about. When the same important issue or idea keeps appearing in a story, we can say that it is a theme.

Refer students to pages 3 and 4 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.

2. Read page 3 and 4 (paragraph ending "...from happiness.") aloud. A sample Think Aloud follows.

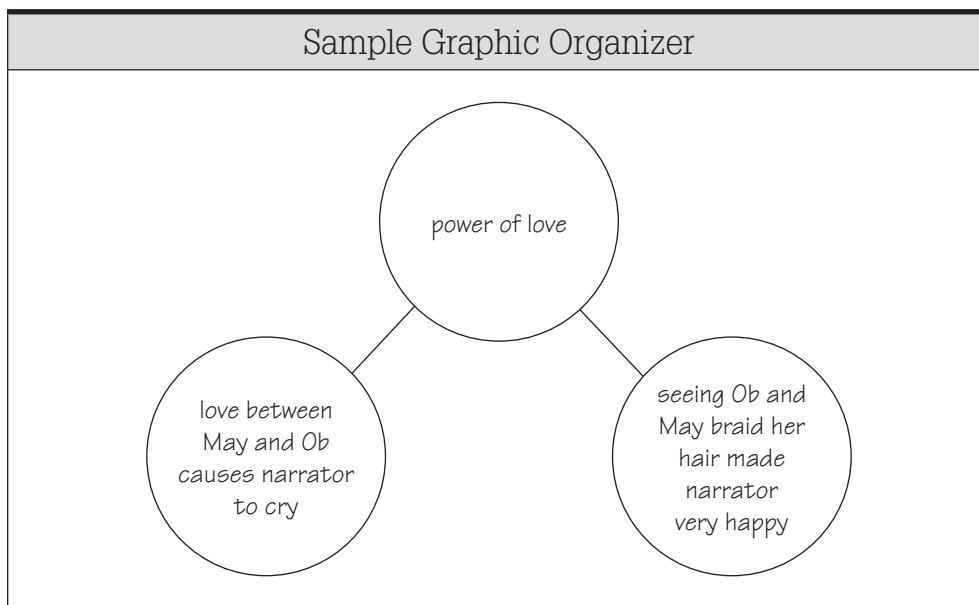
Sample Think Aloud
In the passage I just read, the narrator describes how she would sometimes cry when she saw how much May and Ob loved each other. I think the power of love is an important idea that the author might write about. As we continue reading <i>Missing May</i> , let's see if this idea is an important part of the story.

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

What else did the author include in this passage to demonstrate the love between May and Ob?

The narrator describes how happy it made her the first time she saw Ob helping May braid her hair.

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



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

Have students read the last two paragraphs on page 4. Use **Think-Pair-Share** to ask:

Does this passage support the idea that one theme of *Missing May* might be the power of love? Explain.

Yes. In this passage, the narrator says her mother must have really loved her and how that love kept her from becoming mean and hateful after her mother died and she lived with relatives that didn't really care about her.

Use **Random Reporter** to debrief.



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

- Refer students to the Summarizing Strategy Card for literature in their team folders.

Summarizing

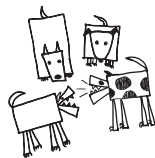
Informational Text

- Think:** What clues can help you identify the important events or ideas?
 - titles
 - headings
 - bold text
 - captions
 - sidebars
- As you read, make notes about important points and supporting details from the text.
- Use your notes to briefly restate the important ideas or events in your own words.
- Keep it short.

Literature

- As you read, note what you learn about:
 - main characters
 - setting
 - story problem or conflict
 - important events
 - solution and ending
- Use your notes to briefly retell the main events of the story in your own words.
- Keep it short.

Explain that the strategy card can help them as they read and retell the important events in the text. Review the steps on the card. Encourage students to refer to the Summarizing Strategy Card as they read and summarize story events with their partners.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 5–10 (paragraph ending “...along she was.”) aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

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

Team Talk Questions

1. How do May and Ob's actions reinforce the book's theme? **(Write) [DC, RE, AC]** (Team Talk rubric)
 - 100 = *May and Ob bring Summer to their home in West Virginia and show her that she is loved. As soon as they **arrive** home, they talk about how they can make their trailer a good place for a child. May also tells Summer that she can eat anything she wants. May and Ob make Summer feel welcomed and loved.*
 - 90 = *May and Ob bring Summer to their home in West Virginia and show her that she is loved. As soon as they get home, they talk about how they can make their trailer a good place for a child. May also tells Summer that she can eat anything she wants.*
 - 80 = *May and Ob bring Summer to their home in West Virginia and show her that she is loved.*
2. Why is it important that May shows Summer all of their food and tells her she can have whatever she likes? **[DC, AC]** (Team Talk rubric)
 - 100 = *When Summer lived with her relatives in Ohio, she felt like she had to beg for her food. Summer **compares** herself with a mouse that has to push the right button to get food. May makes Summer feel like she finally has a real home.*
 - 90 = *When Summer lived with her relatives in Ohio, she felt like she had to beg for her food. Summer says she was like a mouse that has to push the right button to get food.*
 - 80 = *When Summer lived with her relatives in Ohio, she felt like she had to beg for her food.*
3. Why do you think Ob's whirligigs make Summer feel like a "magical little girl"? **[DC]** (Team Talk rubric)
 - 100 = *Ob's whirligigs are mysterious and wonderful. Other people have whirligigs of farm animals or cartoon characters. Ob's whirligigs are **artistic**.*
 - 90 = *Ob's whirligigs are mysterious and wonderful. Other people have whirligigs of farm animals or cartoon characters.*
 - 80 = *Ob's whirligigs are mysterious and wonderful.*

continued

Team Talk Questions *continued*

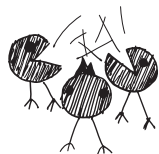
4. Why do Ob and Summer think it was right that May died in her garden? **[DC]**
(Team Talk rubric)
- 100 = *They think it was better for May to die in a happy place doing something she enjoyed. Summer describes the garden as "friendly," with "cheerful" vegetables. According to Summer, other people would say they were going to work in their garden, but May would say she gardened.*
- 90 = *They think it was better for May to die in a happy place doing something she enjoyed. Summer describes the garden as "friendly," with "cheerful" vegetables.*
- 80 = *They think it was better for May to die in a happy place doing something she enjoyed.*

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate 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 who are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

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

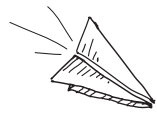
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

In today’s reading, Ob tells Summer that he believes May has visited them from the spirit world. Ob feels May’s presence as he and Summer are outside making birdfeeders. Also, Summer’s odd classmate Cletus comes by the trailer, and Summer describes his habit of collecting unusual items such as potato chip bags and spoons. In Set the Stage, you will show students pictures of whirligigs and use Think-Pair-Share to ask questions about their role in the story.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
reliable (adjective) page 9	re-li-able (ri-LAHY-uh-buhl)	able to do what is expected	Jeff’s car is very <i>reliable</i> and never breaks down.
grim (adjective) page 10	grim (grim)	unpleasant, gloomy	When the clouds and cold wind blew in, the day turned <i>grim</i> .
revelation (noun) page 12	rev-e-la-tion (rev-uh-LEY-shuhn)	newly learned information	Learning how to make a camp fire without matches or a lighter was a <i>revelation</i> for Brenda.

continued

Word	Pronunciation	Definition	Sample Sentence
lunatic (noun) page 18	lu-na-tic (LOO-nuh-tik)	a crazy person	Pablo thought Mitch was a <i>lunatic</i> for playing in the snowstorm without a coat or gloves.
acquainted (adjective) page 19	ac-quaint-ed (uh-KWEYN-tid)	having some knowledge of someone or something	It was hard for Tammy and Lane to get <i>acquainted</i> at the concert because the music was so loud, and they couldn't hear each other.
surreal (adjective) page 26	sur-re-al (suh-REE-uhl)	weird or unreal	Tran had a <i>surreal</i> dream in which he turned into a giant rabbit and drove a car.
sincere (adjective) page 33	sin-cere (sin-SEER)	honest	Susan was <i>sincere</i> when she told her little brother that his poem was really good.
grieve (verb) page 36	grieve (greev)	to experience great sadness	I know I'm going to <i>grieve</i> for days when my pet hamster dies.

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. (Optional) Do an image search on the Internet for whirligigs. Display several images of whirligigs (on the board or with paper copies).
6. Remind students that Ob made whirligigs. Explain that whirligigs are objects that spin in the wind, and people often put them in their yards.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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

Build background about whirligigs.





- 7. Refer students to pages 6 and 7 in *Missing May*. Use **Think-Pair-Share** to ask:

How were the whirligigs that Ob built different than most other whirligigs?

Ob didn't build whirligigs of farm animals and cartoon characters. He made whirligigs of things like thunderstorms or fire and love.

What was Summer's reaction when she first saw Ob's whirligigs?

They made her feel like a magical, chosen little girl.

Interactive Read Aloud

- 1. This cycle our reading objective is to analyze story elements to determine the theme.

Remember that when we try to determine the theme of a book, we look for the important issues or ideas that the author writes about. When the same important issue or idea keeps appearing in a story, it is a theme.

- 2. Read page 10 (paragraph 2, beginning "Only this part..." through paragraph 3, ending "...heater of Number 56") aloud. A sample Think Aloud follows.

Sample Think Aloud
In this passage, Summer describes how much she and Ob miss May. Summer says that she and Ob are "lost" without May and that she feels "adrift." I think I've identified another important idea in <i>Missing May</i> : how we feel when someone we love dies—the pain of grief.

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

How does the language the author uses to describe the setting reinforce the theme the pain of grief?

Summer says that winter in the mountains is a "grim" time and that the morning is "pitch black." This language makes me think of death and grief.

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

Yesterday we identified the power of love as a theme in *Missing May*. Today we've identified another theme, the pain of grief. I think a T-chart will be a better graphic organizer than a web to record information from the story that supports these two themes. Let's add the information from yesterday.

Review the skill as necessary.

Refer students to pages 10 and 11 in the text.

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

Students: Actively listen.



Partner pairs: Identify how the skill was used.

Teacher: Model making notes on a graphic organizer.

Display or draw a T-chart with “Power of Love” written on one side and “Pain of Grief” on the other. Add the information recorded on the web in lesson 1 to the T-chart.

Sample Graphic Organizer	
Power of Love	Pain of Grief
Love between May and Ob causes narrator to cry	Summer and Ob are “lost” without May. She feels “adrift.”
Seeing Ob help May braid her hair made narrator very happy	Setting reinforces theme: “grim” winter, “pitch black” morning
May and Ob bring Summer home and show her she is loved.	

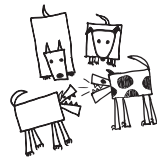
Partner pairs: Identify important events or details to add to the graphic organizer.

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

What information should we add to the T-chart from our reading today?

Summer and Ob are “lost” without May. Summer feels “adrift.” The setting reinforces the theme. It is a “grim” winter and a “pitch black” morning.

- Refer students to the Summarizing Strategy Card for literature. Review the story elements on the card that they will want to pay attention to as they read. Remind them that the strategy card can help them as they read and summarize the important events in the story.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 10 (paragraph starting “But now...”)–19 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

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

Team Talk Questions
<p>1. How do Summer’s descriptions of May support the theme, the power of love? (Write) [DC, RE, AC] (Team Talk rubric)</p> <p>100 = <i>Summer describes May as an extremely warm and loving person. For example, she calls May a “big barrel of nothing but love.” According to Summer, May saw the best in everyone, and that is what everyone showed her.</i></p> <p>90 = <i>Summer describes May as an extremely warm and loving person. She calls May a “big barrel of nothing but love.”</i></p> <p>80 = <i>Summer describes May as an extremely warm and loving person.</i></p> <p>2. Why does Ob think May has visited him? Support your answer with information from the text. [SA] (Team Talk rubric)</p> <p>100 = <i>Ob feels May around him when he and Summer are making bird feeders. Ob says it felt like he had just “poured her in a glass and drunk her.” Ob is convinced that May visited, and Summer believes him.</i></p> <p>90 = <i>Ob feels May around him when he and Summer are making bird feeders. Ob says it felt like he had just “poured her in a glass and drunk her.”</i></p> <p>80 = <i>Ob feels May around him when he and Summer are making bird feeders.</i></p> <p>3. What do you think Ob means when he says May’s visit felt like she was packing to go to Ohio? [DC, AC] (Team Talk rubric)</p> <p>100 = <i>Ob means that May felt like she wanted to be there with him and Summer but that she also wanted to go on to heaven. When May was alive, she didn’t like leaving home, but she also wanted to visit her relatives in Ohio. May was afraid something would happen to her home while she was gone, and she was afraid a family member in Ohio would die before she could see him or her a final time.</i></p> <p>90 = <i>Ob means that May felt like she wanted to be there with him and Summer but that she also wanted to go on to heaven. When May was alive, she didn’t like leaving home, but she also wanted to visit her relatives in Ohio.</i></p> <p>80 = <i>Ob means that May felt like she wanted to be there with him and Summer but that she also wanted to go on to heaven.</i></p>

continued

Team Talk Questions *continued*

4. How does Summer feel about Cletus? Support your answer with information from the text. **[SA]** (Team Talk rubric)

100 = *Summer thinks Cletus is crazy because he collects strange things.*

According to Summer, Cletus collects things such as potato chip bags, buttons, and spoons. Summer describes Cletus as "insane" because of his odd collections.

90 = *Summer thinks Cletus is crazy because he collects strange things. Cletus collects things such as potato chip bags, buttons, and spoons.*

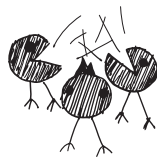
80 = *Summer thinks Cletus is crazy because he collects strange things.*

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

The word strange is a synonym for surreal.

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

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Lightning Round

- Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
- 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.

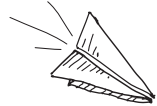
Word	Pronunciation	Definition	Sample Sentence
reliable (adjective) page 9	re-li-able (ri-LAHY-uh-buhl)	able to do what is expected	Jeff's car is very <i>reliable</i> and never breaks down.
grim (adjective) page 10	grim (grim)	unpleasant, gloomy	When the clouds and cold wind blew in, the day turned <i>grim</i> .
revelation (noun) page 12	rev-e-la-tion (rev-uh-LEY-shuhn)	newly learned information	Learning how to make a camp fire without matches or a lighter was a <i>revelation</i> for Brenda.
lunatic (noun) page 18	lu-na-tic (LOO-nuh-tik)	a crazy person	Pablo thought Mitch was a <i>lunatic</i> for playing in the snowstorm without a coat or gloves.
acquainted (adjective) page 19	ac-quaint-ed (uh-KWEYN-tid)	having some knowledge of someone or something	It was hard for Tammy and Lane to get <i>acquainted</i> at the concert because the music was so loud, and they couldn't hear each other.
surreal (adjective) page 26	sur-re-al (suh-REE-uhl)	weird or unreal	Tran had a <i>surreal</i> dream in which he turned into a giant rabbit and drove a car.
sincere (adjective) page 33	sin-cere (sin-SEER)	honest	Susan was <i>sincere</i> when she told her little brother that his poem was really good.
grieve (verb) page 36	grieve (griev)	to experience great sadness	I know I'm going to <i>grieve</i> for days when my pet hamster dies.

Lesson 3

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

In today’s reading, Ob meets Summer’s classmate Cletus. Though Summer thinks Cletus is strange, she is grateful that he and Ob get along, and their relationship seems to help Ob deal with his grief.



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.



Model exploring a word in the word power journal.

Partner Vocabulary Study

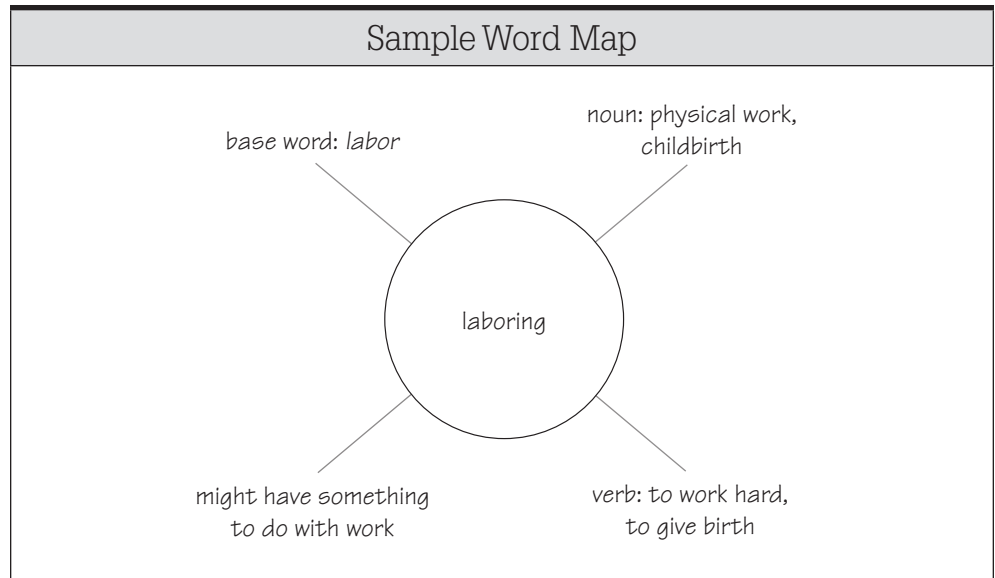
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

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

Sample Think Aloud

On page 9, Summer talks about people laboring in their gardens. I’ve heard this word before, and I think it has something to do with work, but I’ve never been sure what it means. I’m going to look in the dictionary to find the exact definition. (Consult the dictionary.) First, the base word is *labor*. I see that *labor* can be a noun or a verb. I was right. *Labor* means physical work as a noun. Interesting. It also can mean childbirth. As a verb, *labor* means to work hard. I think that’s how it is used in *Missing May*. Summer says that people were “out there laboring and sweating and grunting in the dirt.” She is describing people working hard in their gardens.



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goals.

Set the Stage

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

Post and present the reading objective.



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

Interactive Read Aloud

1. This cycle our reading objective is to analyze story elements to determine the theme.
2. Read page 20 (paragraphs 1–3) aloud. A sample Think Aloud follows.

Sample Think Aloud
In that last paragraph, I think I found some more information that supports one of our themes. Summer says that Ob hasn’t been interested in anything since May died last summer.

Review the skill as necessary.

Refer students to page 20 in the text.

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

Students: Actively listen.



Partner pairs: Identify how the skill was used.

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

Which theme does this information reinforce? Explain.

This information reinforces the theme the pain of grief. Ob has been so sad since May died that he hasn’t been interested in anything.

Teacher: Model making notes on a graphic organizer.

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

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

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

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

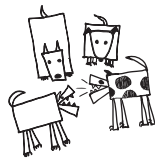
Sample Graphic Organizer	
Power of Love	Pain of Grief
Summer describes May as a “big barrel of nothing but love.”	Ob hasn’t been interested in anything since May died.

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

Think about what we have read up to now. What information can we add to our T-chart that supports the themes in *Missing May*?

Add information to the T-chart based on students’ responses.

5. Remind students that the Summarizing Strategy Card for literature can help them as they read and summarize the important events in the story. Point out step 4 on the card: Keep it short. Remind students to leave out the details when summarizing.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 20 (paragraph 4)–27 (paragraph ending “...nor arranged.”) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

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

Team Talk Questions

1. How does Cletus help Ob deal with his grief? **[DC, RE, AC]** (Team Talk rubric)

100 = *Cletus spends a lot of time with Ob. They have good conversations, watch TV, and put together a huge puzzle. These activities help distract Ob from his grief.*

90 = *Cletus spends a lot of time with Ob. They have good conversations, watch TV, and put together a huge puzzle.*

80 = *Cletus spends a lot of time with Ob.*
2. Refer to page 23. Why does Summer say she "never could count on another chance for happiness"? **[DC, RE, AC]** (Team Talk rubric)

100 = *Summer doesn't expect that she will ever have another thing happen in her life as good as May and Ob giving her a home. According to Summer, that is her idea of heaven. She doesn't think there is much chance that something that good will happen again.*

90 = *Summer doesn't expect that she will ever have another thing happen in her life as good as May and Ob giving her a home. That is her idea of heaven.*

80 = *Summer doesn't expect that she will ever have another thing happen in her life as good as May and Ob giving her a home.*
3. How does the author reinforce the theme, the pain of grief, in the last two paragraphs of chapter 3? **(Write) [DC, RE, AC]** (Team Talk rubric)

100 = *Summer says she must have gotten "old and heavy" since May died. In addition, she says that Ob needs somebody to fill the "empty hole" left by May. This language reinforces the theme, the pain of grief.*

90 = *Summer says she must have gotten "old and heavy" since May died. She says that Ob needs somebody to fill the "empty hole" left by May.*

80 = *Summer says she must have gotten "old and heavy" since May died.*
4. How would you describe Cletus? Support your answer with information from the text. **[SA, AC]** (Team Talk rubric)

100 = *Cletus is a little strange, but he is also very kind. He collects odd items and says unusual things. However, he is also very nice to Ob and Summer, even though she doesn't treat him very well. Cletus is a complex character.*

90 = *Cletus is a little strange, but he is also very kind. He collects strange things and says unusual things. However, he is also very nice to Ob and Summer, even though she doesn't treat him very well.*

80 = *Cletus is a little strange, but he is also very kind.*
5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**
 When you first meet someone, it can take a while to get _____.
 Acquainted. *This word means having knowledge of someone. It can take some time to get to know someone after you first meet them.*

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

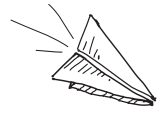
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

In today's reading, Summer is upset because Ob tells Cletus that he thinks that May has been trying to communicate with them. Summer is worried that Ob is focusing too much on the dead instead of making a life with her. Ob gets Cletus to try to help him contact May again by standing in the garden with Summer and talking about the good things that May used to do.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Refer students to pages 27 and 28 in the text.

Teacher: Read aloud.



Students: Actively listen.

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

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

Interactive Read Aloud

1. Read pages 27 (paragraph starting “So how’s Ob?”) and 28 (paragraph ending “...have his cocoa.”) aloud.

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

What information in this passage supports one of our themes?

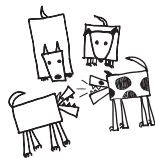
Cletus asks Summer how Ob is doing. Summer thinks about how Ob isn’t even bothering to fix his morning cocoa. I think this is because he is so depressed about May’s death. So this information supports the theme, the pain of grief.

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

Think about what we have read up to now. What information can we add to our T-chart that supports the themes in *Missing May*?

Add information to the T-chart based on students’ responses.

Sample Graphic Organizer	
Power of Love	Pain of Grief
	<p>Summer says she must have gotten “old and heavy” since May died and that Ob needed somebody to fill the “empty hole” left by May.</p> <p>Ob doesn’t make his morning cocoa because he is depressed.</p>



Teamwork

(20 minutes)

Partner Prep

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

pages 28 (paragraph beginning “Fair...”)-37 (paragraph ending “...one of them.”) aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

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

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

Team Discussion

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

Team Talk Questions

1. Why is Summer upset when Ob tells Cletus about May's visits? **[DC]** (Team Talk rubric)
 - 100 = Summer feels cut off from Ob when he tells Cletus about May's visits. He had not **mentioned** the second visit to her. This makes Summer feel like Ob is **revealing** things to Cletus instead of to her.
 - 90 = Summer feels cut off from Ob when he tells Cletus about May's visits. He had not told Summer about the second visit.
 - 80 = Summer feels cut off from Ob when he tells Cletus about May's visits.
2. Why does Summer call Cletus the "afterlife antennae"? **[DC]** (Team Talk rubric)
 - 100 = Summer calls Cletus the "afterlife antennae" because Ob wants to use him to help communicate with May. Cletus claims that he died and went to heaven and then came back to life. Ob thinks that this **experience** makes Cletus special and that his **presence** will help in contacting May.
 - 90 = Summer calls Cletus the "afterlife antennae" because Ob wants to use him to help communicate with May. Cletus claims that he died and went to heaven and then came back to life.
 - 80 = Summer calls Cletus the "afterlife antennae" because Ob wants to use him to help communicate with May.
3. How does the author use Ob's attempt to contact May in the garden with Summer and Cletus to reinforce the theme, the power of love? **(Write)** **[DC, RE, AC]** (Team Talk rubric)
 - 100 = Ob talks about all the good things May did for him and Summer when she was alive. He **recounts** how May used to rub his hurt knee every night and that she would look out the window and say, "Summer honey, you are the best little girl I ever did know." The author uses this scene to **demonstrate** how big of an **impact** May's love had on Ob and Summer.
 - 90 = Ob talks about all the good things May did for him and Summer when she was alive. He tells how May used to rub his hurt knee every night and that she would look out the window and say, "Summer honey, you are the best little girl I ever did know."
 - 80 = Ob talks about all the good things May did for him and Summer when she was alive.

continued

Team Talk Questions *continued*

4. Why doesn't May's funeral help Summer and Ob deal with their grief? **[DC, RE, AC]** (Team Talk rubric)

100 = Summer and Ob don't have a chance to grieve with each other because they have to organize the funeral. Summer says that when May died, she and Ob just wanted to "hold on to each other and wail." However, they can't do this because they are **expected** to "grieve proper."

90 = Summer and Ob don't have a chance to grieve with each other because they have to organize the funeral. Summer says that when May died, she and Ob just wanted to "hold on to each other and wail."

80 = Summer and Ob don't have a chance to grieve with each other because they have to organize the funeral.

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

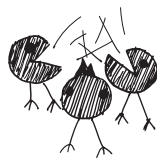
The word dishonest is an antonym for sincere.

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

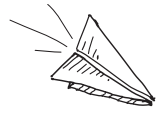
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

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

Teacher Background

The objective of this writing task is to have students describe Summer as a character and to support their descriptions using dialogue and information from the text. As a part of the writing process, pass out sticky notes, and encourage students to use them to mark places in the text that include dialogue or information that helps to describe Summer.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

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.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

4. Refer students to the writing prompt and the writing objective for this cycle. Remind students that during this cycle, they discussed and answered questions about the way in which characters support the story's themes through their actions and dialogue. Point out that today they will cite characters' dialogue and actions to support their writing.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
Describe Summer as a character. Support your answer with information and dialogue from the text.

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

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

It is asking me to write a literary response. I know this because the prompt asks me to describe a character in a work of fiction.

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

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

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

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

Which guidelines relate to our writing objective: to select and cite dialogue to support a point?

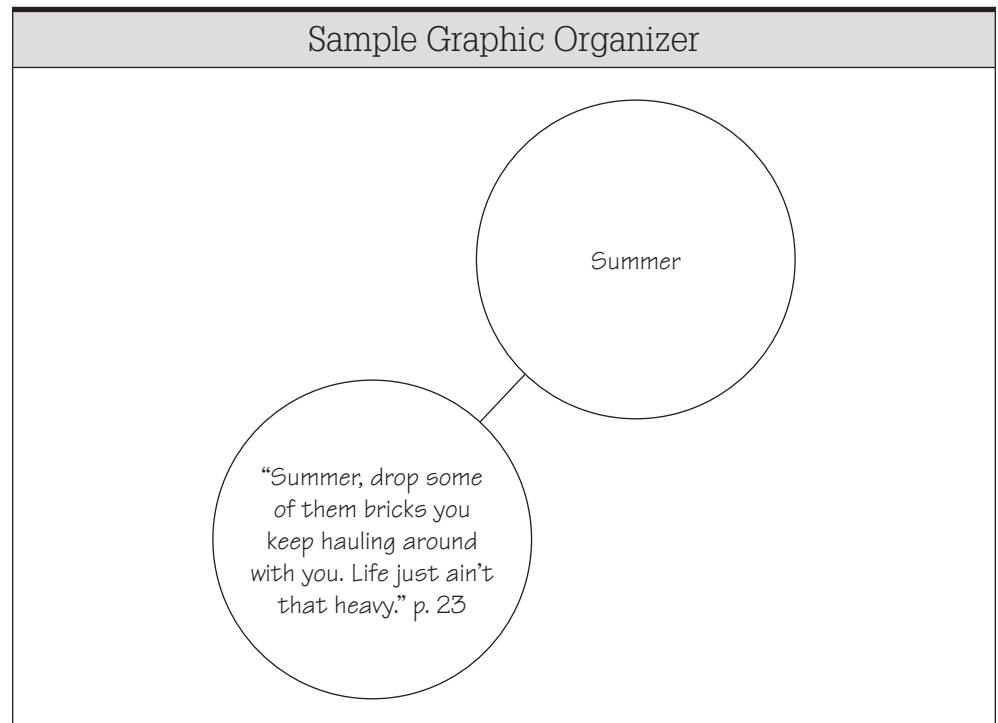
The Ideas guideline “Support your point with evidence from the text,” is related to our writing objective. Also, the Organization guideline “In the middle, support your point with examples and evidence from the text,” relates to the writing objective.

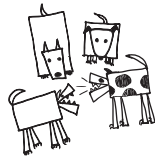
7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model a Skill

1. Remind students that the writing prompt asks them to describe Summer and to support their answers with information and dialogue from the text. Point out that they will need to identify passages in the book that contain dialogue or information that helps to describe Summer.
2. Pass out sticky notes to students. Model turning to page 23 in *Missing May* and marking the section that includes the text “Summer,’ he said to me once...” with a sticky note. Point out that this dialogue from Cletus helps to describe Summer. Tell students to note the page number of the passage that the description comes from.
3. Tell students that they can use a web to keep track of dialogue or information they find as a part of the planning, or prewriting, step in the writing process. Model making notes about the dialogue on page 23 in a character web. A sample graphic organizer follows.

Model planning using a graphic organizer.





Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

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

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

For example, ask:

- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use description and dialogue from the text to support his or her description of Summer?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did using sticky notes to identify descriptive passages help you plan your writing project?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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 Summer as a character. Support your answer with information and dialogue from the text.

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

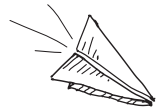
Lesson 6

Reading Objective: Analyze story elements to determine the theme.

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

Teacher Background

During today's cycle test, students will continue to analyze story elements to determine how they support the themes in *Missing May*. In the passage from the story that students will read for the test, Summer continues to worry about Ob and how he is dealing with May's death.



Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing analyzing story elements to determine the story's themes and supporting their points by selecting and citing dialogue. Use **Think-Pair-Share** to ask:

What have we done this cycle to practice these skills?

We have discussed the story's themes and answered questions about the themes in Team Talk. We have also written answers to writing prompts and supported our answers with dialogue from the text.

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

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

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

3. What do May and Ob do on the first night they bring Summer home that supports the theme, the power of love? **[DC, RE, AC]**

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

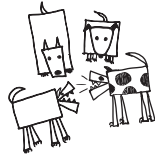
Today you will continue to read about Summer, May, Cletus, and Ob.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Analyze Story Elements

Directions: Read *Missing May*, pages 37–39, 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)

- On pages 37 and 38, Summer thinks “I didn’t want Cletus to know the pain this caused me, that I wasn’t enough to bring Ob to life each day. That it wasn’t enough that he had me left to still love.” How does this support the story’s theme, the pain of grief? **[DC, RE, AC]**
 - 20 points = *Summer is hurt because taking care of her is not enough for Ob to get over his grief over May’s death. He takes Summer and Cletus into May’s garden and talks about May, hoping she will communicate with them. Summer is upset that Ob still misses May so much that he is trying to make contact with her spirit.*
 - 15 points = *Summer is hurt because taking care of her is not enough for Ob to get over his grief over May’s death. He takes Summer and Cletus into May’s garden and talks about May, hoping she will contact them.*
 - 10 points = *Summer is hurt because taking care of her is not enough for Ob to get over his grief over May’s death.*
- At the end of chapter 5, what does Cletus think May gave Ob? Support your answer with information from the text. **[SA]**
 - 20 points = *Cletus thinks May gave Ob permission to have imagination. As an example, he explains that Ob’s whirligigs are art, not yard decorations. Cletus thinks that Ob and Summer both have imagination but that Summer fights hers off.*
 - 15 points = *Cletus thinks May gave Ob permission to have imagination. He explains that Ob’s whirligigs are art, not yard decorations.*
 - 10 points = *Cletus thinks May gave Ob permission to have imagination.*

3. What do May and Ob do on the first night they bring Summer home that supports the theme, the power of love? **[DC, RE, AC]**

20 points = *On the first night that May and Ob bring Summer home, they show her how much she is loved and wanted by talking about the things they will do to their home to make it fun for her. They also show Summer all the food in the kitchen and tell her she can have anything she wants to eat. May and Ob **demonstrate** their love for Summer as soon as they bring her home.*

15 points = *On the first night that May and Ob bring Summer home, they show her how much she is loved and wanted by talking about the things they will do to their home to make it fun for her. They also show Summer all the food in the kitchen and tell her she can have anything she wants to eat.*

10 points = *On the first night that May and Ob bring Summer home, they show her how much she is loved and wanted by talking about the things they will do to their home to make it fun for her.*

4. How does Summer feel when Ob first tells Cletus about the times that May tried to communicate with him? **[DC]**

20 points = *Summer is hurt because Ob didn't tell her about the second time that May tried to communicate with him. She feels cut off from Ob. Summer is **afraid** that Ob is "starting to live among the dead."*

15 points = *Summer is hurt because Ob didn't tell her about the second time that May tried to communicate with him. She feels cut off from Ob.*

10 points = *Summer is hurt because Ob didn't tell her about the second time that May tried to communicate with him.*

5. Why does Summer call Cletus the "perfect consoler"? **[DC]**

20 points = *Summer calls Cletus the "perfect consoler" because he is a good listener. In the garden, Cletus listens to all the things Ob says about May without saying anything. Cletus **provides** what Summer and Ob really needed from the undertaker, the preacher, and their relatives when May died.*

15 points = *Summer calls Cletus the "perfect consoler" because he is a good listener. In the garden, Cletus listens to all the things Ob says about May without saying anything.*

10 points = *Summer calls Cletus the "perfect consoler" because he is a good listener.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How does Summer feel about Cletus? Support your answer with dialogue from the text.

Summer feels that Cletus is a strange boy. She says he is a “lunatic” because he collects strange items such as potato chip bags and spoons. Cletus tells Summer about looking through an old woman’s photos for hours until the woman gave him one. Summer’s response to Cletus is “I can’t believe you planted yourself in that old lady’s house like some fungus mold till you got a picture out of her.” Even though Cletus is nice to Summer and Ob, she treats Cletus badly.

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

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

Part III. Vocabulary (100 points)

1. What is an antonym for the word *grieve*? **[CV]**

An antonym for grieve is the word celebrate.

2. My computer is not very _____, and it keeps crashing.

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

- A. *reliable*
- B. *grim*
- C. *sincere*
- D. *surreal*

3. In which of the following sentences is the word *sincere* used incorrectly? **[CV]**
- A. I trust Andrew because he is always so sincere.
 - B. *Diane's big brother was sincere when he lied about breaking the vase.*
 - C. Oscar doesn't want to be friends with people who are not sincere.
 - D. My mom taught me to always be sincere when dealing with people.

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

Cass painted a surreal picture of a cat that had a clock for a face.

5. You would have to be a _____ to jump out of an airplane without a parachute.

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

- A. reliable
 - B. grim
 - C. sincere
 - D. *lunatic*
6. In which of the following sentences is the word *grim* used incorrectly? **[CV]**
- A. The grim winter seemed to last forever.
 - B. Evelyn did not want to watch a grim movie about war.
 - C. The house looked grim after it had been abandoned for years.
 - D. *The grim comedian made everyone at the party laugh.*
7. It was a _____ to Marcos when he learned how to do a backflip.

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

- A. reliable
 - B. *revelation*
 - C. grieve
 - D. surreal
8. Write a meaningful sentence using the word *acquainted*. **[CV]**

I looked forward to getting acquainted with my relatives from England.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*We explored the word laboring, which means to work hard. For example:
The construction workers were laboring to pour the concrete for the building.*

10. As used in the sentence “May started talking about where they’d hang the swing as soon as she hoisted herself out of the front seat,” *hoisted* most nearly means— **[CV]**

- A. missed.
- B. crept.
- C. dropped.
- D. *lifted*.

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

I can see a mind movie of May lifting herself up to get out of the front seat of a car.

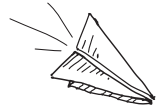
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

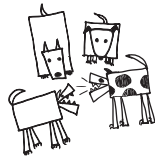
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

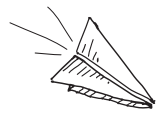
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

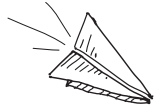
Analyze
Story
Elements

Lesson 1

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

In today's reading, Summer becomes very worried about Ob when he doesn't get out of bed and wake her up for school. When Ob finally gets up, he tells Summer that he is not sure he can take care of her anymore because of his grief for May. Cletus comes over and tells Ob and Summer about a pastor who claims to be able to communicate with the dead that he read about in the newspaper. The Big Question in cycle 2 asks students how they think the power of love and the pain of grief are related. This question will prompt students to explore the relationship between the two central themes in *Missing May*.

**Active Instruction** tp

(22 minutes)

Big Question

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

The Big Question: How do you think the power of love and the pain of grief are related?

Set the Stage tp

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

How do you think the power of love and the pain of grief are related?

The more we love somebody, the more we will grieve when he or she dies. However, our love for others and their love for us help us deal with the pain of grief.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 43 and 44 in the text.



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

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

Interactive Read Aloud

1. Read pages 43 and 44 (paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

In this passage, identify the author’s language that supports the theme, the pain of grief.

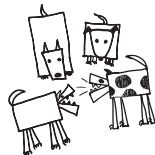
In this passage, Summer describes their situation, grieving for May, as “infernal darkness” and “desperate.” Summer also says that on the day after they tried to contact May and failed, Ob did not get out of bed, and she knew “things were wrong.”

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

What can we add to our T-chart? What story elements support the themes that we have identified in *Missing May*?

Add information to the T-chart based on students’ responses.

Sample Graphic Organizer	
Power of Love	Pain of Grief
	<p>Summer describes grieving for May as “infernal darkness” and “desperate.”</p> <p>Ob doesn’t get out of bed after they fail to contact May; Summer knows something’s wrong.</p>



Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **pages 44 (paragraph 2)–55 (paragraph ending “...Renaissance Men.”) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

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

Team Talk Questions

1. In the section of text that you read today, what occurs that reinforces the theme, the pain of grief? **(Write) [DC, RE, AC]** (Team Talk rubric)
(Answers may vary.)
 - 100 = *Ob oversleeps and doesn't wake up Summer for school. Summer is terrified that Ob has died. Ob is so **depressed** by May's death that he can hardly get out of bed.*
 - 90 = *Ob oversleeps and doesn't wake up Summer for school. Summer is terrified that Ob has died.*
 - 80 = *Ob oversleeps and doesn't wake up Summer for school.*
2. Why is Summer exhilarated when Ob tells her that he is not sure that he can take care of her? **[DC]** (Team Talk rubric)
 - 100 = *Summer is exhilarated because at least Ob knows that something is wrong. She would have felt really bad if Ob had made excuses or if he had not said anything at all. The fact that Ob **recognizes** how bad things are gives Summer some hope.*
 - 90 = *Summer is exhilarated because at least Ob knows that something is wrong. She would have felt really bad if Ob had made excuses or if he had not said anything at all.*
 - 80 = *Summer is exhilarated because at least Ob knows that something is wrong.*
3. Why does Cletus bring Ob a newspaper clipping about a pastor in another county? **[DC]** (Team Talk rubric)
 - 100 = *The clipping says that the pastor can communicate with the dead. Cletus thinks the pastor might help Ob contact May. Cletus understands how important it is for Ob to **communicate** with May.*
 - 90 = *The clipping says that the pastor can communicate with the dead. Cletus thinks the pastor might help Ob contact May.*
 - 80 = *The clipping says that the pastor can communicate with the dead.*

continued

Team Talk Questions *continued*

4. What signs are there that taking a trip to see the pastor in Putnam County might be good for Ob? Support your answer with information from the text. **[DC, AC]** (Team Talk rubric)

100 = *When he talks about taking the trip, Ob has a "glint in his eyes" and a "grin on his face." Summer says that the trip gives Ob a reason to get out of bed in the morning. The possibility of being able to communicate with May has given Ob some hope.*

90 = *When he talks about taking the trip, Ob has a "glint in his eyes" and a "grin on his face." Summer says that the trip gives Ob a reason to get out of bed in the morning.*

80 = *When he talks about taking the trip, Ob has a "glint in his eyes" and a "grin on his face."*

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

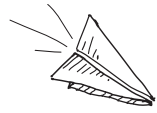
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

Today students will continue to read about Cletus’s plan to visit a pastor who claims to be able to communicate with the dead. Summer hopes the trip will help Ob deal with his grief but worries about what will happen if the pastor turns out to be a fraud. Summer and Ob visit Cletus’s parents to ask if he can go with them on their trip, and Summer is struck by how much his parents love Cletus.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
humiliated (adjective) page 45	hu-mil-i-a-ted (hyoo-MIL-ee-yet-ed)	badly embarrassed	Jesse was <i>humiliated</i> when the other kids saw him trip and fall in a mud puddle on the way to school.
exhilarated (adjective) page 49	ex-hil-a-ra-ted (ig-ZIL-uh-reyt-ed)	very happy	I was <i>exhilarated</i> when I got my report card and saw that I had earned all As.

continued

Word	Pronunciation	Definition	Sample Sentence
hoax (noun) page 56	hoax (hohks)	something intended to trick people	The video of a UFO landing in a field near our house turned out to be a <i>hoax</i> .
sympathy (noun) page 63	sym-pa-thy (SIM-puh-thee)	the feeling of sorrow for someone’s pain	Nell has a lot of <i>sympathy</i> for people who lose their homes in a fire because it happened to her family.
flabbergasted (adjective) page 63	flab-ber-gast-ed (FLAB-er-gast-ed)	greatly surprised	When Trina won the contest, she was so <i>flabbergasted</i> that she almost fainted.
serene (adjective) page 64	se-rene (suh-REEN)	without worry	The baby looked <i>serene</i> as he napped in his mother’s arms.
majestic (adjective) page 71	ma-jes-tic (muh-JES-tik)	very impressive	Sunlight gleamed off the <i>majestic</i> ship as it sailed out of the harbor for the first time.
tranquility (noun) page 84	tran-quiet-i-ty (trang-KWIL-i-tee)	peaceful feeling	Reading in a quiet library, surrounded by books, always gave Nate a sense of <i>tranquility</i> .

- 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.

Set the Stage

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to page 55 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

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

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

Interactive Read Aloud

1. Read page 55 (paragraph beginning “Cletus got this...” through the paragraph ending “...act normal again.”) aloud.

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

What do we learn about May in this passage that supports the theme of the power of love?

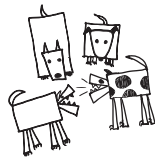
We learn that May had always liked people who were different or weird like Cletus and Ob. Summer thinks she must love it in heaven because people don't have to act normal.

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

What can we add to our T-chart? What story elements support the themes that we have identified in *Missing May*?

Add information to the T-chart based on students' responses.

Sample Graphic Organizer	
Power of Love	Pain of Grief
May always liked people who were different or weird.	Ob oversleeps/doesn't wake up Summer for school, too depressed to get up



Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **pages 55 (paragraph beginning “Ob and I...”)-64 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

1. How does the author use Summer's story about bats to reinforce the theme of the power of love? **(Write) [DC, RE, AC]** (Team Talk rubric)

100 = *The story shows that May even cared for creatures that scare most people. When bats got trapped in the trailer, May tried to catch them and let them go without hurting them. She even tried to care for a bat that she hurt by mistake. The author uses these details to demonstrate May's loving nature.*

90 = *The story shows that May even cared for creatures that scare most people. When bats got trapped in the trailer, May tried to catch them and let them go without hurting them. She even tried to care for a bat that she hurt by mistake.*

80 = *The story shows that May even cared for creatures that scare most people.*
2. How is Cletus's behavior different when Summer and Ob visit his home? **[DC, AC]** (Team Talk rubric)

100 = *Cletus doesn't act crazy when Summer and Ob visit his home. According to Summer, Cletus doesn't need to act crazy because at home he is "safe, and full of power and love." This makes Summer happy to see him for the first time.*

90 = *Cletus doesn't act crazy when Summer and Ob visit his home. Cletus doesn't need to act crazy because at home he is "safe, and full of power and love."*

80 = *Cletus doesn't act crazy when Summer and Ob visit his home.*
3. Why is Summer embarrassed at Cletus's house? **[DC]** (Team Talk rubric)

100 = *Summer is embarrassed by how badly she has been treating Cletus. She sees how much Cletus's parents love and adore him. The contrast between their love for Cletus and her "disgust" teaches Summer a lesson.*

90 = *Summer is embarrassed by how badly she has been treating Cletus. She sees how much Cletus's parents love and adore him.*

80 = *Summer is embarrassed by how badly she has been treating Cletus.*

continued

Team Talk Questions *continued*

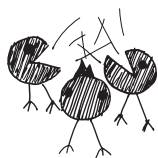
4. Why are Summer and Cletus surprised by what Ob tells Cletus’s parents? **[DC]**
(Team Talk rubric)
- 100 = *They are surprised because Ob does not tell Cletus’s parents the complete truth about their trip. Ob tells them that Summer has been having a rough time since May died, so they are taking a trip to visit an old friend. Ob never mentions the pastor or that the old friend is his dead wife.*
- 90 = *They are surprised because Ob does not tell Cletus’s parents the complete truth about their trip. Ob tells them that Summer has been having a rough time since May died, so they are taking a trip to visit an old friend.*
- 80 = *They are surprised because Ob does not tell Cletus’s parents the complete truth about their trip.*
5. Could a *hoax* make you feel *humiliated*? **[CV]**
Yes. If you were tricked by someone, it could make you feel embarrassed.

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

- Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
- 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.
- Show the video “Fluency.”

Show the video.



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.

Analyze Story Elements

Word	Pronunciation	Definition	Sample Sentence
humiliated (adjective) page 45	hu-mil-i-a-ted (hyoo-MIL-ee-yet-ed)	badly embarrassed	Jesse was <i>humiliated</i> when the other kids saw him trip and fall in a mud puddle on the way to school.
exhilarated (adjective) page 49	ex-hil-a-ra-ted (ig-ZIL-uh-reyt-ed)	very happy	I was <i>exhilarated</i> when I got my report card and saw that I had earned all As.
hoax (noun) page 56	hoax (hohks)	something intended to trick people	The video of a UFO landing in a field near our house turned out to be a <i>hoax</i> .
sympathy (noun) page 63	sym-pa-thy (SIM-puh-thee)	the feeling of sorrow for someone's pain	Nell has a lot of <i>sympathy</i> for people who lose their homes in a fire because it happened to her family.
flabbergasted (adjective) page 63	flab-ber-gast-ed (FLAB-er-gast-ed)	greatly surprised	When Trina won the contest, she was so <i>flabbergasted</i> that she almost fainted.
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majestic (adjective) page 71	ma-jes-tic (muh-JES-tik)	very impressive	Sunlight gleamed off the <i>majestic</i> ship as it sailed out of the harbor for the first time.
tranquility (noun) page 84	tran-quil-i-ty (trang-KWIL-i-tee)	peaceful feeling	Reading in a quiet library, surrounded by books, always gave Nate a sense of <i>tranquility</i> .

Lesson 3

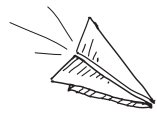
Reading Objective: Analyze story elements to determine the theme.

Teacher Background

In today's reading, Summer, Ob, and Cletus travel to visit the spiritualist pastor in Putnam County and learn that she has died. Ob is crushed by the news, and Summer is worried that Ob will be overwhelmed by his grief for May.

Teacher's Note:

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



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

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

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

Teams discuss their vocabulary ratings.

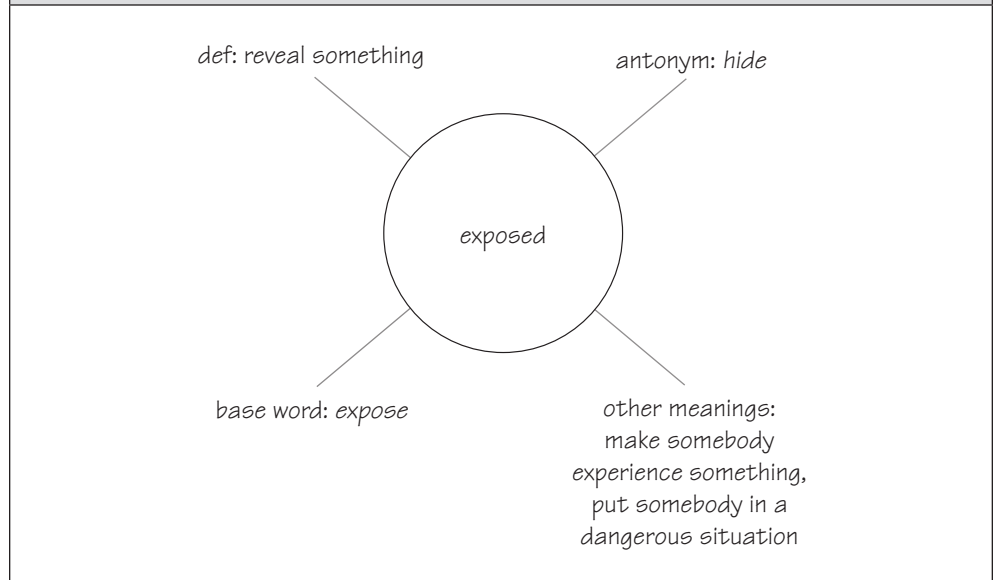


Model exploring a word in the word power journal.

Sample Think Aloud

I've been thinking about the passage in which Summer tells about the time her classmate wrote a description of her that really hurt her feelings. Summer described herself as "exposed." I want to learn some more about this word, so I'm going to look in the dictionary. (Consult the dictionary.) I see that the base word is *expose*. It has a few definitions, such as to allow something to be seen and to put somebody in a dangerous situation. However, I think the definition that fits the way *expose* is used in the book is to reveal something. Summer's classmate revealed some things about her. Hmm. It sounds like an antonym for *expose* might be *hide*.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Set the Stage

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

Post and present the reading objective.

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



Refer students to page 65 in the text.



Interactive Read Aloud

1. Read page 65 aloud.
2. Use **Think-Pair-Share** to ask:

Identify language in this passage that describes Cletus and his parents that reinforces the theme of the power of love.

Summer describes a picture that she sees on the wall of Cletus as a baby being held by his parents. She says that Cletus’s parents had been holding Cletus between them since he “took his first breath.” Summer also says that Cletus “never expected them to let him fall.” Summer is describing how much Cletus’s parents love him and how that shaped him growing up. He trusted that things would turn out all right because he had always been loved and taken care of.

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

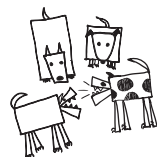
What can we add to our T-chart? What story elements support the themes that we have identified in *Missing May*?

Add information to the T-chart based on students’ responses.

Sample Graphic Organizer	
Power of Love	Pain of Grief
<p>May cared for creatures that scare most people such as bats, tried to save hurt bat.</p> <p>Picture of Cletus as a baby being held by his parents: Summer says he had always been held. He never expected his parents to let him fall. Their love let him trust that things would turn out all right.</p>	

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

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



Teamwork tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 66–76 aloud with partners.
(if skipping Interactive Read Aloud, pages 65–76)

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

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

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

Team Discussion

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

Team Talk Questions
<p>1. Why is Summer at peace during the car ride to Putnam County? [DC] (Team Talk rubric)</p> <p>100 = <i>Summer is at peace because she doesn't need to do anything during the ride. Also, Ob is sitting safe right beside her. Summer doesn't need to take care of anything or anybody, and she can relax.</i></p> <p>90 = <i>Summer is at peace because she doesn't need to do anything during the ride. Also, Ob is sitting safe right beside her.</i></p> <p>80 = <i>Summer is at peace because she doesn't need to do anything during the ride.</i></p> <p>2. How does seeing the capitol building make Summer feel? Support your answer with information from the text. [SA, DC] (Team Talk rubric)</p> <p>100 = <i>Seeing the capitol building makes Summer feel proud. It demonstrates that her state is more than "shut-down old cold mines and people on welfare." According to Summer, the capitol building is "majestic" and "elegant."</i></p> <p>90 = <i>Seeing the capitol building makes Summer feel proud. It demonstrates that her state is more than "shut-down old cold mines and people on welfare."</i></p> <p>80 = <i>Seeing the capitol building makes Summer feel proud.</i></p>

continued

Team Talk Questions *continued*

3. What happens when Summer, Ob, and Cletus arrive at the Spiritualist Church? **[SA]** (Team Talk rubric)
- 100 = *When they arrive at the Spiritualist Church, they learn that the pastor has died. She won't be able to help them **communicate** with May. The news is a big blow to Ob.*
- 90 = *When they arrive at the Spiritualist Church, they learn that the pastor has died. She won't be able to help them contact May.*
- 80 = *When they arrive at the Spiritualist Church, they learn that the pastor has died.*
4. Identify language on page 76 that reinforces the theme, the pain of grief. **(Write) [DC, RE, AC]** (Team Talk rubric)
- 100 = *Summer says that she, Ob, and Cletus "suffered a black kind of stillness" on their way back home. **In addition**, she feels that "Ob had taken his final punch." This **grim language** communicates the pain of grief.*
- 90 = *Summer says that she, Ob, and Cletus "suffered a black kind of stillness" on their way back home. She feels that "Ob had taken his final punch."*
- 80 = *Summer says that she, Ob, and Cletus "suffered a black kind of stillness" on their way back home.*
5. What is an example of something that would make you *flabbergasted*? **[CV]**
A surprise party would make me flabbergasted.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

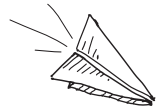
Reading Objective: Analyze story elements to determine the theme.

Teacher Background

Today students will read about how Ob overcomes his grief for May and takes Summer and Cletus to visit the West Virginia state capitol. When they return home, Summer sees an owl that reminds her of May, and she breaks down crying. Ob comforts Summer, and she falls asleep, at peace.

Teacher's Note:

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



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Partner Vocabulary Study

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

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.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 77 and 78 in the text.



Set the Stage

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

Interactive Read Aloud

1. Read pages 77 and 78 aloud.
2. Use **Think-Pair-Share** to ask:

What happens in this passage that reinforces both of the central themes in *Missing May*?

In this passage, Summer, Ob, and Cletus are heading home after finding out that the pastor has died and they won’t be able to contact May. Summer is worried that they are going back home to “an empty trailer” and “an old man’s declining will to live.” This reinforces the theme of the pain of grief. However, just as they are almost out of sight of the capitol, Ob says, “I’m turning this buggy around.” Ob then heads back to the capitol. This supports the theme of the power of love. Ob’s love for Summer and Cletus is helping him get over his grief for May.

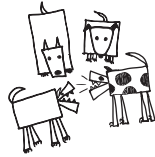
3. Use **Think-Pair-Share** to ask:

What can we add to our T-chart? What story elements support the themes that we have identified in *Missing May*?

Add information to the T-chart based on students’ responses.

Sample Graphic Organizer	
Power of Love	Pain of Grief
<p>Ob: “I’m turning this buggy around.” He heads back to the capitol. Love for Summer & Cletus helps him get over his grief.</p>	<p>Summer, Ob, and Cletus “suffered a black kind of stillness” after finding out that the pastor had died. Summer feels that “Ob had taken his final punch.”</p> <p>Summer is worried about going back to “an empty trailer” and an “old man’s declining will to live.”</p>

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



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sf
pages 79–87 aloud with partners.
(if skipping Interactive Read Aloud, pages 77–87)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

Team Talk Questions

1. What does Summer mean when she says that Ob “turned that buggo around”?
[DC, RE, AC] (Team Talk rubric)
*100 = Summer means that Ob is beginning to get over his grief for May.
According to Summer, something happens to Ob to make him want to live again. Summer is saying that Ob is turning his life around.*
*90 = Summer means that Ob is beginning to get over his grief for May.
 Something happens to Ob to make him want to live again.*
80 = Summer means that Ob is beginning to get over his grief for May.

continued

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

Team Talk Questions *continued*

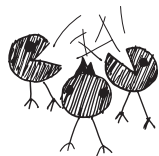
2. What causes Summer to break down crying? **[DC]** (Team Talk rubric)
- 100 = *I think that seeing the owl makes Summer remember May, and that causes her to break down crying. Summer has been trying so hard to be strong for Ob that she was not able to really feel sad. Once Ob starts to get better, Summer has an **opportunity** to grieve.*
- 90 = *I think that seeing the owl makes Summer remember May, and that causes her to break down crying. Summer has been trying so hard to be strong for Ob that she was not able to really feel sad.*
- 80 = *I think that seeing the owl makes Summer remember May, and that causes her to break down crying.*
3. How does May's monologue on pages 84–87 support the theme of the power of love? **(Write) [DC, RE, AC]** (Team Talk rubric)
- 100 = *In May's monologue, she talks about how much she, Ob, and Summer all needed and loved one another. She calls Summer her shining star and tells her again, "You are the best little girl I ever did know." May's monologue **demonstrates** the deep love that all these **characters** have for one another.*
- 90 = *In May's monologue, she talks about how much she, Ob, and Summer all needed and loved one another. She calls Summer her shining star and tells her again, "You are the best little girl I ever did know."*
- 80 = *In May's monologue, she talks about how much she, Ob, and Summer all needed and loved one another.*
4. Do you think the author believes that buying people things is an important part of showing your love for them? Support your answer with information from the text. **[DC, AP, AA]** (Team Talk rubric)
- 100 = *I don't think that the author believes that buying people things is important to show them your love. Ob and May did not have much money and couldn't buy Summer many things, but their love changed her life. **According to Summer**, when she went to live with Ob and May in their trailer, it was like going to heaven. I think the author believes that our actions show our love, not what we buy.*
- 90 = *I don't think that the author believes that buying people things is important to show them your love. Ob and May did not have much money and couldn't buy Summer many things, but their love changed her life. When Summer went to live with Ob and May in their trailer, it was like going to heaven.*
- 80 = *I don't think that the author believes that buying people things is important to show them your love. Ob and May did not have much money and couldn't buy Summer many things, but their love changed her life.*
5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**
- Kevin was exhilarated after he stood up on his first wave while he was learning to surf.*

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

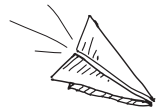
Remind students of the Read and Respond homework assignment.

Lesson 5

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

Teacher Background

The objective of this writing task is to have students explain how the character Ob reinforces the theme of the pain of grief and use dialogue and information from the text to support their explanations. During Model a Skill, you will provide guidance on how to write a clear introductory sentence.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and the writing objective for this cycle. Remind them that during this cycle, they discussed and answered questions about the ways in which characters' actions and dialogue support the story's themes. Point out that today they will explain how characters' dialogue and actions support a theme in the story.

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

Read the prompt aloud.

Writing Prompt
How does the author use the character Ob to reinforce the theme, the pain of grief? Support your answer with information and dialogue from the text.



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

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

It is asking me to write a literary response. I know this because the prompt is asking how an author uses a character in a work of fiction to reinforce a theme.

Students identify the purpose for writing.

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

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

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

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

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

Which guidelines relate to our writing objective: to select and cite dialogue to support a point?

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

Highlight the writing objective.

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

Model planning using a graphic organizer.

Model a Skill

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

Summer lives in a beat-up trailer on a mountain in West Virginia.
 Summer goes to school with a strange boy named Cletus.
 Summer is a complex character who can be both loving and mean.



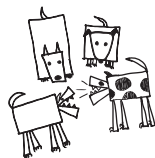
4. Explain that each of these sentences is an example of a sentence that could have been written in response to the writing prompt in cycle 1: “Describe Summer as a character.” However, only one of the sentences would make a good introductory sentence that would help a reader better understand the point that the writer is trying to make.

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

Which of the sentences makes a clear point about Summer as a character? Explain.

The third sentence makes a clear point about Summer as a character. It explains that she is complex and can be loving or mean. The other sentences are just general information about Summer; they don't make a point about her as a character.

6. Tell students to make sure that their introductory sentences make a clear point about how Ob's character reinforces the theme, the pain of grief.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

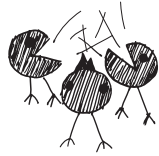
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

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 a literary response and the writing objective—to select and cite dialogue to support a point.

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

For example, ask:

- **Does the writer begin by making a clear point about how the author uses Ob to support the theme, the pain of grief?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use information and dialogue from the text to support his or her answer?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did you find supporting information and dialogue for your answer?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Writing Prompt

How does the author use the character Ob to reinforce the theme, the pain of grief? Support your answer with information and dialogue from the text.

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

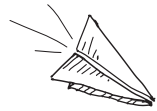
Lesson 6

Reading Objective: Analyze story elements to determine the theme.

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

Teacher Background

During today's cycle test, students will continue to analyze story elements to determine how they support the themes in *Missing May*. In the passage for the cycle test, students will read about what happens on the day after Summer, Ob, and Cletus return from their trip.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been analyzing story elements to determine the story's theme and supporting their points by selecting and citing dialogue. Use **Think-Pair-Share** to ask:

What have we done this cycle to practice these skills?

tps

We have discussed the story's themes and answered questions about the themes in Team Talk. We have also written answers to writing prompts and supported our answers with dialogue from Missing May.

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

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

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

1. How do you think the author reinforces the theme of the power of love in chapter 12? **[DC, RE, AC]**

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

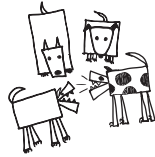
Today you will read what happens on the day after Summer, Ob, and Cletus return from their trip.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Analyze Story Elements

Directions: Read *Missing May*, pages 88 and 89, 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. How do you think the author reinforces the theme of the power of love in chapter 12? **[DC, RE, AC]**

20 points = *In chapter 12, Summer's, Ob's, and Cletus's love for one another has made them all happy. When they eat breakfast together, Summer says it's the best eggs and bacon she has ever eaten in her life. I think this demonstrates how happy Summer is now.*

15 points = *In chapter 12, Summer's, Ob's, and Cletus's love for one another has made them all happy. When they eat breakfast together, Summer says it's the best eggs and bacon she has ever eaten in her life.*

10 points = *In chapter 12, Summer's, Ob's, and Cletus's love for one another has made them all happy.*

2. Why does Summer think May would have liked Cletus? Use a quote from page 55 to support your answer. **[SA]**

20 points = *Summer thinks May would have liked Cletus because he is different, and May liked "the weird ones best." Summer thinks May must love it in heaven because one of the benefits is never having to act normal again.*

15 points = *Summer thinks May would have liked Cletus because he is different, and May liked "the weird ones best."*

10 points = *Summer thinks May would have liked Cletus because he is different.*

3. What does Ob do in chapter 6 that supports the theme of the pain of grief? **[DC, RE, AC]**

(Answers may vary.)

*20 points = In chapter 6, Ob tells Summer that he's not sure he can take care of her because he's "not doing so good" since May died. He also tells Summer that he can't stop thinking about how May died in the garden. Ob's pain from May's death is **overwhelming** him.*

15 points = In chapter 6, Ob tells Summer that he's not sure he can take care of her because he's "not doing so good" since May died. He also tells Summer that he can't stop thinking about how May died in the garden.

10 points = In chapter 6, Ob tells Summer that he's not sure he can take care of her because he's "not doing so good" since May died.

4. What scares Summer about the trip to visit the Spiritualist Church in Putnam County? **[DC]**

*20 points = Summer is afraid that the pastor might be a hoax and that May won't tell Ob what he needs to hear. Summer thinks that if May doesn't **communicate** with Ob while they are at the church, there will be no use going back home.*

15 points = Summer is afraid that the pastor might be a hoax and that May won't tell Ob what he needs to hear.

10 points = Summer is afraid that the pastor might be a hoax.

5. What does Summer mean when she says on page 76, "For truly I felt Ob had taken his final punch"? **[CV]**

*20 points = Summer means that she feels that Ob is going to give up on life because he is so disappointed that he couldn't contact May. The spiritualist pastor has died, so she can't help them **communicate** with May. Summer is very worried that Ob can't **bear** his grief anymore.*

15 points = Summer means that she feels that Ob is going to give up on life because he is so disappointed that he can't contact May. The spiritualist pastor has died, so she can't help them contact May.

10 points = Summer means that she feels that Ob is going to give up on life because he is so disappointed that he can't contact May.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How does the author use the character May to reinforce the theme of the power of love? Support your answer with dialogue from the text.

In Missing May, Cynthia Rylant uses the character May to demonstrate the power of love. May is an extremely loving and kind person. May rescued Summer from the uncaring relatives whom she lived with after her mother died. She provided Summer with a home and never lets her forget how much she is loved. In one passage, May describes what Summer has meant to her. She says, "And when you came to us, Summer, honey, you were my shining star. You are the best little girl I ever did know." The power of May's love changed Summer's life.

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

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

Part III. Vocabulary (100 points)

1. Could climbing a *majestic* mountain make you feel *exhilarated*? **[CV]**

Yes. It could make you very happy to climb an impressive mountain.

2. Nathan was _____ when he went to school with his shirt on inside out.

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

- A. exhilarated
- B. *humiliated*
- C. serene
- D. majestic

3. What is an example of something that would make you feel *serene*? **[CV]**

Relaxing beside a river on a sunny day would make me feel serene.

4. In which of the following sentences is the word *flabbergasted* used incorrectly? **[CV]**
- A. *I was flabbergasted when my mom drove me to school each day.*
 - B. Trish was flabbergasted when she opened the present and saw a kitten.
 - C. Sometimes people are flabbergasted when they learn the secret behind a magic trick.
 - D. Isla was flabbergasted by the movie's surprise ending.

5. Which of the following is not an example of something that is *majestic*? **[CV]**

- A. the pyramids
- B. a skyscraper
- C. the Grand Canyon
- D. a pencil

Explain why.

A pencil is just something you use every day. All the other choices are things that are very impressive.

6. If you were the victim of a *hoax*, would it give you a sense of *tranquility*? **[CV]**

No. If you were tricked, it would not make you feel peaceful.

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

Swinging in the hammock in his backyard always made Danny feel serene.

8. I don't feel any _____ for bullies who get in trouble.

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

- A. *sympathy*
- B. serene
- C. tranquility
- D. majestic

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

We explored the word exposed, which means revealed. For example: Tammy rolled up her sleeve and exposed the scab on her elbow.

10. As used in the sentence "His face was pale and full of strain, and I wanted to take his suffering from him," *suffering* most nearly means— **[CV]**

- A. shirt.
- B. pleasure.
- C. *pain*.
- D. happiness.

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

I used the context. In the sentence, the person sounds like he or she is in pain because his or her face is pale and strained.

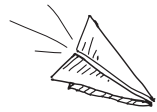
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze story elements to determine the theme.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

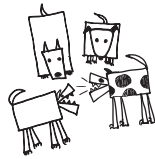
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

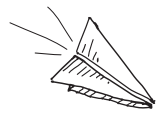
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

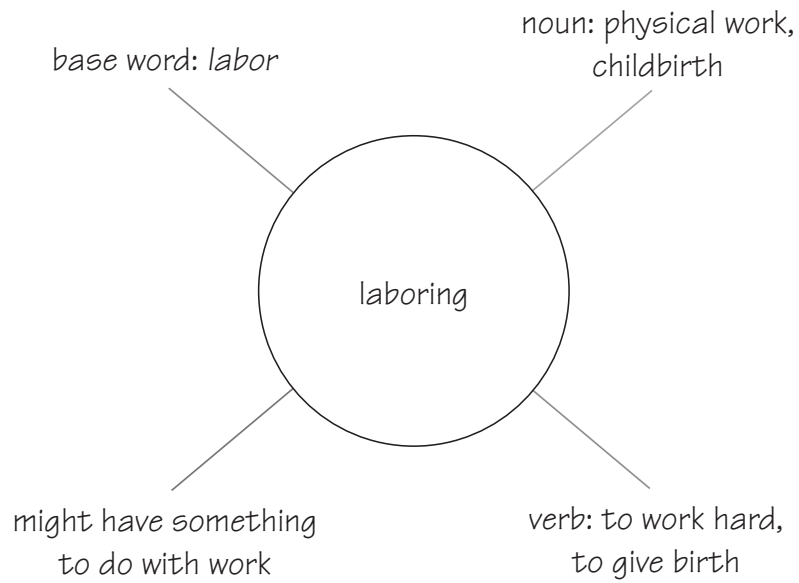
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

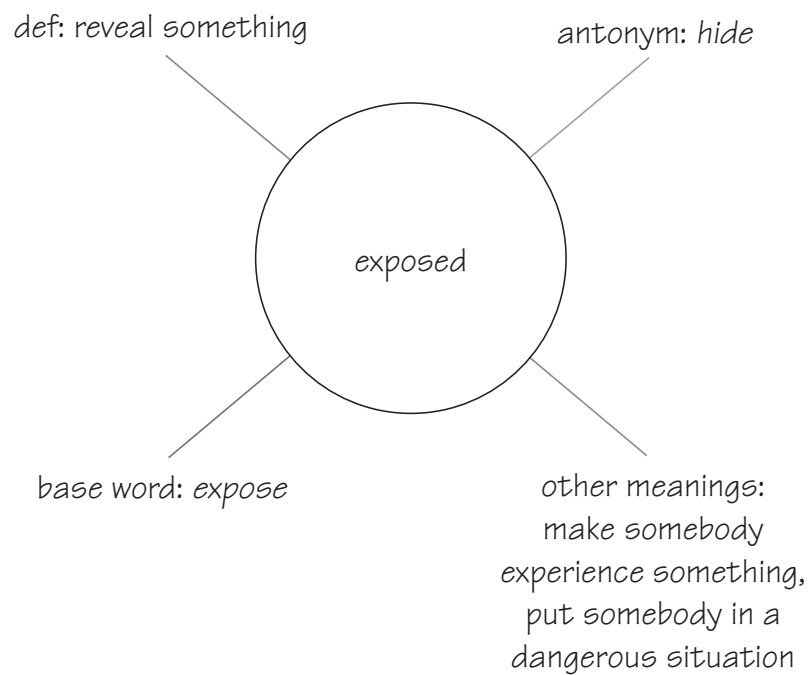
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

**Sample Word Map
Cycle 1**



**Sample Word Map
Cycle 2**



Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 6 Analyze Story Elements

English Language Arts Standards: Reading: Literature

Key Ideas and Details

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

English Language Arts Standards: Writing

Text Types and Purposes

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

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