



Shared Story

Teacher's Manual

Level 4

Reading Between the Lions: Reading Roots 5th Edition Shared Story Teacher's Manual Level 4

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Start-Up Lesson

For use in schools implementing cross-classroom regrouping where there is one reading level per class.

You will need:

- Team Celebration Points poster with overlay
- Cup and plastic chips or other point-tracking system supplies (teacher acquired)
- Reading Between the Lions Interactive software
- The Shared Story the group will start with, and the next eight to ten Shared Stories.

Preparing for this Lesson:

- Determine the reading level of all students in the class using the Reading Roots Formal Assessment.
- For cross-class level grouping you will have two-member partnerships and possibly one three-member triad if there is an odd number of students in a reading group.
- If your students are ready to work in a team comprised of two partnerships, assign teams.
- Strive to balance partnerships and teams by ethnicity and gender. If you are familiar with the students, you can also take into account their behaviors and personalities.
- We recommend that your students' desks be arranged in a way that accommodates partner and team work.

Teacher note: You may choose to assign temporary partnerships for a week or two until you get to know the strengths and needs of your students. If this option is chosen, let students know their partnership is temporary and they may or may not stay with their partner after you assign permanent partnerships for the quarter.

- An activity for students to come up with a team name is included in the lesson. You may use the suggested activity or any other activity that achieves the same purpose and is appropriate for your students.
- If your students are not ready to work in a team of four, concentrate their participation mostly on working with their partners and only occasionally conducting team activities. Partners may be paired with other partners for a "team" to work on earning pride points without having to regularly operate as a team of four in learning activities.

Lesson Purpose:

- This lesson will be used on the first day after you have assessed each student and determined in which reading level group they will be in for Reading Between the Lions: Reading Roots 5th Edition. It is only used after the first two weeks of the school year and at the beginning of each quarter when students are placed into new groups.
- In this lesson, students will meet their partners, the other partnership on their team, and the rest of the students in their reading group. They will get to know their partners and teammates and create a team name. You will also introduce them to the fun and interesting activities they will do together in the Shared Story lessons.

Introductions

Students, Partnerships, and Teams

- Use the following text as a guide to introduce your students to Shared Story lessons and their teams. Maintain a sense of enthusiasm as you discuss it with your students.
- Have the students gather together in front of you, on a rug if possible. Use the Zero Noise Signal to get their attention.
- **From now on, in our Reading Between the Lions class, we will continue to work in partnerships, but now a number of partnerships together will form a team.** Announce the teams, and the partnerships within each team.

Zero Noise Signal

Pride Points and Team Celebration



- **Each day you will practice reading, writing, and sharing ideas with your partners. When you do a good job with that, you will earn pride points! From now on, your pride points will be totaled together with the other partnership on your team. All of the pride points earned by the partnerships on your team get added together at the end of the day and are added to the Team Celebration Points poster, in the column for your team.**
- Introduce the Team Celebration Points poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each cycle. Explain that at the end of each day, the points earned at students' desks will be added to the poster.
- **Remember, you can earn pride points by following directions or doing a good job on your classwork. You can also earn points by being good partners and by helping and encouraging each other. As we learn more about reading, you can also earn pride points for showing how you figured something out while you were reading. So, everyone will be able to earn pride points and help their team!**

Team Building

- **Each team will need a name. Now you can talk with your teammates to find out some other interesting things about one another. That may help you to decide on a team name. For example, if you find out that everyone on your team likes to play soccer, you might decide to call yourselves the Soccer Champs.** Give students some time to talk about their team names. If a team is having a difficult time determining a name, or they are all choosing similar names, engage team members in conversation to guide them toward a name that will describe their team. Once all teams have decided on names, invite each team to tell the class the name they have chosen.
- **To help everyone remember the names of all the teams in our class, each team can make a poster with the team name and a picture that tells about the team. You should also write your names on the poster.** Distribute a piece

of construction paper or poster board and a set of four different colored markers (or crayons) to each team. **Now you may make your team poster. You may decorate it any way you like to show which team you are.**

- Other team building activities may be incorporated as time allows.
- If your reading group is beginning at Shared Story 4, skip this step. If your reading group is beginning with a Shared Story higher than 4, you may choose to show a video about how students will be working with a partner to read the Shared Stories.
 - Reading Between the Lions Interactive Software > Shared Story 4 > Partner Practice Lesson > Partner Reading

Introduction to Shared Story

- **We will be reading lots of stories together in our class. These are called Shared Stories. We share reading them with our partners, our class, and people at home. Let’s take a look at the stories we will read.**
- Display the Shared Story the class will begin with and eight to ten Shared Stories after that. Conduct a picture walk of some of the stories and encourage students to predict what, and who, they may be reading about in the coming weeks. Build a sense of excitement, enthusiasm, and confidence that students will be successful in learning to read these stories by working together.



- **After we share reading the Shared Story in class, we can share them with people at home. When we share them at home, we have a special way to keep track of our work.** Display the Read and Respond Bookmark. **This is a bookmark that we will use to keep track of our reading at home. It is called the Read and Respond Bookmark.** Point out the parent note at the top of the bookmark. **Here is a note for people at home about how to help you.** Point out the list of days of the week on the front of the bookmark. **Each day of the week from Monday to Thursday, you will practice reading your Shared Story at home and someone at home will sign that you have worked hard and completed your practice. You will also write down one or two favorite words you read. You can read from the Shared Story or from another book you have at home that you know how to read.** Point out the back of the bookmark. **Here are some reading strategies we will be learning to help us when we get stuck on a word. You can use those strategies at home, too. On Friday, you will bring the bookmark back to school and we will celebrate with our partners and teams.**

Introduction to Class Behavior Expectations

- **In Reading Between the Lions, we will be moving from the carpet to our desks for different activities. Since we will be transitioning from one place to the other quite often, we will need a way to make sure that we are as quick and safe as possible. To do this we use 1-2-3 Move.**
- **When it’s time to move from one place to the other, I will say “One.” When I say “one,” you gather the materials that you need and you stay seated.**
- **When I say “two,” you will stand and push in your chairs. If we are on the carpet, you will stand.**



- **When I say “three,” you will move to the new location and sit down.**
- **Let’s try it right now.** Have students practice moving along with the signals a few times. Award pride points to partners who follow the directions and move without talking.
- **We will also be practicing our Team Cooperation Goals.** Pass out the Team Cooperation Goals cue card and lead a brief discussion on how each goal will help partnerships work and learn together.
- You may also use this time to outline other classroom behavior expectations such as Zero Noise, Active Listening Signal, or Partner Pyramid.

Celebration

Think-Pair-Share

Random Reporter



- **Let’s celebrate our new team and think about what we are most excited about.** Use **Think-Pair-Share** to have students talk with their partner about what they are looking forward to. Use **Random Reporter** to call on a partnership to respond.
- Award pride points to partners who can successfully tell about their ideas.
- Count up all the pride points for the day on the Team Celebration Poster and give each team a cheer.

Start-Up Lesson

For use in schools implementing *Reading Between the Lions: Reading Roots 5th Edition* alone in a homeroom grouping setting where there may be multiple reading levels per class.

You will need:

- Team Celebration Points poster with overlay
- Cup and plastic chips or other point-tracking system supplies (teacher acquired)
- Reading Between the Lions Interactive software
- The Shared Story the group will start with, and the next eight to ten Shared Stories.

Preparing for this Lesson:

- Determine the reading level of all students in the class the using Reading Between the Lions Initial Assessment for homeroom grouping.
- For homeroom grouping only, all students in one reading level form a team. Each homeroom class will have one, two, or three reading level teams. See *Getting Started with Partnerships/Teams* within the *Reading Between the Lions: Reading Roots 5th Edition Guide* for direction on how to determine reading levels and teams. Within each reading level team, assign partnerships.
- For each reading level team, you will have two-member partnerships and possibly one three-member triad if there are an odd number of students in a reading level group. Strive to balance partnerships by ethnicity and gender. If you are familiar with your students, you can also take into account their behaviors and personalities.
- An activity for students to come up with a team name is included in the lesson. You may use the suggested activity or any other activity that achieves the same purpose and is appropriate for your students.
- We recommend that your students' desks be arranged in a way that accommodates partner work.

Teacher note: You may choose to assign temporary partnerships for a week or two until you get to know the strengths and needs of your students. If this option is chosen, let students know their partnership is temporary and they may or may not stay with their partner after you assign permanent partnerships for the quarter.

Lesson Purpose:

- This lesson will be used on the first day after you have assessed each student and determined in which reading level group they will be in for *Reading Between the Lions: Reading Roots 5th Edition*. It is only used after the first two weeks of the school year and at the beginning of each quarter when students are placed into new groups.
- In this lesson, students will meet and get to know their partners, and the rest of the students in their reading level team. You will also introduce them to the fun and interesting activities they will do together in the Shared Story lessons.

Introductions

Students and Partnerships

Zero Noise Signal

- Use the following text as a guide to introduce each team to Shared Story lessons. Maintain a sense of enthusiasm as you discuss it with your students.
- Have students gather together in front of you, on a rug if possible. Use the Zero Noise Signal to get their attention.
- **In our Reading Between the Lions reading group, we will continue to work in partnerships.** Announce partnerships.

Pride Points and Team Celebration



- **Each day you will practice reading, writing, and sharing ideas with your partners. When you do a good job with that, you will earn pride points! From now on, your pride points will be totaled together with every other partnership on your team. All of the pride points earned by the partnerships on your team get added together at the end of the day and are added to the Team Celebration Points poster, in the column for your team.**
- Introduce the Team Celebration Points poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each cycle. Explain that at the end of each day, the points earned at students' desks will be added to the poster.
- **Remember, you can earn pride points by following directions or doing a good job on your classwork. You can also earn points by being good partners and by helping and encouraging each other. As we learn more about reading, you can also earn pride points for showing how you figured something out while you were reading. So, everyone will be able to earn pride points and help their team!**

Team Building

Random Reporter

- **Each team will need a name. Now you can talk with your partners to find out which animal you like best. This will help the team to find a team name. Each partnership needs to decide on an animal. I will call on a Random Reporter to share the animal that you and your partner decided on. I will then put the name of that animal on a slip of paper and put it in a hat. Once we have all of the suggested animals in the hat, I will draw one and that will be the team name.** Give partners some time to talk about their ideas. Once all partnerships have reported their favorite animal and you have placed them in a hat, draw one out and celebrate their new team name.
- **To help everyone remember the names of all the teams in our class, each team can make a poster with the team name and pictures that tell about the team animal. You should also write your names on the poster.** Distribute a small pieces of construction paper for each partnership to create a picture of the

team animal. **Now you may make your team poster. You may decorate it with pictures of your animal to show which team you are.** Paste the pictures on a large piece of poster board for each team.

- Other team building activities may be incorporated as time allows.
- If the reading group is beginning at Shared Story 4, skip the following step. If the reading group is beginning with a Shared Story higher than 4, you may choose to show a video about how students will be working with a partner to read the Shared Stories.
 - Reading Between the Lions Interactive Software > Shared Story 4 > Partner Practice Lesson > Partner Reading

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- Display the Shared Story the team will begin with and eight to ten Shared Stories after that. Conduct a picture walk of some of the stories and encourage students to predict what, and who, they may be reading about in the coming weeks. Build a sense of excitement, enthusiasm, and confidence that students will be successful in learning to read these stories by working together.



- **After we share reading the Shared Story in class, we can share them with people at home. When we share them at home, we have a special way to keep track of our work.** Display the Read and Respond Bookmark. **This is a bookmark that we will use to keep track of our reading at home. It is called the Read and Respond Bookmark.** Point out the parent note at the top of the bookmark. **Here is a note for people at home about how to help you.** Point out the list of days of the week on the front of the bookmark. **Each day of the week from Monday to Thursday, you will practice reading your Shared Story at home and someone at home will sign that you have worked hard and completed your practice. You will also write down one or two favorite words you read. You can read from the Shared Story or from another book you have at home that you know how to read.** Point out the back of the bookmark. **Here are some reading strategies we will be learning to help us when we get stuck on a word. You can use those strategies at home, too. On Friday, you will bring the bookmark back to school and we will celebrate with our partners and teams.**

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- **When I say “three,” you will move to the new location and sit down.**
- **Let’s try it right now.** Have students practice moving along with the signals a few times. Award pride points to partners who follow the directions and move without talking.
- **We will also be practicing our Team Cooperation Goals.** Pass out the Team Cooperation Goals cue card and lead a brief discussion on how each goal will help partnerships work and learn together.
- You may also use this time to outline other classroom behavior expectations such as Zero Noise, Active Listening Signal, or Partner Pyramid.



Celebration

Think-Pair-Share

Random Reporter

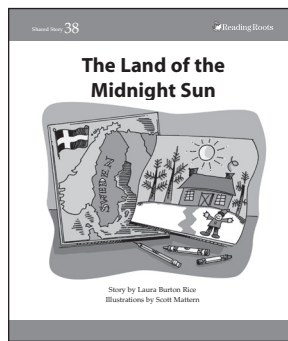
- **Let’s celebrate our new team and think about what we are most excited about.** Use **Think-Pair-Share** to have students talk with their partner about what they are looking forward to. Use **Random Reporter** to call on a partnership to respond.
- Award pride points to partners who can successfully tell about their ideas.
- Count up all the pride points for the day on the Team Celebration Poster and give each reading level team a cheer.



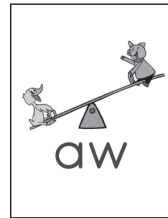
The Land of the Midnight Sun

Laura Burton Rice

At a Glance



Review Sounds:



/aw/

Strategies/Skills:

Understanding geographical information

Getting factual information from text

Understanding “_est” endings

Reading at the appropriate rate

Introduction

You will need:

- Shared Story 38: *The Land of the Midnight Sun*
- Key card for “aw”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration



- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.

Preview the Story

- We will be reading two types of stories about other places in the world. Some will give true information about the places. Other stories will be folktales from those places.



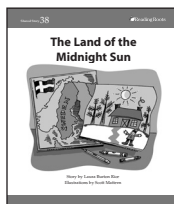
- Today we are going to read a story about a boy who lives in Stockholm, Sweden. Point out Sweden on a map. Life in Sweden is different from our life here. We will find out some facts, or true information, about Sweden as we read this story.

Location Words:

Arctic, Sweden, Stockholm

- Point to places on the map labeled with the Location Word Cards. **Sweden is a country in the northern part of the world. The part of Sweden near the North Pole is in the Arctic. Stockholm is the capital city of Sweden.** Say the individual words again, and have students say them with you.

Think-Pair-Share



- **What have you heard about Sweden or countries near Sweden? (T-P-S) Do you know anyone who comes from this part of the world?**
- **Let's preview the story by looking at the title and the cover picture. Remember, this will help us understand the story better when we read it.**
- Display the book. **The title of this book about Sweden is *The Land of the Midnight Sun*. On page 1, I see a map of Sweden and a picture with some crayons. The name of the boy is Erik Nilsson. What do you think his picture shows?**



- Use the video Word Play activity for additional language development.
- **Now we're going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 38 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Story 38 The Land of the Midnight Sun

Vocabulary Words:

office, lake, ship, straw
bed, shawl



- **Let's review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet—Let's practice the special letter group we'll see a lot of in today's story.** Play the Animated Alphabet segment for Shared Story 38, or display the key card for "aw." Have students review the alliterative phrase and practice the sound.

Word Presentation



Green Words:

drawing, winter, drawn,
saw, shawl, crawled, awful,
lawn, straw, sounds, fawn,
raw, summer, shining,
shared, midnight

- **Show video: Finger Detective and Sound It Out—Now let's practice reading some words.** Show the video segments for Shared Story 38.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
 - Review dropping the "e" before adding "_ing" or "_ed" endings if needed.
- Sample oral sentence:

Ice cream sounds like a good snack.

"Sounds" means the same as "seems" in this sentence and in this story.

shin(e) + ing I wear sunglasses when the sun is shining.

shar(e) + ed I shared my collection of dolls with my class.

In this sentence and this story, "shared" means showed or looked at together. Note that both of these words have the shy "e."

- Use Quick Erase to present some other "aw" words. Use the words in sentences, as needed, to make sure that students recognize them as words they know. Use the following sequence:
drawings...drawing...drawn...dawn...fawn...lawn...law...raw...saw...straw...shawl

Challenge Words:

lives, capital, city, office,
grandma, coldest,
reindeer, opened

Challenge Words are partially phonetic. Vowel sounds may sound a little different.

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Story 38 The Land of the Midnight Sun

Word	Sentences for Checking
Part 1	
live + s base word + ending	A cat has nine lives. Alpie <u>lives</u> in his box.
cap-i-tal	I'll say it faster. I'll read it in the sentence. _____ is the capital of (our state). Oh, it is KAP-i-tal.
cit-y Hint: "c" often has the /s/ sound when followed by "i."	New York is a big <u>city</u> .
of-fice	My dad works in an <u>office</u> .
Part 2	
cold+est Red Word + ending	This is the <u>coldest</u> winter I can remember. Adding "est" to a word makes it mean the most of something. (Examples: fastest, slowest, smallest)
grand-ma	It is fun to visit <u>Grandma</u> .
rein-deer compound word	<u>Reindeer</u> live in the Arctic.
Part 3	
open + ed Red Word + ending	Keisha <u>opened</u> the door and walked inside.

Teacher Modeling

Guided Practice

Strategy/Skills:
Understanding "_est"
endings

Teacher Modeling

Guided Practice

Teacher Modeling

Red Words:
old, warm, some, does,
work, even

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.
- Sample oral sentence:
Tonia does not like spinach. I do like spinach.
"Does" sure looks like it would have a long "o."
- **I am going to write the name of the boy in the story on the board. It is "Erik Nilsson."** Repeat the name, and have students repeat it.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter



Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Strategy Introduction

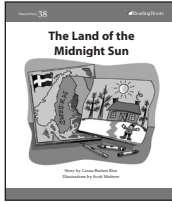
Metacognitive Strategy: Clarifying

This strategy helps students when they come to a difficult word that they can't pronounce or they don't know its meaning.

- Introduce the reading strategy students will use while reading the Shared Story: **Clarifying**.
- Explain the Clarifying strategy to students. **Today we are going to learn a strategy called Clarifying which will help you when you come to a difficult word that you don't know how to pronounce, or you don't know its meaning. Once you figure it out, you will better understand what you are reading.**
- Model the strategy. Read the following sentences out loud and struggle with the word *pounce*.
- **Tigers hide in the tall grass then *pounce* on their prey. Usually the animals don't see or hear them coming.**
- Use a Think Aloud to model the Clarifying strategy. **I don't know this word, *pounce*, so I am going to put a sticky note on it.** Put a sticky note above the word *pounce*. After reading the second sentence, refer to the Reading Strategy Cue Card and model sounding it out by focusing on the /ou/ sound like in the word "out," as well as /ce/ as in mice. Read the word *pounce*. **By sounding it out, I was able to figure out how to pronounce the word *pounce*, but I still don't know what it means.**
- Ask students what other strategies they should try from the Reading Strategy Cue Card. Model Read Again and Think or Read On and Think. **If the animals don't see or hear it coming, it sounds like tigers will jump on them to attack them.** Reread both sentences and ask yourself: **Was I able to figure out the word and what it means? Yes, so I will put a check mark on the sticky note to show that I used my strategies to figure out how to pronounce the word *pounce* and what it means.** Tell students when something doesn't make sense as they are reading, they need to stop, mark the word with a sticky note and apply strategies to figure it out rather than skipping over it or guessing.
- Tell students that discussing their sticky notes with their partners is a good way to figure out difficult words or sentences.
- Let students know that they will practice using the Clarifying strategy for difficult words as they read the rest of the story.

Think Aloud

Guided Practice



You will need:

- Shared Story 38: *The Land of the Midnight Sun*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Review

Metacognitive Strategy:
Clarifying

- Remind students that the reading strategy they will use with this story is **Clarifying**.
- Review the clarifying strategy and remind students that they should use this strategy when they come to a difficult word they do not know.
- Model the strategy if necessary.

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- **We will do some new things when we read this group of stories. First let’s talk about how we will figure out hard words.**
- Review the use of sticky notes. **Sometimes when I am reading, I come to a place where I do not know how to say a word. Here is what you can do if this happens to you.**
 1. **Peanut Butter will read page 1. Jelly will help.**
 - **If you cannot read a word, use a strategy.** Review strategies listed under “Stuck?” on the Reading Strategy Cue Card.
 - **If you and your partner still cannot read or understand a word, place a sticky note by the word. If you figure out the word, place a check mark on the sticky note.**
 2. **After you have finished your retelling with your partner, I will give you some time to ask other team members about any difficult words you marked with a sticky note. If other team members help you figure out a word, you can put a check mark on that word’s sticky note.**
 3. **Then we will discuss the page as a class. At that time, your partnership can share the strategies you used to figure out some of your words. The whole class will help with words that you could not figure out.**
- **Look at the other side of your Reading Strategy Cue Card. It says, “Still Stuck?” It shows the things you can do if you are still stuck on a word after trying your other word strategies! Review the strategies. This card is a reminder of things you can do to get more help with words.**
- **On the next page of the story, we will do the same thing, except that Jelly will read first and Peanut Butter will help, etc.**
- **We will read our stories in three parts. You can tell where each part ends because you will see Alphie’s paws. Point to the end of parts 1 and 2 on pages 4 and 8. In other words, you will pause, or stop, when you see Alphie’s paws. We will answer some questions each time we pause. Now let’s turn to the first page of our story.**
- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Peanut Butter reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.

Teacher Shared Story

Story 38 **The Land of the Midnight Sun**

Monitor

- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Comment when you see a student:
 - stop to figure out a word.
You are a great reader. You didn't just skip that word!
 - use a Reading Strategy Cue Card.
That's a great way to find the right strategy.
 - use a strategy.
You used the Finger Detective on each part and blended the parts. Did it work?
 - help his or her partner or team members.
Keisha is lucky to have you as a partner!
- Assist, as needed, to model strategies for pronouncing words and understanding their meanings.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

Part 1 (pages 1–4)

- Page 1: **Where does Erik live?** *Erik lives in Stockholm, Sweden.* **Is Stockholm a small city?** *No, it is a big city.* **What is Erik holding?** *Erik is holding a map that he drew of the city.*
- Page 2: Point to Erik's house. **Is it in the old part of the city or the new part?** *Erik's house is in the old part.* **Where do his mom and dad work?** *Erik's mom and dad work in the new part.* **How do his mom and dad go to work every day?** *They drive to work.*
- Page 3: **What can Erik do on the lake in the winter?** *He can go skating.*
- Page 4: **Here is Erik's drawing of the sea. What is in the sea?** *Ice is in the sea.* **What happened to the ship in this picture?** *It got stuck in the ice.* **When did the ship leave?** *The ship left when the ice melted.*

Story 38 **The Land of the Midnight Sun**

Part 2 (pages 5–8)

- Page 5: **Where did Erik go?** *Erik went to visit his grandma and granddad.*
Where do his grandma and granddad live? *His grandma and granddad live in the Arctic.* **What is near their home?** *A lake is near their home.*
- Page 6: **Is the Arctic a warm place or a cold place?** *The Arctic is a cold place.*
What did Erik wear when they were having a picnic? *Erik wore a shawl.*
Point to the shawl.
- Page 7: **What did Erik find?** *a baby reindeer* **What do you call a baby reindeer?** *a fawn* **Why did Erik’s grandma make a straw bed for the fawn?** *It could stay warm while it waited for its mom to come back.* **Make a Prediction: What else will Erik see and do in the Arctic?** Have students support their predictions.
- Page 8: **What did Erik do on the lake?** *He went fishing.* **What is raw fish?** *Raw fish is fish that is not cooked.* **Erik said, “That ‘sounds’ awful.” What does “sounds” mean here?** *seems*

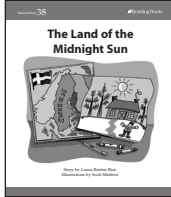
Part 3 (pages 9–12)

- Page 9: **What is Erik’s granddad doing in this picture?** *He is cutting a pine tree.*
- Page 10: **How is summer different in the Arctic?** *The sun shines all day and all night.* **How is the winter different?** *The sun does not come up. It is dark all the time.*
- Page 11: **Could Erik stay up all the time?** *no* **Why not?**
- Page 12: **What did Erik bring with him to school?** *He brought his drawings of the Arctic, or the drawings of the Land of the Midnight Sun.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 38: *The Land of the Midnight Sun*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying

- Remind students that the reading strategy they will use with this story is **Clarifying**.
- Remind students to use the clarifying strategy when they come to a difficult word they do not know.
- Ask students to coach their partners to use the strategy when reading.

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.



- **Show video: Fluency: Speed—Today we are going to practice Reading at the right Speed. Let’s see how Alphie practices reading at the right speed as he trains for the Reading Olympics.**

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**

- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.

- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.

Monitor

- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:

- accuracy,
- smoothness and expression, and
- accurate retelling.

- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.



- Award pride points if both partners are able to read the page without any errors.

Story 38 **The Land of the Midnight Sun**

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **How do you know that Stockholm is cold in the winter?** *The sea freezes. / Ships can get stuck in the ice. / The lake freezes, and Erik can skate on the lake.*

2. **Write the answer on the blank line.**

Erik's mom and dad drive to their <u>office</u> .	drawings
Stockholm is a <u>city</u> .	city
Erik made <u>drawings</u> of ships.	office

Part 2

1. **Think about all the things Erik did. Which would you like to do?** *I would like to... / I would not like to...*

2. **Write the answer on the blank line.**

Erik saw a <u>fawn</u> .	straw
Grandma made a <u>straw</u> bed for it.	fawn
Erik wore a <u>shawl</u> to keep warm.	shawl

Part 3

1. **Why is the Arctic called the Land of the Midnight Sun?** *The sun shines at midnight in the summer.*

2. **Write the answer on the blank line.**

In the Arctic, the sun was <u>shining</u> at night.	shared
Erik <u>crawled</u> into bed.	shining
Erik <u>shared</u> his drawings with his pals.	crawled

Monitor

Circulate to monitor partner work.

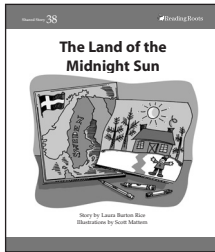


All Together Now

When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 5–8 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**

- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 38: *The Land of the Midnight Sun*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 38 Goal:
54 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Land of the Midnight Sun*, is 54 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on pages
6 and 7. The goal is to
read 54 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 6 and 7 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 54 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

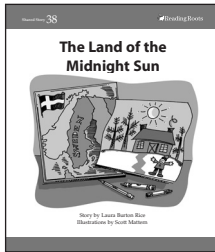


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 38: *The Land of the Midnight Sun*
- Reading Between the Lions interactive software
- Story Test booklets
- Colored pens or pencils

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. What tells you that it is cold in the Arctic?
1 pt.— *shawl in May*
2 pts.— *wore shawl for picnic on lawn*
3 pts.— *Erik needed a shawl to keep warm for a picnic./He wore a coat and hat in the summer./The story said that the Arctic is the coldest place in Sweden.*
2. Would you like to live in the Arctic? Tell why or why not.
1 pt.— *yes/no and one or two words*
2 pts.— *yes/no with a phrase such as "night all the time in winter"*
3 pts.— *I would like to live in the Arctic because.../I would not like to live in the Arctic because....*

Story 38 **The Land of the Midnight Sun**

Write the answer on the blank line.

- | | |
|---|---------|
| 3. I felt <i>awful</i> when I had a cold. | office |
| My dad works in an <i>office</i> . | even |
| After the big snow, <i>even</i> cars were hidden. | awful |
| 4. The sun was <i>shining</i> all day. | drawing |
| The boy <i>shared</i> his dog for Show and Tell. | shared |
| I made a <i>drawing</i> to go with my story. | shining |

Random Reporter

Think-Pair-Share

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



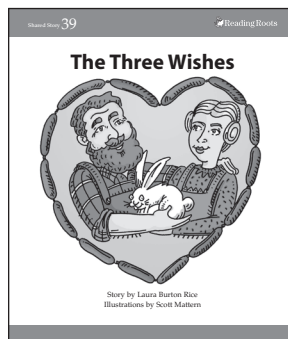
Story Test Celebration

- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.

The Three Wishes

Laura Burton Rice

At a Glance



Review Sounds:



/th/

Strategies/Skills:

Summarize to describe narrative story plot

Understand comparisons with “more than” and “less than”

Discriminating “there” and “their”

Understanding the prefix “dis”

Recognizing fairy tale genre

Introduction

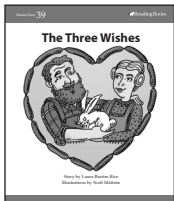
You will need:

- Shared Story 39: *The Three Wishes*
- Key card for “th”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Think-Pair-Share

Preview the Story

- Today we are going to read a fairy tale from Sweden.
- What have we already read about Sweden? What did we learn?
- The story we are going to read today does not contain true information like *The Land of the Midnight Sun*. That story told us about Sweden. A fairy tale is a special kind of story.
- Do you know what a fairy tale is?
- A fairy tale is a made-up story. It usually happened a long time ago, and it usually has magic.
- Display the book. **The title of this story is *The Three Wishes*. A wish is something that you want very much. Point. I see a man and a woman on the cover. Maybe they are the ones who are going to make three wishes. The man and the woman have a rabbit. Point to the rabbit. Do you think they wished for a rabbit?**
- **I see something else around the man and the woman. Point to the sausages. It looks like sausages! I wonder why sausages are in the picture. Do you think they wished for sausages? Why?**
- Use the video Word Play activity for additional language development.
- **Now we're going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 39 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.



Story 39 The Three Wishes

Vocabulary Words:
woodcutter, path, beard,
elf, hamlet



- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet—Let’s practice the special letter group we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 39, or display the key card for “th.” Have students review the alliterative phrase and practice the sound.

Word Presentation



Green Words:
than, hamlet, wishes,
forest, stomped, dashed,
thank, things, thrilled,
those, chairs, think, lunch,
yanked, thinking

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segment for Shared Story 39.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

than: I was mad because my brother got more candy than I did. **“Than” is a word used when we compare things. For example, we often talk about “more than” and “less than.”**

- Use Quick Erase to present some other “th” words. Use the words in sentences, as needed, to make sure that students recognize them as words they know. Use the following sequence:

thick...thin...think...things...thrill.. thrilled

- **Now let’s try Quick Erase with some words that end in “th.”**

path...bath...math...with

- Then present the “th” words below using Quick Erase. In these words, the “th” is voiced.

then...than...that...those

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Challenge Words:
between, around,
disappeared, lived, clothes,
wasted, second, gold,
sorry, tasted, use

Strategy/Skills:
Understanding the
prefix “dis”
Teacher Modeling

Guided Practice

Word	Sentences for Checking
Part 1	
dis+ap-pear+ed base word + prefix and ending	The elf appeared and <u>disappeared</u> in the story. “Dis” added to a word often makes it mean the opposite.
liv(e)+ed base word + ending	Garth <u>lived</u> in a hamlet.
a-round	The cat ran <u>around</u> my legs.
be-tween	I sat <u>between</u> Sam and Nan.

Story 39 The Three Wishes

	Word	Sentences for Checking
	Part 2	
Teacher Modeling	clothes silent "th"	We shopped for <u>clothes</u> .
Guided Practice	wast(e)+ed base word + ending Hint: Wasted has a shy "e."	We <u>wasted</u> our dimes on candy.
	Part 3	
Teacher Modeling	gold Hint: contains known Red Word	This doesn't sound right with short "o." But it looks like the Red Word "old" with /g/ in front. Yes "gold." The rich man had <u>gold</u> rings.
Guided Practice	sec-ond	I was <u>second</u> in line.
	sor-ry	I am <u>sorry</u> I stepped on your foot.
	use	I will <u>use</u> a pen to write my letter.
	tast(e)+ed Hint: "Tasted" has a shy "e."	The candy <u>tasted</u> good.

Red Words:
there, sausage, soup,
again, gone, didn't

Strategy/Skills:
Discriminating "there"
and "their"

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them. Use the words in oral sentences as needed, to clarify their meanings.
- Remind students that "there" refers more to a place while "their" is used to show ownership.

There are two boys named Bob in my class.
The pencil sharpener is over there.
Their books were over there.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



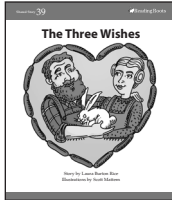
Partner Practice Celebration

Random Reporter



- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Guided Practice



You will need:

- Shared Story 39: *The Three Wishes*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

Metacognitive Strategy:
Clarifying and all
“Stuck” strategies

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Story 39 The Three Wishes

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Jelly reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Part 1 (pages 1–4)

Think-Pair-Share

– Page 1: **Where did Garth live?** *He lived in a hamlet. A “hamlet” is a very small town. What was he doing in the forest?* *He was chopping trees. Why did he have to cut trees?* *He and his wife needed money to buy food.*

– Page 2: **What did Garth see come out of the trees?** *Garth saw a little white rabbit being chased by a barking dog. What did Garth do to help the rabbit?* *He stuffed the rabbit into his jacket.*

Whole Group Response

– Page 3: **What did Garth do to get the dog to go away?** *He waved his arms and stomped his feet. What did the rabbit do?* *He said, “Thank you.” Could that really happen?* (WGR) *no*

– Page 4: **What happened to the rabbit?** *The rabbit changed into an elf. What is the elf going to do?* *He is going to give Garth three wishes because he saved his life.*

Part 2 (pages 5–8)

– Page 5: **How did Garth’s wife feel?** *She was thrilled. What were some things that they needed?* *They needed more to eat, more clothes. Make a Prediction: What will Garth and his wife wish for?* Have students support their predictions.

– Page 6: **What did Garth say that they needed?** *Garth said that they needed a home. They chatted about wishes. What does “chatted” mean?* *“Chatted” means to talk.*

Story 39 The Three Wishes

- Page 7: **What did Garth’s wife wish for?** *Garth’s wife wished for a nice, thick sausage. Did she really want to wish for a sausage, or was it an accident? It was an accident. Why was Garth mad? One of their wishes was already used.*
- Page 8: **Garth yelled something about the sausage. What did he say?** *“I wish it was stuck to the tip of your silly nose.” Did Garth really want to wish that, or was it an accident? It was an accident. How do you think Garth’s wife felt?*

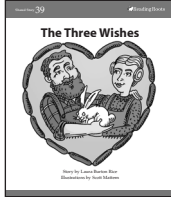
Part 3 (pages 9–12)

- Page 9: **“Stuck fast” means “stuck tight.” What did Garth’s wife do?** *She tried to pull the sausage off of her nose. How many wishes do they have left? They have one wish left. What does Garth want to wish for? Garth wants to wish for gold.*
- Page 10: **Why was Garth’s wife mad at him for wishing for gold?** *She wanted to use the wish for her nose. She didn’t want the sausage hanging from her nose for the rest of her life. What will Garth wish for? He will wish for the sausage to fall off of her nose.*
- Page 11: **Do they have any more wishes?** (WGR) *no* **Why is Garth happy?** *Garth is happy because his wife can smile again.*
- Page 12: **What did they do with the sausage?** *They cut it up and dropped it into the soup pot. How was the soup? It was the best soup they ever had.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 39: *The Three Wishes*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and all “Stuck”
strategies

- Remind students the reading strategies they can use with this story are **Clarifying and all “Stuck” strategies**.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 39 The Three Wishes

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.



- **Show video: Reading Strategies—“clothes.” Let’s see how Alphie uses the Reading Strategy Cue Card to figure out how to read a hard word. Which strategy do you think will help Alphie read this word?**
- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **Where did the elf come from?** *The rabbit turned into an elf.*
2. **Write the answer on the blank line.**

Garth chopped trees in the <u>forest</u> .	stomped
The rabbit <u>dashed</u> out of the trees.	forest
Garth <u>stomped</u> his feet to scare the dog.	dashed

Story 39 **The Three Wishes**

Part 2

3. **How did the sausage get stuck on Garth's wife's nose?** *Garth was mad. Garth wished that the sausage was stuck to his wife's nose.*

4. **Write the answer on the blank line.**

Garth's wife was thrilled to have wishes. clothes

Garth's wife wanted to wish for clothes. wasted

Garth wasted a wish when he was mad. thrilled

Part 3

5. **Why didn't Garth wish for gold?** *Garth wanted his wife to be happy. / Garth wanted his wife to smile. / Garth did not want his wife to have a sausage on her nose all her life.*

6. **Write the answer on the blank line.**

Garth's wife yanked at the sausage on her nose. soup

They wished the sausage back on the plate. yanked

They put the sausage in the soup. wished

Monitor

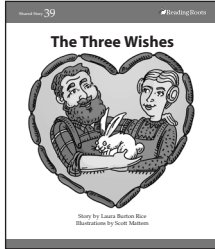
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 9–12 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 39: *The Three Wishes*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 39 Goal:
54 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Three Wishes*, is 54 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 4. The goal is to
read 54 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 4 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 54 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

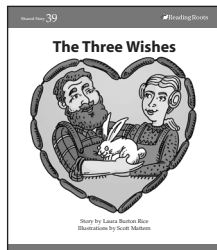


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 39: *The Three Wishes*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:

Summarize to describe narrative story plot

Whole Group Response

Think-Pair-Share

- Model creating a story map by asking students questions about what they learned from the story. **You have read a story about Garth and his wife making three wishes. Was this a true story? (WGR) Of course not. If we want to remember how to tell the main events of a made-up story to a friend, the story map can help us remember the important things about the story. First we want to remember the title, characters, and setting of the story. What is the title? *The Three Wishes*. Write the title on the story map. Let's think about the characters and setting. Who were the characters in this story? *Garth, his wife, and a rabbit that turned into an elf*. On the story map, write "Garth, wife, rabbit/elf." What is the setting? *A small town near Stockholm*.**
- Use **Think-Pair-Share** to have students identify a problem, a solution, and the events that led to the solution on the story map. As students tell about the story, suggest short ways to retell each part. Record their responses on the story map. Your story map might look like the suggested summary. You and your class might come up with different wording.
- Post the story map.

Title:	_____
Setting:	_____
Characters:	_____
Problem:	?
Events:	_____
Solution:	!

Story Map
Blackline Master

Title: The Three Wishes

Setting: a small town near Stockholm

Characters: Garth, wife, rabbit/elf

Problem: The woodcutter and his wife made bad choices with their wishes.

Events: 1. Garth saved a rabbit from a dog.
 2. The rabbit turned into an elf. It granted him three wishes.
 3. They wasted the first two wishes.

Solution: They had to use the last wish to get the sausage off the wife's nose!

Story 39 **The Three Wishes**

- **This is a summary because it retells the story in a few sentences. It has a beginning, middle, and an end. A summary is a short description of what happens in a story.**

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. How did Garth get three wishes?

1 pt.— *rabbit*

2 pts.— *rabbit that was an elf*

3 pts.— *Garth saved a rabbit. It turned into an elf.*

2. How did Garth and his wife use their last wish?

1 pt.— *got rid of the sausage*

2 pts.— *got the sausage off her nose*

3 pts.— *They wished for the sausage to go back on the plate.*

Write the answer on the blank line.

3. I dashed out of the house to get the bus.

stomped

I stomped my feet because I was mad.

thrilled

I was thrilled to get a new bike.

dashed

4. We went shopping for new clothes.

soup

She wished for new toys.

clothes

Mom made chicken soup for lunch.

wished

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.

Random Reporter

Story 39 **The Three Wishes**

Think-Pair-Share

- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

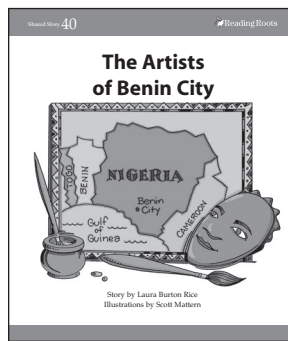
- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.



The Artists of Benin City

Laura Burton Rice

At a Glance



Review Sounds:



/q/

Strategies/Skills:

Changing “y” to “i” before adding “es”

Reviewing “_le”

Introduction

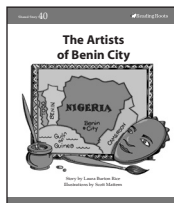
You will need:

- Shared Story 40: *The Artists of Benin City*
- Key card for “q”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- Today we will read a book about a place called Nigeria. This story contains information that is not made up. What other story have you read about a country? *The Land of the Midnight Sun*. In this story, you will read some true things about Nigeria, which is a country on the continent of Africa.
- Display the book. The title of this story is *The Artists of Benin (b-NEEN) City*. This title tells me that I am going to read about artists. What is an artist? What do artist do? (T-P-S) Let’s see. The front cover shows a pot of paint and some paintbrushes. Point to them. I know that these are tools that artists use. I also see a mask. Point. Do you think an artist could have made this mask? (WGR) And here’s a map on the cover of the book. Point to the map. Maybe the artists of Benin City live and work in one of the countries shown here.
- Point to places on the map labeled with the Location Word Cards. This story will take place on the continent of Africa in the country of Nigeria, where there’s a place called Benin City. Benin City is near the equator, the imaginary line that divides the world into two parts. Places near the equator are very hot and often very rainy too. Say the individual location words again, and have students say them with you. Let’s learn some more words in our story and then find out why Benin City is a special place for artists.
- Use the video Word Play activity for additional language development.
- Now we’re going to watch a video that will help us find out more about the story.
- Show video: Word Play—Use the Word Play for Shared Story 40 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- Let’s review some vocabulary words we will see in the story. Review pictures on the screen as needed.

Think-Pair-Share



Location Words:
Africa, Benin City, equator, Nigeria



Vocabulary Words:
equator, cocoa, market, airport, hippo, crocodile

Story 40 The Artists of Benin City



- **Show video: Animated Alphabet—Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 40, or display the key card for “q.” Have students review the alliterative phrase and practice the sound.

Word Presentation



- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segment for Shared Story 40.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- Note that “flies” is the plural of “fly.” The “y” was changed to “i” before “es” was added. Also, “flies” in this story refers to flying a plane, not pesky insects.
- Review the sound of “_le” if necessary.
- Use Quick Erase to present some other “qu” words. Use the words in sentences, as needed, to make sure that students recognize them as words they know. Use the following sequence:
quote...quite...quit...quilt...quill...quiz...quick...quack
- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Green Words:

quite, dry, market, products, flies, airplane, quick, queen, middle, square, quickly, artists, crafts, invites, quilts, quit, hundreds

Strategies/Skills:

Changing “y” to “i” before adding “es”

Reviewing “_le”

Challenge Words:

equator, cocoa, crocodiles, palace, raises, statues, bronze, quiet, metal, liquid, solid, practice

	Word	Sentences for Checking
	Part 1	
Teacher Modeling	croc-o-dile+s	Hmmm, cro-COE-diles doesn’t sound right. Maybe a short “o” would work. There were <u>crocodiles</u> at the zoo.
Guided Practice	e-qua-tor	It is very hot near the <u>equator</u> .
	co-coa	I like to drink hot <u>cocoa</u> .
	Part 2	
Teacher Modeling	pal-ace	Hmmm, pal-ACE doesn’t sound right. Maybe I need to adjust the “a” in the second part. The queen lives in a big <u>palace</u> .
Guided Practice	rais(e)+es	My partner <u>raises</u> her hand when she wants to read.

Story 40 The Artists of Benin City

Word	Sentences for Checking
Part 3	
sta-tue+s	I saw <u>statues</u> of people in the park.
bronze	The <u>bronze</u> trim in the big house was fancy.
qui-et	I must be <u>quiet</u> when the teacher speaks.
met-al	Bronze is a kind of <u>metal</u> . Iron is a metal. (Talk about some things that are made of metal.)
liq-uid	Ice is <u>liquid</u> when it melts.
sol-id	Water can freeze <u>solid</u> .
prac-tice	I read more smoothly when I <u>practice</u> .

Teacher Modeling

Guided Practice

Red Words:
learn, break, been,
people, other

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.
- **I am going to write the name of the Nigerian boy in the story on the board. It is Quinto Osaquwe. While Americans would call the boy KWIN-toe, Nigerians would probably call him KEEN-toe oe-SAH-kweh.**

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.



Metacognitive Strategy:
Summarizing—
expository text

Strategy Introduction

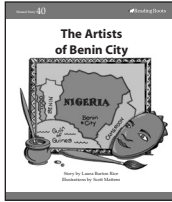
- Introduce the reading strategy students will use while reading the Shared Story: Summarizing—expository text. This strategy will help students summarize or retell the most important ideas when reading informational text.

Story 40 **The Artists of Benin City**

- Explain the metacognitive strategy of Summarizing by telling students, **“Today we are going to learn about Summarizing which will help you identify the most important ideas when reading informational text. A summary is a very short version of the text that only addresses the main idea and one or two important details.”**
- Model the strategy. Read the following passage out loud.
- **A loggerhead turtle is a type of sea turtle. Loggerhead turtles live along the coast. They like warm water. Just one loggerhead turtle can lay up to 500 eggs a year. Still, the loggerhead turtles are in danger. Builders are destroying their nests. Also fishing nets kill many loggerheads. How can people help the loggerhead turtles?**
- Use a **Think Aloud** to model Summarizing by asking yourself, **“What is the passage mainly about, and what is an important detail that supports it?** Summarize what you read, **“A loggerhead is a kind of turtle that lives in the ocean (main idea). They are in danger because they get killed in fishing nets (detail).** Point out to students that you did not reread the entire passage or tell all the information on the page when stating the most important ideas read.
- Guide practice by reading page one of the Shared Story to the group and asking students to summarize with their partners what you read. Have one or two students share their answers. Provide feedback on the strategy by prompting and reinforcing the accuracy of students’ answers.
- Let students know that they will practice Summarizing as they read and retell the informational story.

Think Aloud

Guided Practice



You will need:

- Shared Story 40: *The Artists of Benin City*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students that the reading strategy they will use with the story is Summarizing—expository text.
- Review the Summarizing strategy and remind students that this strategy will help them understand the story as they read it.
- Model the strategy if necessary.

Metacognitive Strategy:
Summarizing—expository
text

Story 40 **The Artists of Benin City**

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Peanut Butter reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Think-Pair-Share



Part 1 (pages 1–4)

- Page 1: **Where does Quinto live?** *Benin City, Nigeria* Point to Nigeria on a map or globe. **Why is it hot there?** *It is near the equator.* Point to the equator on a globe. **The equator is an imaginary line that divides the earth in half. Places that are on or close to the equator are very hot. What two seasons are there in Nigeria?** *Nigeria has a wet season and a dry season.*
- Page 2: **Why does Quinto like to go to the market?** He likes to see what things are for sale.
- Page 3: **What does Quinto’s dad do?** *Quinto’s dad is a pilot.* **What does Dad fill his airplane with?** *Dad fills his airplane with cocoa.* **What will he do with the cocoa?** *He will take it to other lands to sell.*
- Page 4: **What does Quinto see in the river when he crosses over it?** *Quinto sees hippos and crocodiles.* **What will Quinto learn about in school today?** *Quinto will learn about the king and queen of Benin City.*

Story 40 **The Artists of Benin City**

Part 2 (pages 5–8)

- Page 5: **Is there a kingdom in Quinto’s city today?** *No, there was a kingdom years ago. Where do the king and queen live?* *The king and queen live in a big, square palace in the middle of the city.*
- Page 6: **What can Quinto see from his home near the palace?** *the queen’s Arts and Crafts School* **What does Quinto like to do?** *He likes to wave to the artists as they go in.* **Make a Prediction: Will Quinto go to the queen’s school?** Have students support their predictions.
- Page 7: **Quinto wants to go to the queen’s Arts and Crafts School, but he has to take an art test. What is his test?** *He has to shape clay into a mask.* **How does his mask look?** *It looks like a real face.*
- Page 8: **What does Quinto’s teacher do with the mask?** *She takes it to the queen.* **What does the queen think of the mask?** *She thinks it is very good.* **When will Quinto be able to go to the art school?** *He will be able to go when he is big.*

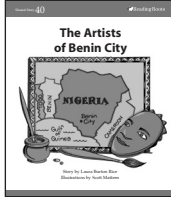
Part 3 (pages 9–12)

- Page 9: **What does the queen tell Quinto about the art school?** *The queen tells Quinto that statues have been made there for hundreds and hundreds of years.*
- Page 10: **What do the artists do with the clay once it is shaped?** *They put it in an oven to heat.* **How does the clay change when it comes out of the oven?** *It is hard like a brick.* **What do the artists do with bronze?** *They heat it in big, black pots.*
- Page 11: **What do the artists do with the liquid bronze?** *They pour it inside of the clay shape.* **What happens when the bronze liquid cools?** *They break the clay shape so you can see the bronze.*
- Page 12: **What will Quinto do when he is fifteen?** *He will take another art test.* **What happens if he passes the test?** *He will go to the art school.* **What will he do until then?** *He will keep practicing his art.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 40: *The Artists of Benin City*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Summarizing–
expository text

- Remind students that the reading strategy they will use with this story is **Summarizing– expository text**.
- Remind students to use the Summarizing strategy when reading the book to help them understand the story while reading.
- Ask students to coach their partners to use the strategy when reading.

Story 40 The Artists of Benin City

Partner Reading

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **What does Quinto’s dad sell in other lands?** *Quinto’s dad sells cocoa.*
2. **Write the answer on the blank line.**

Benin City is hot. It is near the <u>equator</u> .	flies
Farmers sell rubber and cocoa at the <u>market</u> .	equator
Quinto’s dad <u>flies</u> an airplane.	market

Story 40 **The Artists of Benin City**

Part 2

1. **What did Quinto make to pass the test?** *Quinto made a clay mask.*
2. **Write the answer on the blank line.**

The king and queen live in a palace. school

Quinto made a mask out of clay. clay

Quinto passed a test for the queen's school. palace

Part 3

1. **What happened when the artists heated the metal?** *The metal melted into a liquid.*
2. **Write the answer on the blank line.**

Bronze is a metal. liquid

Bronze can melt into a liquid. metal

Bronze is solid when it is cold. solid

Monitor

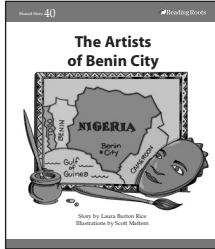
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 9–12 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 40: *The Artists of Benin City*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 40 Goal:
56 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Artists of Benin City*, is 56 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 10. The goal is to
read 56 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 10 and 11 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 56 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

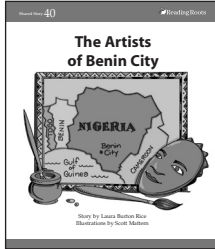


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 40: *The Artists of Benin City*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

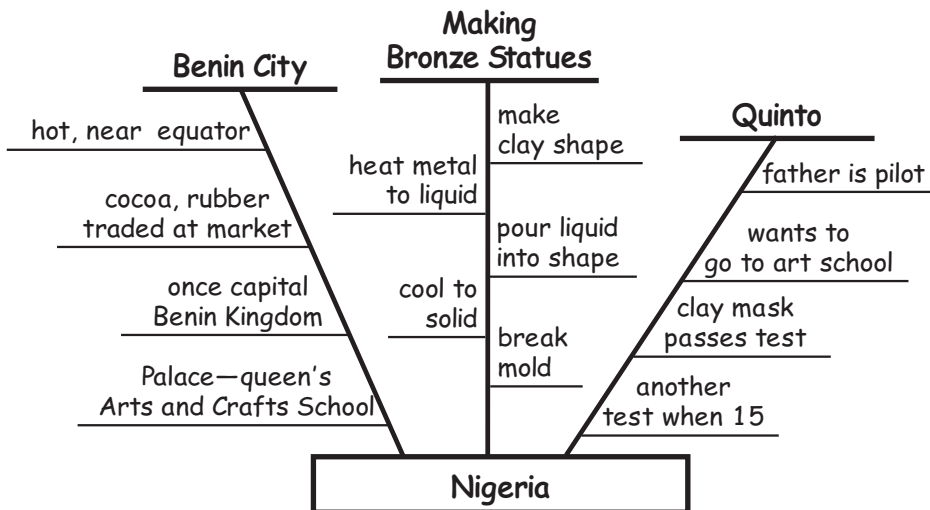
Strategies/Skills:
Identifying main ideas

- Model creating an idea tree by asking students questions about what they learned from the story.
- **This story is about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Quinto and his family are made-up people, but everything else in the story is real. **Through Quinto's eyes and activities, we learned some facts about Nigeria.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We'll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about Nigeria. Nigeria is the topic we will use for our idea tree.** Write "Nigeria" on the trunk of the tree.
- **Now that I know the topic we will use, I can think about some more ideas. What did the story tell me about Nigeria? I know. We learned facts about Benin City.** Write "Benin City" on the first branch of the tree. **We learned other facts about Benin City too. We learned about making bronze statues.** Make a new branch on the tree, and write "Making Bronze Statues" on it. **We also learned about Quinto's life in Benin City and the different things he does there.** Make a new branch on the tree, and write "Quinto" on it.
- Go back to the first branch. **This branch says, "Benin City." What facts did we learn about Benin City?** Record students' responses on the appropriate small branches.
- Have students continue to discuss facts related to the other main ideas in the story as described above. Use as many main ideas and supporting facts as time and the readiness of your students allow. If students give an unrelated fact, write it on the correct branch. Your completed idea tree should look similar to the following sample although you and your class may have some different ideas about how to group the facts they learned.

Think-Pair-Share

Story 40 The Artists of Benin City

- Orally summarize the “Benin City” branch in a sentence or two. Use **Think-Pair-Share** to have students create oral summary sentences about the “Making Bronze Statues” branch.



Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

- What do farmers do at the market in Benin City?
 - 1 pt.— *sell things*
 - 2 pts.— *sell rubber and cocoa*
 - 3 pts.— *The farmers sell rubber and cocoa.*
- The artist put liquid metal into a clay shape. What happened when the liquid metal cooled?
 - 1 pt.— *hard*
 - 2 pts.— *became a solid hippo shape*
 - 3 pts.— *The liquid metal became a solid shape.*

Story 40 **The Artists of Benin City**

Write the answer on the blank line.

- | | |
|--|---------|
| 3. The part of Africa near the <u>equator</u> is hot. | palace |
| Mom got fish for dinner at the <u>market</u> . | market |
| The home of a king and queen is called a <u>palace</u> . | equator |
| 4. I saw a <u>statue</u> of a man in the city. | metal |
| Ice is solid. Water is <u>liquid</u> . | statue |
| Cans and rings are made of <u>metal</u> . | liquid |

Random Reporter

Think-Pair-Share

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



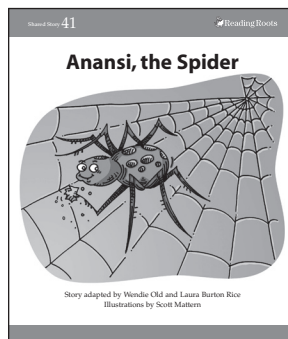
Story Test Celebration

- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.

Anansi, the Spider

Adapted By Wendie Old and Laura Burton Rice

At a Glance



Review Sounds:



/ight/ and /ould/

Strategies/Skills:

Summarize to identify story plot

Recognizing folktale genre

Introduction

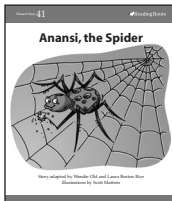
You will need:

- Shared Story 41: *Anansi, the Spider*
- Key card for “igh”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it. Today we are going to read a folktale from Africa. Point to Africa on the map. The story we are going to read today is not a mostly factual story like *The Artists of Benin City*. That story gave us information about Nigeria. The story we are going to read is an African folktale. It is a folktale because it is a made-up story. All over the world, countries have their own special folktales. A folktale usually has a lesson.**



- Display the book, and point to its features as you talk. **The title of this story is *Anansi, the Spider*. On this book’s cover, I see a spider sitting on a web. I wonder if this is Anansi. This spider is eating something and certainly seems to be enjoying it. I see only one spider now, but I wonder if there will be other spiders in the story. What do you think? (T-P-S) The spider has a funny look in his eyes. I wonder what he’s thinking about. Do you think he could be thinking about more food? (WGR)**

Think-Pair-Share

Whole Group Response



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 41 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Let’s practice the special letter groups we’ll see a lot of in today’s story.** Display the key cards for “ould” and “igh.” Have students review the alliterative phrase for “igh” and practice the sounds for both letter groups.

Vocabulary Words:

spider, waist, village, feast, child, forest

Story 41 Anansi, the Spider

Word Presentation



Green Words:

waist, east, feast, peanuts, would, should, could, west, bright, might, tied, yank, yams, tightly, vine, daylight, fight, meanwhile, teeny

Challenge Words:

spider, village, delighted, another, begin, body, today

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segment for Shared Story 41.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- **This story has a lot of words with the “ight” pattern. Let’s practice some words using Quick Erase. Sometimes we will be adding or changing more than one letter.**

fight...might...right...bright

light...daylight...delight...delighted

tight...tighter...tightly

- **When we add “er” to “tight,” it means more tight.**
- **Our other pattern is “ould.”**

would...could...should

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Word	Sentences for Checking
Part 1	
vill-age	They lived in a small <u>village</u> away from the big city.
an-other	<u>Another</u> boy went with me to the ball game.
spi-der	The <u>spider</u> caught a fly in its web.
de-light+ed	I was <u>delighted</u> with my new bike.
Part 2	
be-gin	When does the party <u>begin</u> ?
Part 3	
bo-dy	A spider has a small <u>body</u> .
to-day	I had a sandwich for lunch <u>today</u> .
Red Word + Green Word	

Teacher Modeling
Guided Practice

Teacher Modeling

Teacher Modeling
Guided Practice

Red Words:

child, coming, know, both, idea

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.
- **This “know” is pronounced like the “no” in “yes or no,” but it means to have facts about something.**
- Write the names of the characters on the board.

Story 41 **Anansi, the Spider**

- **As in many folktales, the spiders in this story have names. The father is Anansi** (uh-NAHN-see), **and the child spiders are Osa** (OE-suh) **and Iba** (EE-buh). Have students repeat the names after you.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



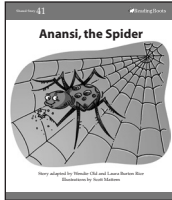
Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 41: *Anansi, the Spider*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students the reading strategies they can use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and all
“Stuck” strategies

Story 41 **Anansi, the Spider**

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Jelly reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Think-Pair-Share

Whole Group Response

Part 1 (pages 1–4)

- Page 1: **This is your waist.** Put your hands around your waist. **Does this spider have a waist?** (WGR) *no* **Why did Anansi look like a football?** *He was fat from eating all the time.*
- Page 2: **Who was with Anansi?** *His two children, Osa and Iba, were with him.* **Why was the boy running to the village?** *There was going to be a big feast.*
- Page 3: **Anansi sniffed.** Pantomime “sniffed.” **What did he smell?** *He smelled chicken and peanuts.*
- Page 4: **Where was this child running?** *This child was running to the West Village.* **Is that the same place the other child was running?** *no* **Why was he running?** *There was another feast.*



Part 2 (pages 5–9)

- Page 5: **Anansi sniffed. What did he smell?** *He smelled hot yams and fish.*
- Page 6: **Why can’t Anansi go to the feasts?** *He wasn’t invited. He doesn’t know when they begin.*
- Page 7: **One feast is in the east and one feast is in the west. Anansi wants to go to both feasts. Make a Prediction: How could Anansi go to both feasts?** Have students support their predictions.

Story 41 **Anansi, the Spider**



- Page 8: **What does Anansi do with the vine?** *He ties it around his middle and gives one end to Osa. A “vine” is a long stem of a plant that is very strong. Where will Osa go?* *Osa will go to the East Village. What is Osa supposed to do?* *find out when it is time to eat and then yank the vine “Yank” means to pull very hard, like this. Pantomime the word “yank.” Show me how to yank something.*
- Page 9: **Anansi ties another vine around his waist. What does he do with the other end of the vine?** *He gives it to Iba. Where will Iba go?* *Iba will go to the West Village. What is Iba supposed to do?* *find out when it is time to eat and then yank the vine*

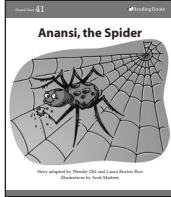
Part 3 (pages 10–12)



- Page 10: **What did Osa and Iba do?** *They went to the different villages. What did Anansi do?* *He rested and waited.*
- Page 11: **What happened when night fell?** *Both of the feasts began. What did Iba and Osa do?* *They both yanked their vines at the same time. What do you think happened to Anansi?*
- Page 12: **What did Anansi yell?** *“Stop! Stop!” What happened to Anansi?* *The vines pulled him until his waist was thin.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.

- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 41: *Anansi, the Spider*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and all
“Stuck” strategies

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies.**
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 41 **Anansi, the Spider**

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **What tells Anansi that a big feast is going on?** *A child tells Anansi. / Anansi smells chicken with peanuts.*
2. **Write the answer on the blank line.**
Which word means a big dinner? *feast*
A. west B. east C. feast

Story 41 **Anansi, the Spider**

Part 2

1. **How will Anansi’s children tell him when the feasts begin?** *The children will yank the vines.*

2. **Write the answer on the blank line.**

Anansi had a bright idea. To him, it was a *smart* idea.

- A. smart B. shining C. light

Part 3

1. **How does Anansi look at the end of the story?** *Anansi’s head is fat, his body is fat, but he has a teeny waist.*

2. **Write the answer on the blank line.**

When it is not dark, we have *daylight*.

- A. night B. daylight C. tight

Monitor

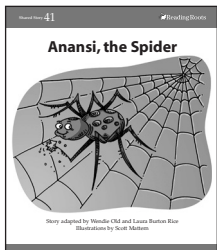
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we’ll all read pages 10–12 together so we can show how well we can read. Let’s use a nice, clear voice that sounds as though we’re speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow’s Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 41: *Anansi, the Spider*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 41 Goal:
56 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *Anansi, the Spider*, is 56 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
page 12. The goal is to
read 56 words correctly in
one minute.

Fluency Practice with the Story

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 12 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 56 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

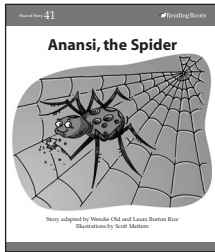


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 41: *Anansi, the Spider*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:
Identifying main ideas

- Model creating a story map by asking students questions about what they learned from the story. **You have read a story about a greedy spider. Is this a true story? (WGR) Let's use our story map to help us remember the important parts of the story so you could retell it to a friend.**
- Have students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.
- Post the story map.

Story Map
Blackline Master

Title: Anansi, the Spider

Setting: a forest in Africa

Characters: Anansi, Osa, Iba, two children

Problem: Anansi wanted to go to two feasts but did not know when they began.

Events:

1. He tied two vines around his waist.
2. He sent Osa with one end of a vine to the East Village and Iba with the other end to the West Village.
3. Both children yanked hard at the same time.

Solution: Note: the problem in this story is not resolved.

Story 41 **Anansi, the Spider**

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. Why did Anansi's children yank the vines?

1 pt.— *feasts began*

2 pts.— *to tell him when feasts began*

3 pts.— *Anansi's children wanted to tell him when the feasts began.*

2. What happened to Anansi's waist?

1 pt.— *teeny, tiny*

2 pts.— *fat waist became teeny*

3 pts.— *Anansi's waist became teeny.*

Write the answer on the blank line.

3. We have a bright idea for a game. We think it it a smart idea.

A. smart

B. shining

C. light

4. We did not need to use a lamp. It was daylight.

A. tight

B. daylight

C. night

Random Reporter

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.

Think-Pair-Share

- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.

Story 41 **Anansi, the Spider**

- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

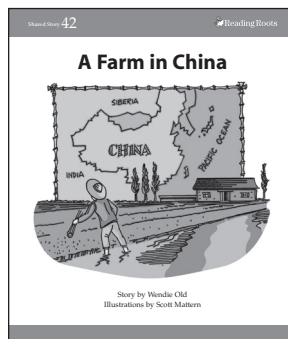
- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.



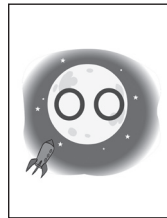
A Farm in China

Wendie Old

At a Glance



Review Sounds:



/oo/ (moon)

Strategies/Skills:

Getting factual information from text

Summarizing to identify main ideas

Changing “y” to “i” before “es” (review)

Introduction

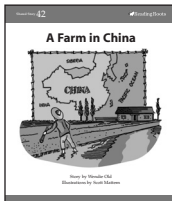
You will need:

- Shared Story 42: *A Farm in China*
- Key card for “oo” (moon)
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- **Today we will read about China. This story about a Chinese girl has a lot of factual information. The title of this story is *A Farm in China*. I wonder if a farm in China is different from a farm where we live. Do the Chinese farmers have the same animals, and do they grow the same plants that we do in our country? (T-P-S) I will probably learn more when I read the story.** Display the cover, and point out the features mentioned. **I see a map on the cover of the book. I also see a picture of a Chinese person standing in water beside some plants. What plant grows in water instead of just dirt? *rice***
- **Point to places on the map labeled with the Location Word Cards. Let’s look at the map to see where China is. China is the third-largest country in the world. The people there are called Chinese people. It is on the continent of Asia. China is a very old country. People visit China, and often they go to see the Great Wall. This wall is so long that it can be seen from outer space. If it were in our country, it would stretch from New York to California.**
- **Display page 5. The Chinese alphabet has more than 5,000 pictures like the ones on this page.** Say the individual words again, and have students say them with you.
- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 42 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.



Think-Pair-Share

Location Words:

China, California, 5,000,
Great Wall, Chinese,
New York

Story 42 A Farm in China

Vocabulary Words:

chopsticks, rice, tea, vegetables, farm, pig, duck, goose



- **Let's review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet—Let's practice the special letter group we'll see a lot of in today's story.** Play the Animated Alphabet segment for Shared Story 42, or display the key card for "oo." Have students review the alliterative phrase and practice the sound.

Word Presentation

Green Words:

north, May Woo, spoon, chopsticks, fifty, cool, bamboo, stretch, pool, hopscotch, year, invented, soon



- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segment for Shared Story 42.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- Use Quick Erase to present some other "oo" words. Use the words in sentences, as needed, to make sure students recognize them as words they know. Use the following sequence:

soon...moon...loon...loop...swoop...stoop...stool...fool...pool

Challenge Words:

goose, vegetables, family, families, raised, school, every, picture, alphabet, dragon, everyone, fireworks

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

	Word	Sentences for Checking
Part 1		
Teacher Modeling	vege-ta-ble+s Hint: The "g" often makes the /j/ sound when followed by "e."	Peas and beans are <u>vegetables</u> .
Guided Practice	goose	A <u>goose</u> lays big eggs.
	fam-i-ly	Our <u>family</u> has four people.
	fam-i-l(y)i+es	There are five <u>families</u> on our block. (Note that "y" is changed to "i" and "es" added to make the plural.)
	rais(e)+ed	We <u>raised</u> peas in our garden.
Part 2		
Teacher Modeling	al-pha-bet	We have twenty-six letters in our <u>alphabet</u> . Note that "ph" usually says /f/, just like in Alpha.
Guided Practice	school	We go to <u>school</u> five days a week.
	every Red Word "ever" with final "y"	We have reading <u>every</u> day.
	picture	I drew a <u>picture</u> for my story. Note that "ture" says /chir/ in many words.

Story 42 A Farm in China

	Word	Sentences for Checking
	Part 3	
Teacher Modeling	ev-er-y-one compound word Challenge Word + Red Word	<u>Everyone</u> in the class went on the trip.
Guided Practice	drag-on	I saw a <u>dragon</u> at the New Year feast.
	fire-work+s compound of Green Word and Red Word	We saw <u>fireworks</u> on New Year's Eve.

Red Words:
many, most, wild, also,
very, great

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



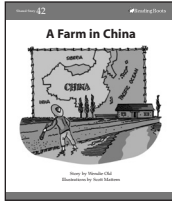
Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 42: *A Farm in China*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and all
“Stuck” strategies

Story 42 A Farm in China

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Peanut Butter reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Part 1 (pages 1–3)

- Page 1: **Where does Chen May Woo live?** *Chen May Woo lives in the north of China.* **How are names in China different?** *They say the last name first.*
- Page 2: **Where does May Woo’s family live?** *May Woo’s family lives on a big, big farm.* **What do they do on the farm?** *They plant rice and vegetables.* **What do they do with the food that they grow?** *They eat it and sell it.* **What animals are on the farm?** *A pig, a duck, and a goose are on the farm.*
- Page 3: **What does May Woo’s mom do to make meals?** *She chops small bits of meat and vegetables.* **What does May Woo use to eat?** *May Woo uses a spoon and chopsticks.* **What does May Woo drink?** *May Woo drinks tea.*

Part 2 (pages 4–7)

- Page 4: **How many children are in May Woo’s class?** (WGR) *50* **Is that like our class?** *no* **How often does May Woo go to school?** *She goes to school six days a week.* **Is that like our class?** *no* **What are they learning in class?** *They are learning how to read and write.* **Is that like our class?** *yes*
- Page 5: **Is it easy to read and write in Chinese?** *No, it is hard.* **How is the Chinese alphabet different from our alphabet?** *The Chinese alphabet has pictures in it.* **How many pictures are in the Chinese alphabet?** (WGR) *over 5,000*

Think-Pair-Share

Whole Group Response

Story 42 A Farm in China

- Page 6: **What did May Woo see at the zoo?** *May Woo saw pandas.* **What do the pandas eat?** *The pandas eat bamboo.* **Make a Prediction: You learned about a Chinese animal. What else might you learn about China in this book?**
Have students support their predictions.
- Page 7: **What do you call the place that May Woo visited?** *It is called the Great Wall of China.* **How do you know it is a big wall?** *It can be seen from space!*

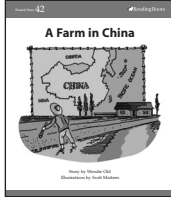
Part 3 (pages 8–12)

- Page 8: **What things does May Woo do after school with her friends?** *She plays Chinese jump rope, ping pong, five stones, and hopscotch.*
- Page 9: **What was invented in China?** *Kites were invented in China.* **What are these kites made of?** *Kites are made from silk and paper.* **Can kites get very big?** *Yes, they can be as big as 16 feet high.*
- Page 10: **What kind of pictures do people make in China?** *People make paper-cut pictures.* **What is special about red paper-cut pictures?** *They are good luck.*
- Page 11: **What happened at night?** *There were fireworks.* **What lit up the sky at the end of the display?** *A big, red dragon lit up the sky.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

.....

- Shared Story 42: *A Farm in China*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and all "Stuck"
strategies

- Remind students that the reading strategies they will use with this story are **Clarifying and all "Stuck" strategies**.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Story 42 A Farm in China

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **How do people in China pick up their food when they eat?** *People in China use a spoon and chopsticks.*

2. **Write the answer on the blank line.**

Farmers in China grow vegetables like peas.

- A. rubber B. vegetables C. cocoa

Part 2

1. **What tells you that the Great Wall of China is very big?** *The Great Wall of China is so long, it could stretch from New York to California. / The Great Wall of China is so big, it can be seen from space.*

2. **Write the answer on the blank line.**

Pandas like to eat a plant called bamboo.

- A. wheat B. rice C. bamboo

Part 3

1. **What do people in China do for their New Year feast?** *People in China have fireworks for the New Year. / People make paper-cut dragons.*

2. **Write the answer on the blank line.**

People in China invented paper-cut pictures and fireworks. They made them first.

- A. invented B. raised C. found

Monitor

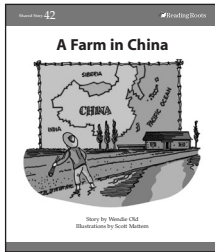
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 8–12 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 42: *A Farm in China*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 42 Goal:
56 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *A Farm in China*, is 56 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on page 4
and 5. The goal is to read
56 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 4 and 5 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 56 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

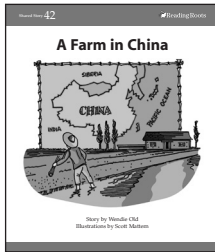


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 42: *A Farm in China*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:
Identifying main ideas

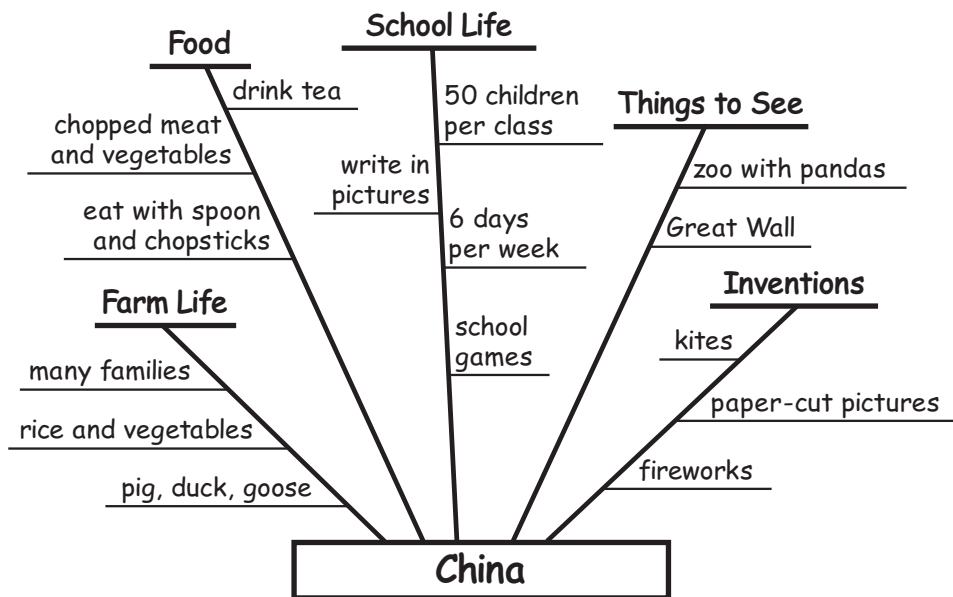
- Model creating an idea tree by asking students questions about what they learned from the story. **This story is about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Chen May Woo and her family are made-up people, but everything else in the story is real. **Through Chen May Woo’s eyes, we learned some facts about China.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We’ll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about China. “China” is the topic we will use for our idea tree.**
- Write “China” on the trunk of the idea tree.
- **Now that I know the topic we will use, I can think about some more ideas. What did the story tell me about life in China? I know. We learned facts about life on a large Chinese farm. Reading about Chen May Woo showed us some things about Chinese farm life. Write “Farm Life” on a branch of the tree. We learned facts about Chinese school life too.**
- Make a new branch on the tree, and write “School Life” on it. **What are some things we could see in China?** Make another branch, and write “Things to See” on another branch. **We also learned about Chinese inventions.** Make a new branch on the tree, and write “Inventions” on it. (If time permits, you might want to add a branch on “Food.”) **Can you see why we call this an idea tree?**
- Go back to the first branch. **This branch says “Farm Life.” What facts did we learn about farm life?** Record students’ responses on the appropriate small branches.
- Use as many main ideas and supporting facts as time and the readiness of your students allow. Have students continue to discuss facts related to the other main ideas in the story as described above. If students give an unrelated fact, write it on

Think-Pair-Share

Story 42 A Farm in China

the correct branch. Your completed idea tree should look similar to this one, although you and your class may have some different ideas about how to group the facts they learned.

- Orally summarize one of the branches in a sentence or two. Use Think-Pair-Share to have students create oral summary sentences using another branch.



Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Story 42 A Farm in China

Answer these questions in complete sentences.

1. Tell something about the Great Wall of China.

1 pt.— *tall / thick stone / very long*

2 pts.— *made of thick stone/ so long it can be seen from space*

3 pts.— *The Great Wall of China is very tall. OR It is very long. OR It could go from New York to California. OR It can be seen from space.*

2. Name some things that were invented in China.

1 pt.— *kites, paper-cut pictures, and/or fireworks*

2 pts.— *invented kites, paper-cut pictures, and/or fireworks*

3 pts.— *Kites, paper-cut pictures, and/or fireworks were invented in China.*

Write the answer on the blank line.

3. I had dinner with a Chinese family. They ate with chopsticks.

A. forks B. chopsticks C. poles

4. Peas are vegetables.

A. ducks B. vegetables C. meat

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.

Random Reporter

Think-Pair-Share



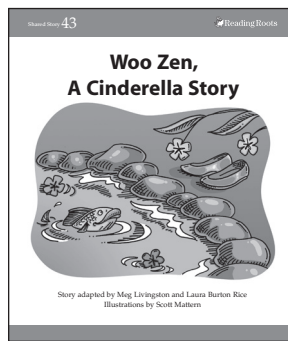
Story Test Celebration

- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.

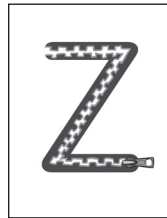
Woo Zen, a Cinderella Story

Adapted By Meg Livingston and Laura Burton Rice

At a Glance



Review Sound:



/z/

Strategies/Skills:

Previewing

Summarizing to describe narrative story plot

Reviewing the prefix “un_”

Recognizing fairy tale genre

Introduction

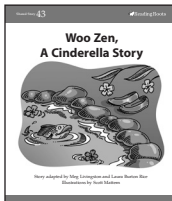
You will need:

- Shared Story 43: *Woo Zen, a Cinderella Story*
- Key card for “z”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Woo Zen, a Cinderella Story*. I know about Cinderella and how her wicked stepmother and her stepsisters treated her, but I don’t remember anything about a fish looking up out of a pond of water. And whose slippers are these beside the water? Were there any slippers in the Cinderella story? (WGR) And who is Woo Zen? Woo Zen sounds like a Chinese name, doesn’t it? Who do you think Woo Zen could be? (T-P-S) This version may be different from our Cinderella story. It will be fun to see what happens in this Chinese Cinderella fairy tale!**

Whole Group Response

Think-Pair-Share



Vocabulary Words:
moon, robe, peach, pond



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 43 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 43, or display the key card for “z.” Have students review the alliterative phrase and practice the sound.

Word Presentation



Green Words:

wives, froze, ugly, fuzzi, Zig-Zag, grateful, haze, scales, unzipped, bride, size

Strategies/Skills:

Reviewing the prefix “un_”

Challenge Words:

always, lazy, amazed, hold, danced, appeared, told, fancy, became, magically

- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segment for Shared Story 43.

- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

froze I froze without my warm coat on a cold day.
 “Froze” means I was too cold for comfort in this sentence.

Remind students that the “un_” prefix makes “unzipped” the opposite of “zipped.”
unzipped She unzipped her dress and changed into her play clothes.

- Use Quick Erase to present some other “z” words. Use the words in sentences, as needed, to make sure that students recognize them as words they know. Use the following sequence:

maze...haze...hazy...lazy

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

	Word	Sentences for Checking
	Part 1	
Teacher Modeling	al-ways	I <u>always</u> like to go places with Grandma.
Guided Practice	la-zy	The boy was <u>lazy</u> and would not do his work.
	love-ly base word (Red Word) + suffix	The silk dress was <u>lovely</u> .
	Part 2	
Teacher Modeling	danc(e)+ed Hint: The “c” often makes the /s/ sound when followed by “e.”	I <u>danced</u> all night at the party.
Guided Practice	a-maz(e)+ed	I would be <u>amazed</u> if a fish spoke.
	hold	<u>Hold</u> up your hand when you know the word. (Remind students that they know “old,” “gold,” and “cold.”)

Story 43 **Woo Zen, a Cinderella Story**

	Word	Sentences for Checking
	Part 3	
Teacher Modeling	mag-i-cal-ly Base word + two suffixes	The elf came <u>magically</u> .
	ap-pear+ed	Suddenly, the fairy <u>appeared</u> .
Guided Practice	be-came Two known words	The pumpkin <u>became</u> a coach.
	told "old" pattern	"Old," "cold," "hold," "told" My teacher <u>told</u> my mom that I could read well.
	fan-cy Hint: The "c" often makes the /s/ sound when followed by "y."	She had a <u>fancy</u> dress.

Red Words:

only, friend, water, any, married

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



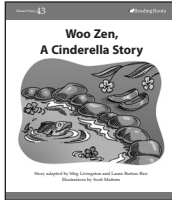
Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 43: *Woo Zen, a Cinderella Story*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and
all “Stuck” strategies

Story 43 **Woo Zen, a Cinderella Story**

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Jelly reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Part 1 (pages 1–4)

- Page 1: **Tell about the rich man’s family.** *He had two wives and two daughters. What happened when the rich man died? Woo Zen’s mom died because she was so sad. Why did Woo Ling’s mom raise the two girls? Woo Zen didn’t have a mother or a father anymore.*
- Page 2: **How are Woo Ling and Woo Zen different?** *Woo Zen was lovely, sweet, and bright. Woo Ling was ugly, mean, and lazy.*
- Page 3: **Why was life hard for Woo Zen?** *She had to clean all day. She had rags for clothes. She was cold in the winter.*
- Page 4: **How did Zig-Zag help Woo Zen? He listened to her problems. How did Woo Zen help Zig-Zag?** *She shared her meals with him. She kept his pond clean.*

Think-Pair-Share

Part 2 (pages 5–8)

- Page 5: **Why did Woo Ling and her mother dress up?** *They were going to the big New Year feast at the palace. Did Woo Zen’s stepmother let her go to the New Year feast? (WGR) no*
- Page 6: **How did Zig-Zag surprise Woo Zen? He spoke. He told her that he could be her robe, slippers, and fan. Why did he tell her to hide her face with the fan?** *He told her to hide her face so her mean stepmother wouldn’t see her.*

Whole Group Response

Story 43 **Woo Zen, a Cinderella Story**

- Page 7: **What happened to Zig-Zag?** *He disappeared and changed into a robe, a fan, and slippers. What did Woo Zen do next?* *She dressed and went to the New Year feast.*
- Page 8: **What happened when Woo Zen danced with the king?** *She forgot to hold up her fan, and Woo Ling saw her. What did Woo Zen do then?* *She got scared and ran away. Make a Prediction: What will happen to Woo Zen?*
Have students support their predictions.

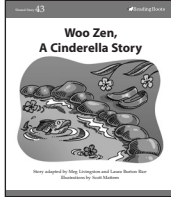
Part 3 (pages 9–12)

- Page 9: **What happened when Woo Zen dropped the robe?** *It became Zig-Zag's body again. What happened when Woo Zen dropped the fan into the pond?* *It became Zig-Zag's tail. What happened when she put in a slipper?* *It became Zig-Zag's fin. Why does Zig-Zag only have one fin?* *Woo Zen lost the other slipper as she was running.*
- Page 10: **Why was the king looking for the girl whose foot fit the slipper?** *He wanted to marry her. Who tried on the slipper?* *All the girls in the city tried on the slipper.*
- Page 11: **Why didn't the stepmother let Woo Zen try on the slipper?** *She wanted Woo Ling to be the king's bride. Where was Woo Zen?* *She was hiding behind a tree. How did everyone find Woo Zen?* *Zig-Zag leaped out of his pond and flopped over to where she was standing.*
- Page 12: **What two things happened when Woo Zen tried on the slipper?** *It fit; Zig-Zag's fin appeared. How did Woo Zen's life change?* *She married the king and lived at the king's palace. Zig-Zag lived at the palace too.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 43: *Woo Zen, a Cinderella Story*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and
all “Stuck” strategies

- Remind students that the reading strategies they will use with this story are **Clarifying** and all “**Stuck**” strategies.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Story 43 **Woo Zen, a Cinderella Story**

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **Who was Woo Zen’s only friend?** *Zig-Zag, Woo Zen’s pet fish, was her only friend.*

2. **Write the answer on the blank line.**

I was too cold without a coat. I froze.

- A. burned B. froze C. melted

Part 2

1. **Why did Woo Zen run back home?** *Woo Zen was scared because Woo Ling saw her.*

2. **Write the answer on the blank line.**

Woo Zen was amazed when Zig-Zag spoke.

- A. amazed B. agreed C. about

Part 3

1. **What did Zig-Zag do when the king’s men came?** *Zig-Zag flopped to the place where Woo Zen was hidden.*

2. **Write the answer on the blank line.**

The robe became Zig-Zag’s body again.

- A. between B. begin C. became

Monitor

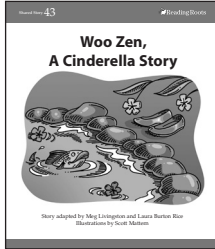
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we’ll all read pages 9–12 together so we can show how well we can read. Let’s use a nice, clear voice that sounds as though we’re speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow’s Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 43: *Woo Zen, a Cinderella Story*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *Woo Zen, a Cinderella Story*, is 58 words correct per minute.**

Partner Word Goal:
100% accuracy

Shared Story 43 Goal:
58 wcpm

Partner Word Reading

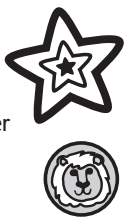
- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor

Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.

Random Reporter





Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics Fluency Practice on page 6. The goal is to read 58 words correctly in one minute.

Fluency Practice with the Story

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 6 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 58 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

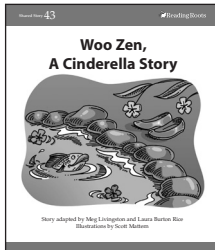


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 43: *Woo Zen, a Cinderella Story*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:

Summarizing to describe narrative story plot

- Model creating a story map by asking students questions about what they learned from the story. **You have just read a Chinese version of the Cinderella story. Is this a true story?** (WGR) *no* **Let's use our story map to help us remember the important parts of the story so you could retell it to a friend.**
- Post the story map. Have students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

Title:	_____
Setting:	_____
Characters:	_____
Problem:	_____
Events:	_____
Solution:	_____

Story Map
Blackline Master

Title: Woo Zen, a Cinderella Story

Setting: The south of China

Characters: Woo Zen, Woo Ling, Woo Ling's mom, Zig-Zag, prince

Problem: Woo Zen's stepmother made Woo Zen wear rags and work all day and she could not go to the king's New Year feast.

Events:

1. Woo Zen was kind to her pet fish, Zig-Zag.
2. Zig-Zag turned into a silk robe, fan, and slippers so Woo Zen could go to the palace.
3. When her stepsister saw her, Woo Zen ran home but lost a slipper.

Solution: The king's men found Woo Zen because of Zig-Zag, the slipper fit, and Woo Zen married the king.

Story 43 **Woo Zen, a Cinderella Story**

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. How did Woo Zen's stepmother make Woo Zen sad?

1 pt.— *cleaned/rags for clothes*

2 pts.— *had to clean/froze in winter*

3 pts.— *Woo Zen had to clean all day./Woo Zen had rags for clothes./Woo Zen froze in winter./Woo Zen's stepmother made her stay home from the king's New Year feast.*

2. Why did the stepmother hide Woo Zen from the king's men?

1 pt.— *didn't want king to find Woo Zen*

2 pts.— *didn't want king to marry Woo Zen*

3 pts.— *The stepmother wanted Woo Ling to try on the slipper and marry the king.*

Write the answer on the blank line.

1. My friend helped me learn my Red Words. I was grateful.

A. grateful B. great C. grabbed

2. I would be amazed if an animal talked to me.

A. agreed B. around C. amazed

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.

Random Reporter

Think-Pair-Share

Story 43 **Woo Zen, a Cinderella Story**

- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

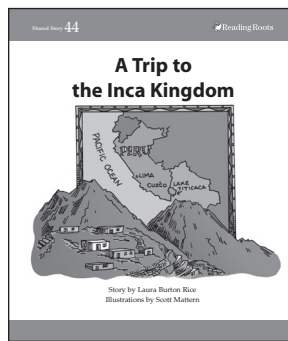
- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.



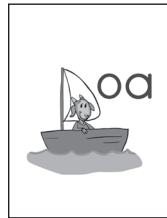
A Trip to the Inca Kingdom

Laura Burton Rice

At a Glance



Review Sounds:



/oa/



/ow/

Strategies/Skills:

Getting factual information from the text

Summarizing to identify main ideas

Understanding historical information

Discriminating between “there” and “their” (review)

Introduction

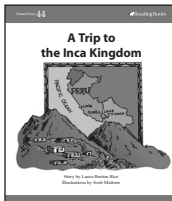
You will need:

- Shared Story 44: *A Trip to the Inca Kingdom*
- Key card for “oa” (boat) and “ow” (blow)
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.
- Display the book, pointing out the features mentioned. **The title of this story is *A Trip to the Inca Kingdom*. I'll bet someone is going to take a trip. We can go along by reading the story. In the picture on the cover, I see mountains and small low houses with low roofs. I wonder why the houses are built like this. I wonder if the Inca Kingdom is high up in these mountains. I also see a map on the cover. I know the map can tell me where the Inca Kingdom is located.**
- Point to places on the map labeled with the Location Word Cards. **The cover shows us a map of Peru (puh-ROO), where this story takes place. Let's look at our large map to see where Peru is located. Peru has a coast along the Pacific Ocean. It is just south of the equator on the continent of South America. What other country have you read about that is near the equator? *Nigeria*. The capital of Peru is Lima (LEE-muh). The high mountains in Peru are called the Andes (AN-deez) Mountains. A thousand years ago, a powerful tribe of Native Americans lived in and ruled Peru. They were the Incas, and today, if you visit the city of Cuzco (KOOZ-koe) high up in the Andes Mountains, you will meet the people who are descended from the original Incas. Another place you can find Incas is around Lake Titicaca (tee-tee-KAH-kuh), the highest large lake in the world. As we take a trip with the boy in the story, we will learn some of the history of Peru. History is true information about people, countries, and events that happened in the past. Review the location words, and have students repeat each word after you.**

Location Words:

Cuzco, Incas, Lima, South America, Andes Mountains, Lake Titicaca

Story 44 A Trip to the Inca Kingdom

- Use the video Word Play activity for additional language development.
- **Now we're going to watch a video that will help us find out more about the story.**



- **Show video: Word Play**—Use the Word Play for Shared Story 44 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

Vocabulary Words:

South America,
earthquake,
Andes Mountains,
volcano, coast



- **Let's review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Show video: Animated Alphabet**—**Let's practice the two special letter groups we'll see a lot of in today's story.** Play the Animated Alphabet segments for Shared Story 44, or display the key cards for “oa” (boat) and “ow” (blow). Have students review the alliterative phrases and practice the sounds.

Word Presentation



- **Show video: Sound It Out**—**Now let's practice reading some words.** Show the video segment for Shared Story 44.

Green Words:

low, coast, loads, wheels,
hiked, roads, carts, rows,
coats, showed, boats,
wool, loaded

- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- Use Quick Erase to present some other “oa” and “ow” words. Use the words in sentences, as needed, to make sure that students recognize them as words they know. Use the following sequences:

coast...goats...boats...coats...loads...roads...road

low...row...grow...snow...show...showed

Challenge Words:

volcanoes, lava, sometimes,
mountains, earthquakes,
arrow, llamas, messengers

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Story 44 A Trip to the Inca Kingdom

	Word	Sentences for Checking
	Part 1	
Teacher Modeling	earth-quake+s compound	The ground shakes during <u>earthquakes</u> .
Guided Practice	moun-tain+s	Some <u>mountains</u> are very high.
	vol-can-o+es	<u>Volcanoes</u> have hot, melted rock inside.
	la-va	<u>Lava</u> can run down the sides of a volcano. (Both LAH-va and LAV-a are correct pronunciations.)
	some-time+s compound Red Word + Green Word	<u>Sometimes</u> we have parties at school.
	Part 2	
Teacher Modeling	ar-row	The boy liked to hunt with a bow and <u>arrow</u> .
	Part 3	
Teacher Modeling	llam-a+s	Some people raise <u>llamas</u> for wool.
	mes-sen-ger+s Hint: Try both of the sounds for “g.”	Teachers send <u>messengers</u> to the office.

Red Words:

there, carry, straight, their, carrying

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

- Sample oral sentences to distinguish “there” and “their”:

He is sitting over there. There are thirty students in our class.

Their books were in their desks.

- Write the name of the Peruvian boy on the board.
- **At the beginning of this story, you will see the name of the boy in this story. His name is Ramiro Alarco (Rah-MEER-oe ah-LAR-koe). Let’s say this name together.**

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Story 44 **A Trip to the Inca Kingdom**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



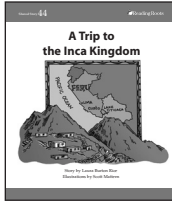
Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 44: *A Trip to the Inca Kingdom*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students the reading strategies they can use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and all “Stuck”
strategies

Story 44 A Trip to the Inca Kingdom

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

Teacher Shared Story

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Peanut Butter reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.

Monitor

- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

Part 1 (pages 1–2)

- Page 1: **Where does Ramiro live?** *He lives in Lima, Peru. Why does Ramiro’s home have only one floor?* *His home has only one floor because there are many earthquakes and volcanoes.*
- Page 2: **What does an earthquake do?** *It can shake the mountains. What does a volcano do?* *It spits out fire, stones, and melted rock called lava.*

Part 2 (pages 3–5)

- Page 3: **When was the Inca Kingdom in the Andes?** *The Inca Kingdom was long ago. What things did the Incas make?* *The Incas made strong, stone homes and roads. Could they make wheels? no What does Ramiro ask?* *“Then how did they carry their loads?”*
- Page 4: **Where are Ramiro and his mother going?** *They are going to the Inca Kingdom. Make a Prediction: What will they see on their trip?* Have students support their predictions.
- Page 5: **What was the road made of?** *The road was made of stone. What did Ramiro and his mom do when they got to the road?* *They hiked up the road. They “hiked” up the road means they “walked” up the road.*



Story 44 **A Trip to the Inca Kingdom**

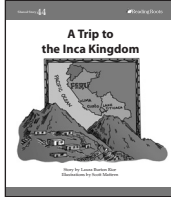
Part 3 (pages 6–8)

- Page 6: **Did Ramiro find the answer to his question?** *Yes, llamas carry big loads. What can be done with llama wool? It can be made into warm coats and hats.*
- Page 7: **How did the Incas bring each other news?** *Messengers ran from place to place to bring the news.*
- Page 8: **What did Ramiro see at the lake?** *Ramiro saw Incas in boats.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 44: *A Trip to the Inca Kingdom*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and all “Stuck”
strategies

- Remind students that the reading strategy they will use with this story are **Clarifying and all “Stuck” strategies**.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 44 **A Trip to the Inca Kingdom**

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Story 44 **A Trip to the Inca Kingdom**

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **What are homes in Lima like?** *The homes in Lima are low and have one floor.*
2. **Circle the right answer.**
A volcano sometimes spits fire and liquid rock. A volcano is a:
A. dragon B. *mountain* C. lake

Part 2

3. **Tell one important thing the Incas could not make.** *The Incas could not make wheels. / They had no carts to carry big loads.*
4. **Circle the right answer.**
The Incas had no carts for big loads. A cart is:
A. *like a box with wheels* B. like a train C. like a car

Part 3

1. **How did the Incas carry big loads?** *The Incas made llamas carry big loads.*
2. **Circle the right answer.**
Inca messengers ran from place to place. A messenger is:
A. someone who makes paths
B. someone who fixes things
C. *someone who brings the news*

Monitor

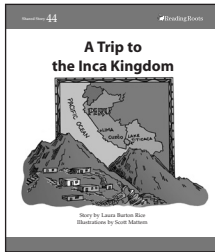
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 6–8 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 44: *A Trip to the Inca Kingdom*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *A Trip to the Inca Kingdom*, is 58 words correct per minute.**

Partner Word and Sentence Goal:
100% accuracy

Shared Story 44 Goal:
58 wcpm

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly, with
Expression, and at an
Appropriate Rate

Start Reading Olympics
Fluency Practice on pages
6 and 7. The goal is to
read 58 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 6 and 7 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 58 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

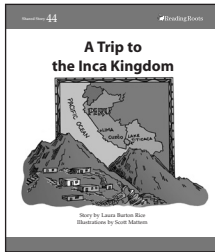


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 44: *A Trip to the Inca Kingdom*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

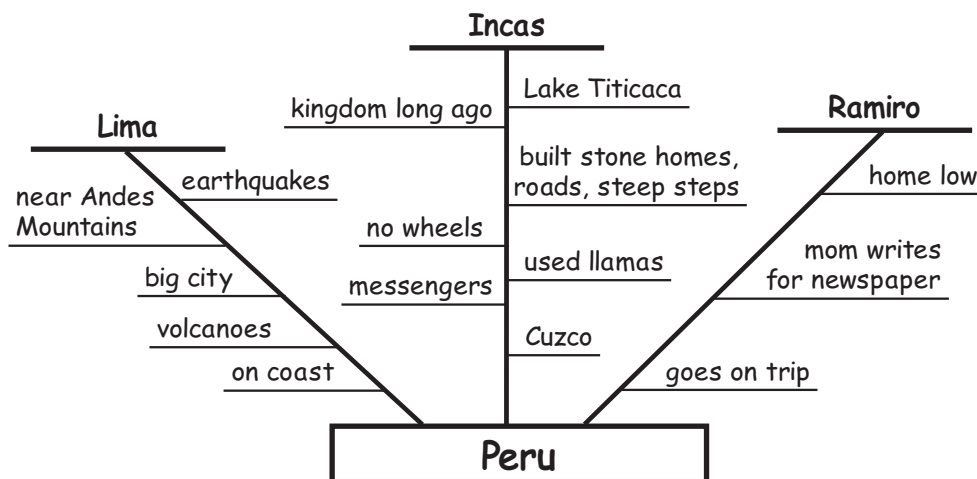
Strategies/Skills:
Identifying main ideas

- Model creating an idea tree by asking students questions about what they learned from the story. **This story is about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Ramiro Alarco and his family are made-up people, but everything else in the story is real. **Through Ramiro’s eyes and activities, we learned some facts about Peru.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We’ll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about life in Peru. “Peru” is the topic we will use for our idea tree.** Write “Peru” on the trunk of the tree.
- **Now that I know the topic we will use, I can think about some of the main ideas. What did the story tell me about Peru? I know. We learned facts about Lima.** Write “Lima” on a branch of the tree. **We learned some facts about the Incas, who had a kingdom hundreds of years ago.** Make a new branch on the tree, and write “Incas” on it. **We also read about Ramiro.** Make another branch, and write “Ramiro.”
- **Go back to the first branch. This branch says, “Lima.” What facts did we learn about Lima?** Record students’ responses on the small branches.

Think-Pair-Share

Story 44 A Trip to the Inca Kingdom

- Have students continue to discuss facts related to the other main ideas in the story as described above. Use as many main ideas and supporting facts as time and the readiness of your students allow. If students give an unrelated fact, write it on the correct branch. Your completed idea tree should look similar to this one although you and your class may have some different ideas about how to group the facts.



Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. What did the Incas make with stones?
 1 pt.— *stone roads/stone homes/stone steps*
 2 pts.— *made stone steps up mountains*
 3 pts.— *The Incas built strong stone roads, stone homes, and stone steps up the mountains.*
2. How did llamas help the Incas?
 1 pt.— *loads/wool coats*
 2 pts.— *carried things/llama wool for coats*
 3 pts.— *The llamas carried things the Incas needed./The llamas carried loads./Llama wool was used for coats.*

Story 44 **A Trip to the Inca Kingdom**

Circle the right answer.

3. We carry food in a cart at the market. A cart is:

- A. a thick paper
- B. *a box with wheels used to carry things*
- C. a kind of road

4. Today we may see messengers on bikes. A messenger is:

- A. someone who writes letters
- B. someone who fixes things
- C. *someone who takes news or boxes from one place to another*

Random Reporter

Think-Pair-Share

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



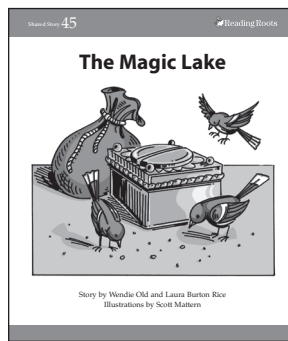
Story Test Celebration

- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.

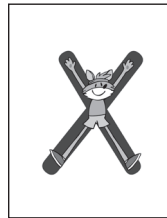
The Magic Lake

By Wendie Old and Laura Burton Rice

At a Glance



Review Sounds:



/x/

Strategies/Skills:

Summarizing to describe narrative story plot

Recognizing legend genre

Introduction

You will need:

- Shared Story 45: *The Magic Lake*
- Key card for “x”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.
- The story we are going to read today is not like *A Trip to the Inca Kingdom*. That story gave us information about the land and history of the Incas. The story we are going to read today is a legend. A legend is like a fairy tale because it has magic and make-believe. But a legend also has some truth. For example, a legend is often about real people and places from a long, long time ago. But the story about these people and places is made up.
- Display the book. Our legend about the Incas is called *The Magic Lake*. The ancient Incas may have thought that Lake Titicaca (tee-tee-KAH-kuh) was a magic lake. Point to Lake Titicaca on the map. In the legend, Lake Titicaca is called “the lake where sky and water meet.” It is the highest large lake in the world.
- This book has a very mysterious front cover. I wonder if there is something valuable in the shiny box and in the bag behind it. And why are there three blackbirds hovering and pecking around the box and bag? Can you make a guess? (T-P-S)
- Use the video Word Play activity for additional language development.
- Now we’re going to watch a video that will help us find out more about the story.
- Show video: Word Play—Use the Word Play for Shared Story 45 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- Let’s review some vocabulary words we will see in the story. Review pictures on the screen as needed.



Think-Pair-Share



Vocabulary Words:
son, illness, palace,
jail, Incas

Story 45 The Magic Lake



- **Show video: Animated Alphabet—Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 45, or display the key card for “x.” Have students review the alliterative phrase and practice the sound.

Word Presentation



- **Show video: Sound It Out—Now let’s practice reading some words.** Show the video segment for Shared Story 45.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

The judge said, “Throw this man in jail. This thief should not be on the streets.” In this story, “throw” really means put.

- Use Quick Erase to present some other “x” words. Use the words in sentences, as needed, to make sure students recognize them as words they know. Use the following sequence:

six...mix...fix...fox...box...ox...ax...exit

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Green Words:

fix, illness, next, poor, throw, jail, expect, explained, plucked, exclaimed, hissed, thankful, exit, ax

Challenge Words:

wise, magic, decided, extra, finding, moment, quietly, others

	Word	Word
	Part 1	
Teacher Modeling	de-cid(e)+ed base word+ ending Hint: The “c” often has the /s/ sound when followed by “i.”	I <u>decided</u> to take a trip.
Guided Practice	mag-ic	In made-up stories, <u>magic</u> things happen.
	wise	I was <u>wise</u> to read at home.
	Part 2	
Teacher Modeling	ex-tra	I took <u>extra</u> clothes in case I got wet.
Guided Practice	find+ing Red Word + ending	I need help <u>finding</u> your house.
	Part 3	
Teacher Modeling	mo-ment	Wait a <u>moment</u> .
Guided Practice	oth-er+s Red Word + ending	Many <u>others</u> went to the show.
	qui-et+ly Challenge Word + suffix	We looked at the artist <u>quietly</u> .

Story 45 **The Magic Lake**

Red Words:

son, daughter, father,
feathers

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 45: *The Magic Lake*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and
all “Stuck” strategies

Story 45 The Magic Lake

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Jelly reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Part 1 (pages 1–4)

- Page 1: **Why did the king go to the wise men?** *His son, the prince, was sick. He didn’t know what to do. What did he have to do with the gold box?* *He had to fill it with magic water from the lake. What will the magic water do?* *It will make the prince well again.*
- Page 2: **The king had to stay with the prince. What did the wise men do?** *They told the people of the town about the magic lake. What will the person who brings the water get?* *He will get to keep the box.*
- Page 3: **What did the farmer do when he couldn’t find the magic lake?** *He filled the box with plain water from a lake next to the palace.*
- Page 4: **What happened when the king gave the water to the prince?** *It didn’t work. What did the king do?* *He took back his box and sent the farmer to jail.*

Think-Pair-Share

Part 2 (pages 5–7)

- Page 5: **What will Sumax do?** *She will go to look for the lake so the king will free her father. Why does Sumax’s mother think that she will find the lake?* *Sumax is quick and bright.*
- Page 6: **Where did Sumax sleep?** *Sumax slept under a tree. Who sat with her?* *Six birds sat with her. What unexpected thing happened?* *The birds spoke to Sumax.*
- Page 7: **What did the birds give to Sumax?** *a bunch of feathers that they*

Story 45 **The Magic Lake**

plucked from their wings **What did Sumax do with the feathers?** *She made them into a fan.* **What was special about the fan?** *It was magic. It would grant her wishes.* **Make a Prediction: Will the magic fan take Sumax to the magic lake?** Have students support their predictions.

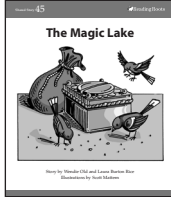
Part 3 (pages 8–12)

- Page 8: **What did Sumax see when she got to the lake?** *Sumax saw a big, black crab.* **What did the crab say?** *“Get away from my lake!”*
- Page 9: **How did Sumax get the crab to leave her alone?** *She held up the fan, and the crab fell asleep.* **What did she do then?** *She filled the box with water.*
- Page 10: **What unexpected thing happened next?** *A red flying snake appeared.* **What did the snake say?** *“Exit this place.”* *“Exit” means “leave.”* **What did Sumax do to get the snake to leave her alone?** *She held up the fan and the snake fell asleep.*
- Page 11: **What was Sumax’s wish?** *She said, “Please take me to the sick prince.”* **Why did the king think the water would not help?**
- Page 12: **What happened when the prince drank the water?** *He sat up in bed. He was well!* **What did Sumax ask for?** *She asked the king to free her father.* **What did the king do for Sumax?** *He freed her father. Then he gave them an ax made of gold, six bags of gold, and the gold box.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 45: *The Magic Lake*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Metacognitive Strategy:
Clarifying and all “Stuck”
strategies

Strategy Application

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Story 45 **The Magic Lake**

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Story 45 **The Magic Lake**

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **What happened to the farmer?** *The king put the farmer in jail.*
2. **Circle the right answer.**

The king wanted his son's illness to go away. Illness means:

- A. house B. sadness C. *sickness*

Part 2

1. **How did the birds help Sumax?** *The birds plucked their feathers and gave them to Sumax to make a magic fan.*
2. **Circle the right answer.**

Six birds plucked feathers from their wings for Sumax. Plucked means:

- A. cleaned B. puffed up C. *pulled out*

Part 3

1. **How did the king thank Sumax?** *The king let Sumax's father out of jail. / The king gave Sumax a gold ax, six bags of gold, and the gold box.*
2. **Circle the right answer.**

The prince drank the magic water and was well. Well means:

- A. *not sick* B. still sick C. rich

Monitor

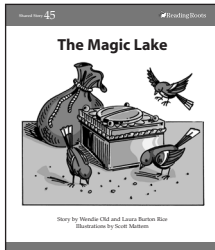
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 8–12 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 45: *The Magic Lake*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 45 Goal:
58 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Magic Lake*, is 58 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.

Story 45 **The Magic Lake**



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
pages 8 and 9. The goal is
to read 58 words correctly
in one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 8 and 9 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 58 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

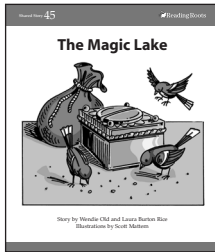


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 45: *The Magic Lake*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:
Identifying main ideas

- Model creating an a story map by asking students questions about what they learned from the story. **You have read a Peruvian legend. We'll imagine that we are retelling *The Magic Lake* to a friend. Let's use our story map to help us remember the important parts of the story.**
- Post the story map. Have students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

Title:	_____
Settings:	_____
Characters:	_____
Problem:	_____
Events:	_____
Solution:	_____

Story Map
Blackline Master

Title: The Magic Lake

Setting: Inca Kingdom

Characters: Inca king, son, wise men, father, Sumax, mother, birds, crab, snake

Problem: The king's son was very sick.

Events:

1. The wise men promised a gold box to anyone who could get water from the magic lake.
2. Sumax decided to look for the magic lake to get her father out of jail.
3. Birds gave Sumax feathers for a magic fan. It took her to the magic lake and made the crab and snake fall asleep.
4. The magic fan took her and the box of magic lake water to the sick prince.

Solution: The prince got well.

Story 45 **The Magic Lake**

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. Why did Sumax want to find the magic lake?

1 pt.— *father in jail/help prince*

2 pts.— *to get her father out of jail/to help prince get well*

3 pts.— *Sumax wanted to get her father out of jail./Sumax wanted to help the prince get well.*

2. How did the magic fan help Sumax?

1 pt.— *crab asleep, snake asleep*

2 pts.— *took her to the magic lake/put crab/snake asleep*

3 pts.— *The magic fan took her to the magic lake./The magic fan made the big crab fall asleep./The magic fan made the red flying snake fall asleep./The magic fan took her to the sick prince.*

Circle the right answer.

3. It is not wise to swim in a lake in the winter. Wise means:

A. warm B. fun C. *smart*

4. A boy had a cold. Resting made him well. Here well means:

A. shared B. *not sick* C. sleepy

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.

Random Reporter

Think-Pair-Share

Story 45 **The Magic Lake**

- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

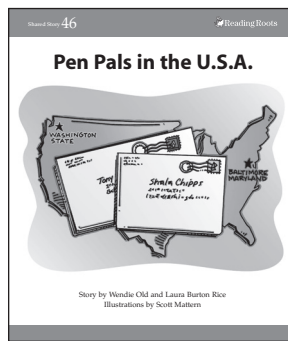
- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.



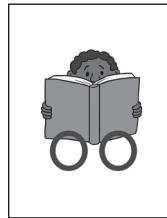
Pen Pals in the U.S.A.

Wendie Old and Laura Burton Rice

At a Glance



Review Sounds:



/oo/

Strategies/Skills:

Getting factual information from text

Summarizing to identify main ideas

Reading letters

Changing “y” to “i” and adding “es” (review)

Introduction

You will need:

- Shared Story 46: *Pen Pals in the U.S.A.*
- Key card for “oo” (book)
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book, pointing out the features mentioned. **The title of this story is *Pen Pals in the U.S.A.* I know what a pen pal is, do you? (T-P-S) A pen pal is a friend to whom you write letters and who then writes you back. The map on the front of our book shows the United States of America, but sometimes we just say U.S.A. There are two envelopes here also. Could the envelopes contain letters from pen pals? (T-P-S)**

Think-Pair-Share

Location Words:

Baltimore, Maryland,
Assateague Island,
Olympic Mountains,
Washington (state)

- Point to the places on the map labeled with the Location Word Cards and the cover of the book, as underlined in the following sample script. **We are going to read about a boy who lives on the East Coast in Baltimore, Maryland, near the Atlantic Ocean. He is 3,000 miles from a Native American girl who lives on the West Coast in the state of Washington near the Pacific Ocean. One of the characters in the story will visit Assateague (AS-uh-teeg) Island, which is off the coast of Maryland and Virginia on the East Coast. The other character lives near the Olympic Mountains and will see giant trees called sequoia (suh-KWOI-yuh) on the West Coast. They will share interesting stories about their lives with each other and with us.** Say the individual words again, and have students say them with you.
- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**



Vocabulary Words:

oceans, clipper ship,
letter, harbor, pen pals,
apartment, wooden house,
U.S.A.

- **Show video: Word Play**—Use the Word Play for Shared Story 46 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.

Story 46 Pen Pals in the U.S.A.



- **Show video: Animated Alphabet**—Let’s practice the special letter we’ll see a lot of in today’s story. Play the Animated Alphabet segment for Shared Story 46, or display the key card for “oo.” Have students review the alliterative phrase and practice the sound.

Word Presentation



- **Show video: Sound It Out**—Now let’s practice reading some words. Show the video segment for Shared Story 46.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- Use Quick Erase to present some other “oo” words. Use the words in sentences, as needed, to make sure students recognize them as words they know. Use the following sequence:
cook...book...look...took...shook...hook...hoof...hood...good...wood...woods
- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Green Words:

miles, wooden, state, sails,
hoof, hook, flippers, beach,
shook, whales, teased,
plains, grows

Challenge Words:

never, harbor, apartment,
ponies, ahead, doctor,
something, medicine,
secret

	Word	Sentences for Checking
	Part 1	
Teacher Modeling	a-part-ment	A city boy may live in an <u>apartment</u> .
Guided Practice	nev-er Red Word with another letter in front.	I have <u>never</u> fished in the ocean.
	har-bor	At a <u>harbor</u> you see boats.
	Part 2	
Teacher Modeling	pon(y)i+es Change “y” to “i” and add “es.”	There are wild <u>ponies</u> on Assateague Island.
	Part 3	
Teacher Modeling	a-head (a+Red Word)	It was hard to see <u>ahead</u> in the fog.
Guided Practice	some-thing	I will tell you <u>something</u> .
	med-i-cine	<u>Medicine</u> can help you get well.
	doc-tor	A <u>doctor</u> helps sick people.
	se-cret	If I tell you, can you keep a <u>secret</u> ?

Story 46 **Pen Pals in the U.S.A.**

Red Words:

ocean, friends, many, wild,
lion, world

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



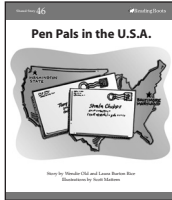
Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 46: *Pen Pals in the U.S.A.*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies.**
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and
all “Stuck” strategies

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Peanut Butter reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Part 1 (pages 1–4)

- Page 1: **How many oceans does the U.S.A. have?** (WGR) *two* **Name them.** *They are the Atlantic Ocean and the Pacific Ocean.* **How far apart are the two coasts?** *The two coasts are 3,000 miles apart.*
- Page 2: **Where does Tony live?** *Tony lives on the East Coast in Baltimore, MD.* **Where does Shala live?** *Shala lives in Washington state.* **How can Tony and Shala be friends if they have never met?** *They are pen pals. They write letters to each other.*
- Page 3: **What did Shala send to Tony?** *Shala sent Tony a good book.* **What kind of book is Tony going to send to Shala?** *Tony will send Shala a book about fish.*
- Page 4: **Where did Tony go with his mother?** *They went to the Baltimore harbor.* **What did Tony look at while he was there?** *He looked at different kinds of ships.*

Think-Pair-Share

Whole Group Response

Story 46 **Pen Pals in the U.S.A.**

Part 2 (pages 5–8)

- Page 5: **Where did Tony’s mom take him next?** *Tony’s mom took him to the aquarium. What did he see there?* *He saw lots of neat fish. What did Tony get for Shala at the shop?* *He got a book.*
- Page 6: **Where is Tony going this summer?** *He is going to the beach. He will visit Assateague Island. What will he do there?* *He will swim and ride the waves. He will see wild ponies. Make a Prediction: What will Shala write to Tony?* Have students support their predictions.
- Page 7: **What does Shala do in the Pacific Ocean?** *She fishes from a boat. What does she see from the boat sometimes?* *She sees big whales.*
- Page 8: **What did the sea lion do?** *It teased her. It took her fish. Then it popped up by the boat and shook its flippers.*

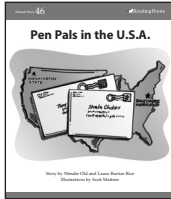
Part 3 (pages 9–12)

- Page 9: **What will Shala do this summer?** *She will take a trip down the coast. What will she see on her trip?* *She will see the biggest trees in the world. How big are the trees?* *They are over a hundred feet tall!*
- Page 10: **Where will Shala go next?** *She will visit the Plains states. What do the plains look like?* *They are flat.*
- Page 11: **What does Shala’s name mean?** *It means “medicine person.” What does Shala want to be when she grows up?* *Shala wants to be a doctor.*
- Page 12: **What did Tony do after he read Shala’s letter?** *He sat down to write about what he will do when he grows up.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 46: *Pen Pals in the U.S.A.*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and
all "Stuck" strategies

- Remind students that the reading strategies they will use with this story are **Clarifying** and all "Stuck" strategies.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **How can Tony and Shala be friends when they have never met?** *Tony and Shala write letters to each other. / Shala and Tony are pen pals.*
2. **Write the answer on the blank line.**

In the story, Washington is a *state*.

- A. state B. part C. mountain

Story 46 **Pen Pals in the U.S.A.**

Part 2

3. **What animals swim in the Pacific Ocean?** *Whales and sea lions swim in the Pacific Ocean.*

4. **Write the answer on the blank line.**

A sea lion made fun of Shala. It teased her.

- A. helped B. teased C. shook

Part 3

1. **Tell something about the Plains states.** *The Plains states are flat. / Things that look close are far away.*

2. **Write the answer on the blank line.**

Shala lives near the Pacific Ocean. She lives on the West Coast.

- A. Mountain B. Coast C. Plains

Monitor

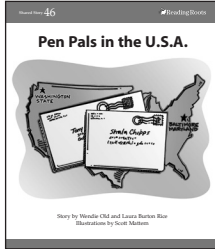
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 9–12 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 46: *Pen Pals in the U.S.A.*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 46 Goal:
60 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *Pen Pals in the U.S.A.*, is 60 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on page 4
and 5. The goal is to read
60 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 4 and 5 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 60 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

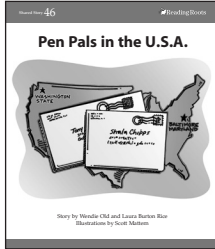


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 46: *Pen Pals in the U.S.A.*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

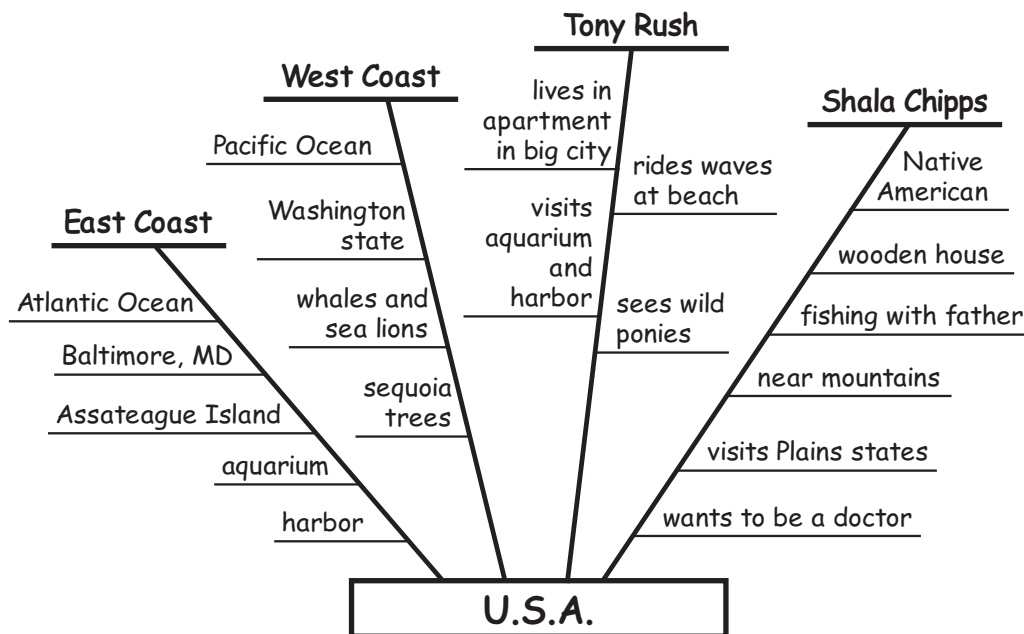
Strategies/Skills:
Identifying main ideas

- Model creating an idea tree by asking students questions about what they learned from the story. **This story is about a real place. We learned new information about our country and what life is like for people who live on opposite sides of the U.S.A.** Point out that the pen pals Tony Rush and Shala Chipps are made-up people, but everything else in the story is real. **Through their eyes and activities, we learned some facts about different parts of the United States of America.**
- We can remember facts we learned from the story by writing the information on an idea tree.
- Post the idea tree. Point to the bottom of the tree. **We'll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about life in the United States of America, so "U.S.A." is the topic that we will use for our idea tree.** Write "U.S.A." on the trunk of the idea tree.
- **Now that I know the topic we will use, I can think about some main ideas. What did the story tell me about life in the U.S.A.? We learned some things about the East Coast from Tony's letters, and we learned some things about the West Coast from Shala's letters. Let's make the first two branches of our idea tree "East Coast" and "West Coast." We also learned some things about Tony and Shala that could be true for a boy who lives in a big city and a girl who lives in Washington state. We could make two more branches, one for "Tony Rush" and one for "Shala Chipps."**
- **Let's think about some East Coast things that Tony wrote about.** Use **Think-Pair-Share** to add some places and things students could see on the East Coast. Then have students suggest some places and things they could see on the West Coast.
- **Now let's think of some other things about Tony and Shala.** Go back to the first branch. Record students' responses on the appropriate small branches.
- Use as many main ideas and supporting facts as time and the readiness of your students allow. Your completed idea tree should look similar to this one although you and your class may have some different ideas about how to group the facts.

Think-Pair-Share

Story 46 **Pen Pals in the U.S.A.**

- Orally summarize one of the branches in a sentence or two. Use **Think-Pair-Share** to have students create oral summary sentences for another branch.



Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Story 46 **Pen Pals in the U.S.A.**

Answer these questions in complete sentences.

1. What would you see if you went to the Baltimore Harbor?
1 pt.— *aquarium/(clipper) ships/shops*
2 pts.— *see aquarium/see (clipper) ships/see shops*
3 pts.— *You would see (clipper) ships/shops/the aquarium.*
2. What animals would you see if you went fishing in the Pacific Ocean?
1 pt.— *whales/sea lions/fish*
2 pts.— *see whales/see sea lions/see fish*
3 pts.— *You would see whales./You would see sea lions./You would see fish.*

Write the answer on the blank line.

3. Shala lives in the state of Washington.
A. state B. part C. city
4. The land is very flat on the plains.
A. mountains B. volcanoes C. plains

Random Reporter

Think-Pair-Share

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

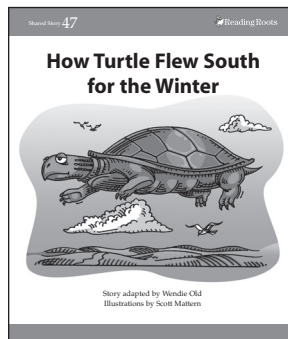


- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.

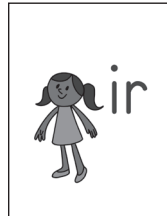
How Turtle Flew South for the Winter

Adapted By Wendie Old

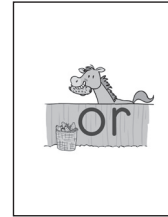
At a Glance



Review Sounds:



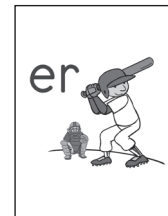
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Strategies/Skills:

Summarizing to describe narrative story plot

Introduction

You will need:

- Shared Story 47: *How Turtle Flew South for the Winter*
- Key cards for “ir,” “or,” “ar,” “er,” and “ur”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



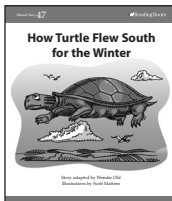
Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.

Preview the Story

- **Today we are going to read a folktale of the Dakota Sioux. The Dakota Sioux are Native Americans from the Plains states that Shala from *Pen Pals in the U.S.A.* was going to visit. Point to the Plains states on your map or globe. Remember, a folktale is a special kind of story. What do you know about folktales? (T-P-S) Folktales are traditional stories. People tell their children these stories to pass them along from old times. A folktale often has a lesson to teach.**
- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the cover of the book, and point out the features mentioned. The title of this story is *How Turtle Flew South for the Winter*.
- **Now this is a puzzling picture. On the cover of the book, I see a turtle flying over flat land and fields. Have you ever seen a turtle fly? (WGR) Of course not, so this is definitely a made-up story. But like many made-up stories from long ago, I think this story is going to have a lesson.**
- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 47 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.
- **Let’s practice the special letter groups we’ll see a lot of in today’s story.** Display the key cards for “ir,” “or,” “ar,” “er,” and “ur.” Have students review the alliterative phrases and practice the sounds.

Think-Pair-Share



Whole Group Response



Vocabulary Words:
teepee, buffalo, turtle

Story 47 **How Turtle Flew South for the Winter** . .

Word Presentation



Green Words:

turtle, spring, chirped, floated, start, fond, ordered, mouth, grip, forget, beaks, firm, rushing, stir, longer, crash, hurt

Challenge Words:

babies, finally, buffalo, what's, large, almost, before, important, learned

- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segment for Shared Story 47.

- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentences:

The leaves floated down in the fall breeze.

In this sentence, “floated” means to fall down lightly.

The children did not stir while they watched the show.

What does “stir” mean in this sentence? To move.

- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

	Word	Sentences for Checking
	Part 1	
Teacher Modeling	ba-b(y)i+es	Dog <u>babies</u> are called puppies.
Guided Practice	fi-nal-ly	The long trip <u>finally</u> ended.
	buf-fa-lo	Native Americans hunted <u>buffalo</u> .
	what's Contraction of two Red Words—“what” and “is”	<u>What's</u> for dinner?
	Part 2	
Teacher Modeling	large Hint: The “g” often makes the /j/ sound when followed by “e.”	Hawks are <u>large</u> birds.
Guided Practice	be-fore Red Word “be”	Mom said, “Make your bed <u>before</u> you play.”
	al-most “al” pronounced like “all” + Red Word	I kept asking and asking, “Are we <u>almost</u> there?”
	Part 3	
Teacher Modeling	im-por-tant	It is <u>important</u> to read a lot at home.
Guided Practice	learn+ed Red Word + ending	We <u>learned</u> some facts about Peru.

Story 47 **How Turtle Flew South for the Winter** . .

Red Words:

chief, knew, thought,
word, talking

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher’s Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



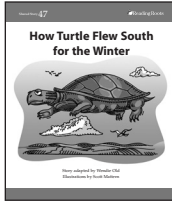
Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Guided Practice



You will need:

- Shared Story 47: *How Turtle Flew South for the Winter*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Review

Metacognitive Strategy:
Clarifying and
all “Stuck” strategies

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Story 47 **How Turtle Flew South for the Winter** • •

Guided Partner Reading

Teacher’s Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Jelly reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Think-Pair-Share

Part 1 (pages 1–4)

- Page 1: **Why can’t Red Fox and his dad hunt buffalo?** *Hunting season is in the fall. Why does Storm Cloud tell the story about Turtle?* *Red Fox kept asking and asking to go.*
- Page 2: **What did turtle want to know?** *Turtle wanted to know why so many birds were chirping.*
- Page 3: **Why do birds fly south for the winter?** *Birds fly south for the winter because it will get cold soon and there will not be much food.*
- Page 4: **Why did Turtle ask if he could go with the birds?** *He was afraid that there would not be enough food during the winter. Why doesn’t Chief Bird think that Turtle can go?* *Turtles can’t fly.*

Part 2 (pages 5–8)

- Page 5: **How did the birds help Turtle to fly with them?** *Two birds held a stick with their beaks. Turtle held onto the stick with his mouth.*
- Page 6: **How did things look different to Turtle when he was up so high?** *Things seemed much smaller than they really were. What was he thinking about as he flew with the birds?* *He was thinking about how much food there would be in the south.*

Story 47 **How Turtle Flew South for the Winter** . .

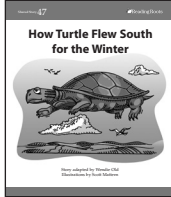
- Page 7: **Turtle wanted to speak. Why couldn't he?** *If he said something, he would have to open his mouth. Then he wouldn't be able to hold onto the stick.*
- Page 8: **Turtle did three things to try to get the birds to notice him. What were the three things that he did?** *He rolled his eyes. He waved his legs. He tried to say, "Mmm!"* **Make a Prediction: How will Turtle ask his question? What will happen to Turtle?** Have students support their predictions.

Part 3 (pages 9–12)

- Page 9: **Why did Turtle fall?** *He tried to say something. When he opened his mouth, he couldn't hold onto the stick any longer.*
- Page 10: **What did Turtle do as he was falling?** *He pulled his legs inside his shell. What happened after he crashed to the ground?* *He rolled and rolled and rolled.*
- Page 11: **Why is Turtle going to stay in the north?** *He got hurt trying to go to the south. He doesn't want to try flying again. What did Turtle say when he crawled in the pond?* *"I will not 'stir' from this spot until spring." In this story, "I will not stir" means "I will not move."*
- Page 12: **What did turtles learn from the story?** *Turtles learned that there is a time to talk and a time to stop talking.*
- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.
- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.



Partner Practice



You will need:

- Shared Story 47: *How Turtle Flew South for the Winter*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and
all “Stuck” strategies

- Remind students that the reading strategies they will use with this story are **Clarifying** and all “**Stuck**” strategies.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Partner Reading

Teacher’s Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Story 47 **How Turtle Flew South for the Winter** . .

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

Monitor



- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **Why did Turtle want to go with the birds?** *Turtle was scared that he would not have food.*
2. **Circle the right answer.**

Turtle heard the birds chirping. Here chirp means:

- A. a dog's sound B. a bird's sound C. a turtle's sound

Part 2

1. **Why couldn't Turtle say a word?** *Turtle had to keep a firm grip on the stick. / If Turtle opened his mouth, he would fall.*
2. **Circle the right answer.**

Turtle had to keep a firm grip on the stick. Here grip means:

- A. hold B. handle C. understand

Story 47 **How Turtle Flew South for the Winter** . .

Part 3

1. Why did Turtle let go of the stick? *Turtle wanted to ask the birds a question.*
2. **Circle the right answer.**

Turtle said, “I will not stir from this spot until spring.” Here stir means:

- A. mix B. spin C. *move*

Monitor

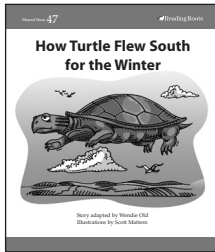
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we’ll all read pages 9–12 together so we can show how well we can read. Let’s use a nice, clear voice that sounds as though we’re speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow’s Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 47: *How Turtle Flew South for the Winter*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *How Turtle Flew South for the Winter*, is 60 words correct per minute.**

Partner Word Goal:
100% accuracy

Shared Story 47 Goal:
60 wcpm

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.

Story 47 **How Turtle Flew South for the Winter** . .



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on
pages 8 and 9. The goal is
to read 60 words correctly
in one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 8 and 9 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 60 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

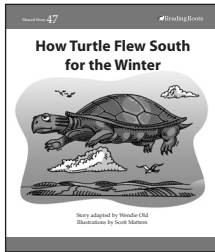


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 47: *How Turtle Flew South for the Winter*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:

Summarizing to describe narrative story plot

- Model creating a story map by asking students questions about what they learned from the story. **You have read a Sioux legend. Imagine that you are retelling *How Turtle Flew South for the Winter* to a friend. Let's use our story map to help us remember the important parts of the story that Storm Cloud told to Red Fox.**
- Post the story map. Have students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

Title:	_____
Setting:	_____
Characters:	_____
Problem:	_____
Events:	_____
Solution:	_____

Story Map
Blackline Master

Title: How Turtle Flew South for the Winter

Setting: Fall, someplace in the North

Characters: Turtle, Chief Bird

Problem: Turtle wants to go south with the birds

Events:

1. Turtle bites a stick, and the birds carry the stick in their beaks.
2. Turtle tries to ask questions and falls from sky.
3. Turtle lands hard and cracks his shell.

Solution: Turtle decides to stay in the North and crawl into the mud until spring.

Story 47 **How Turtle Flew South for the Winter** • •

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. How did the birds carry Turtle?

1 pt.— *on a stick*

2 pts.— *on a stick with their beaks*

3 pts.— *The birds carried Turtle on a stick./Turtle bit the stick./The birds held the stick with their beaks.*

2. How were Red Fox and Turtle the same?

1 pt.— *questions*

2 pts.— *kept asking and asking*

3 pts.— *Red Fox and Turtle were the same because they both kept asking and asking.*

Circle the right answer.

3. I heard chirps outside my window in the morning. Here chirps means:

A. a dog's sound B. a bird's sound C. a car's sound

4. When I slid down the hill, I kept a firm grip on the sled. Here grip means:

A. pull B. hold C. push

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.
- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.

Random Reporter

Think-Pair-Share

Story 47 **How Turtle Flew South for the Winter** . .

- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

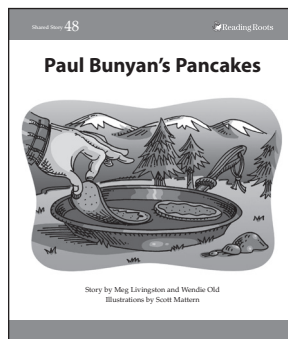
- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.



Paul Bunyan's Pancakes

By Meg Livingston and Wendie Old

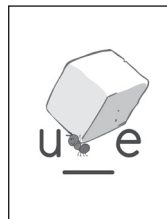
At a Glance



Review Sounds:



/ue/



/u_e/

Strategies/Skills:

Summarizing to describe narrative story plot

Introduction

You will need:

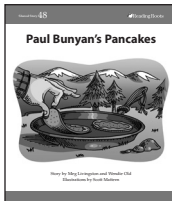
- Shared Story 48: *Paul Bunyan's Pancakes*
- Key cards for "ue" and "u_e"
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.

Preview the Story



Whole Group Response

Think-Pair-Share

- **Today we are going to read a tall tale from the United States. Unlike *Pen Pals in the U.S.A.*, the story we are going to read will not contain true information. The story we are going to read today is very exaggerated. What other tall tale have we read? (T-P-S) *And Then What Happened?***
- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book, and point out the features mentioned. **The title of this story is *Paul Bunyan's Pancakes*. Now this is a strange picture. I see a frying pan sitting outdoors, and someone—a big someone—is cooking pancakes. Do you think you would see something like this in real life? (WGR) No. I don't think so either, so this must be another made-up story about some fantastic character that can do unusual things. The title says that these are Paul Bunyan's pancakes. Have you ever heard of Paul Bunyan? (WGR) Paul Bunyan was a huge man, a giant of a man. He was a logger who cut down trees. Who might have made up a story like this? (T-P-S) Possibly real loggers in the north woods of Minnesota and Wisconsin.**
- **These American stories about Paul Bunyan are called tall tales. They're called tall tales because they often stretch the truth; they exaggerate what really happened. But this is what makes them so much fun.**
- Use the video Word Play activity for additional language development.
- **Now we're going to watch a video that will help us find out more about the story.**
- **Show video: Word Play**—Use the Word Play for Shared Story 48 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some vocabulary words we will see in the story.** Review pictures on the screen as needed.



Vocabulary Words:

beard, pine tree, logs, settlers, log cabins, ox

Story 48 Paul Bunyan's Pancakes



- **Show video: Animated Alphabet—Let's practice the special letter groups we'll see a lot of in today's story.** Play the Animated Alphabet segments for Shared Story 48, or display the key cards for “ue” and “u_e.” Have students review the alliterative phrases and practice the sounds.

Word Presentation



- **Show video: Sound It Out—Now let's practice reading some words.** Show the video segment for Shared Story 48.
- **Introduce Green Words.** Stretch and read together any Green Words that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- Use Quick Erase to present some other “ue” and “u_e” words. Use the words in sentences, as needed, to make sure students recognize them as words they know. Use the following sequences:
true...blue...glue
mule...rule...flute...cute...cube...huge...tune
- **Introduce Challenge Words:** Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use **Think-Pair-Share** to have students try to sound out the other Challenge Words as needed.

Green Words:

branch, backwoods, cabins, settlers, cute, thawed, sawmill, spun, flour, pancakes, mixed, steamboat, squirted, tune, mules

Challenge Words:

used, huge, animal, loved, bacon, golden, leftover, shovels, table

Word	Sentences for Checking
Part 1	
huge Hint: The “g” often makes the /j/ sound when followed by “e.”	Paul Bunyan was <u>huge</u> .
us(e)+ed Challenge Word + ending	I <u>used</u> a toothbrush.
an-i-mal	A buffalo is a big <u>animal</u> .
lov(e)+ed	The dog <u>loved</u> the boy.
Part 2*	

*no Challenge Words in Part 2 of the Shared Story

Teacher Modeling

Guided Practice

Story 48 Paul Bunyan's Pancakes

	Word	Sentences for Checking
	Part 3	
Teacher Modeling	left-o-ver compound Green Word + Red Word	I give <u>leftover</u> food to my dog.
Guided Practice	ba-con	We eat <u>bacon</u> for breakfast.
	shov-el+s	We dig in the dirt with <u>shovels</u> .
	gold+en Challenge Word + suffix	The <u>golden</u> pancakes smelled good. Remind students they know "old," "gold," and "hold."
	ta-ble	We eat at a <u>table</u> .

Red Words:
grew, breakfast, enough,
ready, nothing, poured

- **Introduce Red Words:** Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, and then review all the Red Words with the class. Keep the Red Words posted until students learn them.

Teacher's Note: If any letter sounds appear to be especially difficult for students to remember within the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Have partners take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work as necessary. Remind students to say every sound in the Green Words.

Monitor



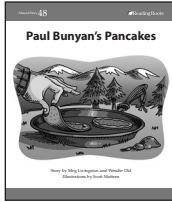
Random Reporter

Partner Practice Celebration

- Have the class read the words together. Use **Random Reporter** to invite one or two partners to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award pride points to students who share strategies they used to read difficult words.



Guided Practice



You will need:

- Shared Story 48: *Paul Bunyan's Pancakes*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

Monitor



Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.

Random Reporter



Strategy Review

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Review the strategies and remind students that they should use them to help them understand the story better when reading and when they come to a word they do not know.
- Model the strategies as needed.

Metacognitive Strategy:
Clarifying and all “Stuck”
strategies

Story 48 Paul Bunyan's Pancakes

Guided Partner Reading

Teacher's Note: Guided Partner Reading of the story may take two or three lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure you complete Guided Partner Reading of all three parts of the story before moving on to Partner Practice.

- Provide sticky notes, and lead students in a Guided Partner Reading of each part of the story. Encourage students to put a sticky note on any word that is difficult for them. Peanut Butter reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have partnerships try to figure out any words that gave them difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Monitor

Think-Pair-Share

Part 1 (pages 1–4)

- Page 1: **Why did Paul Bunyan brush his beard with a tree branch?** *A regular brush would be too small. He needed something as big as a tree branch.*
- Page 2: **Why did Paul live in the backwoods? How did being a giant help Paul do his job faster?** *He needed lots of room. He could cut ten trees at one time.*
- Page 3: **What did Paul find in the snow? Paul found a baby ox. Why was the ox blue?** *He was so cold that he turned blue.*
- Page 4: **How was the ox like Paul? They were both huge. How do you know that Babe was a nice animal?** *He loved to help Paul.*

Part 2 (pages 5–8)

- Page 5: **Paul needed to cut many more logs. What did he do?** *He asked one hundred men to help him.*
- Page 6: **Make a Prediction: How could Paul make enough pancakes to feed one hundred men?** Have students support their predictions.
- Page 7: **What happened to the pan that Paul made? It rolled down the hill. What happened when the pan landed?** *It dug a deep hole in the hill.*
- Page 8: **Where did Paul build a fire? Paul built a fire in the hole in the ground. What did he use to make the batter?** *one hundred bags of flour and two hundred eggs* **What mixed the batter?** *A steamboat mixed the batter.*

Story 48 **Paul Bunyan's Pancakes**

Part 3 (pages 9–12)

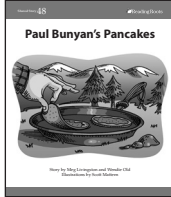
- Page 9: **How did the men grease the pan?** *They stuck bacon fat on their feet and skated on the pan.*
- Page 10: **How did the men get the batter into the pan?** *They squirted it through a fire hose. “Flip” means to turn over. How did they turn over the pancakes?* *They used a shovel to flip them.*
- Page 11: **What did the men do as they ate?** *They sang a happy tune.*
- Page 12: **What job did Paul and his helpers finish?** *They got the logs the settlers needed.*

- At the end of each part of the story, encourage partnerships to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that partnerships did not figure out.



- Award pride points to students who share strategies they used to read difficult words.
- Discuss with students whether their predictions were accurate or the book surprised them.

Partner Practice



You will need:

- Shared Story 48: *Paul Bunyan's Pancakes*
- Reading Between the Lions interactive software

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

Partner Practice Celebration

- Have the class read the story words together. Use **Random Reporter** to ask a partnership to talk about a word they had difficulty with but figured out. Encourage students to identify strategies they used to clarify words.
- Award pride points to students who share strategies they used to read difficult words.



Strategy Application

Metacognitive Strategy:
Clarifying and all “Stuck”
strategies

- Remind students that the reading strategies they will use with this story are **Clarifying and all “Stuck” strategies**.
- Remind students to use strategies to help them understand the story better when reading and when they come to a word they do not know. Prioritize based on group need.
- Ask students to coach their partners to use strategies when reading.

Partner Reading

Teacher's Note: Partner Reading of the story may take two lesson sessions to complete. At the end of each lesson session, remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. Make sure students finish reading the entire story before moving on to Reading Olympics.

Focus on Fluency:
Choose a focus based on group need: Accuracy, Smoothness, with Expression, or at an Appropriate Rate

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to use the Reading Strategy Cue Card for words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
 - accuracy,
 - smoothness and expression, and
 - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor



Story 48 Paul Bunyan's Pancakes

Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

Part 1

1. **Why was Blue Babe a good friend for Paul?** *Blue Babe loved to help Paul. / Blue Babe was huge like Paul.*

2. **Write the answer on the blank line.**

Paul Bunyan was a huge man thawed

The baby ox thawed out by the fire. huge

Blue Babe loved to help Paul. loved

Part 2

1. **Why did Paul mix so much pancake batter?** *Paul had to feed 100 men.*

2. **Write the answer on the blank line.**

Settlers got their logs at the sawmill.

A. steamboat B. cabins C. sawmill

Part 3

1. **How did Paul get the pancake batter into the hot pan?** *The men used a fire hose.*

2. **Circle the right answer.**

After breakfast, Paul Bunyan's men were ready to work. This means they:

A. were too tired to work B. *were glad to work* C. wanted to read books

Monitor

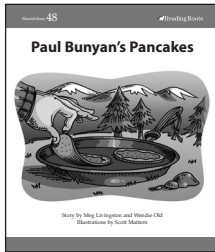
Circulate to monitor partner work.



All Together Now

- When students have completed Partner Reading, celebrate good reading by conducting a class reading of part of the story. **You did a great job reading! Now we'll all read pages 9–12 together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're speaking naturally and telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

Reading Olympics



You will need:

- Shared Story 48: *Paul Bunyan's Pancakes*
- Reading Between the Lions interactive software
- Reading Celebration certificates

Goal Setting

Partner Word Goal:
100% accuracy

Shared Story 48 Goal:
60 wcpm

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and the Red Words with 100% accuracy with your partners. Your goal for reading the Shared Story, *Paul Bunyan's Pancakes*, is 60 words correct per minute.**

Partner Word Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading the story words and the Red Words to each other.
- Tell students to practice reading the words until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.

Monitor



Random Reporter



Partner Practice Celebration

- Use **Random Reporter** to ask a partnership to read the words aloud together.
- Award pride points to partnerships that read 100% accurately to celebrate effective partner work.
- Also, award pride points to students who share strategies they used to read difficult words.



Fluency Practice with the Story

Focus on Fluency:
Reading Smoothly,
with Expression, and at
an Appropriate Rate

Start Reading Olympics
Fluency Practice on pages
8 and 9. The goal is to
read 60 words correctly in
one minute.

- If needed, reshoot the fluency video on the focus with which students are struggling.
- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to pages 8 and 9 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 60 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

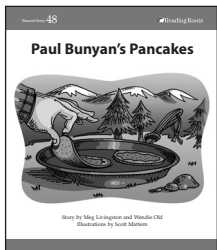


Reading Olympics Celebration



- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.

Story Test



You will need:

- Shared Story 48: *Paul Bunyan's Pancakes*
- Reading Between the Lions interactive software
- Chart paper for creating a graphic organizer
- Story Test booklets
- Colored pens or pencils

Summarizing

Strategies/Skills:

Summarizing to describe narrative story plot

- Model creating a story map by asking students questions about what they learned from the story. **You have read one version of the tall tale about Paul Bunyan. What makes it a tall tale?** *It has lots of exaggerated things that could not be true. Let's use our story map to help us remember the important parts of the story about Paul Bunyan.*
- Post the story map. Have students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

Title:	_____
Setting:	_____
Characters:	_____
Problem:	_____
Events:	_____
Solution:	_____

Story Map
Blackline Master

Title: Paul Bunyan's Pancakes

Setting: Backwoods

Characters: Paul Bunyan, Blue Babe, Paul Bunyan's men

Problem: Paul had to make pancakes for 100 helpers.

Events:

1. Paul made a huge flat pan.
2. Paul made batter by pouring flour and water into a lake.
3. The men skated on bacon fat to grease the pan.

Solution: Paul and his men made a huge quantity of giant pancakes.

Story 48 Paul Bunyan's Pancakes

Story Test

- Have students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn pride points for their team. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points.

Answer these questions in complete sentences.

1. Why did Paul Bunyan brush his teeth with a tree branch?

1 pt.— *huge / tall / toothbrush small*

2 pts.— *Paul too big / taller than tree / toothbrush not big enough*

3 pts.— *Paul was taller than the tallest tree. / Paul was so huge that no toothbrush was big enough.*

2. What was one funny thing that Paul did to make pancakes?

1 pt.— *200 eggs / steamboat / shovels to flip / flour in lake*

2 pts.— *Used 200 eggs / used fire hose / stirred by steamboat*

3 pts.— *Paul used 200 eggs. / A steamboat stirred the batter. / Paul poured 100 bags of flour into the lake.*

Circle the right answer.

3. I practiced my words. I was ready for the test. I was ready means:

A. *I was glad to take the test.*

B. I was reading a book.

C. My face was red.

Write the answer on the blank line.

4. Logs are cut at a sawmill.

cabin

The settlers lived in a cabin.

thawed

The frozen meat thawed out in the oven.

sawmill

- When students are finished, collect pencils or pens, but have students retain the test. Give a colored pen (e.g., red or green ink) to each student.

Story 48 **Paul Bunyan's Pancakes**

Random Reporter

- Review the Story Test by having partnerships discuss the first or second question and agree on the answer. Use **Random Reporter** to review the answer and the evidence students used in their responses.

Think-Pair-Share

- If students provide answers for questions #1 or #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use **Think-Pair-Share** to have students rephrase the answers into complete sentences.
- Tell students to use their colored pens to write the answers to questions #1 or #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points in the Shared Story Lesson Record Form.
- Award one bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed eight points.



Story Test Celebration

- Celebrate completing the Story Test with a group cheer.
- Record pride points on the Team Celebration Points poster.



Appendix

Additional Resources are available on the Reading Between the Lions: Reading Roots 5th Edition pages on Online Resources (<https://resources.successforall.org>).

