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STaR (Story Telling and Retelling)

Teacher's Manual

Volume A

Reading Between the Lions: Reading Roots 5th Edition STaR Teacher's Manual, Volume A

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Between the Lions is a co-production of WGBH Boston, Sirius Thinking, Ltd., and Mississippi Public Broadcasting. Between the Lions has been funded in part by the Corporation for Public Broadcasting, and by a cooperative agreement from the U.S. Department of Education's Ready to Learn grant. Major support has also been provided by the Carnegie Corporation of New York, the Park Foundation, The Arthur Vining Davis Foundations, the Charles H. Revson Foundation, the Civil Society Institute, and the Barksdale Reading Institute.



Produced by the Reading Between the Lions and Reading Roots 5th Edition Teams

Success for All Foundation

Director of Development:	Nancy A. Madden
Project Manager:	Gillian Edgehill
Rollout Coordinator:	Peg Weigel
Developers:	Laura Alexander, Kathleen Beattie, Terri Faulkner, Tracy Heitmeier, Kris Misage
Designers:	Barbra Colquitt, Jillian Hagerty, Susan Perkins
Software Architect:	Mark Kamberger

Sirius Thinking, Ltd.

Executive Producer/Creative Director:	Christopher Cerf
Director of Art, Animation, and Design:	Pilar Newton
Associate Illustrator/Animator:	Lourdes Ubidia

FlickerLab

Animator/Designer:	Harold Moss
--------------------	-------------

Makefully

Software Developer and Creative Technologist:	Miguel Montanez, Jr.
Illustrator/Designer:	Justin Hilden

Research and development of Reading Between the Lions: Reading Roots 5th Edition was supported in part by the Institute of Education Sciences, U.S. Department of Education, through the Small Business Innovation Research (SBIR) program contract #91990019C0039 to Sirius Thinking, Ltd.

Reading Roots was originally developed by the Reading Roots Development Team at the Success for All Foundation.



A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286
PHONE: (800) 548-4998; FAX: (410) 324-4444
E-MAIL: sfainfo@successforall.org; WEBSITE: www.successforall.org

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Are You My Mother?

written and illustrated by P. D. Eastman

At a Glance

Summary

A baby bird hatches while his mother is away from the nest, and he sets out to find her. Not knowing what his mother looks like, the baby bird asks every animal he encounters, “Are you my mother?” Determined to find her, the baby bird even questions a boat, a plane, and a steam shovel. The steam shovel finally deposits the baby bird back in his nest, where the bird immediately recognizes his mother, who brings him a tasty worm.

STaR Words

mother

egg

baby

down

Adventures in Writing Prompt

Students will write a sentence about a character that is not the baby bird’s mother.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Are You My Mother?* Look at the picture on the cover. Which animal is asking the question, “Are you my mother?”** Wait for students’ responses. **The bird is the one talking, so it’s probably asking the dog, “Are you my mother?” That seems silly. I wonder why a bird would ask another animal if it is his mother.** Wait for students’ responses. **I hope we will find this out when we read the story. Do you think this story is mainly about the bird or the dog?** Wait for students’ responses. **Let’s remember to think about that as we read.**



- Page 7: **Why would the mother bird fly away?**
- Page 52: Point to Snort, the steam shovel. **This huge machine is a steam shovel! It can lift huge rocks and lots of dirt in construction work.** Point to the bird on the edge of the shovel. **I wonder where it’s taking the baby bird?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
mother	3	mom	My <i>mother</i> makes my dinner every night.
egg	3	round house made of a shell for a baby animal	When the baby bird was big enough, it broke through its <i>egg</i> to hatch.
baby	5	very young person or animal	Pantomime cradling a baby.
down	13	toward the ground; not up	When I throw a ball up high, it will come back <i>down</i> .

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 3: **“Egg” is one of our STaR words. A mother bird sits on the egg to keep it warm and to protect it while the chick grows inside the egg.**

Pages 6, 7: **“Mother” is one of our STaR words. We see that the mother bird has been protecting the egg. She’s keeping it safe. T-P-S: What else does a mother bird need to do for her baby?**

Pages 8, 9: **The baby bird hatched out of the egg. “Baby” is one of our STaR words. It looks like an adult bird, but it still needs to grow up. T-P-S: How will we know when the baby bird is ready to leave the nest? Yes, the baby bird needs to grow larger wings to fly safely from the nest.**

Page 13: **Look down, like the baby bird does. You are looking at the floor. The baby bird looks down and sees the ground far below to look for his mother. “Down” is another STaR word. T-P-S: What do you think the baby bird will do now? Let’s read on to find out.**

Page 35: **T-P-S: Tell your partner whom the baby bird has talked to so far. The baby bird spoke with the dog and the cow. T-P-S: Is the story more about the dog, the cow, or the baby bird?**

Whole Group Response

Page 45: **Silly baby bird! He thinks this construction machine is his mother! It’s called a steam shovel. Have students repeat “steam shovel.” Maybe the steam shovel is moving those rocks to build a road or a house. Use Whole Group Response to have students answer. What did the baby bird call the steam shovel? A snort. Why? Because that was the sound the steam shovel made.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s cel-e-brate a word we’ve learned.
 - We’ll make a sentence. It’s our turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story Lesson Record Form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- Why didn't the baby bird know what his mother looked like?
- How did Snort, the steam shovel, help the baby bird?

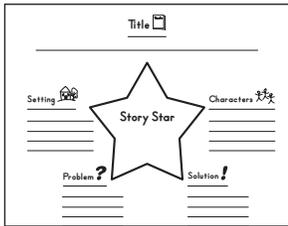
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?** *Are You My Mother?*
- T-P-S: **Where did the story happen? What is the setting?** *This story happens in and near the birds' nest.*
- T-P-S: **Who were some of the characters in the story?** *The baby bird, the mother bird, the kitten, the hen, the dog, the cow, and Snort are characters in the story. But it is mostly about the baby bird. The baby bird is the main character in the story.*
- T-P-S: **What was the problem in the story?** *The baby bird does not know what his mother looks like.*
- TPS: **What was the solution? How was the problem solved?** *The problem was solved when Snort returned the baby bird to his nest and his mother arrived.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 1: The mother bird sat on the egg to keep it warm.

Pages 2 and 3: The egg moved. The mother bird knew the baby bird would hatch soon.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - Page 10: **How did the baby bird feel at the beginning of the story?** *The baby bird felt worried.*
 - Pages 20, 21: **Why didn't the baby bird stop to talk to his mother?** *He didn't know what she looked like, and he did not see her.*

Think-Pair-Share

- Pages 30, 31: **What do you think the other animals thought about the baby bird looking for his mother?** *They may have felt sorry for the baby bird or thought he was strange for asking animals that didn't look at all like him.*
- Pages 42, 43: **How was the plane like a mother bird?** *The plane and a bird both fly.*
- Pages 58, 59: **How do you think Snort knew what to do to help the baby bird?** *Answers will vary.*



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank



Draw a Picture

When introducing writing strategies for the first time during STaR Writing, use only the new strategy in your model sentence. Multiple strategies will be used during Adventures in Writing and in all parts of the lessons once all the writing strategies have been introduced.

- Restate each of the STaR words. **Today we are going to write a sentence with one of our STaR words.**
- Introduce the writing strategy Draw a Picture as you model writing a complete sentence.
 - **I made a sentence with the word “egg.” My sentence is, “The bird laid an egg.”**

I will show you how I can write that sentence. When we write, we can use special writing strategies to help us with words that we do not know how to write. Today I would like to share with you a writing strategy called Draw a Picture. When I do not know how to write a word, one thing I can do is to draw a picture that stands for the word.

Each day we will learn some new things that we can do when we do not know how to write a word. We will add them to this chart called the Writing Strategies Bank. Label a piece of chart paper “Writing Strategies Bank,” and write the strategy Draw a Picture on the chart. Draw a simple picture, such as a stick person, next to the name of the strategy so students will remember it. Keep the Writing Strategies Bank in an area where students may refer to it throughout the day. You will add new strategies to the chart throughout the first few STaR lessons.

Now I am ready to write my sentence, “The bird laid an egg.” I will begin with a capital letter and write “The.” Write the word “The.” The bird... hmmm, I do not know how to write “bird” so I will draw a picture of a bird. Draw a simple bird. **The bird laid... Write “laid.” The bird laid an egg.** Write “an.” **Oh, I don’t know how to write “egg” either. What can I do? Yes, I can draw a picture.** Draw an egg.

Let’s read my sentence together. Point to each word or picture as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.



- **Now let’s watch Alpie use this strategy.** Play the video: Draw a Picture
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write a sentence about a character that is not the baby bird's mother.

Writing Strategies Bank



Draw a Picture



Draw a Line

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Display the cover of *Are You My Mother?*
- **Yesterday we learned a writing strategy we can use if we don't know how to write a word. What is the writing strategy we learned? *Draw a picture.***
- **Today we will learn another writing strategy. Another thing I can do, if I don't know how to write a word, is to draw a line in place of the word. Let me show you what that looks like.**
- **I thought it was really funny when the bird thought a plane was his mother. My sentence will be, "The bird thinks a plane is his mother."**
- **First I will write "The bird." Write "The bird." Oh, the next word is "thinks." I do not know how to write "thinks," so I will draw line that stands for "thinks." Draw a line, then reread the sentence from the beginning. The bird thinks a plane... (Draw a picture to represent "plane.") is his mother. Write "is his" and a line to represent "mother." Reread the entire sentence, touching each word, picture, or line as you do so.**
- Add the strategy Draw a Line to the Writing Strategies Bank. **As you write about the story today and tomorrow, you can use two different strategies if you can't write a word. You can draw a picture or draw a line to stand for the word.**

Partner Planning

- Explain that now students will have an opportunity to write their own sentence about something that was not the bird's mother.
- Ask students to think of something that was not the bird's mother about which they would like to write a sentence.
- Have them share their ideas with their partner. Encourage students to help their partner think about details that they could add to their sentence.

Random Reporter



- **Now think about your sentence.** Pause to let students think. **Now tell your sentence to your partner.** Pause while students talk. **Now whisper your sentence into your hand, and hold on to it.** Pause.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Writing

- **Now you are ready to write your sentence.** Have students return to their seats to begin writing their sentence. Distribute writing paper or or writing journals.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story Lesson Record Form, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Focus students on expressing their ideas orally and scaffold support to transfer those ideas to writing.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write a sentence about a character that is not the baby bird's mother.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- **Now we'll learn how to share our writing. Let me show you my new sentence.** Display your sentence. **I wrote, "The hen pecked at the seeds on the ground."**
- **When someone shares his or her writing with you, it's important to find something that you like about it. You can say something like, "You wrote a lot on your paper," or "Your pictures tell me more about your story."** Use **Think-Pair-Share** to ask students: **Can you think of something you like about my sentence?**
- **You may also want to ask your partner a question about his or her writing. It's good to ask questions because that helps you learn more about your partner's writing. T-P-S: Can you think of a question that you would like to ask me about my sentence?**
- **Now it's time for you to share your writing with your partners!**
- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Think-Pair-Share

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story Lesson Record Form.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Introduce a circle game to act out the story *Are You My Mother?*
- Divide students into groups of five or six.
- Have students decide which of the following characters they want to be: baby bird, hen, dog, kitten, cow, or steam shovel.
- Explain that the student who is the baby bird will then approach each of the other students (characters) and ask the question “Are you my mother?” Have students repeat the question.
- Each of the characters answers appropriately, using the sentence stem “I am not your mother, I am _____.”
- Invite students to think of other characters the baby bird may have seen while he was looking for his mother. Have them add this character to the game.
- If time allows, have students change roles so they have the opportunity to ask and answer questions.

There's an Alligator Under My Bed

written and illustrated by Mercer Mayer

At a Glance

Summary

A young boy knows there is an alligator under his bed, although no one has ever seen it. Determined to get rid of it, the boy lays a trail of food to lure the alligator out from under the bed, out of the house, and into the garage. The alligator takes the bait, and the boy follows and locks it out of the house. Before returning to bed, however, the boy writes his father a note to alert him to the garage's new occupant.

STaR Words

careful

hid

garage

bait

Adventures in Writing Prompt

Students will write a sentence about what they would do if they found an alligator under their bed.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts “There used to be....”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- **Cover: Look at this picture on the cover of the book. What do you see?** Wait for students’ responses. **Yes, that is an alligator under the boy’s bed.** Say “alligator” again.
- **Talk with your partner about what the boy might be thinking and how he feels about having this alligator under his bed. Use the word “alligator” as you talk.**
- **The boy looks scared, doesn’t he? How will he get safely out of bed?** Wait for students’ responses. **No matter what he does, he’ll have to be careful to stay away from the alligator.**
-  **What do you think the title of this book might be?** Wait for students’ responses. Point to the title. **The title is *There’s an Alligator Under My Bed*. It’s written and illustrated by Mercer Mayer. What do you think the boy will do about the alligator?** Wait for students’ responses. **Before we read the story, we will take a Picture Walk to read the pictures. We will get an idea of what happens and see how the boy feels throughout the story.**
- **Page 3: I don’t see the alligator in this picture. Where do you think it went?** Wait for students’ responses. **Perhaps it hid all the way under the bed.**
- **Pages 8 and 9: What do you think the boy’s parents said to him?**

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
careful	3	stay away from trouble or a problem	To be <i>careful</i> when I cross a street, I look both ways.
hid	5	stayed out of sight	Pantomime
bait	10	food to catch an animal	To catch fish, fishermen put worms on their hooks as <i>bait</i> .
garage	23	space for cars and tools	Our car is out in the <i>garage</i> .

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 2 Before you read page 3: **Look how carefully the boy is walking up the board. “Careful” is one of our STaR words. T-P-S: Why did the boy have to be careful? Yes, he had to be careful for two reasons: He had to be careful walking up the board, so he wouldn’t fall off, and he had to take care to stay away from the alligator! When the boy walks on the board, he has to be careful.**



Whole Group Response

Page 5 **I just read one of the STaR words: “hid.” Use Whole Group Response to have students answer. Why didn’t the boy see the alligator? That’s right. The boy thought the alligator hid from him by tucking its head and tail under the bed. Show me how you can hide your face behind your hands. Pause as students respond. You hid your faces.**



Page 10 **The boy gets food from the refrigerator. He calls it alligator bait. Point to the food in the boy’s hands in the picture. T-P-S: Why does the boy call the food “alligator bait?” Yes, the boy hopes he can trick the alligator to come out from under the bed to eat the food. To catch the alligator, the boy uses bait.**

Page 18 **WGR: Where did the boy hide? Yes, he hid in the closet. Say that again with me: “He hid in the closet.” T-P-S: How does the boy feel now, and how do you know? Yes, it looks like he is very interested in what the alligator is doing, and he is very careful to stay out of the wild animal’s way.**

Page 22

WGR: **Where is the alligator going? Yes, the alligator is following the bait right into the garage where the car is parked and the tools are stored. “Garage” and “bait” are two of our STaR words.**



Page 25

Look at the boy now. He shows us how he feels by the way he walks. His head is up, his chest is puffed out, and he swings his arms. He is proud of himself. Repeat after me: “He is proud of himself.” Pantomime being proud. Hold up your head, and puff out your chest. **You are proud and confident that you can do what needs to be done.** Call on a student to walk like the boy in the story. T-P-S: **What happened to his fear? Yes, his fear went away. You could say he locked his fear in the garage. He is not afraid anymore. Repeat that: “He is not afraid anymore.”**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story Lesson Record Form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- Why did the boy decide he had to do something about the alligator under his bed?
- What is the boy's plan to get the alligator out of his room?

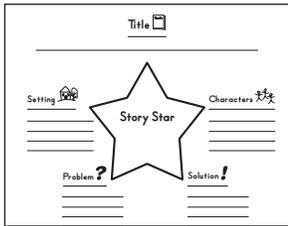
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?**
There's an Alligator Under My Bed
- **T-P-S: Where did the story happen? What is the setting?** *The setting of this story is at night and in the boy's house.*
- **T-P-S: Who were some of the characters in the story?** *The boy is the main character. He is the most important person in the story. The boy's parents are also characters, but they are not so important in this story. The alligator is also a character.*
- **T-P-S: What was the problem in the story? The boy did not feel safe in his bed because he thought there was a dangerous alligator hiding under it.**
- **TPS: What was the solution? How was the problem solved?** *The boy used food as bait to trick the alligator to come out of his room. The boy trapped the alligator safely in the garage.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 1: The boy is afraid that there is an alligator under the bed.

Pages 2 and 3: He carefully got into bed so the alligator wouldn't get him.

Think-Pair-Share

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - Page 10: **Why does the boy look more relaxed in this picture?** *The boy has a plan to trap the alligator.*
 - Page 17: **What might the boy say here?** *The boy might say, “I hope he doesn’t see me.”*
 - Pages 24 and 25: **To help you know how the boy feels, think about what he might say.** *On page 24 he might yell, “Yes!” He is happy! On page 25, the boy might tell himself, “I trapped an alligator; now I know I can do anything.” He is proud.*
 - **Do you think the alligator is real or imaginary? Why? Why not?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank



Draw a Picture

Draw a Line



Find and Copy a Word

- Restate each of the STaR words.
- Introduce the writing strategy Find and Copy a Word as you model writing a complete sentence with one of the words.
- **I made a sentence with the STaR word “hid.” My sentence is, “I hid under the bed.” I will show you how I can write that sentence. We have been talking about special writing strategies to help us with words that we do not know how to write. Today I would like to share with you a writing strategy called Find and Copy a Word. When I do not know how to write a word, one thing I can do is find it in a book or in the classroom and copy it. I found the word “under” on the cover of our STaR book.**
- **I am ready to write, “I hid under the bed.”** Model writing the sentence with the strategy Find and Copy a Word, using as many words as you can possibly find in your classroom environment. The word “under” is on the cover of the book. To help students focus on the new strategy, write any words that you cannot copy from your environment in the conventional way.
- **Let’s read my sentence together.** Point to each word as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.
- **We can add our new strategy, Find and Copy a Word, to our list of writing strategies.** Add the strategy to the list, and then quickly review all the strategies.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.

Optional Lesson 2

Random Reporter



- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write a sentence about what they would do if they found an alligator under their bed.

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We have been learning about different writing strategies that we can use for words that we do not know how to write. Today we will learn another writing strategy. Another thing I can do if I don't know how to write a word is to write the sounds that I can hear. Let me show you what that looks like.**
- **I thought it was clever that the boy put out bait for the alligator. My sentence will be, "The alligator follows the trail of food." First I will write "The." Write "The." Oh, the next word is "alligator." I do not know how to write the whole word "alligator," but I do hear some sounds that I know. Sound out the word slowly, writing sounds for some of the letters, such as "alugatr." Continue to model writing the remainder of the sentence, using partial sound spelling for some of the words.**

Suggested Strategies:

follows	Write "fls."
the	Write the word.
trail	Write "trl."
of	Write the word.
food	Write "fd."

- **We can add our new strategy, Write Sounds That You Know, to our Writing Strategies Bank.** Add the strategy to the list, then quickly review all the strategies introduced so far.



- **Now let's watch Alphie use some of the strategies you have learned.** Play the video: Introduction 1.

Partner Planning

- Explain that now students will have an opportunity to write their own sentence about what they would do if they found an alligator under their beds.
- **Now think about your sentence.** Pause to let students think. **Now tell your sentence to your partner.** Pause while students talk. **Now whisper your sentence into your hand, and hold on to it.** Pause.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Write the sentence starter “I would” on the board. Have students return to their seats to write their sentence on a sheet of paper or in a journal. Ask them to copy the sentence starter, “I would,” to begin their sentence.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story Lesson Record Form, note progress in the development of students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The most sophisticated writers will be able to use the ideas from the class discussion to create a complete sentence correctly and use the sentence starter, “I would _____.”

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write a sentence about what they would do if they found an alligator under their bed.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- **Now let's review how to share writing. Let me show you my sentence.** Display your sentence. **I wrote, "I would run away from the alligator."**
- **When someone shares his or her writing with you, it's important to find something that you like about it. You can say something like, "You wrote a lot on your paper," or "Your pictures tell me more about your story."** Use **Think-Pair-Share** and call on a partnership to respond. **Can you think of something you like about my paper?**
- **You may also want to ask your partner a question about his or her writing. It's good to ask questions because that helps you learn more about your partner's writing.** T-P-S: **Can you think of a question that you would like to ask me about my sentence?**
- **Now it's time for you to share your writing with your partner.**
- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Think-Pair-Share

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story Lesson Record Form.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Read *There's a Monster in My Closet* by Mercer Mayer. Compare and contrast this story to *There's an Alligator Under My Bed*.
- Use **Think-Pair-Share** to have students share their ideas with the class.

The two stories are the same because...

They are different because...

Think-Pair-Share

Bringing the Rain to Kapiti Plain

written by Verna Aardema and illustrated by Beatriz Vidal

At a Glance

Summary

Bringing the Rain to Kapiti Plain is based on a Kenyan folktale and is told in a cumulative rhyming style. It takes place in the great African Kapiti Plain, where the lush grasslands are home to wildlife and herdsman. One year, a terrible drought dries up the grasses, causing the wildlife to leave and the people and their herds of cattle to starve. A young herdsman named Ki-pat, the story's hero, makes the rains fall by shooting an arrow into the clouds.

STaR Words

drought

arrow

weather

pierced

Adventures in Writing Prompt

Students will write one to two sentences using words that are opposites.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “This is the great Kapiti Plain,....”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Bringing the Rain to Kapiti Plain*. It is written by Verna Aardema and illustrated by Beatriz Vidal. Look at the picture on the cover. This flat, grassy area is Kapiti Plain in Africa. Say, “Kapiti Plain.”** Wait for students’ responses. **Where do you think the story takes place?** Wait for students’ responses. **Yes, the story takes place on Kapiti Plain in Africa. Please repeat the sentence, “The story takes place on Kapiti Plain in Africa.”**
- Page 9: **Why is the grass brown, not green?** Wait for students’ responses. **Yes, it has not rained in a very long time, so now the grass is dried up and not good food for the animals. When it has not rained for a very long time, we call it a “drought.”** Use **Think-Pair-Share** to ask students. **Where did the wild animals go?** *The animals left to find water and green grass to eat.*
- Page 11: **The cows are sticking their tongues out, and they are skinny, not fat.** Use Whole Group Response for students to answer. **Do you think they are getting enough food and water?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Whole Group Response



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
drought	5	time without rain	Picture Walk, page 9
weather	15	outside air that is warm or cold, wet or dry	Today, the <i>weather</i> outside is _____.
arrow	16	a stick with a point at one end	Mia used a bow and <i>arrow</i> to shoot the bullseye. (Invite students to act out shooting an arrow with a bow.)
pierced	21	made a hole	Michael <i>pierced</i> a hole in the clay with a pencil.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Whole Group Response

- Page 5: **The grass is starting to turn brown. This is a drought—when there is no rain for a long time. “Drought” is a STaR word. Repeat it with me.** Wait for students’ responses. Use Whole Group Response for students’ answers. **Where are the wild animals going? The animals are going to find green grass. This is what happens when there is no rain.**
- Page 11: **Let’s listen for the rhyming words. Reread the first four lines, stressing “dry” and “sky.” What rhymes with “dry”? Wait for students’ responses. Yes, “sky” rhymes with “dry.” I’ll read that again, and you fill in the word that rhymes with “dry.”** Finish reading the rest of the page.
- Page 15: **“Weather” is a STaR word. I hope the weather changes from being a drought to raining. That heavy black cloud will not let go of the rain. How could the eagle feather change the weather?**
-  Pages 16, 17: Point to the tip of the arrow. **“Arrow” is a STaR word. WGR: How did Ki-pat make an arrow? He tied an arrowhead and a feather to a stick.**
- Page 21: **“Pierced” is a STaR word. T-P-S: How did the arrow make the rain come down from the cloud?**
- Page 26: T-P-S: **How does Kapiti Plain look now, compared with when there was a drought? The grass is green, the wild animals have returned, and Ki-pat’s cattle are fat and healthy again.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphies Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story Lesson Record Form.
- Bring Alpie out in an exciting game show fashion. Have Alpie select a student to come up for his quiz.
 - **It's time for Alpie's Question Quiz, the exciting time when Alpie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alpie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alpie's Questions

- Where does the story take place?
- What is the problem on Kapiti Plain?

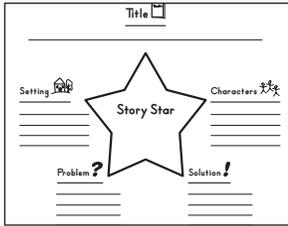
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

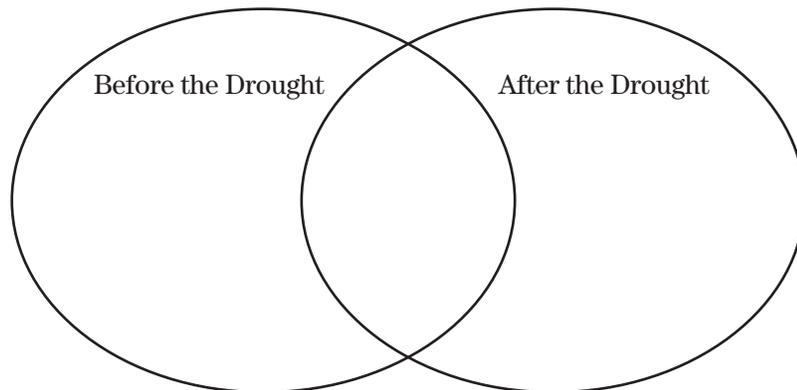
Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story. **Let's use our story star to help us think about important parts of the story.**
- **WGR: The title tells us the name of the story. What is the title of the story?** *Bringing the Rain to Kapiti Plain.*
- **T-P-S: Where did the story happen? What is the setting?** *This story has one setting: the Kapiti Plain in Africa.*
- **T-P-S: Who were some of the characters in the story? The story is mostly about Ki-pat. We can say he is the main character in the story. Other characters are the animals, Ki-pat's wife, and little Ki-pat.**
- **T-P-S: What was the problem in the story?** *There is a drought on Kapiti Plain. The wild animals left, and Ki-pat's cattle became very hungry and thirsty.*
- **T-P-S: What was the solution? How was the problem solved?** *Ki-pat pierced the rain cloud with an arrow and made the rain fall.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Tell students how graphic organizers can help them remember a story or text. Display a Venn diagram with one circle labeled “Before the Drought” and the other labeled “After the Drought.”
- Explain that information describing things that happened only before the drought go into the first circle, things that happened only after the drought go in the second circle, and information that is true both before and after the drought goes in the part where the circles overlap.

Optional Lesson 3

Think-Pair-Share

- Use **Think-Pair-Share** to have students share information from the story that occurred before the drought. Write their responses in the first circle. *The plants were green, there was plenty of food to eat, etc.* Repeat this process to generate information about what happened as a result of the drought. *The grass was dry and dead, the animals had no food, etc.*
- Ask students what was the same both before and after the drought. Use **Think-Pair-Share** to have students share their answers. Fill in the overlapping part of the circles as students respond. *The animals needed to eat and drink.*
- Summarize the similarities and differences between the two situations.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
- Display page 5: **Where are the wild animals going?** *The wild animals are going to other areas where it has rained. There will be green grass to eat and water to drink.*
- Display pages 12 and 13: **Why don't the cattle leave to find water, like the wild animals do?** *The cattle belong to Ki-pat. He watches them to keep them safe and to keep them from wandering away.*
- Display pages 20 and 21: **Do you think it's true that rain can be caused by an arrow piercing a rain cloud?** *No, an arrow cannot cause the rain to fall.*
- Display pages 24 and 25, then display pages 12 and 13: **How are these pictures different?** *The picture on pages 12 and 13 shows brown, dried-up grass and hungry cattle, and the picture on pages 24 and 25 shows lots of green grass and cattle that are fat from eating the green grass. Ki-pat now has a family, houses, and goats. They are healthy and happy.*



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

	Draw a Picture
	Draw a Line
	Find and Copy a Word
	Write Sounds That You Know
	Remember a Word

- Restate each of the STaR words.
 - Introduce the writing strategy Remember a Word as you model writing a complete sentence with one of the words.
 - **I made a sentence with the word “drought.” My sentence is, “The grass turned yellow during the drought.”**
 - **I will show you how I can write that sentence. Today when I write, I will show you a new writing strategy called Remember a Word. When you see a word in a lot of places, sometimes you can remember how to write it.**
 - **I am ready to write, “The grass turned yellow during the drought.” I will begin with a capital letter and write “The.” Write the word “The.” I can write “The” because I remember it. I don’t remember how to write “grass,” so I will draw a picture that makes me think of grass. Draw some blades of grass. I do remember how to write “turned,” so I will write it. Write “turned.” I don’t remember how to write “yellow,” but I know how to write some of the sounds that I hear. Write “ylo.” I don’t know how to write “during,” so I will draw a line. Draw a line. I remember how to write “the” because I see it all the time. Write “the.” I can copy the word “drought” because it’s one of our STaR words. Copy the word.**
-  • **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.
- **We can add our new strategy, Remember a Word, to our Writing Strategies Bank.** Add the strategy to the list. Draw a small picture next to the strategy on the chart to help students remember what it says. Quickly review all the strategies introduced so far.
-  • **Now let’s watch Alphie use some of the strategies you have learned.** Play the video: Introduction 2.

Optional Lesson 3

- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to students who successfully share **a complete sentence**.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences using words that are opposites.

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Display the cover of *Bringing the Rain to Kapiti Plain*. Invite students to describe the plain before the drought and during the drought, using illustrations from the book as appropriate. Record descriptive words and phrases on a chart.

Before the Drought	During the Drought

- Use the information generated for the chart to introduce the concept of opposites. Encourage students to think of pairs of words that are opposites. **Many of the words that we have put on our chart are opposites. For example, “wet” and “dry” are opposites. Before the drought, the ground was wet, and during the drought, the land was dry. “Fat” and “thin” are also opposites.**
- **What are some other words that are opposites?** Encourage students to think of sets of opposites. Record their responses on the board. The words do not necessarily need to relate to the story. *Examples: up – down, light – dark, easy – hard, funny – sad, tall – short.*

- Model writing two sentences using one word from a pair of opposites in each sentence. **Today we will write sentences with words that are opposites. I will write my sentences about “easy” and “hard.” One of my sentences will be about something that is easy, and the other sentence will be about something that is hard. My sentences will be, “Kicking a ball is easy for me,” and “Throwing a ball is hard for me.”** Model writing the sentences on the board, using some or all of the writing strategies suggested below.

Suggested Strategies:

kicking	Write Sounds That You Know (“kikn”)
a	Find and Copy a Word
ball	Draw a Picture
is	Remember a Word
easy	Draw a Line
for	Write Sounds That You Know (“fr”)
me	Remember a Word
throwing	Draw a Line
hard	Write Sounds That You Know (“hrd”)

Partner Planning

- Explain that now students will have an opportunity to write their own sentences using words that are opposites.
- Ask students to work with their partners to select a pair of words and think about ideas for sentences that use those words. Encourage students to help their partners think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- **Now you are ready to write your sentences.** Have students return to their seats and write their sentences on a sheet of paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story Lesson Record Form, note progress in the **development of students' writing skills for several students.**

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The most sophisticated writers will be able to use the ideas from the chart to create complete sentences when talking to their partners and when writing their sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences using words that are opposites.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story Lesson Record Form.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Introduce the song “Down by the Bay” to practice creating rhymes. Use My Turn, Your Turn.

Down by the bay

Where the watermelons grow

Back to my home

I dare not go

For if I do

My mother will say,

“Did you ever see a bear

Combing his hair

Down by the bay?”

Think-Pair-Share

- Ask students to think of some new rhyming endings when you provide another type of animal. Use **Think-Pair-Share** to have students share their endings with the class. **Did you ever see a bee on somebody’s knee? Did you ever see a goat drink an ice-cream float?**
- Invite the class to sing the song with students’ rhyming endings.

Ostriches on the Farm

written by Richard Gifford and illustrated by James Bravo

At a Glance

.....

Summary

The Hurley Farm was just an average, ordinary farm where every day was the same routine. Pa Hurley had his jobs, and the animals each had a role on the farm. One day, Pa Hurley decides to bring some ostriches to the farm. The other animals can't figure the ostriches out and decide to not be their friends. The ostriches show everyone that change can be a good thing.

STaR Words

scurried

nervous

truce

retreated

Adventures in Writing Prompt

Students will write one to two sentences describing how to be a good dog.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
 - Display the front cover of the book, and read the title and author. **The name of the book is *Ostriches on the Farm*, and it is written by Richard Gifford and illustrated by James Bravo. Look at the picture on the cover. I wonder if this story is about an ostrich farm. People keep a lot of different types of animals on farms. What kinds of farms have you seen, heard, or read about?** Wait for students' responses.
 - Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Whole Group Response
- Pages 6, 7: Use Whole Group Response to have students answer. **How do you think rats and mice look when they run? They're fast even though they have short little legs. I see two mice hiding behind the barn on this page. You could say the mice scurried to hide from the cat without getting caught.**
 - Page 11: **How do you think these ostriches feel? They look a little scared or unsure of themselves, don't they? We can say they look nervous about something.**
- Think-Pair-Share
- Page 12: Use **Think-Pair-Share** to ask students: **What animals are pictured here? Do you think all of these animals always get along? When people who do not normally get along agree to be together, they might call a truce.**
 - Page 18: **When you need to step away from a situation, you might retreat to be by yourself for a little while. T-P-S: What situation do you think a bunch of ostriches could retreat from?**

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
scurried	6	moved quickly	Pantomime scurried by running your hand along a surface, with fingers acting as legs.
nervous	11	feeling worried	Corinna was feeling <i>nervous</i> about dancing on stage in front of an audience.
truce	12	an agreement to not fight	We called a <i>truce</i> during the snowball fight so everyone could get hot chocolate.
retreated	18	moved away from others	Whenever my cat got scared, she <i>retreated</i> to her hiding spot under the bed.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 6: **“Scurried” is one of our STaR words. T-P-S: Why do you think rats and mice scurried around the barn while looking out for the cats? Cats hunt rats and mice, so they scurry to stay safe from them.**



Page 11: **The other animals are all talking about the ostriches, and that makes the ostriches nervous. I remember that “nervous” is one of our STaR words. T-P-S: Why do you think the animals talking about them makes the ostriches nervous?**

Page 12: **The book said “Even the fox and the rats and mice attended, after the dogs and cats agreed to a truce.” “Truce” is a STaR Word. T-P-S: Why do you think it was important for the animals to call a truce for their meeting?**

Page 14: **The head horse says that they will ostracize the ostriches, which means that they will ignore them. He says they will not hurt the ostriches.** T-P-S: **How do you think ignoring someone might be hurtful to them?**

Page 18: **After all the other animals ignore the ostriches and refuse to share with them, they retreat to a corner of the yard for the night. “Retreat” is one of our STaR words.** T-P-S: **How might retreating to be together away from the other animals help the ostriches solve their problem?**

Whole Group Response

Page 30: Use Whole Group Response to have students respond. **How do the animals feel about life on the Hurley Farm now that the ostriches live there?** T-P-S: **How do the animals’ feelings change during the story?** *In the beginning of the story, the animals are happy at the farm, even if it is a little boring. In the middle, they are unsure about the ostriches. They decide to ignore the ostriches and hope they go away. At the end, the animals think the ostriches are fun and they welcome them. They like that the farm is less boring.*



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.



- Use the second question with another student if time allows.

Alphie's Questions

- Why was Hurley Farm a little boring?
- What did the ostriches do to make friends?

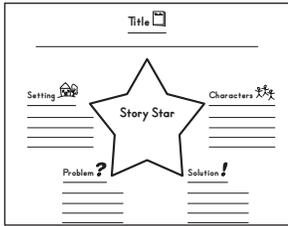
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?** *Ostriches on the Farm*
- T-P-S: **Where did the story happen? What is the setting?** *This story happens on Pa Hurley's Farm.*
- T-P-S: **Who were some of the characters in the story?** *Pa Hurley, the head horse, the cows, the pigs, the chickens, the sheep, the goats, the dogs, the fox, the cats, the rats and mice, and the ostriches.*
- T-P-S: **What was the problem in the story?** *The animals ignore and are unwelcoming to the ostriches.*
- T-P-S: **What was the solution? How was the problem solved?** *The ostriches get the rest of the animals dancing. Now they are friends with them. The farm is a little less boring now.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Dramatization

- Tell students that to retell the story they will act it out.
- Assign roles to as many students as possible.
- Lead students through the story.
- Prompt students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt students for dialogue by reading one or two sentences from the story and then asking students what their characters would say. Remind students to speak as their characters.

Examples:

Roles: Pa Hurley, the head horse, the cows, the pigs, the chickens, the sheep, the goats, the dogs, the fox, the cats, the rats and mice, and the ostriches.

Think-Pair-Share

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What is life like on Pa Hurley’s Farm?**
 - **What does Pa Hurley bring home one day?**
 - **What problem does this cause?**
 - **How do the ostriches solve the problem?**
 - **How would you describe Pa Hurley’s farm at the end of the story?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line

am

→

am

Find and Copy a Word

s t r
Write Sounds That You Know

Remember a Word

- Restate each of the STaR words.

- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:

– **I made a sentence with the word “nervous.” My sentence is, “I was nervous about flying in a plane.”**

Suggested Strategies:

I	Remember a Word
was	Find and Copy a Word
nervous	Write Sounds That You Know (“nrvs”)
about	Write Sounds That You Know (“abt”)
flying	Write Sounds That You Know (“flng”)
in	Find and Copy a Word
a	Remember a Word
plane	Draw a Picture

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences describing how to be a good dog.

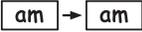
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Have students gather in front of the board. Display the book *Show and Tell*.
- Lead the class to recall ways that Sad Sam was a good dog in the Shared Story. **We read a story about a dog.** Use Whole Group Response to have students respond. **Do you remember the name of the dog we read about? Very good! Sad Sam was the dog we read about. Sad Sam was a good dog in some parts of the stories.**
- Use **Think-Pair-Share** to ask students: **Do you remember ways in which Sad Sam was a good dog?** Brainstorm ideas with students, and generate a list on the board, modeling writing strategies as you record students' responses.

Whole Group Response

Think-Pair-Share

What Good Dogs Do
Sad Sam

- Use one of the ideas from the chart to model writing a sentence that would appear in a new book called *How to Be a Good Dog*. Model the use of the suggested strategies below or those most needed by your students.
- I will write a sentence about something a good dog would do. My sentence will say, “Good dogs let children pet them.”

Suggested Strategies:

Good	Write Sounds That You Know (“gd”)
dogs	Write Sounds That You Know (“dogs”)
let	Write Sounds That You Know (“t”)
children	Draw a Line
pet	Write Sounds That You Know (“pt”)
them	Remember a Word

Partner Planning

- Provide time for partners to work together to think of ideas about how to be a good dog. Each partner should plan to write a sentence about a different way that a dog should behave.
- Encourage students to help their partners to think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Now you can write your sentences. Have students return to their seats to write their sentences on a sheet of paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The most sophisticated writers will be able to use the ideas from the class list to create complete sentences when talking to their partners, and they will be able to remember those sentences when they move to writing.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences describing how to be a good dog.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Teach the rhyme “Old Mother Hubbard” using My Turn, Your Turn.

Old Mother Hubbard

Went to the cupboard

To get her *poor* dog a bone.

But when she got there

The cupboard was bare,

And so the *old* dog had none.

Think-Pair-Share

Model reciting the rhyme without the three adjectives. Use **Think-Pair-Share** to have students think of adjectives that can replace the missing ones.

- Create new verses by replacing the missing adjectives with new ones. Use the examples below.

Young Mother Hubbard...

To get her *brown* dog a bone.

Sophie and the Mother's Day Card

written by Kaye Umansky and illustrated by Anna Currey

At a Glance

Summary

Sophie makes a beautiful Mother's Day card with a pretty daffodil on the front and uses her very best handwriting to sign it. When she gets her card later in the day, she finds that someone has torn off the daffodil she worked so hard to make. Sophie's Dad helps her come up with an alternate gift for her mother using the writing from the original card. Sophie's mother loves her gift, and Mother's Day is a success. On Monday at school, Sophie finds out who damaged her card, and with understanding and maturity, she uses her artistic talent to help the offender learn to make his own daffodil to avoid future problems.

STaR Words

daffodil

ruined

primrose

presents

Adventures in Writing Prompt

Students will write one to two sentences telling for whom they would make a card and how they would decorate it.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts, “It was coming up on Mother’s Day,....”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- **Cover: The name of the book is *Sophie and the Mother’s Day Card*. Look at the picture on the front cover. Who do you think the rabbits are? How can you tell? Wait for students’ responses. Why would we give our moms a card or a present? Wait for students’ responses. With cards and presents, we can tell our moms how much we love them. Cards and presents can be important for us and for our moms. As we read the story, we’ll learn what happened to Sophie and the card she wants to give to her mom.**
- **Page 4: How do you think Sophie feels? How can you tell?**
- **Pages 14 and 15: What do you see happening in this picture?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
daffodil	1	a tall, yellow spring flower	The <i>daffodil</i> is my favorite flower because I love the color yellow.
ruined	5	harmed so much it can’t be fixed	The glass was <i>ruined</i> when it smashed on the floor.
primrose	9	a short, yellow spring flower	A <i>primrose</i> is one of the first flowers of spring. Picture Walk, back cover
presents	10	gifts	I hope that I get some <i>presents</i> for my birthday.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 1: T-P-S: **How can we tell that Sophie is proud of the card she made for her mother? Yes, Sophie worked hard to use her best handwriting, and she made careful and colorful drawings. She is proud of her card.**



Point to the daffodil on the front of the card. **Here's the daffodil on Sophie's card. "Daffodil" is a STaR word. Sophie's daffodil really does look like a real daffodil flower. Daffodils grow from the ground in the spring. A lot of people grow them in their yards, and you can see them in parks too.**

Whole Group Response

Page 5 **Sophie had been having a good day. Now what is Sophie's day like? Use Whole Group Response to have students respond. Sophie has a problem. Her card is ruined. "Ruined" is a STaR word. The daffodil was ripped off, and the card cannot be fixed. This is an important event in the story. Let's read to find out how Sophie's problem gets solved.**



Page 9 Point to the primrose flowers. **Dad sees primroses along the pathway. "Primrose" is a STaR word. These little yellow flowers grow in bunches close to the ground. Mom's favorite flowers are primroses. Dad says, "I think I might have an idea about that card of yours...."** T-P-S: **What do you think his idea is? Wait for students' responses. Maybe Sophie's problem will be fixed with the primroses.**

Page 10 **WGR: Who are Gareth, Sam, and Louise? Gareth, Sam, and Louise are Sophie's brothers and sister. T-P-S: What presents do they have for their mother? "Presents" is a STaR word. Be sure you use it in your response.**

Page 13 Read the gift tag. **WGR: What does Mrs. Rabbit think of the primroses? WGR: Was the problem with Sophie's gift fixed with the primroses? This is another important part of the story because it tells about a problem that was fixed.**

Page 23 T-P-S: **How did Sophie solve the problem with her classmate Trevor? Sophie let Trevor know she was angry, and then she offered to show him how to make daffodils and airplanes on his own. She forgave Trevor and was nice to him. This solved the problem, so it is important to the story.**



STaR Celebration

- Invite Alpie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alpie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story Lesson Record Form.
- Bring Alpie out in an exciting game show fashion. Have Alpie select a student to come up for his quiz.
 - **It’s time for Alpie’s Question Quiz, the exciting time when Alpie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alpie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alpie’s Questions

- How did Sophie decorate her Mother’s Day card?
- How was Sophie’s first big problem solved?

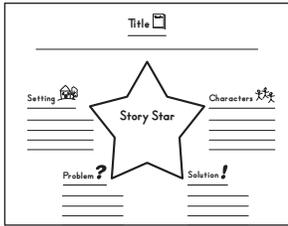
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

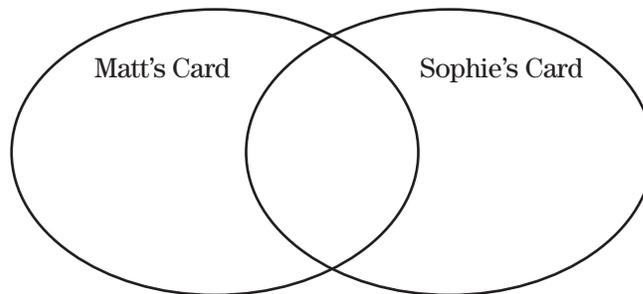
Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Sophie and the Mother's Day Card
- T-P-S: **Where did the story happen? What is the setting?** *This story has four different settings: the school, the way home, Sophie's house, and the Mother's Day picnic.*
- T-P-S: **Who were some of the characters in the story?** *Sophie, Trevor, and Sophie's father and mother are the most important characters.*
- T-P-S: **What was the problem in the story? Sophie's card was ruined by one of her classmates, so she needed a present for her mother, and she needed to talk with her classmate.**
- T-P-S: **What was the solution? How was the problem solved?** *Sophie gave her mother primroses and the writing from the ruined card. She also told Trevor how angry she was with him, and then she showed Trevor how to make daffodils and airplanes.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Remind students that in the Shared Story, Matt made a card, and in the STaR story, Sophie made a card. Explain that today they will use a graphic organizer called a Venn diagram to think about how the cards are the same and different. This will help them to understand both stories better.
- Display a Venn diagram with one circle labeled "Matt's card" and the other labeled "Sophie's card." Explain that information that describes only Matt's card goes into the first circle, and information that describes only Sophie's card goes in the second circle. Things that are the same for both cards will go in the part where the circles overlap.

Lesson 5

Think-Pair-Share

- Use **Think-Pair-Share** to ask students what they remember about each card. Fill in the appropriate circles as students respond. *Matt's card was a birthday card, while Sophie's was a Mother's Day card. Matt's card was not ruined, but Sophie's card was.*
- Ask students what is the same about both cards. Use **Think-Pair-Share** to have students share their answers. Fill in the overlapping part of the circles as students respond. *Both cards were made at school. Both cards were made for parents.*
- Summarize the similarities and differences between the two cards.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Were Sophie and Trevor friends at the beginning of the story? Why not?**
 - **How do you think Sophie was feeling as she waited to give her mom the primroses?**
 - **What do you think of Trevor for telling Sophie the truth about what he did?**
 - **Did Sophie have to be nice to Trevor? What did Sophie gain by being nice?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say

- Restate each of the STaR words.
- Introduce the writing strategy Say-Spell-Say as you model writing a complete sentence with one of the words.
- **I want to share a new strategy that you can use, and I will show you how to use it when I write my sentence.**
- **We have been remembering the Red Words in our Shared Stories by playing the Say-Spell-Say game. If we can spell the word, then that can help us to write it.**
- **My sentence will be, “I did not like the part when the card was ruined.” “I” is one of our Red Words. We can copy it from the word wall or just remember it by spelling it.**

Suggested Strategies:

did	Remember a Word
not	Write Sounds That You Know (“nt”)
like	Say-Spell-Say
the	Remember a Word
part	Write Sounds That You Know (“prt”)
when	Remember a Word
the	Remember a Word
card	Find and Copy a Word (Use the book.)
was	Say-Spell-Say
ruined	Draw a Line

- Add the strategy Say-Spell-Say to the Writing Strategies Bank.

- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences telling for whom they would make a card and how they would decorate it.

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Display the front covers for *A Card for Dad* and *Sophie and the Mother's Day Card*. For each book, review for whom the main characters made a card, the occasion, and the way they decorated the cards.
- **We read two stories in which the main characters made a card for someone. In the Shared Story, Matt made a card.** Use **Think-Pair-Share** to ask students: **Do you remember whom Matt made a card for? Very good! Matt made a card for his dad. What was the occasion? It was his dad's birthday. How did Matt decorate his card? He used crayons, paper, and glue.**
- **In the STaR story, Sophie also made a card.** T-P-S: **Do you remember whom Sophie made a card for? Sophie made a card for her mother. What was the occasion? Mother's Day. How did Sophie decorate her card? She made a daffodil flower out of an egg carton.**
- Lead the class in generating a list of other occasions for which people give cards to others. **What are some other reasons that we might make a card for someone?**
- **We can make a list.** Model using strategies from the Writing Strategies Bank as you record students' responses.

Think-Pair-Share

Suggested Strategies:

birthday	Find and Copy a Word (from the Red Words on the word wall)
get well	Write Sounds That You Know (“gt wl”)
Father’s Day	Write Sounds That You Know (“Frs D”)
thank you	Write Sounds That You Know (“thk”)
new baby	Write Sounds That You Know (“nw bb”)

- Explain that students will now pretend that they will make a card for someone. They will answer two questions about their cards.
- Write the following questions on the board:
 - For whom will you make a card?
 - How will you decorate the card?
- **Today we are going to pretend that we will make a card for someone. Let’s read these questions to help us think about our cards.** Read the two questions from the board. **I will show you how I will answer these questions.** Read the first question, and model writing an answer. **For whom will you make a card? I will make a get-well card for my grandma.**

Suggested Strategies:

I	Remember a Word
will	Write Sounds That You Know (“wil”)
make	Write Sounds That You Know (“mk”)
a	Say-Spell-Say
get	Write Sounds That You Know (“gt”)
well	Write Sounds That You Know (“wel”)
card	Write Sounds That You Know (“krd”)
for	Remember a Word
my	Remember a Word
grandma	Write Sounds That You Know (“grdm”)

- Reread the sentence; then add a period at the end. **I must add a period to the end of my sentence.** Read the second question, and model writing an answer. **How will you decorate the card? I will use blue paper, glue, and cotton balls.**

Suggested Strategies:

I	Say-Spell-Say
will	Remember a Word
use	Find and Copy a Word
blue	Write Sounds That You Know (“blu”)
paper	Write Sounds That You Know (“papr”)
glue	Draw a Line
and	Find and Copy a Word
cotton balls	Write Sounds That You Know (“cotton bls”)

- Reread the sentence; then add a period at the end. **I must add a period to the end of my sentence.**

Partner Planning

- Explain that now students will have the opportunity to plan how they will answer the questions with their partners.
- Have them share their ideas with their partners. Encourage students to help their partners think about details that they could add to their sentences. Make sure they are thinking about whom the card will be for, the occasion, and how they will decorate the card.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand, and hold on to them.**
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have students return to their seats and write their sentences on a sheet of paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of the writing strategies from the Writing Strategies Bank for words that they do not know.

Checking

- Using the rubric from the Shared Story Lesson Record Form, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The most sophisticated writers will be able to use the ideas from the chart to create complete sentences when talking to their partners and when writing their sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences telling for whom they would make a card and how they would decorate it.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story Lesson Record Form.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Birds

written by Caroline Arnold and illustrated by Patricia J. Wynne

At a Glance

Summary

This expository text focuses on the ability of birds to fly and examines it from all angles. The author discusses the concept of lift and how birds' wings and feathers are structured to make flight possible. The book includes explanations about taking off, flapping, gliding, hovering and soaring, and steering and landing. At the end, birds that cannot fly are briefly examined.

STaR Words

skeleton

spread

soaring

migrate

Adventures in Writing Prompt

Students will write one to two sentences about how to introduce someone.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.



- **Cover: The name of the book is *Birds*. This book is a little different from the other books that we have read. This book is not a made-up story like *Miss Sid Meets Sad Sam*. It is about real birds, not imaginary ones.** Point to the cover. **Look closely to see if you can find a bird that looks like Miss Sid on the cover.** Wait for students' responses. Point to the parrot. **Very good! This is a picture of a parrot. Miss Sid is a parrot.**
- **Expository texts have a big topic. A big topic is what the book is mostly about. What is the big topic of this book?** Wait for students' responses.
- **Page 4: This book is also different because it has illustrations that help us understand the text better. For example, this is an illustration of a bird's skeleton and organs. A skeleton is the set of bones in a body. People and other animals, like birds, have skeletons. The words next to the arrows are labels. Labels are words that help us identify parts of an illustration.**
- **Page 18: This book also uses headings. A heading tells us what we are going to read about in this part of the book. For example, this heading is "Gliding and Soaring." Gliding and soaring are ways of flying. When a bird soars, it uses the air to fly without effort. Look at this picture. This bird is soaring above the ocean.**
- **Page 32: This expository text also has a glossary. The glossary is a list of words used in the book and what they mean.** Read a couple of words and their definitions as an example.
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
skeleton	5	set of bones in a body	Picture Walk, page 4
spread	13	to open	The bird <i>spread</i> its wings before flying.
soaring	17	a way of flying	Picture Walk, page 19 Pantomime and invite students to soar with you.
migrate	24	to travel with the seasons	Geese <i>migrate</i> to warmer places when it gets cold.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Teacher’s Note: The questions are based on the body of the text. The information in the smaller sidebar areas uses complex concepts and vocabulary. These sidebars are not the focus for students.

Page 3: T-P-S: **What’s important to know on this page? The book says that flying helps birds in different ways. T-P-S: How does flying help birds?** Provide students with the following sentence stem. **Flying helps birds** *find food, escape from predators, travel easily over long distances, etc.*



Page 5: T-P-S: **What did we learn on this page? “Skeleton” is one of the STaR words. This illustration helps me understand what “skeleton” means. A skeleton is a set of bones in a body. Point to the bird’s skeleton. This is the skeleton of a bird.**

Page 13: **“Spread” is one of the STaR words. The book says that eagles and vultures can spread their wings and catch the wind. But what does “spread” mean? In this case, “spread” means to open. T-P-S: What is the bird in this illustration doing?** Provide students with the following sentence stem. **The bird spreads its wings.** Have students repeat the complete answer with you.



Page 14: T-P-S: **What did we learn on this page?** Wait for students’ responses. **Birds flap their wings to get enough power to fly. When a bird flaps its wings, it moves them up and down. Show me how birds flap their wings.**

Page 17: **“Soaring” is one of the STaR words. The book says that birds that soar over the sea usually have long, narrow wings that are good for riding with the wind. This helps me better understand what “soaring” means. Soaring is a way of flying.**

Page 26: T-P-S: **What’s important to know on this page?** Wait for students’ responses. **“Migrate” is one of the STaR words. The book says that some birds travel, or migrate, with the seasons. This helps me understand that “migrate” means traveling with the seasons. Geese are some of the birds that migrate. They go south when winter is coming and north when summer is coming.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let's **cel-e-brate** a **word** we've **learned**.
We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- Why do birds migrate?
- Where do birds usually soar?

Oral-Language Scoring Rubric

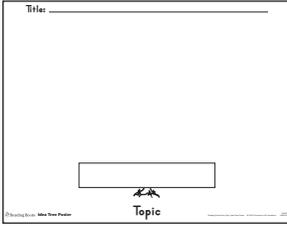
- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Structure Review



Whole Group Response

- Introduce the idea tree. Explain to students that we will draw branches on the tree that tell important information from the text.
- Guide students in identifying the broad topic of the book. **When we read expository texts like the book *Birds*, we learn important information. An idea tree like this one helps us remember the important information from the text. The trunk of the idea tree tells the main topic of the book. Each branch on the idea tree gives important details from the text. Let's think about the main idea of the book.** Use Whole Group Response to ask students: **What is this book mostly about?** Wait for students responses. **Yes, the book is mostly about how birds fly. So we can write, "How birds fly," on the trunk.**
- Present each two-page spread, and help students to generate the main ideas of the text. **Let's use our idea tree to help us think about important parts of the text.**

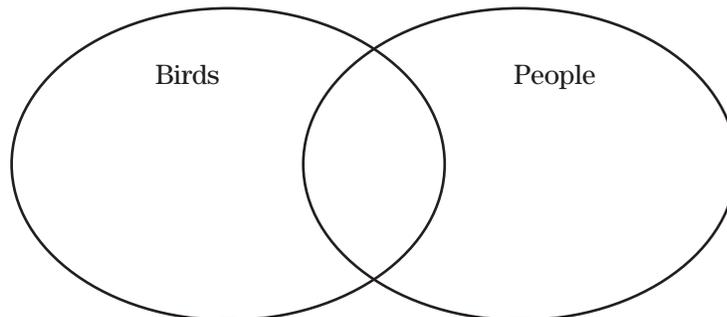
Think-Pair-Share

- Display pages 2 and 3, and use **Think-Pair-Share** to ask students: **What is this part of the book mostly about?** Wait for students' responses. **This part of the book tells about why birds fly. We can write that on a branch of the idea tree.** Draw a branch on the idea tree. Model writing, "Why birds fly," on the branch.
- Display pages 4 and 5 and ask: **What is this part of the book about?** Wait for students' responses. **This part of the book is about what makes a bird's body light so it can fly. We can write this on a branch of the idea tree.** Draw another branch. Model writing, "Birds have light bodies," on the branch.
- Continue to present each two-page spread of the book, and engage students in identifying the main ideas for each.
- Review the idea tree, rereading the topic and main ideas with students.

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Remind students that they learned a lot about birds in the Shared Story and STaR book. Explain that today they will use a graphic organizer called a Venn diagram to think about how birds and people are the same and different. Label one circle “Birds” and the other circle “People.” Explain the graphic organizer, telling students what should go in each part.

Think-Pair-Share

- Ask students what they remember about each subject. Use **Think-Pair-Share** to have students share their answers. Fill in the appropriate circles as students respond.
- Ask students what they remembered that was the same about both subjects. Use **Think-Pair-Share** to have students share their answers. Fill in the overlapping part of the circles as students respond.
- Summarize the similarities and differences. **Birds and people are the same because they both have bones. They are different because birds can fly and people can't.**

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Can people fly? Why not?**
 - **How do feathers help birds fly?**
 - **What is the hardest part of flying for a bird?**
 - **What bird is the champion of hovering?**
 - **What is the most dangerous part of flying?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:

– **I made a sentence with the word “migrate.” My sentence is, “Some birds migrate in the winter.”**

Suggested Strategies:

Some	Write Sounds That You Know (“Som”)
birds	Write Sounds That You Know (“brds”)
migrate	Find and Copy a Word
in	Remember a Word
the	Remember a Word
winter	Remember a Word



- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.

Lesson 6

Random Reporter



- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences about how to introduce someone.

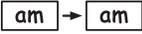
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Display the Shared Story *Miss Sid Meets Sad Sam*.
- Review what happened when Miss Sid and Sad Sam met. **What happened when Miss Sid met Sad Sam?** Show pages from the story to remind students what happened if needed. **Sad Sam barked at Miss Sid. She got scared and flew away.**
- Explain the benefits of introducing people to one another. **This problem might have been avoided if Tim had done a better job of introducing the two animals to each other. Today you are going to pretend that you are a friend of both Miss Sid and Sad Sam, and you are excited to introduce these two characters to each other because you think they will be good friends. You will write what you would say about each character if you were to introduce them to each other.**
- Explain and model how to introduce people using two students as examples. **When we introduce someone, first we tell his or her name, and then we tell something about him or her such as something the person likes to do or something he or she is good at doing.** Invite two students to come to the front of the room, and introduce them to each other. Be sure to include each student's name and something about him or her.

Example:

This is Pedro. Pedro likes to ride his bike.

This is Elaine. Elaine is a very good artist.

Think-Pair-Share

- Create a class-generated list of descriptive words and phrases about Sad Sam and Miss Sid that students can use in their introductions. **To help us with introducing Sad Sam and Miss Sid, let’s think about things that we know about each character.** Use **Think-Pair-Share** to ask students: **What do you know about Sad Sam?** Record descriptive words and phrases under the heading “Sad Sam,” using writing strategies from the Writing Strategies Bank for some of the words. Create a similar list for Miss Sid.
- Model how to write a sentence using information from the lists. Continue to model the use of writing strategies in your sentence according to your students’ needs. **You will be writing sentences to introduce either Sad Sam or Miss Sid. Let me show you what that might look like. I will write sentences to introduce Sad Sam. My sentences will say, “This is Sad Sam. Sad Sam likes to bark when he is happy.”**

Suggested Strategies:

This	Remember a Word
is	Say-Spell-Say
Sad	Sam Find and Copy a Word (Use the Shared Story.)
likes	Say-Spell-Say
to	Remember a Word
bark	Write Sounds That You Know (“brk”)
when	Write Sounds That You Know (“wen”)
he	Remember a Word
is	Say-Spell-Say
happy	Draw a Picture

Partner Planning

- Have students sit with their partners to discuss and plan their introductions. Assign one student in each partnership to introduce Miss Sid and the other to introduce Sad Sam.
- Ask partners to help each other determine which ideas from the lists on the board they would like to use in their own introductory sentences.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand, and hold on to them.**

Random Reporter



- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Writing

- On the board write:
This is Miss Sid.
This is Sad Sam.
- Have students who are assigned to write about Miss Sid to copy the first sentence, and those who are assigned to write about Sad Sam to copy the second sentence. Each student should then add one or more sentences about his or her assigned character.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information generated by the class and discussion with their partners to think of good ideas that will effectively answer the questions.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences about how to introduce someone.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Ice Cream: The Full Scoop

written and illustrated by Gail Gibbons

At a Glance

Summary

This expository text is divided into two parts. The first part focuses on the history of ice cream. The second part tells about the business of ice cream. It explains the process of making ice cream. The milk travels from the dairy farm to the ice-cream factory, where it is transformed into ice cream. Then it's packaged and shipped to stores. The expository text also includes different facts about ice cream.

STaR Words

factory

ingredients

mixture

flavors

Adventures in Writing Prompt

Students will write one to two sentences about what they like to have for dessert.

Teachers' Note: Read the second part of the book, “The Ice Cream Business” (the process of making ice cream), pages 12–27.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.



- Cover: **The name of the book is *Ice Cream: The Full Scoop*. This book is like *Birds*, the previous book we read. It is an expository text. This means it's not a made-up story.** Point to the front cover. **What do you think this book is about?** Wait for students' responses. **Right. This expository text is about ice cream. The title *Ice Cream: The Full Scoop* has two meanings. What does “scoop” mean?** Wait for students' responses. **Right. Scoop means a portion of ice cream. But it can also mean information about ice cream that we will learn.**
- Page 16: **This is the ice cream factory. A factory is a building where things are made. For example, cars are made at a factory. This expository text has different features. For example, labels are next to the illustrations and tell us what the pictures are.**
- Page 22: **What are chocolate, mint, coffee, vanilla, walnut, and chocolate chip?** Wait for students' responses. **Right. These are flavors. Flavor is what something tastes like.** Use **Think-Pair-Share** to ask students: **What is your favorite ice cream flavor?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
factory	16	a building where things are made	Picture Walk, page 16
ingredients	17	the parts that make up something	Milk is one of the <i>ingredients</i> of ice cream.
mixture	18	things mixed together	Mom put the cake <i>mixture</i> into the oven so the cake would bake.
flavors	22	how something tastes	Picture Walk, page 22

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 14: **The text tells us that the milk is still kept cool. This must be an important part of making ice cream because the author tells us twice that the milk is kept cool.**



Page 15: **“Factory” is one of the STaR words. The book says that the milk is delivered to the ice-cream factory. Point to the large building. The picture shows a building where milk, sugar, fruits, and nuts are brought. This helps me understand what factory means. A factory is a building where things are made. This is where the ice cream is made.**

Page 17: **“Ingredients” is one of the STaR words. The book says that cream, milk, and sugar are put into a large vat and that all these ingredients are mixed together. But what does ingredients mean? Well, ingredients means the parts that make up something that we eat, in this case, ice cream.**

Page 18: **“Mixture” is another one of the STaR words. The book says “then the mixture is put in a pasteurizer.” This helps me understand what mixture means. A mixture is things mixed together. T-P-S: Why is the mixture put in a pasteurizer? Provide students with the following sentence stem: **The mixture is put in a pasteurizer to *kill bacteria*. This is important because if bacteria are not killed, they can make us sick.****



Page 22: **“Flavor” is one of the STaR words. Point to the labels on the containers as you name the flavor of each. The book says there is vanilla, chocolate, mint, and many other flavors of ice cream. This helps me understand that flavors means how something tastes. T-P-S: What ice cream flavors do you know?**



Page 28: T-P-S: **What do you think the ice-cream vendor is going to do with the waffles?** Pantomime scooping ice cream into a cone.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- Where is ice cream made?
- What are some of the ingredients in ice cream?

Oral-Language Scoring Rubric

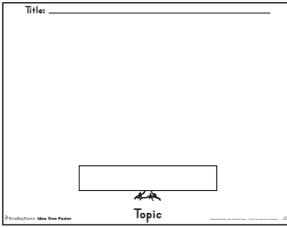
- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Structure Review



Think-Pair-Share

- Display and review the idea tree poster.
 - **Let’s use our idea tree to help us think about the important parts of the book. The big topic of this book is making ice cream.** Write the topic on the trunk of the idea tree.
- **We will make branches for our tree that show the more important things, or main ideas, that we learned from the book.** Prompt students to generate a list of things that they learned from the text. Record their ideas on branches of the tree.
- If needed, use **Think-Pair-Share** with the following questions to help students recall the main ideas.
 - **The process of making ice cream starts _____.**
 - **It is important to keep milk cold because _____.**
 - **_____ are some of the ingredients of ice cream.**
 - **The mixture is pasteurized to _____.**
 - **_____ are some ice cream flavors.**
 - **The room where the ice cream is kept is very _____.**
 - **_____ sell ice cream.**

Retell

- Expand understanding about the book’s details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to one another.
- Open the book to the first page and tell what happened on the page in a single sentence.
- Pass the book to the next partnership and have them make a sentence about the next page. Continue until the entire book has been retold.

Examples:

Page 12: The process of making ice cream starts at the dairy farm.

Page 13: The milk is kept cool so it doesn’t spoil.

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What products are delivered to the ice cream factory?**
 - **Why is it important to make the mixture cooler?**
 - **Why is it important to have blades spin around the mixture?**
 - **What are some of the different containers in which ice cream is sold?**
 - **What is the most popular ice cream flavor?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count

- Restate each of the STaR words.
- Introduce using the writing strategy Stretch and Count by using placeholders and partial sound spelling as you model writing your own sentence.
- **In FastTrack Phonics, we have been learning a new game called Stretch and Count. Today I would like to show you how you can use Stretch and Count to help you write words. Sometimes when we don't know how to write a word, we can play Stretch and Count first to think about how many sounds there will be and then write the letters for the sounds that we know.**
- **For example, how many sounds do you hear in “mash”? Let's break it down and count the sounds on our fingers: /mmm/, /aaa/, /sh/. There are three sounds, so I will draw three lines. Now I will write letters for sounds that I know on the lines. The first sound is /mmm/, and I know how to write the**

letter for /mmm/. Write “m.” The next sound is /aaa/. I know how to write the letter for /aaa/. Write “a.” The last sound is /sh/. Hmmm, I don’t know how to write /sh/, so I will leave a line there to stand for the sound /sh/.

- I made a sentence with the word “flavors.” My sentence is, “Mint is one of my favorite flavors of ice cream.” The first word is “mint.” Let’s play **Stretch and Count** to see how many sounds are in the word “mint.” Encourage students to count the sounds on their fingers as you sound out the word together /mmm/ /iii/ /nnnn/ /tttt/. **How many sounds are in “mint”?** *Four.* Draw four lines on the board. Sound out the word again, writing letters in the spaces as students name them. In this example, students have been introduced to all the letters in the word and may be able to use full sound spelling. Full sound spelling will not be an expectation, however, until **Stretch and Spell** is introduced in lesson 9.
- Continue to model the remainder of the sentence, using the strategies listed below or those most needed by your students.

Suggested Strategies:

is	Say-Spell-Say
my	Remember a Word
favorite	Draw a Line
kind	Stretch-and-Count placeholders and full sound spelling (_ i n d)

- Add the strategy **Stretch and Count** to the **Writing Strategies Bank**.
- Tell students to work with their partners to think of sentences using the **STaR** words. Encourage students to use more than one **STaR** word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences about what they like to have for dessert.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **Tim and Nan bought ice cream from the ice cream man in the Shared Story. In the STaR story, we learned about how ice cream is made. Ice cream, like other special treats, is a type of food that we eat for dessert. Today we will create a list of desserts that we can use to answer some questions.**
- Model how to write a sentence that answers each question using information from the list. Continue to model sound spelling, partial sound spelling, placeholders, and copying so you can write the sentences.
- Place the title “Desserts” on the board. Brainstorm dessert items with students, and add them to a list. Model using strategies from the Writing Strategies Bank as you record student responses.

Suggested Strategies:

cake	Stretch and Count (placeholders + partial sound spelling) (c _ k _)
ice	cream Find and Copy a Word
fruit	Write Sounds That You Know (gelatin)
cookies	Draw a Picture
pudding	Stretch and Count (partial sound spelling + placeholders) (pudi_)
gelatin	Write Sounds That You Know (jeltn)

- Explain to students that they will now answer the questions about desserts.
- Write the following questions on the board:
 What do you like to have for dessert?
 What flavor do you like?
- **Today we have two questions to answer. Let’s read the questions and think about our answers.** Read the two questions from the board.
- **I will show you how to answer these questions.** Read the first question, and model writing an answer. **What do you like to have for dessert? I like to have cake for dessert.**

Suggested Strategies:

I	Remember a Word
like	Say-Spell-Say
to	Find and Copy a Word
have	Write Sounds That You Know (hav)
cake	Stretch and Count (placeholders + partial sound spelling) (c _ k)
for	Remember a Word
dessert	Stretch and Count (placeholders + partial sound spelling) (des _ t)

- Reread the sentence, and then add a period at the end. **I must add a period to the end of my sentence.**
- Read the second question and model writing an answer. **What flavor do you like? I like chocolate cake with vanilla frosting.**

Suggested Strategies:

I	Remember a Word
like	Say-Spell-Say
chocolate	Draw a Line
cake	Stretch and Count (placeholders + partial sound spelling) (des _ t)
with	Remember a Word
vanilla	Draw a Line
frosting	Write Sounds That You Know (fost)

- Reread the sentence, and then add a period at the end.

Partner Planning

- Have students sit with their partners to discuss and plan what they will tell about their dessert item.
- Remind students that they must write sentences that answer both questions.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand and hold on to them.**
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have each student write an answer to each question on a sheet of paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use information generated by the class and discussion with their partners to think of good ideas that will effectively answer the questions.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write one to two sentences about what they like to have for dessert.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Read the first part of the book about the history of ice cream on pages 3–7 and the part with the heading “The Ice Cream Machine” on pages 8–11. Engage students in a discussion about some of the important information on these pages.

Six-Dinner Sid

written and illustrated by Inga Moore

At a Glance

Summary

Sid the cat lived on Aristotle Street and belonged to six different families. The neighbors never talked, so they didn't know that Sid enjoyed six dinners each day and six different homes. One day, Sid caught a cold and went to the same vet six times. The vet figured out Sid's secret and let all the families know. From then on, Sid would only get one dinner a day. Sid wasn't happy about that, so he moved on to Pythagoras Place, where the neighbors all talked about their new cat and didn't mind him having six dinners a day.

STaR Words

dinner

vet

neighbors

owner

Adventures in Writing Prompt

Students will write two sentences to contribute to a team book that explains how to take care of a cat.

Preview

Think-Pair-Share

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Six-Dinner Sid*. Look at the picture on the cover. What is Sid? Wait for students' responses. That's right! Sid is a cat. Use Think-Pair-Share to ask students: What do you know about cats? People keep cats as pets. Pets are animals we keep in our homes and take care of. Does anyone have a cat as a pet? Wait for students' responses. What else do we see in the picture? I see one, two, three, four, five, six bowls stacked in front of Sid. Since the book is called *Six-Dinner Sid*, Sid must eat his dinner out of these six bowls. That makes me wonder, why does Sid have six dinners? We'll learn why the cat is called "Six-Dinner Sid" as we read the story.**
- Page 7. **Look at the houses on this street. Do you think the people in the picture live in these houses? Wait for students' responses. I think they live in these houses. They are neighbors. A neighbor is a person who lives near you.**
- Page 18. **Where is Sid in this picture? Wait for students' responses. Right. It looks like Sid is at the vet's office. The vet is an animal doctor. T-P-S: Why do you think Sid is at the vet's office?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
dinner	4	meal	Pantomime eating.
neighbor	7	person who lives near you	Picture Walk, page 7
vet	15	animal doctor	Picture Walk, page 15
owner	20	the person to whom something belongs	Molly is the bike's owner.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Whole Group Response



Page 4, 5: **“Dinner” is one of our STaR words. Sid goes out each night to have six dinners. That helps me understand what a dinner is. Dinner is the meal we eat at night. Sid eats his dinner out of six different bowls at six different houses.** Point to each different bowl in the pictures. Use Whole Group Response to have students answer this question: **How many dinners do you eat each night? I eat one dinner too. Do you think Sid should eat six dinners? I think that’s a good question to ask.**

Page 6, 7: **I read that the neighbors on Aristotle Street don’t talk to one another. “Neighbor” is one of our STaR words. I wonder what a neighbor is. The picture shows the houses we saw before. That must mean neighbors are people who live near, or next door to, one another. Since the neighbors don’t talk, none of them know that Sid eats six dinners.**

Page 8, 9: **Sid is each neighbor’s pet. That means six different people take care of Sid. His name isn’t even really Six-Dinner Sid. Remember that we wondered why he was called that? The book is called that because the cat has six dinners. But Sid has a different name from each neighbor who thinks he is his or her pet.**
T-P-S: **What do you think might happen because Sid is six neighbors’ pet?**

Page 15-17: **The neighbors thought Sid was sick because he coughed. So they each took Sid to a vet, or veterinarian. “Vet” is one of our STaR words. What is a vet? Sid is a cat, and his owners take him to a vet when he is sick. I know when I’m sick I go to the doctor. So I think a vet is a doctor for cats, or animals. WGR: Because Sid has six owners, how many times does he go to the vet?**

Page 20: **The book says that the vet called the owners at once. “Owner” is one of our STaR words. This illustration helps me understand what owner means. The vet called the people that Sid belongs to. WGR: **How many owners does Sid have?****

Page 21: **The vet calls all the neighbors to let them know about Sid’s secret. Now the neighbors know that Sid is not just their own pet. They know he’s been having six dinners each night. Look at the picture of the neighbors. T-P-S: **Do you have any questions about them?****



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let's **cel-e-brate** a **word** we've **learned**.
We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.

Random Reporter



- Award pride points to partnerships who successfully share a complete sentence.

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- Why did Sid visit a different house every night?
- Why didn't the neighbors know that Sid ate six dinners?

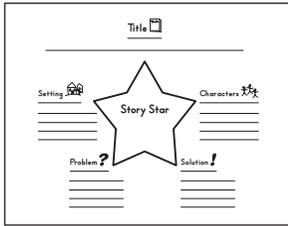
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Six-Dinner Sid
- T-P-S: **Where did the story happen? What is the setting?** *This story has three different settings: the houses on Aristotle Street, the vet's office, and Pythagoras Place.*
- T-P-S: **Who were some of the characters in the story?** *Sid the cat, the neighbors on each of the streets, the vet.*
- T-P-S: **What was the problem in the story? The neighbors on Aristotle Street find out that Sid has been eating at each of their houses.**
- T-P-S: **What was the solution? How was the problem solved?** *Sid moved to another street.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 1: This is the street where Sid lived.

Pages 2 and 3: Sid lived in all these houses at the same time.

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Why do you think the neighbors on Aristotle Street didn't speak to one another?**
 - **What does Sid like about having six different owners?**
 - **How did the vet figure out that Sid had six different owners?**
 - **How do you think the neighbors on Aristotle Street feel when they find out what Sid has been up to?**
 - **How is Pythagoras Place different from Aristotle Street?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line

am

→

am

Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:
 - **I made a sentence with the word “owner.” My sentence is, “Sid is living with six different owners.”**

Suggested Strategies:

Sid	Find and Copy a Word (Use the cover of the book.)
is	Say-Spell-Say
living	Write Sounds That You Know. (“livn”)
with	Remember a Word
six	Draw a Picture (Write the numeral.)
different	Draw a Line
owners	Write Sounds That You Know (“onrs”)

- Reread the entire sentence, touching each word, picture, or line as you do.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences to contribute to a book that tells how to take care of cats.

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Briefly review with students how Sid and Pit-Pat were cared for. **Today you are going to create team books that tell how to take care of a cat.** Use **Think-Pair-Share** to ask students: **Can you remember who took care of Sid and Pit-Pat? How did they take care of these cats?**
- **We can see from the things on our list that cats need to eat, sleep, and be healthy. Cats like to play too. This makes them happy.** Write these categories on the board: “Food,” “Sleep,” “Health,” and “Play.”
- Guide students to generate ideas for each category. Record the information on the chart, restating if necessary so each idea is expressed in simple phrases (one to three words).
- **We’ve learned a lot about taking care of a cat, haven’t we? Now each team is going to make its own book that tells how to take care of a cat. Our book will help someone who wants to get a cat for a pet.**
- **We need to use this information to write about how to take care of a cat.** Point to one of the items. **For example, I can take this information from the “Food” category and write a sentence: “A cat likes to eat fish.”** Model writing the sentence using the strategies from the Writing Strategies Bank.

Think-Pair-Share



Suggested Strategies:

A	Find and Copy a Word (Copy from the word wall, and point out that you must use the uppercase version of the letter “a”.)
cat	Write Sounds That You Know (“cat”)
likes	Say-Spell-Say
to	Remember a Word
eat	Draw a Line
fish	Stretch and Count (“f i_”)

Partner Planning

- Assign a category to each student on a team. Have each student choose two ideas from the class-generated list within his or her category.
- Provide time for students to share with their team members the sentences that they would like to write. Encourage students to help their teammates think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand, and hold on to them.**
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter

**Writing**

- Distribute writing paper to each student. Explain that students will write their sentences on this paper so all the papers for the class can be put together to make a book.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Each student should use information generated by the class and discussion with his or her partners members to create a complete sentence about the assigned topic.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences to contribute to a book that tells how to take care of cats.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Introduce and read the poem “Meow Meow Cough.”

Meow meow cough.

What was that?

Meow meow cough.

It was the cat!

Meow meow cough.

My poor pet.

Meow meow cough.

We’re off to the vet!

- Model thinking of questions to ask about the poem. **It sounds like the poet’s cat is sick! I wonder, what made the cat sick?**
- Prompt students to think of their own questions. **Can you think of questions to ask about the poem?** Wait for students’ responses. Prompt them with question stems if necessary.
- Use **Think-Pair-Share** to have students share their questions with the class. Invite students to answer their classmates’ questions.

Think-Pair-Share

Good Job, Ajay!

written by Stuart J. Murphy

At a Glance

Summary

Ajay wishes he could throw a ball as straight and as far as his older sister Meera. His throws always fall short. His friends encourage him to practice throwing the ball, and remind him of other things he learned to do with practice. He learned to be less shy when talking to his teacher, and overcame his fear of swimming in the pool. Ajay concentrates on practicing and soon, he can throw the ball straight and far. He even impresses Meera.

STaR Words

plopped

headfirst

whispered

splash

Adventures in Writing Prompt

Students will write two sentences about toys, games, and places they like to play.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with 2, which starts “Ajay liked playing ball.”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Good Job, Ajay!*, and it is written by Stuart J. Murphy. Look at the picture on the cover. Who do you think is pictured here?** Wait for students’ responses. **It may be Ajay, because that is a name in the title of the story.**
- Use **Think-Pair-Share** to ask students: **Why might you say “Good job!” to someone, or have it said to you?** Wait for students’ responses. **That’s right, we might tell someone they did a good job when they do something hard for the first time. It’s a way to encourage others. We’ll find out what Ajay did when we read.**
- Display page 16. **Ajay and his friend Percy splashed water in the pool. Look at the picture. You can see water spraying up from their hands in the water. When you splash water, you throw it or make it spray.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
plopped	7	fell heavily, dropped	Angie <i>plopped</i> down in a chair, tired after the field trip to the zoo.
whispered	9	spoke quietly	We <i>whispered</i> in the library so that loud voices would not bother people reading.
headfirst	14	with your head in front	It was good that Raymond was wearing a helmet when he fell <i>headfirst</i> off of his bike.
splash	16	throw or spray water	Erika tried to <i>splash</i> her brother by stomping her feet in a puddle.

Think-Pair-Share

Interactive Reading

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 2, 5: T-P-S: **What is Ajay’s problem in the story?** Wait for students’ responses.

Page 7: T-P-S: **What do you think Ajay is thinking after he tries to throw again?** Wait for students’ responses. **Do you think Percy wants Ajay to give up? How can you tell?**

“Plopped” is one of our STaR words. It means fell heavily or dropped. T-P-S: **What do you think it looked like when Ajay threw the ball and it plopped down on his shoe?** Wait for students’ responses.

Page 8–11: T-P-S: **How did Ajay overcome his shyness when talking to Miss Cathy?** Wait for students’ responses.

“Whispered” is one of our STaR words. It means spoke quietly. T-P-S: **Why do you think we might whisper when we are feeling shy or uncomfortable?** Wait for students’ responses.

Page 14–17: T-P-S: **What problem did Ajay have in the pool?** Wait for students’ responses. **How did he solve this problem?** Wait for students’ responses.

“Headfirst” is one of our STaR words. It means with your head in front of you. Ajay’s sister Meera can dive headfirst into the pool. T-P-S: **Do you think Meera is a good swimmer? Why do you think that?** Wait for students’ responses.



Point to the picture on page 17. **“Splash”** is one of our STaR words. It means to throw or spray water. T-P-S: **Percy splashes Ajay with water in the pool. What do you think he is trying to do to help Ajay swim?** Wait for students’ responses.

Page 18: T-P-S: **How did Freda help Ajay work toward solving his problem?** Wait for students’ responses. **Good. Freda reminded Ajay of when he was having trouble learning to swim and how he got over his fears. What does this memory make Ajay do?** Wait for students’ responses.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s cel-e-brate a word we’ve learned.
 - We’ll make a sentence. It’s our turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.

Random Reporter



- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Alfie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alfie out in an exciting game show fashion. Have Alfie select a student to come up for his quiz.
 - **It’s time for Alfie’s Question Quiz, the exciting time when Alfie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alfie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.



- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alfie’s Questions

- What does Ajay wish he could do better?
- How did Ajay stop being so shy?

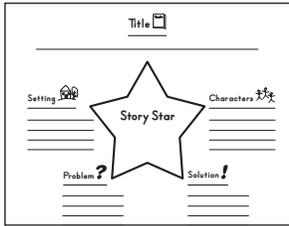
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Good Job, Ajay!
- T-P-S: **Where did the story happen? What is the setting?** *This story happens in Ajay's neighborhood.*
- T-P-S: **Who were some of the characters in the story?** *Ajay, Meera, Percy, and Freda. Which of these characters is the main character in the story?* *Ajay.*
- T-P-S: **What was the problem in the story?** *Ajay wants to throw a ball straight and far.*
- T-P-S: **What was the solution? How was the problem solved?** *Percy and Freda cheer Ajay on as he practices throwing. They remind him that he has solved problems before. They let him know he can do it again. Ajay's practice helps him throw better.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Dramatization

- Tell students that to retell the story they will act it out.
- Assign roles to as many students as possible.
- Lead students through the story.
- Prompt students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt students for dialogue by reading one or two sentences from the story and then asking students what their characters would say. Remind students to speak as their characters.

Examples:

Roles: Ajay, Meera, Percy, Freda.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What does Ajay want to do like Meera?**
 - **What happens when Ajay throws a ball?**
 - **What problems do Percy and Freda remind Ajay about?**
 - **How did Ajay solve his other problems?**
 - **How would you describe Ajay's throw at the end of the story?**

Think-Pair-Share



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter

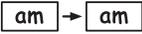


STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Introduce Sound Spelling using a word with three phonemes. **Today I would like to share a writing strategy called Sound Spelling with you. Sound Spelling is a good way to write words. You can stretch the word, listen to the different sounds, and write the letters for the sounds. I'll write the word "mad." /m...a...d/. The first sound is /m/. (Write "m.") /m...a/. (Write "a.") /m...a...d/. (Write "d.") There it is. Mad.**

- **I made a sentence with the word “whispered.” My sentence is, “Matt whispered Sad Sam’s name.”**

Suggested Strategies:

Matt	Find and Copy a Word
whispered	Write Sounds That You Know (“wisper”)
Sad Sam’s	Sound Spelling (Point out that names are capitalized.)
name	Say-Spell-Say

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
- Add the strategy Sound Spelling to the Writing Strategies Bank.



- **Now let’s watch Alphie use this strategy.** Play the video: Sound Spelling—3 Phoneme.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences about toys, games, and places they like to play.

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **Today we're going to write about what you like to do when you play.** Briefly discuss with students some of the games the children in the Shared Story and STaR story played. **In our Shared Story, the kids played a game of tag with the pigs on Mag's farm. The characters in the STaR story practiced throwing a ball. What game could the characters in the STaR story play with the ball?** Wait for students' responses. Have them discuss whether the kids used toys when they played, played inside or outside, or played structured games.
- Tell students that they will create lists of their favorite toys, games, and places to play. **Let's think about the things you like to do when you play. When you say them, I will write them in one of these categories: toys, places to play, or games.** Write the headings "Toys," "Places to Play," and "Games" on the board. **What are some things that you like to do when you play?** As students share their answers, have them decide in which category the answer belongs, and write it in the appropriate place on the chart. Read each item on the list aloud as you write, and have students repeat it.
- Explain to students that they will now write about what they like to do. **Today you will write about what you like to do when you play. Let's think about some of the ideas you gave.** Read the name of each category and the items listed for each.

- **I will show you how to write a sentence about playing a game.** Model writing a sentence using a student suggestion from the “Game” category such as “I like to play tag with my friends.” Try to include a three-phoneme word with sounds introduced in FastTrack Phonics to model Sound Spelling.

Suggested Strategies:

I	Remember a Word
like	Say-Spell-Say
to	Remember a Word
play	Stretch and Count (Partial Sound Spelling + placeholders)(“pl_”)
tag	Sound Spelling
with	Stretch and Count (“wi_”)
my	Remember a Word
friends	Write Sounds That You Know (“fens”)

- **Now I will write about something from one of the other categories. I will show you how to write a sentence about a place to play.** Model writing a sentence using a student suggestion from the “Places to Play” category, such as “I hop in a sack race on the playground.” Try to include a three-phoneme word with known sounds from FastTrack Phonics to model Sound Spelling.

Partner Planning

- Ask students to work with their partners to select two things that they would like to write about. Their topics should come from two different categories.
- Have students work with their partners to create sentences for each topic. Encourage students to help their partners think about details they could add to their sentences.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have each student write two sentences on writing paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Each student should use information generated by the class and discussion with their partners to create complete sentences that explain two different ways that he or she likes to play.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences about toys, games, and places they like to play.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Play a group game, such as Mother May I?, in which children ask and answer questions. Explain to students that in this game they compete to see who reaches the mother first.
- Divide the class into groups of four or five, so the play moves quickly and students have multiple opportunities to ask and answer questions.
- Have students switch roles so they have the chance to both ask and answer questions.

Jamaica Louise James

written by Amy Hest and illustrated by Sheila White Samton

At a Glance

.....

Summary

This is the story of Jamaica Louise James, an eight-year-old girl who had a great idea. Jamaica painted many pictures since her mother and grandmother gave her a set of paints for her birthday. Every day her grandmother came home and talked about the people she saw at work, while Jamaica painted. On her grandmother's birthday, Jamaica and her mother descended the stairs of the subway station where her grandmother worked in a token booth. As a surprise for her grandmother, Jamaica and her mother taped the girl's artwork to the walls, transforming the gloomy station into a colorful gallery that makes the subway riders smile.

STaR Words

plaque

worry

subway

collection

Adventures in Writing Prompt

Students will write two sentences about the mind movies they see when they listen to the story.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 starts “I was the one with the cool idea...”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Jamaica Louise James*. Look at the picture on the cover. The title of the story is a name. I wonder if the girl on the cover is Jamaica Louise James. Do you think the girl on the cover might be Jamaica Louise James?** Wait for students’ responses.
- **Today we are going to talk about setting. The setting is where the story takes place.** Use **Think-Pair-Share** to ask students: **What was the setting of *Six-Dinner Sid*?** Wait for students’ responses. **What do you think is the setting of this story?** Wait for students’ responses.
- Page 3: **Look at this plaque that has Jamaica Louise James’s name on it. A plaque is a special sign. Why do you think this plaque has Jamaica’s name on it?** Wait for students’ responses. **We’ll find out when we read.**
- Pages 14 and 15: **This picture shows a subway. A subway is an underground train. Many big cities have subways. Do you think the subway might be the setting of this story...where the story happens?** Wait for students’ responses.
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
plaque	3	a special sign	Picture Walk, page 3
worry	11	feel upset, troubled	Do you <i>worry</i> before you take a test?
subway	15	underground train	Picture Walk, page 15
collection	16	a group of things	Annie’s doll <i>collection</i> contains dolls from many different countries.

Interactive Reading

Think-Pair-Share



- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.
- Page 3: Point to the plaque in the illustration. **“Plaque” is one of our STaR words. This illustration helps me understand what a plaque is. A plaque is a special sign. This plaque has Jamaica’s full name on it. The plaque has something to do with her idea.**
- Page 7: **This is Jamaica’s drawing. T-P-S: What do you think this drawing is about?** Wait for students’ responses. **Very good! This looks like a drawing of Jamaica’s neighborhood.**
- Page 11: **“Worry” is one of our STaR words. The book says, “Paint sets cost a lot, I worry.” What does worry mean? Worry is to feel upset or troubled. T-P-S: What is Jamaica worried about? *Mama and Grammy spent a lot of money on the paint set.***
- Page 13: **“Subway” is one of our STaR words. The book says that Grammy goes down and down into the subway station. What does this help you understand about subways? Wait for students’ responses. This helps you understand that a subway is an underground train. Subways are common in big cities.**
- Page 16: **“Collection” is one of our STaR words. The book says, “Every day I add a picture to my collection.” What is a collection? A collection is a group of objects. In this case, Jamaica’s collection is made of pictures she has painted. T-P-S: Do you think Jamaica’s cool idea has to do with her collection of paintings?**
- Page 18, 19: **What do you see on these pages? What is the setting of this part of the story? Provide the following sentence stem: This part of the story takes place in *the subway station*. Have students repeat the complete answer with you. T-P-S: How do you know?**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- What does the plaque at the subway station say?
- Why does Jamaica worry about her birthday present from Mama and Grammy?

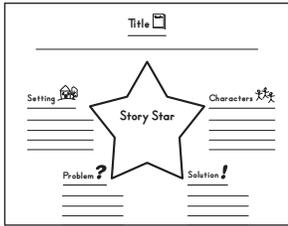
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?**
Jamaica Louise James
- **T-P-S: Where did the story happen? What is the setting?** *This story has two different settings: Jamaica's home and the subway station.*
- **T-P-S: Who were some of the characters in the story?** *Jamaica, Grammy, and Mama.*
- **T-P-S: What was the problem in the story? How was the problem solved?** *Jamaica is worried that the paint set costs a lot of money, so she wants to do something nice with her paintings.*
- **T-P-S: What was the solution? How was the problem solved?** *Jamaica and Mama hang Jamaica's paintings at the subway station where Grammy works. Now the station looks better and more colorful.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Why do you think Jamaica likes “lacing up the details” when she tells a story?**
 - **How does Jamaica feel when Mama and Grammy give her the paint set?**
 - **What is the subway station like?**
 - **How does Grammy feel when she sees Jamaica's paintings hanging in the subway station?**
 - **Why do you think the mayor had a plaque made with Jamaica's name on it?**

Think-Pair-Share



STaR Celebration

- Introduce the celebration.

- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.

- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:

– **I made a sentence with the word “subway.” My sentence is, “My favorite part of the story is when people like the subway.”**

Suggested Strategies:

My	Remember a Word
favorite	Write Sounds That You Know (“fvrt”)
part	Stretch and Count (partial sound spelling + placeholders) (“p_t”)
of	Remember a Word
the	Find and Copy a Word
story	Draw a Line
is	Remember a Word
when	Write Sounds That You Know (“wen”)
people	Draw a Picture
like	Say-Spell-Say
the	Find and Copy a Word
subway	Stretch and Count (“subw_”)



- Reread the entire sentence, touching each word, picture, or line as you do.
- **Now let’s watch Alphie use the Sound Spelling strategy with longer words.** Play the video: Sound Spelling—4–5 Phoneme.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same word they used in their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.

Random Reporter



- Award pride points to partnerships who successfully share a complete sentence.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

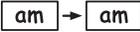
Adventures in Writing Prompt

Students will write two sentences about the mind movies they see when they listen to the story.

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Display the STaR story, *Jamaica Louise James*. Introduce the concept of making figurative comparisons. **Sometimes the author’s words in a story make you think about something else that is like that part of the story. In this story, the author tells about Jamaica sitting on the top step of her building and drawing the things she sees. Read page 6 of *Jamaica Louise James*, and display pages 6 and 7. When I hear about Jamaica sitting on the top step, I have a picture in my mind of a girl up high. It makes me think about a mountain. When I listen to the story and the author says that Jamaica is where everyone can see her and she can see everyone, I get a picture in my mind of Jamaica sitting on the top of a mountain because everyone can look up and see what’s at the top of a mountain. And if you’re on the top of a mountain, you can look down and see what’s below. So I can say that when Jamaica is sitting on the top step of her building, it’s like she’s sitting on the top of a mountain.**
- Write the sentence stem, “When Jamaica sits at the top of the steps, it is like ___” on the board. Read the sentence stem to the class.

Think-Pair-Share

- **What are some other ways that we could finish this sentence? When you hear about Jamaica sitting on the top step of the building, what kind of picture do you see in your mind? Use Think-Pair-Share to ask students: Where else could someone sit that is up high? *The top of a tree, the top of a building, on a Ferris wheel, etc.* Record their answers on the board in a list form.**
- Model how to write a sentence that compares something from the book with something else that is similar. **I will show you how to write a sentence about the picture you see in your mind when you think about Jamaica at the top of the steps. I see a mountain in my mind, so I will write, “When Jamaica sits at the top of the steps, it is like she is sitting on the top of a mountain.”** Complete your sentence stem, using strategies from the Writing Strategies Bank such as those suggested below.

Suggested Strategies:

she	Remember a Word
is	Say-Spell-Say
sitting	Write Sounds That You Know (“siti”)
on	Sound Spelling
the	Say-Spell-Say
top	Sound Spelling
of	Remember a Word
a	Remember a Word
mountain	Draw a Picture

- **Today you are going to write about the pictures you made in your minds when you heard the description of Jamaica on the step. Let’s look at some of the ideas you gave about the pictures you made in your minds when I read about Jamaica sitting on the top step of her building.** Read the list of images you recorded on the board. Have students repeat them. **Think about which idea you would like to write about.**

Partner Planning

- Have students sit with their partners to discuss and plan their ideas about which image they would like to write.
- Have them work with their partners to create sentences with their ideas. Encourage students to help their partners think about details they could add to their sentences.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have students copy the sentence stem and complete their sentences on a sheet of writing paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to complete the sentence stem with an idea that makes sense.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences about the mind movies they see when they listen to the story.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Have students dramatize the story *Jamaica Louise James*.
- Divide students into groups of four or five to dramatize the story.
- Ask students to talk in their groups to decide who will be Jamaica, Grammy, Mama, and the people at the subway station.
- If there is time, have students change roles and act the story out again.

Scrambled Eggs

written by Susan Davis and illustrated by James Bravo

At a Glance

Summary

Mr. and Mrs. Brown have twelve chickens that give them eggs every morning for breakfast. One morning, a chicken named Edith feels under the weather. When she sneezes, she lays just about everything except an egg. Fuzzy slippers, toys, jewelry, and soap are among her collection. Mrs. Brown gives Edith some of her grandmother's special tea to help her feel better. The next morning Edith is cured, but whatever she had turns out to be contagious.

STaR Words

scramble

overnight

exiting

ordinary

Adventures in Writing Prompt

Students will write two sentences about a costume they would like to wear to a party.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Scrambled Eggs*, and it is written by Susan Davis. Look at the picture on the cover. I see a bunch of chickens, and I know chickens lay eggs. Do you like to eat eggs? How do you like to eat eggs?** Wait for students' responses.
- **Many stories have a problem. A problem is something that is wrong or causing trouble. For example, the problem in the Shared Story is that Nick doesn't have a costume for the party. However, during the story, the problem is solved. There is a solution. How is the problem solved in the Shared Story?** Wait for students' responses. **Right. Nick goes as a policeman to the costume party. Listen as we read our STaR story to see if these characters also have a problem.**
- Page 1: **Mrs. Brown collects the chickens' eggs to scramble them for breakfast. The word scramble is also in the title of the book. What do scrambled eggs look like?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
scramble	1	mix up	Pantomime scrambling eggs in a pan.
overnight	5	during the night	Sherlese slept well despite the noisy <i>overnight</i> thunderstorm.
exiting	10	leaving	Brendan was <i>exiting</i> the house when he heard the telephone ring and had to go back inside.
ordinary	16	normal; not different	Jane was expecting an <i>ordinary</i> day at school with no surprises.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 5: **“Overnight” is one of our STaR words. The book says that Edith laid a pair of fuzzy pink slippers overnight instead of an egg.**
T-P-S: **Why might Edith not have noticed something that happened overnight?**

Page 7: **One of our STaR words, “scramble,” is on this page of the story. But I don’t think scramble means the same thing as it does earlier in the story.** T-P-S: **What did we say the word scramble means? *The word scramble means to mix up.* Right, like scrambling eggs. But scramble can mean a few different things. I think the word scramble here means move quickly. The chickens in the coop have to scramble to get out of the way of the bouncing ball. They need to move quickly. It is always important to read the sentence so that we have the right context for words.**

Page 8: T-P-S: **What is the problem in the story?** Provide a sentence stem for students to share the problem, such as: **“The problem in the story is ____.”** *The problem in the story is Edith has a cold that is making her lay things that are not eggs. When she sneezes she lays slippers, a bouncing ball, and a spinning top.*

The word scramble is used again on this page. The book says, “‘I don’t know,’ worried Edith, ‘but everything is scrambled today—instead of laying eggs, my cold makes me lay everything but eggs!’” T-P-S: **What do you think the word scrambled means in this sentence? *The word scrambled means mixed up.* Right. Not mixed up like mixing up eggs to make scrambled eggs, but mixed up in that everything is confused or the wrong way.**

Page 10: **“Exiting” is one of our STaR words. It means leaving.** T-P-S: **What is happening to the spinning top as Mrs. Brown is going to collect her eggs? *The spinning top is leaving the chicken coop while Mrs. Brown is going inside the chicken coop.***

Page 16: **“Ordinary” is one of our STaR words.** T-P-S: **Why is the word ordinary important to the problem being solved? *The word ordinary is important to the problem being solved because Edith lays an ordinary egg after drinking Mrs. Brown’s tea. She does not lay any more strange things.***

Whole Group Response

Use Whole Group Response to have students respond. **Is the story’s problem totally solved? No. Now Yetta is sick. What do you think would happen next if the story continued? *Yetta will keep laying strange objects until Mrs. Brown makes her some tea.***



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie’s Questions

- What did Edith lay overnight?
- What do the other chickens do when Edith lays something new?

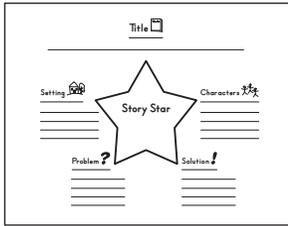
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?** *Scrambled Eggs*
- T-P-S: **Where did the story happen? What is the setting?** *Mr. and Mrs. Brown's farm. The chicken coop.*
- T-P-S: **Who were some of the characters in the story?** *Edith, Yetta, the other chickens, Mrs. Brown.*
- T-P-S: **What was the problem in the story? How was the problem solved?** *Edith has a cold that makes her lay things that are not eggs.*
- T-P-S: **What was the solution? How was the problem solved?** *Mrs. Brown gives Edith her grandmother's tea to fight the cold.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 1: This is Edith and the other chickens. They lay eggs for Mrs. Brown.

Page 2: Edith has a cold.

Think-Pair-Share

Option 2: Reread the story

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What do the chickens do every day?**
 - **What does Edith’s cold make her do?**
 - **How does Mrs. Brown want to solve the problem?**
 - **How do the other chickens feel about Edith’s cold?**
 - **What happens at the end of the story?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

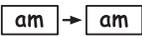
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.

- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:
 - **I made a sentence with the word “ordinary.” My sentence is, “My ordinary lunch is a sandwich and an apple.”**

Suggested Strategies:

My	Remember a Word
ordinary	Find and Copy a Word
lunch	Write Sounds That You Know (“lunch”)
is	Remember a Word
a	Remember a Word
sandwich	Draw a Picture
and	Remember a Word
an	Remember a Word
apple	Draw a Picture

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences about a costume they would like to wear to a party

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We read a story about dressing up in costumes. Today you are going to pretend that you are going to a costume party, and you will write about the costume that you will wear. However, your costume should be a surprise, so you can't tell what it is. You will just describe it and see if your classmates can guess what it is.**
- Briefly review the Shared Story. Ask students to identify the costumes described in the story. Display pages from the story to remind students what the characters wore and how the costumes looked.
- **Now let's pretend that we are going to a costume party. What kind of costume would you like to wear?** Allow students to brainstorm with their partners for a few minutes; then call on volunteers to name some costumes. As they name each costume, list it on the chart, read it, and have students repeat. Model strategies from the Writing Strategies Bank, as needed by your students.

Suggested Strategies:

cat	Sound Spelling
dragon	Write Sounds That You Know (“dgon”)
pirate	Find and Copy a Word
policeman	Write Sounds That You Know (“plsman”)
nurse	Draw a Picture
cowboy	Remember a Word

Think-Pair-Share

- Select a costume from the list, and ask students what items they would need to make this costume. Use **Think-Pair-Share** to have students respond. Then model writing a sentence with the information. **You have some good ideas for costumes. One of your ideas is a cowboy. If you want to dress up as a cowboy, what do you need for your costume?** *Possible responses: boots, hat, bandana.*
- **Now I will write a sentence about making the costume. Remember that I do not want to tell what my costume is yet so others will have to guess. My sentence will be, “For my costume, I will need to wear brown leather boots.”** Model using strategies from the Writing Strategies Bank as you write your sentence.

Suggested Strategies:

For	Remember a Word
my	Remember a Word
costume	Find and Copy a Word
I	Remember a Word
will	Write Sounds That You Know (“wil”)
need	Stretch and Count placeholder + Partial Sound Spelling (“n_d”)
to	Remember a Word
wear	Stretch and Count placeholder + Partial Sound Spelling (“w_r”)
brown	Write Sounds That You Know (“brn”)
leather	Stretch and Count placeholder + Partial Sound Spelling (“le_r”)
boots	Write Sounds That You Know (“bts”)

Reread the entire sentence, touching each word, picture, or line as you do. **I could add another clue. My next sentence might be, “I will also need a big hat.”**

Partner Planning

- Have partners sit together. Provide time for each partnership to select a costume about which they would like to write.
- Ask each partnership to discuss its costume choice and decide what items are needed to create the costume. Have partners make a list of the items needed for their costume on their paper or in a journal.
- Write the topic sentence on the chart: **“I have a costume.”** Have students copy the topic sentence at the top of their pages.
- Ask partners to decide which details they will include to describe their costume and how they could write a sentence about each one.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have each student write sentences that tell about the costume he or she chose.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The sentences should describe items that would be reasonable to use to make the chosen costume.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences about a costume they would like to wear to a party.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Play a game of charades. Have students think about costumes they would like to wear to a costume party. Then have them act as the characters who would be dressed in the costumes they chose.
- Divide the class into groups of four or five so the game moves quickly and each student has an opportunity to act out his or her character.

The Relatives Came

written by Cynthia Rylant and illustrated by Stephen Gammel

At a Glance

Summary

One summer, “the relatives” come up from Virginia. When they arrive, there are hugs, laughing, and shining faces inside and outside the house. The relatives stay for weeks and weeks of eating, playing, fixing up, and sleeping, with everyone squeezed in. When the relatives end their visit, the house feels too big and too quiet. Back in Virginia, the relatives dream about next summer.

STaR Words

relatives

traveled

supper

particular

Adventures in Writing Prompt

Students will write two sentences about a trip they would like to take and what they will need to bring.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts, “It was in the summer...”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *The Relatives Came*. Relatives are people in the same family. There are mothers, fathers, sisters, brothers, aunts, uncles, and cousins.**
- **What do you think this book is about?** Wait for students’ responses. **What do you think will happen?** Wait for students’ responses. **Our ideas of what this book will be about are called predictions. Predictions are important because they make us curious about what will happen, so we want to keep reading. We also use predictions in everyday life.**
- Pages 4 and 5: Use **Think-Pair-Share** to ask students: **What does it look like the relatives are doing? The relatives are traveling. Traveling means going from one place to another. Where do you think these people are traveling?** Wait for students’ responses.
- Pages 12 and 13: **The relatives are having a big supper. Supper is a meal served in the evening. What do you think they are having for supper? Another word people use for supper is “dinner.”**
- **When I read the story, we will find out if our predictions are correct.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
relatives	1	people in a family	Andrea is my cousin. She and I are <i>relatives</i> .
traveled	6	went from one place to another	Cody <i>traveled</i> to Wisconsin to visit his grandma.
supper	13	meal served in the evening	Becky had <i>supper</i> before going to bed.
particular	14	hard to please	Jess is very <i>particular</i> about the food she eats.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 1: **“Relatives” is one of our STaR words. The book says, “It was the summer of the year when the relatives came.” But what does relatives mean? Relatives are people in the same family. T-P-S: Can you name some relatives? Wait for students’ responses. Relatives can be mothers, fathers, sisters, brothers, grandmothers, grandfathers, aunts, uncles, and cousins.**

Page 2: T-P-S: **Why did the relatives pack food and drinks?** Have students make a prediction based on their answers. Provide a sentence stem such as, **“I think they packed drinks and crackers because they might get hungry.”**



Page 4, 5: **“Traveled” is one of our STaR words. Look at this illustration. It helps me understand what traveled means. Point out the car in various locations on the long, winding road. I can see the car went from one place to another on the long road. T-P-S: How far have the relatives traveled?**

Page 13: **“Supper” is one of our STaR words. This illustration helps me understand what supper is. The relatives arrived at night, and now they are eating a meal. This helps me understand that supper is a meal served in the evening. T-P-S: What are they having for supper?**

T-P-S: **What do you think the relatives will do next?** Have students make a prediction based on the information. Provide a sentence stem such as, **“I think the relatives will go to sleep.”**

Page 14: **“Particular” is one of our STaR words. The book says, “The relatives weren’t particular about beds.” What does “particular” mean? In this case, “particular” means hard to please. But the book says that they weren’t particular. The relatives are so happy to see one another that they are easy to please and not fussy about where they sleep. T-P-S: Why is it good that the relatives are not particular about beds?**

Page 21: T-P-S: **What do you think will happen next?** Have students make a prediction. Provide a sentence stem such as, **“I think the relatives will go home.”**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.

Random Reporter



- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Alphie’s Question Quiz



- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alphie’s Questions

- Where did the relatives go?
- How long did the relatives travel to get there?

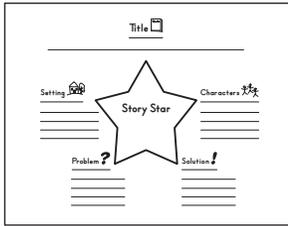
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?**
The Relatives Came
- **T-P-S: Where did the story happen? What is the setting?** *This story has three different settings: the relatives' house, the road, and the other relatives' house.*
- **T-P-S: Who were some of the characters in the story?** *The characters in the story are all the relatives: mothers, fathers, sons, daughters, grandmothers, grandfathers, uncles, aunts, and cousins.*
- **T-P-S: What was the problem in the story? The relatives from Virginia miss their other family members.**
- **T-P-S: What was the solution? How was the problem solved?** *The relatives packed their things in the car and drove to their family's house for a visit.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Book Box

- Fill a box or container with the suggested items. Use toys or photographs for larger items. Tell students that you will pull items out of the Book Box that will help them remember the story or text.
- Pull out the first item, and make sure that each student can see it. Describe the item to students, and ask questions about the item that elicit information about the story.
- Ask students to talk in their partnerships about what the item reminds them of from the story.
- Continue pulling items from the box until you have asked questions about all the items.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **How do you think the relatives feel when they start their trip?**
 - **How do you think the relatives feel when they see their other relatives?**
 - **Do you think the relatives had fun together?**
 - **How do you think the relatives feel when it's time to go back home?**
 - **How does the house feel when the relatives from Virginia are gone?**

Book Box

station wagon
beds
relatives
suitcases
supper
food items
picutre of people hugging
picture of people waving

Think-Pair-Share



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a a STaR Word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:
 - **I made a sentence with the word “supper.” My sentence is, “I do my homework every night after supper.”**

Suggested Strategies:

- | | |
|-----------------|--------------------------------------|
| I | Remember a Word |
| do | Stretch and Count (“d_”) |
| my | Remember a Word |
| homework | Write Sounds That You Know (“hmwrk”) |

every	Draw a Line
night	Stretch and Count (“n_t”)
after	Write Sounds That You Know (“aftr”)
supper	Find and Copy a Word

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences describing a trip they would like to take and what they will need to bring.

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **In both *Kim's Visit* and *The Relatives Came*, we read about people who go on trips.** Briefly review *Kim's Visit* and *The Relatives Came*. Have students identify the trips the characters in these stories took and what they brought with them. Display pages from the stories to remind students what happened if necessary.
- **Today you will write about a trip you will take, and you will write about what you will need to bring.**
- Invite students to think of places people go on trips. **Let's think about places we go when we take trips. A place that I go to is the beach, so I will write "beach" on the board. What are some other places that people go to on trips?** Allow students to brainstorm with their partners for a few minutes; then call on a **Random Reporter** to provide ideas. As students share their ideas, list them on the chart under the heading "Places to Go on a Trip."

Random Reporter

- Model using strategies from the Writing Strategies Bank as you record students' responses.

Suggested Strategies:

beach	Stretch and Count (“b_ch”)
mountains	Draw a Picture
relatives	Find and Copy a Word
camping	Write Sounds That You Know (“campi”)
ranch	Sound Spelling

- Guide students in generating a list of items that you would need to pack for a trip to the beach. **Now we will make a list of the things that we need to take on our trips. I chose the beach for my trip, so I will make a list of things that I need to pack for the beach. What are some things that I should bring?** *Sunglasses, a towel, suntan lotion, a beach ball.* Record students' responses next to the word “beach” on your chart, modeling the use of the writing strategies as needed.
- Show how the list of items needed for a trip to the beach can be written in a sentence. **Now, I will write a sentence about what I need to pack for my trip. I chose to go to the beach, so my first sentence says, “I will go on a trip to the beach.” Next, I will write a sentence about what I will pack for my trip. One of the things on the list of things to pack for the beach is a pair of sunglasses. I will write a sentence about taking sunglasses on my trip. My sentence will be, “I will pack a pair of sunglasses to protect my eyes.”**
- Reread the sentence, and then add a period at the end. **I must add a period at the end of my sentence.**

Partner Planning

- Have each partnership choose a place to visit, or assign a place from the list. Invite students to discuss what they will pack for a trip to this place.
- Ask partners to work together to make a list of the things they will need for their trips and write it on their paper or in a journal. Encourage students to use strategies from the Writing Strategies Bank as needed as they make their lists.
- Have partners select items from the list that they would like to include in their sentences. Students should help one another to think of information or details about their items that they can include in their sentences to make them interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Write the topic sentence starter on the chart: **I will go on a trip to_____**. Have students copy the sentence starter at the top of their pages and choose a word from the list under the heading “Places to Go on a Trip” to complete their sentences.
- Have each student write a sentence to describe one or more items that he or she will pack to go on a trip to the place he or she has chosen.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information from the board and that they generated during partner discussion to create sentences that tell where they will go and what they will need to bring.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences describing a trip they would like to take and what they will need to bring.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

The Ant and the Elephant

written and illustrated by Bill Peet

At a Glance

Summary

An ant becomes stranded on a branch in the river. A grumpy turtle refuses to help the ant, but then the turtle accidentally flips himself on his back. A hornbill refuses to help the turtle and becomes part of a chain of crabby animals that refuse to help someone in need but then get into trouble themselves. At last, a good-natured elephant comes along and helps all the animals, but he gets no thanks from any but the grateful ant. Later that day, the elephant takes a tumble into a ravine and cannot get out. No one comes to help him until the little ant arrives with ninety-five thousand of his friends. The ants lift the elephant out of the ravine, and they all become fast friends.

STaR Words

breeze

trunk

ravine

entangled

Adventures in Writing Prompt

Students will write two sentences about where they would like to go on a field trip and the types of things they would do there.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *The Ant and the Elephant*. Look at the picture on the cover. The elephant is so big that all you can see of it is its trunk, and the ant is so small that it fits on the tip of the elephant's trunk. The trunk is the nose of the elephant. Seeing the differences between characters helps us understand a story better.**
- Page 13: **What kind of animal is this?** Wait for students' responses. **Very good. This is a giraffe.** Use **Think-Pair-Share** to ask students: **What is wrong with the giraffe? The giraffe is entangled with the vine. "Entangled" means to get twisted up. The giraffe can't move.**
- Page 41: **What is wrong with the elephant?** Wait for students' responses. **The elephant fell into a ravine. A ravine is the space between two hills or two mountains.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
breeze	1	gentle wind	The <i>breeze</i> moves the leaves on the tree.
entangled	13	get twisted up	Picture Walk, page 13
trunk	25	elephant's nose	The elephant uses its <i>trunk</i> to breathe.
ravine	39	space between two mountains	Picture Walk, page 39

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Teacher's Note: As you read this story, you'll notice the repeated use of an exclamation point when each animal calls for help. Be sure to read the text with emotion when an exclamation point is present. Occasionally point out to students that the reason for the change in your voice is because the author used the exclamation point as a signal for the reader to read with emphasis.

Page 1: **“Breeze” is one of our STaR words. The book says that the ant was caught by a breeze that sent him sailing off into the swirling water. This helps me understand what breeze means. A breeze is a gentle wind.**

T-P-S: **What do you think the ant will do?**

Page 5: **The turtle is in a similar situation to the ant. They both need help. T-P-S: What do you think the turtle will do?**



Page 13: **The book says that the more the giraffe kicked the more entangled he became with the vine. “Entangled” is one of our STaR words. Point to the illustration. This picture helps me understand what entangled means. To be entangled is to get twisted up in something.**

Page 15: T-P-S: **How is the lion’s response similar to the giraffe’s?** Provide the following sentence stem for students to answer. **“The lion’s response is similar to the giraffe’s because *neither of them would help another animal.*”**

Page 25: **The elephant reached his long trunk out over the river to help the ant. But what is a trunk? Point to the elephant’s trunk in the illustration. The trunk is the nose of an elephant.**

T-P-S: **How is the elephant’s action different from the other animals’ responses?** Provide the following sentence stem for students to answer. **“The elephant’s action is different from the other animals’ responses because *he helps the animals.*”**

Page 39: **The book says, “The elephant didn’t suspect there was a deep ravine just ahead.” “Ravine” is one of our STaR words. Point to the empty space between the hills on page 39. A ravine is a deep and narrow space between two hills. T-P-S: What do you think will happen to the elephant?**

Page 45: T-P-S: **How is the ant similar to the elephant?** Provide the following sentence stem for students to answer. **“The ant and the elephant both *helped other animals.*”**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a word we’ve learned.
 - We’ll **make** a sentence. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- What did the breeze do to the ant?
- What entangled the giraffe's legs?

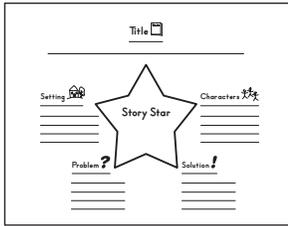
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?**
The Ant and the Elephant
- **T-P-S: Where did the story happen? What is the setting?** *This story has one setting: the jungle.*
- **T-P-S: Who were some of the characters in the story?** *The ant, the turtle, the bird, the giraffe, the lion, the rhino, and the elephant.*
- **T-P-S: What was the problem in the story? The animals in the jungle get in trouble and need help.**
- **T-P-S: What was the solution? How was the problem solved?** *The elephant comes along and helps the animals get out of the situations in which they are trapped.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Dramatization

- Tell students that to retell the story they will act it out.
- Assign roles to as many students as possible.
- Lead students through the story.
- Prompt students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt students for dialogue by reading one or two sentences from the story and then asking what their characters would say. Remind students to speak as their characters.

Teacher's Note: For this dramatization, assign each student a role as one of the animals in the story. (There will be multiples of each animal). Reread the story. As each animal interacts with the next animal in the story, have students assigned to be those animals act out the scene.

Examples: The ant and the turtle, the turtle and the bird, etc.

Roles: Ant, turtle, bird, giraffe, lion, rhino and elephant

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **How do you think the ant feels when he gets stuck in the middle of the river?**

Think-Pair-Share

- Why won't the bird help the turtle?
- Whom did the bird ask for help when her egg fell down?
- How do you think the giraffe feels when he gets entangled with the vine?
- What did the rhino want the lion to do before the rhino would help?
- What is the same about the way the animals feel when the elephant helps them?
- What did the elephant do when the ants help him that was different from what the animals did when the elephant helped them?



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line

Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count

Sound Spelling

- Restate each of the STaR words.

- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:

– **I made a sentence with the word “entangled.” My sentence is, “My sister got her leg entangled in her jump rope.”**

Suggested Strategies:

My	Remember a Word
sister	Stretch and Count (“sist_”)
got	Sound Spelling
her	Remember a Word
leg	Sound Spelling
entangled	Find and Copy a Word
in	Sound Spelling
her	Remember a Word
jump	Write Sounds That You Know (“jmp”)
rope	Draw a Picture

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

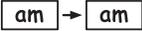
Adventures in Writing Prompt

Students will write two sentences about where they would like to go on a field trip and the types of things they would do there.

Writing Strategies Bank


Draw a Picture


Draw a Line

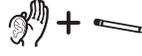

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Briefly review *The Field Trip*. **We read about a field trip Matt’s friends took to a pond. Today we will write about a field trip we want to go on.**
- Create a class-generated list of places that children can go on field trips. Use **Think-Pair-Share** to ask students: **What are some places that you have gone on a field trip, or where would you like to go?** As students share their ideas, list them on the chart under the heading “Field Trip,” modeling the use of writing strategies as needed.
- Model creating a list of things that can be done at one of the field trip locations named. **One place that you named was the zoo. T-P-S: What are some things that you can do at the zoo?** *See the animals, eat a hot dog, ride the train, learn about animals, etc.* Add students’ responses next to the name of the place on your list, modeling writing strategies as needed.
- Write the following sentence starter on the board.

I would like to go on a field trip to _____.

Think-Pair-Share

- Model copying and writing a response to the sentence starter, and then add a second sentence about things that can be done at that place. Attempt to make your second sentence elaborate and interesting.
- **I will write sentences about going to the zoo. My sentences will say, “I would like to go on a field trip to the zoo. You can see monkeys climb in the trees at the zoo.”**

Suggested Strategies:

You	Say-Spell-Say
can	Sound Spelling
see	Say-Spell-Say
monkeys	Write Sounds That You Know (“mnks”)
climb	Draw a Line
in	Sound Spelling
the	Say-Spell-Say
trees	Write Sounds That You Know (“trs”)
at	Sound Spelling
the	Remember a Word
zoo	Find and Copy a Word

Partner Planning

- Invite partnerships to select a field trip location about which they will write. Have them make a list of the things they would do at that place on a sheet of writing paper or in a journal, using writing strategies as needed.
- After partners have made their lists, ask each student to select one or more of the things that they could do on a field trip to that place to write about in their sentences. Encourage students to help their partners think of details that will make their sentences interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Ask students to copy and complete the sentence starter to tell the place they would like to go on a field trip. They should then add a sentence to describe one or more things they could do at that place.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information from the board and that they generated during partner discussion to create sentences that tell where they would like to go on a field trip and what they would like to do there.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences about where they would like to go on a field trip and the types of things they would do there.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Introduce the poem “Ants Go Marching” using My Turn, Your Turn.

**The ants go marching one by one, hurrah, hurrah
The ants go marching one by one, hurrah, hurrah
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground to get out of the rain
BOOM! BOOM! BOOM!**

**The ants go marching two by two, hurrah, hurrah
The ants go marching two by two, hurrah, hurrah
The ants go marching two by two,
The little one stops to tie his shoe
And they all go marching down to the ground to get out of the rain
BOOM! BOOM! BOOM!**

- Provide the sentence stem for subsequent versions, and have students make up rhymes.

Muddy Muddy

written by Susan Davis and illustrated by Michael Hummel

At a Glance

Summary

Jamila and her dog Muddy are best friends. Muddy got his name because of the brown spots on his otherwise white fur. But one day after a trip to the park, both Muddy and Jamila are actually muddy and need to clean up. Jamila makes a mistake by pouring too much shampoo in the tub for Muddy, and fills the entire apartment with bubbles and suds. Luckily, the bubbles go away and leave a clean apartment by the time Jamila's mother gets home.

STaR Words

slippery

peered

paddling

gleamed

Adventures in Writing Prompt

Students will write two sentences that explain how to get dirty and how to get clean.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Muddy Muddy*. The word “muddy” means covered in mud or dirt. What is on the cover that looks like it could be muddy? Wait for students’ responses. Yes, the words look like they are covered in dirt. The paw prints look like they could be from dirty paws.**
- Pages 4, 5: **The girl in the picture is holding a bar of soap. Soap can be slippery. When something is slippery, it can be hard to hold or stand on. Use Think-Pair-Share to ask students: When have you encountered something that was slippery?**
- Page 9: T-P-S: **Have you ever peered around a corner to take a look at what’s there? Or maybe you’ve peered through a window when you’ve heard a strange noise outside? What might the word peer mean?**
- Page 14: Pantomime paddling and swimming. **When we are swimming, we are paddling with our hands and feet to move through the water.**
- Page 18: T-P-S: **Have you ever cleaned something until it gleamed? Maybe you washed a mirror until it was clean and gleaming? What might a gleaming mirror look like?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
slippery	4	hard to hold or stand on	The sidewalk was <i>slippery</i> because it was covered in ice.
peered	9	looked closely or carefully	Minna <i>peered</i> through the peephole to see who knocked on the door.
paddling	14	swam by moving hands and feet	Pantomime paddling.
gleamed	18	shined brightly	The floor <i>gleamed</i> after we washed it with a mop.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 4: **“Slippery” is one of our STaR words. Point to the illustration. Jamila is holding a slippery bar of soap.** T-P-S: **What do you think happens to make the bar of soap slippery?** *When you put soap in water it becomes slippery.*

T-P-S: **Are Jamila and Muddy the only things that need to be cleaned in the apartment?** *No. There is mud and dirt on the floor from Jamila’s shoes and Muddy’s paws.*

Page 9: **“Peered” is one of our STaR words. Muddy peered over the edge of the tub while Jamila measured soap for his bath.** T-P-S: **Why do you think Muddy peered over the edge of the tub?** *Muddy was looking closely at what Jamila was doing. Muddy was interested in the soap. Muddy likes bubbles.*



Page 14, 15: **Point to the illustration. Look how high the bubbles are in Jamila’s apartment. She and Muddy are paddling through the bubbles.** T-P-S: **What does paddling mean? How are they moving through the bubbles?** *Paddling means moving with your hands and feet. They are swimming through the bubbles like you swim through water.*

Page 18: **Jamila’s apartment gleamed after all of the bubbles disappeared. “Gleamed” is another STaR word.** T-P-S: **How did the bubbles make the apartment gleam?** *The bubbles were soap bubbles. Soap cleans things, and the bubbles cleaned the apartment.*



Page 21: Write the sentence “You cleaned the house!” on the board. **This is what Jamila’s mother said when she came home. We know that Jamila’s mother said this because the author used quotation marks to let us know these are the exact words Jamila’s mother said.** Point to the quotation marks. **Quotation marks are little marks that go before and after the words a character says.**

Jamila’s mother thinks she has a great daughter because she cleaned the house. T-P-S: **Do you think Jamila’s mother would as happy if she came home earlier and saw all the bubbles in the apartment? Why or why not?** *No. I think she would have thought the bubbles were very messy.*



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s cel-e-brate a word we’ve learned.
 - We’ll make a sentence. It’s our turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.

Lesson 14

Random Reporter



- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Alfie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alfie out in an exciting game show fashion. Have Alfie select a student to come up for his quiz.
 - **It's time for Alfie's Question Quiz, the exciting time when Alfie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alfie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.



- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alfie's Questions

- How did Muddy get his name?
- How did the apartment look when the bubbles were gone?

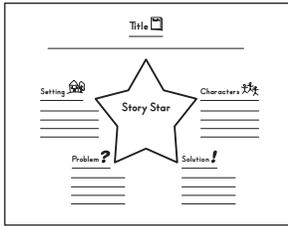
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Muddy Muddy
- T-P-S: **Where did the story happen? What is the setting?** *This story takes place in Jamila's apartment.*
- T-P-S: **Who were some of the characters in the story?** *Jamila, Muddy, Jamila's mother.*
- T-P-S: **What was the problem in the story? How was the problem solved?** *Jamila puts too much shampoo in Muddy's bath, so the apartment fills with bubbles.*
- T-P-S: **What was the solution? How was the problem solved?** *Jamila and Muddy play in the bubbles that fill the apartment until they disappear and leave the apartment clean.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to one another.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 1: Jamila loves playing with her dog Muddy.

Page 2: Jamila and Muddy come home dirty from playing outside.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **How did Jamila and Muddy get dirty?**
 - **What does Jamila do to clean up?**
 - **What mistake does Jamila make when washing Muddy?**
 - **What does Jamila's mother think happened?**

Think-Pair-Share



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter

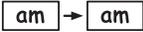


STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

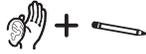

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:
 - **I made a sentence with the word “slippery.” My sentence is, “I fell on the slippery sidewalk after the rain.”**

Suggested Strategies:

- I** Remember a Word
- fell** Write Sounds That You Know (“fl”)
- on** Sound Spelling
- the** Remember a Word

slippery	Write Sounds That You Know (“slpry”)
sidewalk	Write Sounds That You Know (“sdwlk”)
after	Write Sounds That You Know (“aftr”)
the	Remember a Word
rain	Draw a Picture

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences that explain how to get dirty and how to get clean.

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Briefly review *Muddy Muddy* and *The Rainy Day*, and introduce the writing topic. **During the past few days, we've been talking about ways to get dirty and clean. We've been reading about kids and dogs who get dirty. Today we are going to write about how we can get clean.** Display pages from the stories to remind students how the characters got dirty and how they got clean.
- Generate a class list of ways that students can get dirty. **Let's think about ways to get dirty.** Allow students to brainstorm with their partners for a few minutes. Then call on a Random Reporter to provide ideas. As students share their ideas, list them on the board under the heading "Ways to Get Dirty."
- Model using strategies from the Writing Strategies Bank as you record students' responses.

Suggested Strategies:

mud	Sound Spelling
paint	Find and Copy a Word
food	Write Sounds That You Know ("fd")
playing	Stretch and Count ("pl_ing")

- Lead a class discussion about how someone could get clean for each item on the list. For example, if someone has paint on him or her, he or she could scrub or scrape it off. Record students’ ideas next to each topic, modeling how to use the writing strategies as needed.
- Have students volunteer ideas for the topic sentence. Write a sentence that the class agrees upon. Example: I got so dirty!
- Model copying the topic sentence. Then add a sentence about how you got dirty and another sentence about how you got clean.
- **I will write my sentences about mud. My sentences will say, “I got so dirty! I fell in the mud. I scrubbed off the mud with a sponge.”**
- Model using strategies from the Writing Strategies Bank as you record students’ responses.

Suggested Strategies:

I	Remember a Word
fell	Write Sounds That You Know (“fel”)
in	Sound Spelling
the	Remember a Word
mud	Sound Spelling
I	Remember a Word
scrubbed	Write Sounds That You Know (“scubd”)
off	Draw a Line
the	Remember a Word
mud	Sound Spelling
with	Sound Spelling
a	Remember a Word
sponge	Write Sounds That You Know (“spunj”)

Partner Planning

- Invite partnerships to select a topic about which to write. Then give them a few minutes with their partners to discuss and decide what they want to write about how to get dirty and clean. Encourage students to help their partners think of details that will make their sentences interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have students copy the topic sentence at the top of their pages. Then ask them to write a sentence about how they got dirty and another sentence about how they got clean.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information from the board and that they generated during partner discussion to create their sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences that explain how to get dirty and how to get clean.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Teach the nursery rhyme “Rub-A-Dub-Dub, Three Men in a Tub” using My Turn, Your Turn.
- Have students create new verses using the following rhyme stem:
**Rub-a-dub-dub, three _____ in a tub,
And who do you think they be? The _____, the _____, the _____.
All scrubbing their way out to sea.**
- Have students create a rhyme similar to the format of “Rub-a-Dub-Dub, Three Men in a Tub.”

Beaks!

written and illustrated by Sneed B. Collard III and Robin Brickman

At a Glance

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Summary

This expository book focuses on the different ways various species of birds use their beaks. Beaks may be large or small, heavy or light, or short or long. Each kind of beak has a different purpose and is best adapted for eating a particular type of food. The book also gives other uses for the beaks, such as digging or building.

STaR Words

beaks

hunters

catch

strong

Adventures in Writing Prompt

Students will write two sentences that describe a different ending to the Shared Story and provide a clue about the new ending.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts, “Birds have no teeth.”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Beaks!* This is an expository text. Remember that expository texts tell us about things that are real. Look at the picture on the cover. What do you think a beak is?** Wait for students’ responses. **That’s right! A beak is the hard, outer part of a bird’s mouth. Miss Sid is a parrot with a special kind of beak. In today’s text, we will learn about many kinds of beaks for many kinds of birds.**
- **Today we will make predictions about the main idea in the text. Making predictions in an expository text is different from making predictions in a story. Why do you think it’s important to make predictions in expository texts?** Wait for students’ responses.
- **Pages 6 and 7: This expository text has headings and illustrations to help us understand the information better. A heading tells us what a part of the book is mostly about. The heading on this page is “Hooked beaks tear,” and this part talks about eagles because they have hooked beaks. Eagles are hunters. Hunters are people or animals that look for other animals and chase them for food. This illustration shows us what an eagle looks like and what it hunts. What is this eagle doing?** Wait for students’ responses.
- **Page 14: The heading in this part of the book is “A stabbing beak.” It talks about herons. Herons are birds that catch and swallow large fish. In this case, to catch means to capture. Look at the illustration. Look at how big the fish is compared with the heron.**

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
beaks	1	the hard, outer parts of birds' mouths	Parrots have strong <i>beaks</i> that help them open seeds.
hunters	6	people or animals that look for other animals and chase them for food	Picture Walk, page 6
catch	14	to trap	Picture Walk, page 14
strong	14	powerful	Kim is <i>strong</i> ; she moved the heavy table by herself.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.
 - Pages 2, 3: **“Beaks” is one of our STaR words. The book says that birds have no teeth, hands, antlers, horns, or spines, but birds have beaks. Beaks are the hard, outer parts of birds’ mouths. T-P-S: What do you think birds use their beaks for?**
 - Page 3: Pause after reading the text in large print. **This text tells us what this part of the book will be about. We can read this information and use it to predict what the text will be mostly about. T-P-S: What do you think this part of the text will be mostly about? Provide the following sentence stem: “This part of the text is mostly about *how small birds use their beaks.*”**
 - Page 6: **“Hunters” is one of our STaR words. The illustration shows an eagle eating a fish. This helps me understand what hunters mean. Hunters are animals or people that look for other animals and chase them for food.**
 - Page 9: Pause after reading the text in large print. T-P-S: **What do you think this part of the text will be mostly about? Provide the following sentence stem: “This part of the text is mostly about *strong beaks.*”**
 - Page 14: **The book says that herons are strong birds that can catch large fish. “Strong” and “catch” are two of our STaR words. The illustration shows a heron with a big fish in its beak. This helps me understand what both strong and catch mean. The heron has to be strong, or powerful, to grab fish and other small animals, and catch means to trap.**

Page 17: Pause after reading the text in large print. T-P-S: **What do you think this part of the text will be mostly about?** Provide the following sentence stem: “**This part of the text is mostly about** *how beaks can show off.*”

Remind students that a hornbill was the bird in the story *The Ant and the Elephant.*

Page 25: Pause after reading the text in large print. T-P-S: **What do you think this part of the text will be mostly about?** Provide the following sentence stem: “**This part of the text is mostly about** *beaks that change.*”

Teacher’s Note: At another time, you may want to point out the information on pages 28 and 29 to students and have them discuss it.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.

Random Reporter



- Award pride points to partnerships who successfully share a complete sentence.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie’s Questions

- What is one thing birds use their beaks for?
- What bird is a hunter?

Oral-Language Scoring Rubric

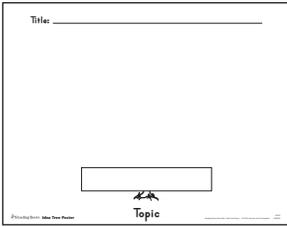
- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Structure Review

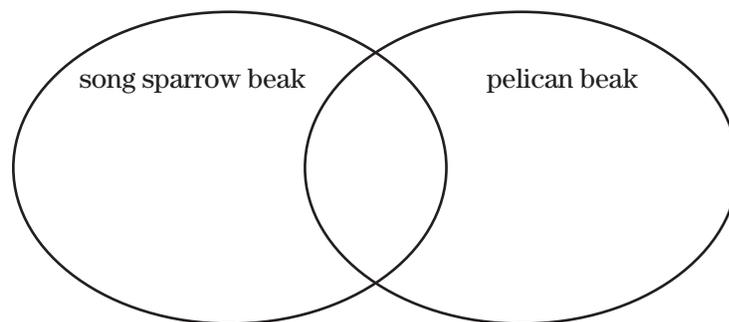


- Display and review the idea tree poster.
- Guide students in identifying the big topic and main ideas of the text. **Remember when we read the book *Birds* we learned a lot of information about birds. We put the important parts of the text on an idea tree to help us remember information from the text. Today we'll use an idea tree to help us remember important parts of the book *Beaks!***
 - **Let's use our idea tree to help us think about the important parts of the book. The big topic of this book is birds' beaks.** Write the topic on the trunk of the idea tree.
- Prompt students to generate a list of things that they remember from the text. Record their ideas on branches of the tree.
- Help students to list the book's main ideas, using pages from the text as prompts. **Now we can think about some of the main ideas about birds' beaks.** Add the main ideas to the branches on the tree as students discuss each topic.
 - Pages 3–7 How beaks work
 - Pages 8–10 How beaks are made
 - Pages 12–16 How birds use their beaks to get food from the water.
 - Pages 17–19 What beaks are used for besides getting food
 - Pages 21–27 How beaks change
- Review the idea tree, rereading the topic and main ideas with students.

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Tell students how graphic organizers can help them to remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling students what should go in each part. Label one circle “song sparrow beak” and the other circle “pelican beak.”

Lesson 15

Random Reporter

- Ask students to talk in their groups about what they remember about each subject. Use **Random Reporter** to have students share their answers. Fill in the appropriate circles as students respond.
- Ask students to talk in their groups about what they remembered that was the same about both subjects. Use **Random Reporter** to have students share their answers. Fill in the overlapping parts of the circles as students respond.
- Summarize the similarities and differences. *Song sparrow beaks and pelican beaks are the same because they are both used to eat food. They are different because song sparrow beaks are small and pointed, but pelican beaks are big and round at the end.*

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What are small beaks used for?**
 - **How heavy is a toucan’s beak?**
 - **Why does a skimmer’s beak look like an accident?**
 - **How do hornbills use their beaks to attract mates?**
 - **Why do beaks change over time?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students. For example:
 - **I made a sentence with the word “strong.” My sentence is, “I can carry a big pile of books in my strong arms.”**

Suggested Strategies:

I	Remember a Word
can	Sound Spelling
carry	Stretch and Count (“car_”)
a	Remember a Word
big	Sound Spelling
pile	Write Sounds That You Know (“pl”)
of	Remember a Word
books	Stretch and Count (“b_ks”)
in	Sound Spelling
my	Remember a Word
strong	Write Sounds That You Know (“strng”)
arms	Draw a Picture

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.

- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

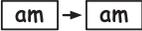
Adventures in Writing Prompt

Students will write two sentences that describe a different ending to the Shared Story and provide a clue about the new ending.

Writing Strategies Bank


Draw a Picture


Draw a Line

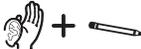

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Briefly review *The Mysterious Song* to remind students how the story ended and to introduce the writing assignment. **We have been reading a mystery about a song. In our story, Ann, Don, and Ann’s mom heard a song, but they did not know who was singing the song. We found out when we read the story that Miss Sid was singing the song. A clue that helped us figure out who was singing the song was when Tim ran by and said that Miss Sid was missing. Today we are going to write a story that begins with the topic sentence, “It was a mystery!” Write the topic sentence on the board. Our story will tell another ending to the mystery about the mysterious song. Then we will write clues that others will have to use to guess what the new ending is.**
- Generate a class list of alternate endings to the story, modeling writing strategies as needed. **First let’s think about different endings to this story. Pretend that it was not Miss Sid singing the song. Where could the song have been coming from?** Allow students to brainstorm with their partners for a few minutes. Then call on **Random Reporters** to provide ideas. As students share their ideas, list them on the board under the heading “Different endings,” modeling writing strategies as needed.

Possible Responses:

The ice cream man was singing the song.

A radio was playing the song.

Kids on the corner were singing the song.

- Invite students to think of clues that could help someone to figure out the new ending for one of the ideas generated. **Now you need to think of some clues to help someone figure out the ending. I will write some clues for the ending “The ice cream man was singing the song.”**
- Model using strategies from the Writing Strategies Bank as you record students’ responses.

Suggested Strategies:

ringing bell Sound Spelling

sticky steps Stretch and Count (“stick_steps”)

ice cream Draw a Picture

truck around

the corner

- **Now we are ready to write. First, we will write the topic sentence. Then, we will write a sentence that tells a clue. Finally, we will solve our mystery by writing a sentence that tells who was singing the mysterious song.**
- **Let me show you what that looks like. First, I will copy the topic sentence.** Model copying the topic sentence on a blank space on the board. **After my topic sentence “It’s a mystery!” I am going to write a sentence that gives a clue. My sentence is, “A bell was ringing, and I stepped into some sticky ice cream.”** Write this sentence on the board. **Then, I will write a sentence that solves the mystery. My sentence is, “The ice cream man was singing the song.”** Write this sentence on the board.
- Model using strategies from the Writing Strategies Bank as needed as you write your sentences.

Partner Planning

- Assign an ending from the list of different endings to each partnership. Have partners make a list of clues for their ending. Encourage students to use the Writing Strategies Bank as needed.
- Have students copy the topic sentence at the top of their pages, or let them create their own topic sentences with their partners. Then give them a few minutes to discuss and decide what they want to write.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

- Have students write a new ending to the story by writing a sentence that gives one or more clues and a final sentence that tells who was singing the song.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information from the board and that they generated during partner discussion to create their sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two sentences that describe a different ending to the Shared Story and provide a clue about the new ending.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Farmer Duck

written by Martin Waddell and illustrated by Helen Oxenbury

At a Glance

Summary

A lazy farmer lets a poor duck do all the work on his farm. The farmer stays in bed all day while the duck tends to the animals and plants, harvests the crops, cooks the food, and washes and irons the clothes. The other animals on the farm notice and come up with a plan to help their friend. They decide to storm the lazy farmer's house, and they run him out of town. The farmer never returns, and all the animals help to care for their new farm.

STaR Words

lazy

dawn

sleepy

tired

Adventures in Writing Prompt

Students will write two to three sentences on postcards to friends that tell about the things they can do on a class trip.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins “There once was a duck...”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Farmer Duck*. Let’s look at the picture on the cover. What do you see on the cover?** Wait for students’ responses. **Yes, there is a duck. Ducks are often found on farms, but they aren’t usually farmers. I wonder if this duck is a farmer. What is the duck doing?** Wait for students’ responses. **The duck looks like it’s digging with a farm tool. When we read the story, we’ll find out more about this duck.**
- Pages 1 and 2: **Let’s look at this picture. That’s funny. The farmer is in bed with candy and reading the newspaper. The farmer looks lazy. Ask students to repeat the sentence. Someone who is lazy is someone who doesn’t want to work. That’s how we can describe the farmer. What can you say about the duck?** Allow students to try to describe the duck. Prompt them as necessary.
- Page 13: **How do you think the duck feels in this picture?** Wait for students’ responses. **Good! The duck probably feels tired. I wonder why he feels tired. We’ll find out when we read the story.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
lazy	2	not willing to work	Picture Walk, pages 1 and 2
sleepy	13	ready to fall asleep	Craig is <i>sleepy</i> because it is past his bedtime.
tired	13	out of energy	Picture Walk, page 13
dawn	16	when the sun comes up in the morning	When Sarah wakes up at <i>dawn</i> , she can watch the sun come up.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Pages 2, 3: **“Lazy” is one of the STaR words. Point to the farmer. Let’s look at the picture of the farmer to help us understand what lazy means.** T-P-S: **What in the picture helps us know what lazy means?** Wait for students’ responses. **We can tell what lazy means because the farmer is in bed reading a newspaper and eating candy. The farmer is not working, and the duck brings the farmer food. Lazy must mean someone who doesn’t work.**



Pages 10, 11: **Look at the duck in these pictures.** T-P-S: **What is he doing in each picture? Pantomime each action as you say it. He is sawing, digging, washing, and ironing. What a poor duck! We can think of words to describe these pictures.** Model giving a descriptive word for the first action, sawing, and then use the sentence scaffolds to ask students to give descriptive words about the pictures. **In the first picture, the duck is sawing the big log. The word “big” helps me describe this part of the story. Now you can try describing the other pictures.** Prompt students’ answers as necessary. Ask them to answer in complete sentences. **The duck is digging up the green plant. The duck is washing the dirty dishes. The duck is ironing the clean clothes.**

Page 13: **“Sleepy” is one of the STaR words. All the hard work the duck has done helps me understand what sleepy means. Sleepy is when you are ready to fall asleep.** T-P-S: **When do you feel sleepy?** Wait for students’ responses. **“Tired” is another STaR word. Look at the duck. The picture helps me understand what tired means. Tired is when you don’t have enough energy. Show me what you look like when you’re tired.**

Page 14: **The hens, the cow, and the sheep see that the duck is tired. They decide to make a plan.** T-P-S: **What does it mean to “make a plan”?** Wait for students’ responses. **When you make a plan you think about how to do something before you do it. The animals made a plan to help the duck.** T-P-S: **What do you think the plan is?**

Page 16: **The story says the animals crept into the house just before dawn. “Dawn” is a STaR word. Dawn is the time of day when the first light appears. If you look at the picture, you can see that the sky is just getting light.**

Pages 30, 31: **The cow, hens, and sheep tell the duck what they did.** T-P-S: **How does the duck look now?** Wait for students’ responses. Prompt them to answer in full sentences using describing words.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let's **cel-e-brate** a **word** we've **learned**.
We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- How can you tell the farmer is lazy?
- Why did the farmer get fat?

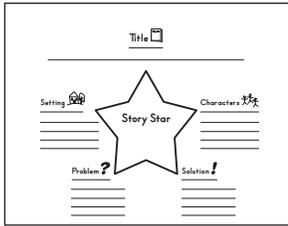
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Farmer Duck
- T-P-S: **Where did the story happen? What is the setting?** *This story happens on a farm.*
- T-P-S: **Who were some of the characters in the story?** *The duck, the farmer, the hens, the sheep, and the cow are some of the characters.*
- T-P-S: **What was the problem in the story? How was the problem solved?** *The farmer is lazy and makes the duck do all the work on the farm.*
- T-P-S: **What was the solution? How was the problem solved?** *The cow, the sheep, and the hens got rid of the farmer. The animals helped the duck with the work.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 2: This is the duck that lives with a farmer.

Page 3: The farmer is very lazy and stays in bed all day.

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **How do you think the duck feels about doing all the work on the farm?**
 - **Why does the farmer ask, "How goes the work?"**
 - **How do you think the animals at the farm feel when they see the duck doing all the work on the farm?**
 - **Why did the animals make a plan?**
 - **How do you think the duck feels when the animals on the farm help him?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.



Random Reporter



- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two to three sentences on postcards to friends that tell about the things they can do on a class trip.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We read a story about a class that goes on a trip to the country. We also read a story about a farm. We find farms in the country. Today we are going to pretend that we are on a class trip to a farm in the country. We will write a postcard to a friend that tells about some of the things we do on our trip.**
- Introduce the postcard format by showing students actual postcards. Point out that on the front of the postcard, there is a picture of the place the person visits. On the back of the postcard, there is space to write a short message.
- Display the postcard blackline master and reproduce the template on the board so you can model writing a postcard to a friend. Tell students that the box is where they will write their messages. That is the back of the postcard. Tell students that the bottom box is where they can draw a picture of a farm. That will be the front of the postcard.
- **Let's begin thinking about the person to whom we will write the postcard.** Pause. **I think I will write to my friend Lee.** Use **Think-Pair-Share** to have students share their answers with their partners. **Think about a person you would like to write to and tell your partner. I must write my friend's name here after the word "Dear."**
- Use student ideas to generate a message to a friend that includes where you are, something that you can see in that place, and something you can do there. Model the use of strategies from the Word Strategies Bank as you write the message on the chart. **I want to include three kinds of information in my message. I want to tell my friend where I am, something I can see, and something that I can do. I will start by telling where I am. I will say, "I am on a farm."** Model using Sound Spelling and the other writing strategies to write the sentence on the chart paper.
- **Now that I have told where I am, I will tell about something I can see on the farm. I can see ... hmmm, how could I finish that sentence?** Call on some students to finish the sentence. Then have the whole class repeat the entire sentence. Add the sentence to your message.
- **Now let's think of some things that we can do on a farm. I can ... hmmm, how could I finish that sentence?** Call on some students to finish the sentence. Then have the whole class repeat the entire sentence. Example: **Yes, you can play ball on a farm. Let's say the whole sentence. "I can play ball on a farm."** Model writing the sentence.

Blackline master provided.

Think-Pair-Share

Partner Planning

- Have students talk with their partners about what they will write on their postcards.
- Circulate to ensure that they are including information about where they are, what they can see, and what they can do.
- Encourage students to help their partners to think about details they could add to their sentences to make them more interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Explain to students that they will practice writing their on a sheet of paper or in a journal first. When they have checked their work, they will write their final sentences onto the copy of the blackline master and draw pictures for their postcards.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences. Encourage students to make any changes or additions to their sentences based on suggestions from their partners. Point out that adding their partners' ideas is optional.
- **Now you're going to read over your writing to make sure that it's correct. When you check your writing, make sure that you started each sentence with a capital letter and ended with a period.** Allow a few minutes for students to read their own writing.
- **Now you will read your sentences to your partners. Partners, you should share ideas about details that can make the sentences more interesting. You can also help each other to make sure that you have begun your sentences with capital letters and ended them with periods.** Allow a few minutes for students to read each others' writing.
- **Take some time now to make any changes that you want to make before we write on our real postcard paper. Remember that your partner's ideas are important, but you will make the final decision about what to include in your sentence.**
- When students are finished checking their work, give each student a copy of the blackline master so they can make a final copy of their postcards. Students may also draw pictures in the blank boxes.

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Student's ideas about where he or she is, what he or she can see, and what he or she can do there should all make sense together.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two to three sentences on postcards to friends that tell about the things they can do on a class trip.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Introduce and sing “Farmer Duck Works on the Farm” to the tune of “Here We Go Round the Mulberry Bush” for the extension activity.

Farmer Duck works on the farm, works on the farm, works on the farm.

Farmer Duck works on the farm from early in the morning.

The farmer is lazy all day, lazy all day, lazy all day.

The farmer is lazy all day from early in the morning.

Farmer Duck irons the clothes, irons the clothes, irons the clothes.

Farmer Duck irons the clothes from early in the morning.

- Ask students to think of more descriptive words to complete additional verses. Use the examples below if necessary.

The sheep on the farm....

The cow on the farm....

- Ask students to think of other things from the story *Farmer Duck* that they can describe to create new verses. Be sure to have them include descriptive words.

Name _____

Dear

Chirping Crickets

written by Melvin Berger and illustrated by Megan Lloyd

At a Glance

Summary

This expository text tells readers what crickets are, what they eat, how they move, and where and how they live. The book also explains some simple experiments students can do to help them learn more about crickets.

STaR Words

chirping

antennae

alert

endlessly

Adventures in Writing Prompt

Students will write two to three descriptive sentences about the contents of a student's backpack.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: ***Chirping Crickets* is an expository text. This means that the text doesn't tell a story. It tells us about things that are real and gives us information about it. Expository texts have "big topics," or main ideas. That is what they are about. The sentences that tell us a main idea are called topic sentences. Look at the cover of this book. Can you tell what it is about?** Wait for students' responses.



- Point out the features of this expository text: the captions, a text box, and picture zoom-ins. **This book is different from stories that we have read. For example, it has captions on some of its pictures. Does anybody know what a caption is?** Give students time to answer, and point out the captions on page 8. **Very good! Captions are labels that appear on pictures. They tell you the name of something in the picture. There are arrows that point from the captions to the picture on the page. What are the arrows pointing to?** Point out the arrows to students. Wait for students to answer. **Right. The arrows are pointing to parts of the cricket's wings. What do you think the captions are telling us?** Wait for students' responses. **Yes. The captions on the picture are telling us what the parts of the cricket's wings are called. We should look for captions as we read this book together.**
- **This expository text also has a text box.** Point to the text box on page 9. **Text boxes often have some extra information in them. This one asks a question, "Would you like to chirp like a male cricket?" What extra information do you think we'll learn from this text box?** Wait for students' responses. **Right. I think that it will tell us how we can make a similar sound to a male cricket. There is a picture of a boy holding a piece of paper and a file.**
- **This book also has picture zoom-ins.** Point out the picture zoom-in on page 13. **Sometimes the authors want to show us more detail than the regular picture can show. They'll put in an extra picture on the page that shows a close-up of the picture. That way we can see tiny details and understand what the text is trying to tell us.**

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
chirping	5	making a sharp sound, peeping	The baby birds were <i>chirping</i> for their breakfast.
antennae	22	long, skinny body parts on insects' heads used to feel	Insects have a pair of <i>antennae</i> on their heads to feel for food. Pantomime antennae by wiggling your fingers by your head.
alert	22	warn	The dog barked to <i>alert</i> its owners that someone was at the door.
endlessly	27	not stopping, forever	Kai's younger sister was <i>endlessly</i> talking about her new doll.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.
 - Page 5: **“Chirping” is one of our STaR words. When crickets chirp, they make sharp sounds, like peeping.** Say “peep peep peep” in a high-pitched voice. **You can see crickets in the grass in the picture.** T-P-S: **Why do you think crickets need to chirp?** Wait for students’ responses.
 - Page 8: T-P-S: **What is this part mostly about?** Wait for students’ responses. **Right! This part of the book is mostly about how crickets make noise.**
 - Page 11: T-P-S: **What are these pages mainly talking about?** Wait for students’ responses.
 - Page 22: **“Antennae” is one of our STaR words. Crickets use antennae to help them feel the space around them.** Pantomime antennae by placing your fingers on the sides of your forehead and wiggling them. **Antennae are very sensitive. They alert the cricket when something dangerous is nearby. “Alert” is one of our STaR words.** T-P-S: **What have the past several pages of the text been about?** Wait for students to respond. **We’ve learned about the bodies of crickets and how they work.**

Page 27: **Endlessly** is one of our STaR words. The text says that house crickets **endlessly** chirp their song. T-P-S: **Why do you think crickets have to endlessly chirp, even when they are inside?** Wait for students' responses.

Remember the topic sentence "Thousands of different kinds of crickets live around the world"? T-P-S: **What did we think this part of the text would be about? What did we learn in this part?** Wait for students' responses.



STaR Celebration

- Invite Alphonse to come out and introduce the celebration with the STaR word chant.
 - Let's **cel-e-brate** a **word** we've **learned**.
We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphonse's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphonse out in an exciting game show fashion. Have Alphonse select a student to come up for his quiz.
 - **It's time for Alphonse's Question Quiz, the exciting time when Alphonse sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphonse ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphonse's Questions

- How do crickets chirp?
- How do antennae help crickets?

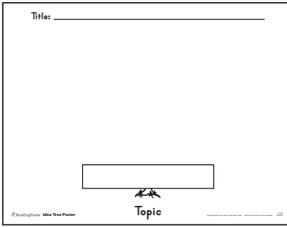
Oral-Language Scoring Rubric

- 0 – The student does not respond, or the response does not make sense.
- 1 – The student responds with a word or a phrase that makes sense.
- 2 – The student responds in a complete sentence that makes sense.
- 3 – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Think-Pair-Share

Structure Review

- Display and review the idea tree poster.
 - **Let’s use our idea tree to help us think about the important parts of the book. The big topic of this book is crickets.** Write “crickets” on the trunk of the idea tree.
- Prompt students to generate a list of things that they remember from the text. Record their ideas on branches of the tree.
- If needed, use **Think-Pair-Share** with the following questions to help students recall the main ideas.
 - **What are crickets?** *Crickets are insects that live in grass, trees, and homes.*
 - **How do crickets chirp?** *Crickets chirp by rubbing the scraper and file on their wings together. It is usually male crickets you hear.*
 - **How do crickets hear?** *Crickets hear through the ear holes on their legs.*
 - **How do crickets grow?** *Cricket nymphs molt out of their old hard skin. They molt 10 to 12 times.*
 - **How do crickets keep safe?** *Crickets use their antennae to alert them. Crickets jump and fly away from danger.*
 - **Where do crickets live?** *Crickets live all around the world.*

Retell

- Expand understanding about the book’s details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 4: Crickets loudly chirp at night.

Page 5: You can hear crickets everywhere.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What are insects?**
 - **How big or small are crickets?**
 - **How are crickets born?**
 - **How do crickets see?**
 - **Do crickets only live in the grass?**

Think-Pair-Share



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line

am

→

am

Find and Copy a Word

s t r
Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count

+
Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- **Now let's watch Alpie use the Sound Spelling strategy with compound words.** Play the video: Sound Spelling—Compound Words.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.





- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two to three descriptive sentences about the contents of a student's backpack.

Brainstorm and Build Background with Topic

Think-Pair-Share

Blackline master provided.

- Have students gather in front of the board. Introduce the activity.
- **We're going to write about the character Tanya from the story *Bug Alert!* In this story, Tanya brings a backpack on the bus. We're going to write about the things in Tanya's backpack.** Display the blackline master. **This is Tanya's backpack.** Use **Think-Pair-Share** to ask students: **Can you remember the things that she had in her backpack when she got on the bus?** As students share, draw a picture inside the backpack of each item named, and label it.
- Model writing an introductory sentence and a descriptive sentence for one of the items named by students. Use strategies from the Writing Strategies Bank as needed by your students.
- **If I want to tell someone about Tanya's backpack, the first thing I will need to do is tell whose backpack it is. Whose backpack is it?** Use Whole Group Response to have students answer. **This is Tanya's backpack.** Have students repeat the sentence, and write it on the chart paper.
- **Now I want to tell more about the things in Tanya's backpack. One thing that you named was a ball.** Show the ball in the picture on page 1 of the Shared Story. **What are some words that we can use to describe the ball?** *Possible responses: It is round. It is red with a white stripe and a white star on it. I can write about the ball. I will write, "There is a round red ball with a white stripe and star on it in the backpack."* Add this sentence to your introductory sentence.
- **This is what you will do. You will draw pictures of the things that are in Tanya's backpack. You can include things that fell out of the backpack in our story or other things that could have been inside. What are some other things that she could have had inside?** *Pencils, crayons, glue, lunch money, etc.*

Whole Group Response

Partner Planning

- Have students return to their seats. Distribute a copy of the blackline master for lesson 17 to each student. Give students time to draw and label all the items in Tanya's backpack. If you are not using the blackline master, have students draw their own backpacks and the items inside them. Ask students to include at least four items in their backpacks.
- Ask students to work with their partners to think of ways to describe the items that they have drawn and labeled in the backpacks.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Have students begin writing about their backpacks. Remind students to first tell whom their backpacks belong to and then to write sentences that describe at least two things that are inside their backpacks.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should use descriptive words to tell about the items they have drawn.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two to three descriptive sentences about the contents of a student's backpack.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Tell students that they will play Simon Says. Explain the game if necessary.
- Take the role of Simon to teach students how to play Simon Says. Have students repeat what Simon says as they follow Simon’s directions.
- **Today we are going to play Simon Says. I will be Simon, and you will repeat my directions as you follow them. For example, if I say, “Simon says, ‘make a chirping noise.’” You should say, “Simon says, ‘Make a chirping noise,’” and then make chirping noises.**
- Place students in groups of four or five. Have all groups play the game at the same time.
- Have students take turns being Simon, giving directions to the members of the group and using the story vocabulary. Simon uses the sentence stem “Simon says _____.”
- If appropriate, as students continue to play the game, have them expand the directions by saying, for example, “Simon says ‘Wiggle your antennae.’ I am wiggling my antennae.” Model this as necessary.

Name _____



Nerdy Birdy

written by Aaron Reynolds and illustrated by Matt Davies

At a Glance

Summary

Nerdy Birdy is different from a lot of the other birds. He wears glasses, has too-small wings, and is allergic to birdseed. Eagle, Cardinal, and Robin don't want to be friends with Nerdy Birdy, so he is alone. Then Nerdy Birdy meets a whole group of other nerdy birdies, who love all the same things he loves, and he has friends. When Vulture moves into the neighborhood, Eagle, Cardinal, and Robin think she's weird. Nerdy Birdy invites her to be friends with him and the rest of the nerdy birdies, but they think she's weird, too. Nerdy Birdy decides to be her friend, even though they don't like all of the same things.

STaR Words

scrounging allergic glossy confused

Adventures in Writing Prompt

Students will create character webs to help them write two to three descriptive sentences about Fang.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 1, which starts “This is Nerdy Birdy.”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Display the front cover of the book, and read the title and author. **The name of the book is *Nerdy Birdy*, and it is written by Aaron Reynolds and illustrated by Matt Davies. Look at the picture on the cover. Who do you think this bird is on the cover?** Wait for students’ responses. **It may be Nerdy Birdy because that is the title of our story.** Use **Think-Pair-Share** to ask students: **What do you know about birds?** Wait for students to respond. **Most birds fly and live in trees.** T-P-S: **What do different kinds of birds eat?** Wait for students’ responses.
- T-P-S: **Why do you think the main character is named “Nerdy Birdy”? What does it mean to be *nerdy*? We’ll learn more about the main character as we read the story.**
- Display pages 4 and 5. ***Nerdy Birdy* is scrounging for breadcrumbs on the ground. This is different from what the other birds are doing. They are eating out of the birdfeeder. When you are scrounging for something, you are looking for it. It’s not being given to you.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
scrounging	5	looking or searching for something	Picture Walk, pages 4 and 5.
allergic	4	having a bad reaction to some foods, plants, or animals	Vera knew she was <i>allergic</i> to flowers because she sneezed when she was near them.
glossy	7	shiny or silky	A <i>glossy</i> coat of fur is a sign of a healthy dog or cat.
confused	31	mixed-up; puzzled	Amir was <i>confused</i> when he opened his lunch and saw one of his sister’s toys in the bag.

Think-Pair-Share

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Pages 4, 5: T-P-S: “**Allergic**” is one of our STaR words. If you’re **allergic** to something, like a certain food, you can have a bad reaction to it, so you can’t eat that food. How might being **allergic** to birdseed make Nerdy Birdy unpopular with the other birds? Wait for students’ responses.

“**Scrounging**” is one of our STaR words. It means looking or searching. T-P-S: Do you think it is as easy for Nerdy Birdy to find food as it is for the other birds? Why or why not? Wait for students’ responses.

Pages 6, 7: “**Glossy**” is one of our STaR words. It means shiny or silky. T-P-S: Why do you think that having **glossy** feathers is one of the things that makes Cardinal a cool birdy? Wait for students’ responses.

Pages 16, 17: Let’s make a prediction about the story. T-P-S: Who do you think Nerdy Birdy is going to meet after talking to this new bird? Wait for students’ responses.



Page 19: Point to the picture. T-P-S: Did we make an accurate prediction? Who does Nerdy Birdy see on the telephone wires? Wait for students’ responses.

Page 31: “**Confused**” is one of our STaR words. It means puzzled or mixed-up. It doesn’t seem like Nerdy Birdy understands what problem the other nerdy birdies have with Vulture.

Pages 36–38: T-P-S: What word is missing from before the word “birdy” on the last page? What do you think the author wants you to learn from the story? Wait for students’ responses.



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- What makes Nerdy Birdy nerdy?
- How do the cool birdies feel about Nerdy Birdy?

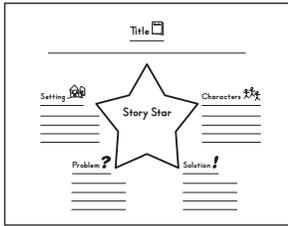
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?** *Nerdy Birdy*
- T-P-S: **Where did the story happen? What is the setting?** *This story happens in the birds' neighborhood.*
- T-P-S: **Who were some of the characters in the story?** *Nerdy Birdy, Eagle, Cardinal, Robin, the other nerdy birdies, Vulture, the big bird at the end.* **Which of these characters is the main character in the story?** *Nerdy Birdy*
- T-P-S: **What was the problem in the story?** *Nerdy Birdy wants friends, but the cool birdies think he's nerdy. The other nerdy birdies only want to be friends with other nerdy birdies.*
- T-P-S: **What was the solution? How was the problem solved?** *Nerdy Birdy becomes friends with Vulture, even though they do not have a lot in common.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Dramatization

- Tell students that to retell the story they will act it out.
- Assign roles to as many students as possible.
- Lead students through the story.
- Prompt students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt students for dialogue by reading one or two sentences from the story and then asking students what their characters would say. Remind students to speak as their characters.

Example:

Roles: Nerdy Birdy, Eagle, Cardinal, Robin, the nerdy birdies, Vulture.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What are some of the reasons that Nerdy Birdy is nerdy?**
 - **What makes Eagle, Cardinal, or Robin cool?**
 - **How does Nerdy Birdy feel?**

Think-Pair-Share

- Why don't the other nerdy birdies like Vulture?
- How does Nerdy Birdy feel about making friends after he meets Vulture?



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

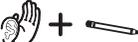

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.



- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will create character webs to help them write two to three descriptive sentences about Fang.

Brainstorm and Build Background with Topic

Blackline master provided.

- Have students gather in front of the board. Introduce the activity.
- Draw a blank character web or display the character web blackline master. **I am going to write some words that tell about someone we know around this web. We'll see if you can guess who it is.**
- Write the words “green,” “long tail,” “four paws,” and “friendly” on the character web. Read the words to students, and have them guess about whom you are writing. When students have guessed the character Alphonse, write his name in the middle of the web.
- Demonstrate how to use the words from the character web to make a complete sentence about Alphonse. Write your sentence on the board. (Example: Alphonse is a green alligator with four paws and long tail. He is very friendly.) Use strategies from the Writing Strategies Bank as needed by your class in your example.
- Repeat the process with the character Sad Sam on a different character web. Use the words or phrases “furry,” “long ears,” “four paws,” and “brown and white.” (Examples: Sad Sam is a furry brown and white dog with four paws. He has very long ears.)
- Explain that students will make their own character webs and sentences about the character Fang.

Partner Planning

- Have students return to their seats. Distribute copies of the character web blackline master to students. Have them write the word “Fang” in the middle of their webs. If you are not using the blackline master, have students draw their own webs.
- Ask partners to work together to think of words and phrases that describe Fang. Encourage them to use the Writing Strategies Bank as needed.
- Provide time for partners to discuss ideas and the sentences that they will write with their ideas. Encourage students to help their partners think of details that will make their sentences interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Ask students to write sentences that describe Fang using the ideas from their character webs. They should write their sentences on the lines below the web.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Good partner discussions will lead to good information on the character webs. Students should be able to incorporate all that information into two or more complete sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will create character webs to help them write two to three descriptive sentences about Fang.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

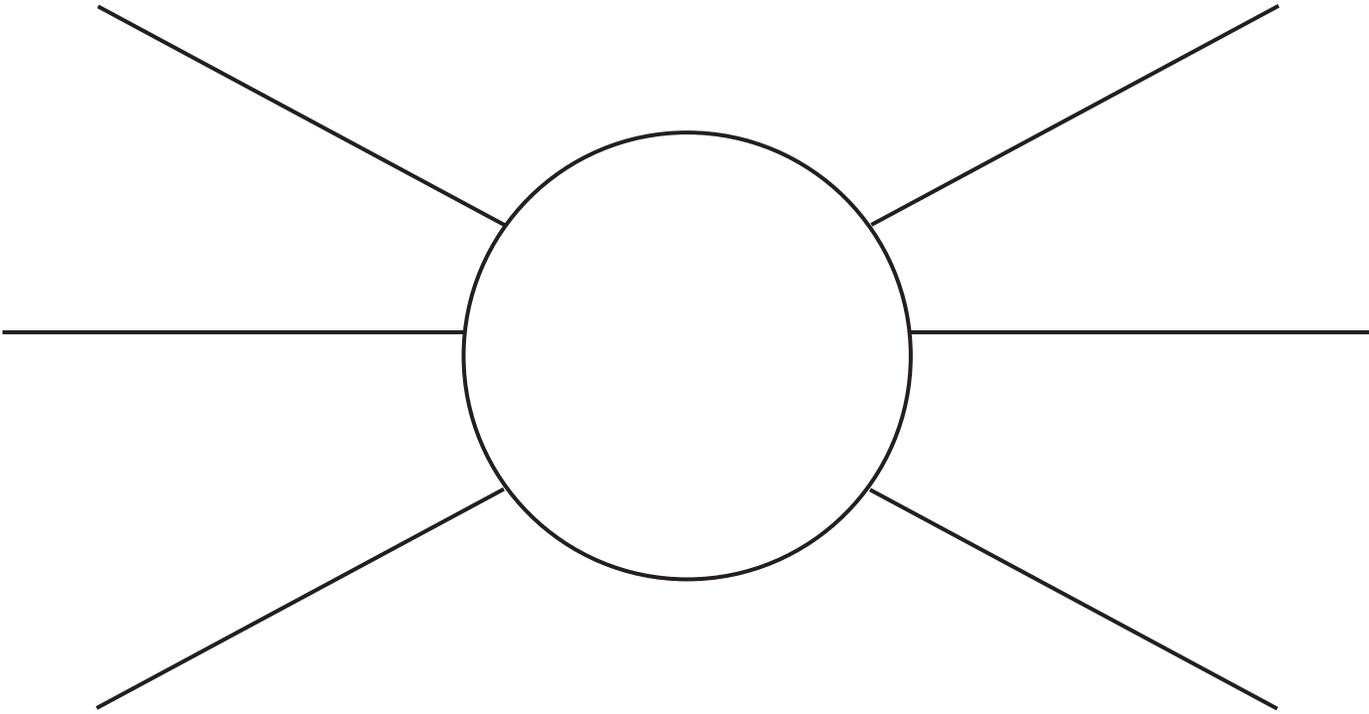
If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Name _____



Let's Go Camping!

written by Brody Coleson and illustrated by Deb Branner

At a Glance

.....

Summary

This expository text shows readers everything they need to know to have a fun, safe, and happy camping trip. The book explains what food, clothes, and equipment are needed for camping. It also shows how to set up camp and suggests fun activities for the night. In the end, it reminds the readers of the importance of cleaning up the campsite when the camping trip is over.

STaR Words

supplies

layers

tent

trail

Adventures in Writing Prompt

Students will write two to three sentences about their plans for a camping trip.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Let's Go Camping!* This book is an expository text. Does anybody remember what other expository texts we have read? Wait for students' responses. *That's right! We read *Beaks!* and *Chirping Crickets*. Remember that expository texts tell us about something that is real. Look at the picture on the cover. What do you think the book is mostly about? Wait for students' responses. *That's right! This book is mostly about camping.****
- **This expository text has special features to help us better understand the book. It has a table of contents. Use Think-Pair-Share to ask students: Does anybody remember what a table of contents is? A table of contents is a list of the parts of the book, or chapters. It's organized by the order in which the parts appear and gives page numbers. Read the chapter titles from the table of contents.**
- Pages 2 and 3: **What do you see in this picture? Wait for students' responses. *Right! These are some of the supplies we need when we go camping. Supplies are things we need for a certain activity. Warm clothes and sleeping bags are some of the supplies we need to go camping.***
-  Page 7: Point to the tent. **Does anybody know what this is? Wait for students' responses. *Very good! This is a tent. A tent is a temporary shelter made of fabric. When you go camping, you sleep in a tent. It keeps you warm and dry, in case it rains.***
- Page 8: **This book also has diagrams. A diagram is a drawing that makes something easier to understand. For example, this diagram shows a campsite. It also has labels that tell us what each thing is. Read the labels.**

Think-Pair-Share

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
supplies	1	things we need for a certain activity	Picture Walk, pages 2 and 3
layers	2	one thickness over or under another	Carter is wearing three <i>layers</i> of clothes to stay warm because it is very cold outside.
trail	4	rough path	We walked on a <i>trail</i> in the forest for an hour before reaching the campsite.
tent	3	temporary shelter made of fabric	Picture Walk, page 7

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 1: Pause after the first paragraph. **“Supplies” is one of our STaR words. The book says that we need to take special supplies with us so we stay fed, warm, dry, and safe. This helps me understand that supplies are things we need for a certain activity.** T-P-S: **What supplies do you think we need to go camping?** Provide following sentence stem for students to complete. *Food and water are supplies we need to go camping.*

Page 2: Pause after the second paragraph. **“Layers” is one of our STaR words. The book says, “If we have layers of clothes, we can take off a layer if we are too warm or add a layer if we are too cold.” This helps me understand that layers are one thickness over or under another. If I wear a sweatshirt over a shirt, I would be wearing two layers.** T-P-S: **How many layers would you wear if we go camping?** Provide the following sentence stem for students to complete. **I would wear _____ layers.** *Responses will vary.* Continue reading.

“Trail” is another one of our STaR words. The book says, “Nice wool hats that cover our heads and ears will keep us from catching a chill on the trail.” I know that a chill is a feeling of cold. What does “trail” mean? A trail is a rough path. When we are walking in the woods, there are no sidewalks or streets; there are trails.

Whole Group Response

Page 3: **This picture shows other supplies. One of them is a tent. “Tent” is one of our STaR words. The book says, “To stay dry in our sleeping bags, we will put them in our tents.” A tent is a temporary shelter made of fabric. Use Whole Group Response to ask students: **Does a tent keep you dry if it rains?****

Page 8: T-P-S: **What do we do with food so animals don’t get to it?**

Point to the diagram of the campsite. **This is a diagram of a campsite.**
T-P-S: **What are some of the supplies that the diagram shows?**

Page 10: T-P-S: **When we are camping, what story will you tell?**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie’s Questions

- What are some supplies we need when we go camping?
- Why do we need to wear layers when we go camping?

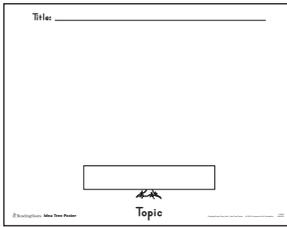
Oral-Language Scoring Rubric

- 0 – The student does not respond, or the response does not make sense.
- 1 – The student responds with a word or a phrase that makes sense.
- 2 – The student responds in a complete sentence that makes sense.
- 3 – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Think-Pair-Share

Structure Review

- Display and review the idea tree poster.
 - **Let's use our idea tree to help us think about the important parts of the book. The big topic of this book is camping.** Write the topic on the trunk of the idea tree.
- Prompt students to generate a list of things that they remember from the text. Record their ideas on branches of the tree.
- If needed, use **Think-Pair-Share** with the following questions to help students recall the main ideas.
 - **What food can we bring on a camping trip?** *We can bring sandwiches, fruit, trail mix, marshmallows, and water.*
 - **What clothes should we bring on a camping trip?** *We should bring sweatshirts, extra socks, boots, a raincoat, and a hat.*
 - **What supplies can we take on a camping trip to keep us safe?** *We can bring a map, lanterns or flashlights, a first-aid kit, and skin protectors like bug repellent and sunscreen.*
 - **What are some things to keep in mind when we set up a tent?** *Some of the things we have to keep in mind when setting up a tent are level ground, no rocks or sticks, and being able to build a fire there at night.*
 - **What are some activities we can do when we are camping?** *We can go on a long hike, and we can tell stories or sing songs.*
 - **What do we need to do when it's time to go home?** *We have to clean the campsite so we don't leave trash that may hurt animals or the environment.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Book Box

Book Box

banana	wood
hat	trail mix
first-aid kit	map
tent	blanket
lantern	
marshmallow	
sleeping bag	logs
raincoat	

- Fill a box or container with several of the suggested items (or pictures of the items). Tell students that you will pull items out of the book box that will help them remember the story or text.
- Pull out the first item, and make sure that each student can see it. Describe the item to students, and ask questions about the item that elicit information about the story.
- Ask students to talk in their partnerships about what the item reminds them of from the story or text.
- Continue pulling items from the box until you have asked questions about all the items.

Think-Pair-Share

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Where would you like to go camping?**
 - **What food would you like to take on the camping trip?**
 - **Have you ever slept in a sleeping bag?**
 - **What can you do to avoid bug bites?**
 - **Why do we have to keep the food in closed containers?**
 - **How do you think you would feel when the camping trip is over?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line

am

→

am

Find and Copy a Word

s t r Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count

+

Sound Spelling

- Restate each of the STaR words.

- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.



- **Now let's watch Alphie use the Sound Spelling strategy with two syllable words.** Play the video: Sound Spelling—2 Syllables.

- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two to three sentences about their plans for a camping trip.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We read two stories about camping trips. Today we are going to pretend that we are getting ready for our own camping trip. We are going to plan what we will take and what we will do.**
- Have students name the things they will take on the camping trip. Create a list of items on the board under the title “Things we will need.” *Tent, sleeping bag, food, etc.*
- Invite students to brainstorm ideas to create a second list that tells things they will do on their camping trip. Write a title, such as “Things we will do,” at the top of the list. *Go fishing, build a campfire, sing songs, etc.*
- Model writing your own complete sentences using strategies from the Writing Strategies Bank as needed by your students.
- **Now we are ready to write our papers. First we need to tell what we will do in a topic sentence.** Model writing a topic sentence, such as, “I will go on a camping trip,” on the board.
- **After the topic sentence, you will write a sentence about something you will take on the trip and why you need it. I will write a sentence about taking a tent.** Use **Think-Pair-Share** to ask students: **Why do I need a tent?** Use their answers to create a sentence. Add this new sentence next to the topic sentence, modeling strategies from the Writing Strategies Bank as needed by your students. *I will take a tent to sleep in.*
- Model adding a final sentence using one of the ideas generated about things to do on the trip. *I will roast marshmallows on a stick.*

Think-Pair-Share

Partner Planning

- Have students talk with their partners about what they will do on a camping trip and what they will pack for their trip. Encourage students to help their partners think of details that will make their sentences more interesting, such as telling why they need the item they will bring. Explain to students that in their sentences, they will need to include at least one thing that they are bringing and tell about at least one thing that they will do.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Ask students to begin writing. They may copy the topic sentence from the board or write their own sentences. Remind them that they need to include sentences that tell what they will bring and what they will do.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information from the board and that was generated during partner discussion to create complete sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write two to three sentences about their plans for a camping trip.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Explain to students that they will play a game in which each person adds something to a story about a camping trip.
- Select two or three students to help you demonstrate. Start the story by saying, “**I am going on a camping trip, and I will take a tent.**” Then have one of students repeat your sentence and add another camping item. For example, “*I am going camping, and I will take a tent and a sleeping bag.*” Have the other student add another item to the sentence such as, “*I am going camping, and I will take a tent, a sleeping bag, and a lantern.*”
- Divide the class into groups of four or five so each student has a chance to add something to the story. Use **Random Reporter** to assign a member of each group to start. Remind students to use the story starter “I am going on a camping trip, and I will take....”
- If time allows, play again, but have a different student start the story so the person who started it the first time has a chance to use more of the story-related vocabulary.

Random Reporter

Let's Be Friends Again!

written by Hans Wilhelm

At a Glance

.....

Summary

A boy tells the story of his little sister letting his pet turtle go in the pond. When he realized what she did, he was madder than he had ever been. But his sister apologized. She then offered to buy a new pet turtle with her pocket money. But the boy didn't want a new turtle; he wanted his turtle back. The boy went to his room and thought about ways to punish his sister. Finally, he felt better by pounding on his pillow. His anger went away, and he was friendly to his sister again.

STaR Words

pond

punish

upset

forget

Adventures in Writing Prompt

Students will write three sentences about sharing something with a friend.

Teacher’s Note: The pages of this book are not numbered. Page 1 begins with the text “This is a story about my little sister and me.”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Let’s Be Friends Again!* Look at the picture on the cover. There is a boy and a girl. What are they doing?** Wait for students’ responses. **That’s right! They are playing pirate. I wonder how they are related. They couldn’t be classmates because the boy looks older than the girl. Maybe they are brother and sister. This means that they have the same parents. She is the boy’s sister, and he is the girl’s brother. But I think something happened because the book’s title is *Let’s Be Friends Again!* This means that they stopped being friends. Why would you stop being friends with someone?** Wait for students’ responses.
- Page 7: **What is the girl doing?** Wait for students’ responses. **The girl is putting a turtle in a pond. A pond is a small body of water, like this one.**
- Pages 14 and 15: **How do you think the boy feels in this picture?** *The boy is angry at his sister.* Use **Think-Pair-Share** to ask students: **Why do you think he might be angry?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
pond	7	small body of water	Picture Walk, page 7
punish	14	make someone feel sorry	I know that I need to clean my room so my mother does not <i>punish</i> me.
upset	19	bothered	I feel <i>upset</i> after fighting with my sister.
forget	21	unable to remember	Mary tried to <i>forget</i> about the fight she had with Leila.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 4: **When you have brothers or sisters, you have to share your things with them.** T-P-S: **What does the boy share with his sister?**

Page 7: **“Pond” is one of our STaR words. A pond is a small body of water.**

What is the terrible thing that the sister does? The sister puts the turtle _____. Prompt students to say, “in the pond.”

Pages 8, 9: T-P-S: **Why is the boy so mad at his sister?** Wait for students’ responses. **I think the boy is so mad at his sister because she lost his turtle.**

Pages 14, 15: **“Punish” is one of our STaR words. When someone gets punished, it’s usually because they’ve done something wrong. Parents often punish children by sending them to their room.** T-P-S: **How does the boy want to punish his sister?** Wait for students’ responses. **Right! He wants to put his sister in jail.**

Page 19: **“Upset” is another of the STaR words. When you are upset, you are bothered by something.** T-P-S: **Why is the boy so upset?**

Is the boy’s sister still upset? She doesn’t seem upset anymore. It looks like she was able to forget about what happened. “Forget” is one of the STaR words. When you forget something, you don’t remember it.



Page 23: Point to the illustration. **It looks like the boy and the girl are getting along well. The boy is helping his sister.** T-P-S: **Do you think the boy has forgiven his sister?**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



Alphie's Questions

- What terrible thing does the boy's sister do?
- How does the boy want to punish his sister?

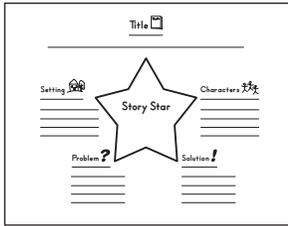
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Let's Be Friends Again!
- T-P-S: **Where did the story happen? What is the setting?** *This story happens at the brother and sister's house.*
- T-P-S: **Who were some of the characters in the story?** *The brother, the sister, the parents, and the turtle.*
- T-P-S: **What was the problem in the story?** *The sister puts the boy's turtle in the pond.*
- T-P-S: **What was the solution? How was the problem solved?** *The boy lets out his anger and forgives his sister.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Interactive Story Circle

- Have students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

Examples:

Page 1: The brother and the sister play together.

Page 3: The brother and the sister read bedtime stories.

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Why does the sister put the turtle in the pond?**
 - **How do you think the sister feels when her brother gets so angry?**
 - **Why do you think the boy feels better after punching his pillows?**
 - **Why was it easy for the boy to say to his sister that they were friends again at the end of the story?**

Think-Pair-Share



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

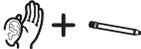

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.



Random Reporter



- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three sentences about sharing something with a friend.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Review the things that the characters shared in the STaR and Shared stories. **We read two stories where characters share things.** Display the STaR story *Let's Be Friends Again!* Use **Think-Pair-Share** to ask students: **In the story *Let's Be Friends Again!*, what are some things that the brother and sister shared? Very good!** Display the Shared Story. **Now let's think about *May I Borrow Your Ice Cream?* Use Whole Group Response to have students respond. **What did the children in this story share?****
- Write the words “what,” “who,” and “why” on the board in a list format. Explain that students will write about something they would like to share, including what they will share, with whom they will share it, and why they will share it. **Today we are going to write about things that we can share. We'll begin by thinking of something that we can share. Hmm. Let's see.... I know something I can share. I can share my marbles.** Have the class repeat the sentence. Write the sentence on the board next to the word “what,” using strategies from the Writing Strategies Bank as needed by your students.
- **Now whom can I share my marbles with? Hmm... I can share my marbles with Alphie.** Have the class repeat the sentence. Model writing the sentence next to the word “who.”
- **Now I need to think very carefully. Why would I share my marbles with Alphie? We can play a game together.** Have the class repeat the sentence. Model writing the sentence next to the word “why.”
- **I've written two sentences. I've told what I can share, whom I will share it with, and why I will share it.**

Think-Pair-Share

Whole Group Response

Partner Planning

- Have students talk with their partners about something they can share. Remind them to include what they will share, the person with whom they will share, and why they will share it.
- Circulate as students discuss, encouraging them to help their partners think of details that will make their sentences more interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Have students return to their seats. Ask students to begin writing their three sentences on a sheet of paper or in a journal. Remind them that they will need to include sentences that tell what they will share, with whom they will share it, and why they will share it.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students are expected to write complete sentences that tell about what they will share with someone, whom they will share it with, and why. The reasons for sharing should be logical.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three sentences about sharing something with a friend.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Introduce the following rhyme for the extension activity.
- Teach the following rhyme using My Turn, Your Turn:

When I Get Mad

When I get mad, I slam the door

And throw my things down on the floor.

I sit and think, and in a while,

My mad goes away, and I can smile.

- Encourage students to dramatize the actions in the rhyme.
- Have students work in groups to think of an ending to a stem provided for the first lines of the rhyme. Have the group recite the entire rhyme. Example: **When I get mad, I count to ten to try to feel**_____. *Possible response: better again*

When I get mad, I stomp my feet

And give a frown _____. *Possible response: to all I meet*

I sit and think, and in a while,

My mad goes away, and I can smile.

- Have students supply a new sentence for the first part of the rhyme. Possible ideas include:

I breathe real deep.

I take a walk.

I shout out loud.

Bear Snores On

written by Karma Wilson and illustrated by Jane Chapman

At a Glance

Summary

The bear sleeps in a cave during the long, cold winter. One night a mouse creeps into the cave and starts a small fire. The bear doesn't wake up. A hare joins the mouse, and they brew black tea. The bear continues sleeping. A badger comes into the cave to share its nuts. The mouse, the hare, and the badger eat while the bear keeps sleeping. Soon they are joined by a gopher, a mole, a wren, and a raven. The party is in full swing, but the bear doesn't wake up until a small pepper fleck makes him sneeze. The bear complains about missing the party. But the mouse convinces him that the party is still going on. However, when the sun comes up, the bear can't sleep, but his friends snore on.

STaR Words

lair

spark

storm

snuck

Adventures in Writing Prompt

Students will write three sentences about ways to wake up Bob, a story character.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts “In a cave in the woods....”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Bear Snores On*. Look at the picture on the front cover. What is the bear doing?** Wait for students’ responses. **Right. The bear is sleeping. Does anybody know what “snores” means?** Wait for students’ responses. **Snoring is when we breathe with a rough, hoarse noise while sleeping. Like this.** Demonstrate snoring. **Why do you think the book is called *Bear Snores On*?** Have students discuss the title. Then have students repeat the title.
-  **The bear is not alone. What animals are watching the bear sleep?** Wait for students’ responses. **Very good! Point to the animals while you name them. There is a mouse, a badger, a hare, a gopher, a mole, a wren, and a raven.**
- Page 3: **Let’s look at this picture. There is a lot of snow falling. It looks like there is a big storm. A storm is very bad weather. This storm has a lot of snow and wind that blows the snow around.**
- Page 19: **This is a funny picture! It looks like the animals are having a party in the cave. A party is a group of people or animals having fun together.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
lair	1	where a wild animal rests	The wolf slept in his <i>lair</i> .
spark	5	a small bit of fire	The fire started with a tiny <i>spark</i> .
storm	17	bad weather with rain or snow	During the <i>storm</i> , it rained and the wind blew very strongly.
snuck	26	to move in a secret way	A mouse <i>snuck</i> in the kitchen when the back door didn’t close all the way.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 1: **“Lair” is one of the STaR words. The book says that the bear is sleeping in his lair. This helps me understand that a lair is the resting place of a wild animal. It can be a cave or a hole in the ground.**

Page 4: T-P-S: **What do you think the bear will do if he wakes up and sees the mouse?** Provide students with the following sentence stem: **I think the bear will *chase it away*.**

Page 5: **“Spark” is a STaR word. T-P-S: What is a spark?** Wait for students’ responses. **The book says that the mouse lights wee twigs with a small hot spark. So spark has something to do with fire. The fire lights the cave. T-P-S: Do you think this might wake up the bear?**

Page 9: T-P-S: **What do you think the bear will do when the hare and the mouse have their tea?** Provide students with the following sentence stem: **I think the bear will *snore on*.**



Page 15: **There is so much noise from the chew, the chomp, and the crunch of the hare, the badger, and the mouse.** Invite students to show you how they would chew, chomp, and crunch if they were the animals in the cave.



Point to the bear. Read the word “But,” and pause to allow students to jump right in to complete the sentence “...the bear snores on.”

Page 17: **“Storm” is one of the STaR words. I can see in the pictures that a lot of snow was falling and the wind was howling. A storm is when there is rain, snow, or thunder and lightning. There are so many animals in the cave now. What do you think the bear will do if he wakes up now?** Provide students with the following sentence stem: **I think the bear will _____.**

Page 26 **“Snuck” is a STaR word. The bear is upset because the animals snuck into his lair. Snuck means moving quietly and secretly. The animals came into the bear’s lair quietly and secretly. T-P-S: What do you think the bear is going to do?**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.

Random Reporter



- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Alfie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alfie out in an exciting game show fashion. Have Alfie select a student to come up for his quiz.
 - **It's time for Alfie's Question Quiz, the exciting time when Alfie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alfie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.



- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alfie's Questions

- What was the bear doing in his lair?
- What did the mouse do with a small spark?

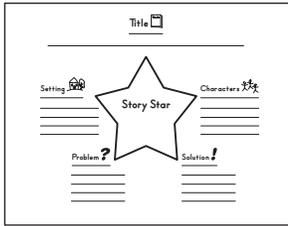
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
Bear Snores On
- T-P-S: **Where did the story happen? What is the setting?** *This story has one setting: a cave in the woods.*
- T-P-S: **Who were some of the characters in the story?** *The bear, the mouse, the hare, the badger, the mole, the wren, and the raven.*
- T-P-S: **What was the problem in the story? How was the problem solved?** *The bear wakes up to find the animals having a party in his lair.*
- T-P-S: **What was the solution? How was the problem solved?** *The animals pop more popcorn, brew more tea, and keep the party going until morning.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Dramatization

- Tell students that to retell the story, they will act it out.
- Assign roles to as many students as possible.
- Lead students through the story.
- Prompt students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt students for dialogue by reading one or two sentences from the story and then asking what their characters would say. Remind students to speak as their characters.

Teacher's Note: For this dramatization, assign each student a role as one of the animals in the story. (There will be multiples of each animal). Reread the story. As each animal interacts with the next animal in the story, have students assigned to be those animals act out the scene

Examples:

mouse lights a spark; mouse sips, and hare burps; mouse, hare, and badger chew, chomp, crunch, etc.

Roles: bear, mouse, hare, badger, gopher, mole, wren, raven

Think-Pair-Share

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What woke the bear up?**
 - **How do you think the animals feel when the bear wakes up and is very upset?**
 - **Why do all the animals, except the bear, fall asleep when morning comes?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

 Draw a Picture
 Draw a Line
 Find and Copy a Word
 Write Sounds That You Know
 Remember a Word
 Say-Spell-Say
 Stretch and Count
 Sound Spelling

- Restate each of the STaR words.

- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three sentences about ways to wake up Bob, a Shared Story character.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- Review the ways the characters were awakened in the Shared Story and STaR story. **We read one story about a boy who did not want to get out of bed in the morning and a story about a bear that couldn't wake up. Who tried to wake up Bob in *The Noisy Morning*? What ways did they try to wake up Bob? What sounds did not awaken the bear in *Bear Snores On*?**
- **Today we're going to pretend that Bob is our friend. We go to his house one day so we can walk to school together. But Bob is still in bed asleep! We will write about how we plan to wake him up.**
- Provide an example. **What can we do to wake him up? Let's see. I know one thing I can do. I can hop on Bob's bed.** Write "hop on the bed" on the board. Generate a class list of ways that students could wake up Bob themselves. Use **Think-Pair-Share** to ask students: **Can you help me think of another way to wake up Bob?** Add their responses to the list. Model using strategies from the Writing Strategies Bank as you record their ideas.
- Model writing a sentence with one of the ideas on the list. Invite students to help you add details to your sentence to make it more interesting. **I will write a sentence with one of my ideas. My sentence will be, "I can jump on the bed."** Write the sentence on the board. **What are some details I could add to my sentence to make it more interesting?** Incorporate students' ideas. *I can jump up and down on the bed over and over.*
- **We need a topic sentence for our papers. What could our topic sentence say?** Use students' ideas to create a sentence, and write it on the board. *Bob is asleep, and I need to help wake him so we can walk to school together.*

Think-Pair-Share

Partner Planning

- Have students work with their partners to select items from the list about which they would like to write. Each student will write about at least two different ways to awaken Bob. Encourage students to help their partners think of details that will make their sentences more interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should be able to use the information from the board and that generated during partner discussion to create complete sentences.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three sentences about ways to wake up Bob, a Shared Story character.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Reread the story *Bear Snores On*, allowing students to recite the repetitive text, “But the bear snores on.”
- Pause as you read to allow students to complete sentences using new vocabulary. For example, on page 5 read: “**So he lights wee twigs with a small, hot *spark*.**”

The Tortoise and The Hare

an Aesop Fable, adapted and illustrated by Janet Stevens

At a Glance

.....

Summary

In this version of Aesop’s fable, the flashy, rude Hare harasses the friendly, quiet Tortoise. Tortoise’s friends insist that shy Tortoise must meet Hare’s challenge to a race, and they offer to help. With training help from Rooster, Raccoon, and Frog, Tortoise gets himself ready for the big race. Because Hare doesn’t take Tortoise seriously and stops for snacks and a nap, Tortoise wins the race. Truly, “Hard work and perseverance bring reward.”

STaR Words

tease

cheer

nap

victory

Adventures in Writing Prompt

Students will write three pieces of advice for a friend who has the hiccups.

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts “Once upon a time....”

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- **The story we will read today has a moral. A moral is a message that teaches us something. It is also a fable. A fable is a story where the characters are animals, plants, or even things that don’t move but that act like people.**
- **Cover: The name of the book is *The Tortoise and the Hare*. Look at the illustration on the cover. Who is the Tortoise? Wait for students’ responses. That’s right! A tortoise is a turtle. What do you know about tortoises? Wait for students’ responses. In the last STaR story, there was a hare. A hare is a kind of rabbit. What do you know about hares? Wait for students’ responses. What do you see happening in the illustration? Wait for students’ responses. It looks like they are having a race. Who do you think will win this race? Wait for students’ responses.**
- **Pages 10 and 11: What are the other animals doing? Wait for students’ responses. That’s right! The animals are cheering for the Tortoise and Hare. When we cheer for someone, we yell things to support them. What do you think the animals are yelling to cheer on the Tortoise and the Hare? Wait for students’ responses.**
- **Pages 22 and 23: What is the Hare doing in this picture? Wait for students’ responses. That’s right! The Hare is sleeping. He is taking a nap. A nap is a short sleep during the day.**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
tease	1	make fun of	Mom told Alex not to <i>tease</i> Amy about being too little to play soccer.
cheer	10	shouted with joy	We <i>cheer</i> for our favorite soccer team when they win a game.
nap	22	a short sleep during the day	Picture Walk, pages 22 and 23
victory	22	to win	Annie won the race, so she had a <i>victory</i> .



Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 1: **The book says Hare is rude. He teases Tortoise about being slow. “Tease” is one of our STaR words. Teasing means saying things to make fun of someone and make them feel bad. T-P-S: Why do you think Hare teases Tortoise?**

Page 7: **Tortoise is working really hard to get in shape before the big race. T-P-S: What are some of the things Tortoise does to get ready for the race?**

Pages 10, 11: **“Cheered” is one of our STaR words. The book says everyone cheered to show support and encourage Tortoise. We use cheers every day to encourage one another. T-P-S: What is a cheer we can do for Tortoise? Have students perform a cheer for Tortoise.**

Page 22: **“Nap” is a STaR word. The book says the snacks made Hare sleepy. This helps me understand what “nap” means. A nap is a short sleep during the day.**

“Victory” is another STaR word. Model how to determine the meaning of a word from its context by thinking through the process out loud. I wonder what victory means. What does Hare want to do? Hare wants to win the race. Let me think about this. I’ll put the word “winning” in the sentence in place of victory to see if it makes sense. As he closed his eyes, Hare dreamed of winning. That makes sense. Victory must mean winning. T-P-S: Do you think Hare will achieve victory?

Page 28: **“Hard work and perseverance bring reward” is the moral of the story. That’s another way of saying that even if you are slow, if you keep working, you might win the race. We learn what the moral of the story is at the end. Can you think of another way to say this moral?**

Teacher’s Note: Due to the complex language of this moral, teachers may want to introduce an alternative for this fable, such as “Slow and steady wins the race.”



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s cel-e-brate a word we’ve learned.
 - We’ll make a sentence. It’s our turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.

Random Reporter



- Award pride points to partnerships who successfully share a complete sentence.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.



- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alphie’s Questions

- Why does Hare tease Tortoise?
- Whom does the crowd cheer for at the beginning of the race?

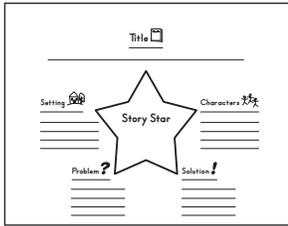
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

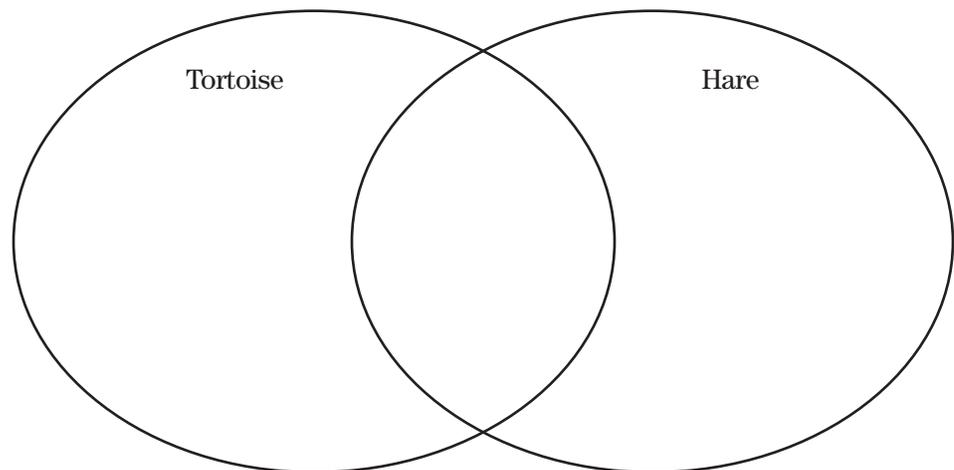
Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?** *The Tortoise and the Hare*
- **T-P-S: Where did the story happen? What is the setting?** *This story has four settings: Tortoise's house, the race, Bear's house, and Mouse's house.*
- **T-P-S: Who were some of the characters in the story?** *Tortoise, Hare, Rooster, Raccoon, Frog, Mouse, and Bear.*
- **T-P-S: What was the problem in the story?** *Hare and Tortoise are having a race.*
- **T-P-S: What was the solution? How was the problem solved?** *Tortoise wins the race because Hare takes a nap.*
- **T-P-S: What is the moral of the story?** *The moral of the story is "Slow and steady wins the race."*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Tell students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling students what should go in each part. Label one circle "Tortoise" and the other "Hare."
- Ask students to talk in their groups about what they remember about each subject. Use **Random Reporter** to have students share their answers. Fill in the appropriate circles as students respond.

Random Reporter

- Ask students to talk in their groups about what they remembered that was the same about both subjects. Use **Random Reporter** to have students share their answers. Fill in the overlapping parts of the circles as students respond.
- Summarize the similarities and differences. *Tortoise and Hare are different because Tortoise is slow and Hare is fast. Tortoise and Hare are the same because they both need food and rest.*

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **How do you think Tortoise feels when he decides to race Hare?**
 - **How do you think Tortoise feels when the race begins and Hare is already far away?**
 - **Why does Hare stop for a drink and snacks?**
 - **How do you think Hare feels when he sees Tortoise at the finish line?**
 - **How do you think Tortoise feels after winning the race?**
 - **Do you think Hare will still tease Tortoise?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter

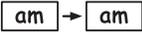


STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

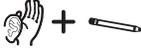

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
 - Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- 

- **Now let's watch Alphie use the Sound Spelling strategy with words that have endings.** Play the video: Sound Spelling—ed/ing.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
 - Encourage students to help their partners add details to their sentences to make them more interesting.
 - Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
 - Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
 - Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three pieces of advice for a friend who has the hiccups.

Brainstorm and Build Background with Topic

Blackline master provided.



- Have students gather in front of the board. Introduce the activity.
- Display a copy of the blackline master. Explain what students will write in the speech bubbles. **In the story *Hiccups*, Scott had a problem. He couldn't get rid of his hiccups. His friends gave him some different ideas for how to get rid of his hiccups. Today we're going to write about things we could tell a friend who has the hiccups.** Point to the picture of Scott. Here's Scott. **You can see that he has the hiccups.** Point to the other children in the picture. **These are Scott's friends. Each friend is going to tell him one thing he can do to get rid of the hiccups.**

Think-Pair-Share



- Use **Think-Pair-Share** to ask students to think of ideas about how Scott's friends could tell him to get rid of his hiccups.
- **Let's think about what each person could be saying.** Point to one of the children on the blackline master. **I'll begin with this character. I'm going to imagine that she is saying, "You need to jump."** Have the class repeat the sentence. Model writing the sentence in the speech bubble, using strategies from the Writing Strategies Bank as needed.

Partner Planning

Random Reporter



- Distribute a copy of the blackline master to each student. Provide time for partners to think of ideas that they could write for each character pictured. Encourage students to help their partners think of details that will make their sentences more interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Writing

Drafting

- Ask students to begin writing. Students should write their draft sentences in their partner writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.

- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Ask students to write the final version of their sentences in the speech bubbles on the blackline master.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Sentences in the speech bubbles should be written in the command form as if the characters were speaking to Scott.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three pieces of advice for a friend who has the hiccups.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



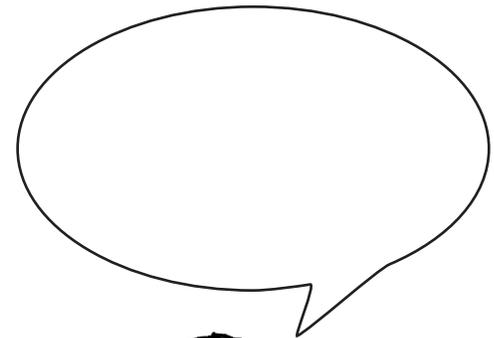
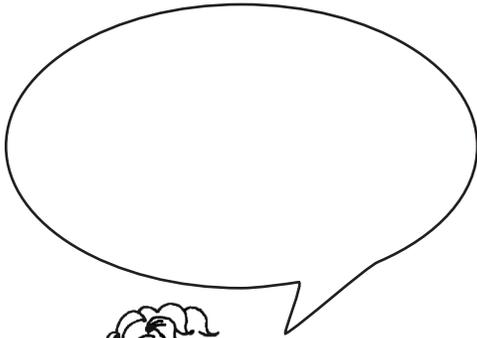
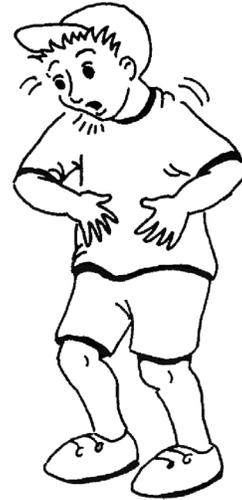
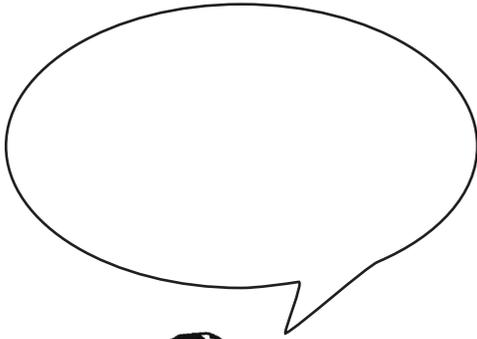
Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Have students dramatize the fable *The Tortoise and the Hare*.
- Divide students into groups of four or five to dramatize the story.
- Ask students to talk with their groups to decide who will be the tortoise, the hare, and the friends who support the tortoise (rooster, frog, and raccoon).
- **Now it's your turn to act out the fable *The Tortoise and the Hare*. Don't forget to act out taking a nap, teasing, being rude, cheering for Tortoise, and finally, achieving victory. Remember that we only learn about the moral of the story at the end.**
- If there is time, have students change roles and act out the story again.

Name _____



What's it Like to be a Fish?

written by Wendy Pfeffer and illustrated by Holly Keller

At a Glance

.....

Summary

This expository text gives lots of useful information about fish. Readers learn about the different body parts of fish, their eating habits, and how they survive underwater. Readers also learn how to set up an aquarium and care for their own pet fish.

STaR Words

fin

scales

breathe

eyelids

Adventures in Writing Prompt

Students will write three sentences describing the contents of a fish tank.

Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- **The book we're reading today is different from the books we usually read. It's an expository text. The things that happen in this book are real. It has a main idea and supporting details. A main idea is what the text is mostly about. The supporting details back up the main idea. We have read expository texts, like *Let's Go Camping*, before.**
-  Cover: **The name of the book is *What's It Like to Be a Fish*? Ask students to repeat the title with you. The title of the book is a question. How do we know the title is a question? Wait for students' responses. Very good! We can tell that it's a question because it has a question mark.** Point to the question mark.
- Point out text features of this expository text: labels, diagrams, and bullets.
- Pages 4 and 5: **The words next to each fish are labels. Labels are used to identify things. For example, the label next to each fish tells us what kind of fish it is.**
- Page 17: **This is a diagram of a human lung. A diagram is a drawing, sketch, plan, or chart that makes something clearer and easier to understand. This diagram shows how we breathe. Breathing is when we draw air into and let it out of our lungs. We need to breathe all the time to survive.**
-  Pages 30 and 31: **Bullets are marks used in texts to point out information. Authors use bullets for different purposes. Sometimes bullets show items in a list. Sometimes they show the steps for how to do something. This expository text uses bullets to show the steps for setting up a goldfish bowl. Point to the bullets. Look at these bullets! They are shaped like fish. Each bullet tells us a step, or instruction. They would have been very handy for setting up the aquarium in Miss Stanton's class!**

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
fin	10	the thin, flat part of a fish that sticks out and helps the fish to move in the water	Susan’s goldfish has one <i>fin</i> on its back and one on each side of its body.
scales	12	small, thin plates that cover a fish’s body	The fish’s body seemed to sparkle when the sun shone on its <i>scales</i> .
breathe	16	drawing air into and letting it out from the lungs	Demonstrate breathing.
eyelids	26	skin that covers the eyes	We close our <i>eyelids</i> when we sleep.



Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.



Pages 10, 11: **“Fin” is a STaR word. Look at the illustration. The labels tell us which part of the fish are the fins. That helps me understand that a fin is the part of a fish’s body that sticks out and helps the fish move in the water. Fish have different fins. Point to the illustration, and read each label.**

Whole Group Response

T-P-S: **What is a tail?** Wait for students’ responses. **The illustration shows that the fin at the rear end of the fish is the tail.** Use Whole Group Response to ask students: **Do people have fins?** T-P-S: **What do people use to swim?**



Page 13: Point to the scales in the illustration. **These are fish scales. “Scales” is a STaR word. The book says that fish are covered with scales, the same way our bodies are covered with skin. Scales are the small, thin plates that cover a fish’s body.**

What is this part of the text mostly about? What are some details about a fish’s skin? Provide sentence stems for students to use in their answers. Examples: **This part is mostly about _____.** **A fish’s skin has _____.**



Page 17: Point to the diagram. **“Breathe” is one of our STaR words. The book says that we breathe all day and all night. When we breathe, we draw air into our lungs and then out of our lungs through our nose. The diagram helps me understand how people breathe. Point to the diagram. Drawing air into our lungs is called inhaling. Then we let the air out of our lungs. That is called exhaling.**



Page 18: Point to the diagram. **What is this part of the text mostly about?** Provide sentence stems for students to use in their answers. Example: **This part is mostly about _____.**

Page 24: **What is this part of the text mostly about?** Provide sentence stems for students to use in their answers. Example: **This part is mostly about _____.**

Pages 26, 27: **“Eyelids” is another STaR word. The book says that fishes’ eyes are always open because they have no eyelids. This helps me understand what eyelids are. An eyelid is the skin that can be closed over our eyes. Touch your eyelids. We have eyelids. We can close our eyes.** Have students open and close their eyelids.

What are some details about fish from this part of the text? Provide sentence stems for students to use in their answers. Example: **Fish don’t have _____.** **Have them repeat the complete answer with you.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**

- Have Alpie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.



- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alpie's Questions

- What do fins help a fish do?
- What is the fish's skin covered with?

Oral-Language Scoring Rubric

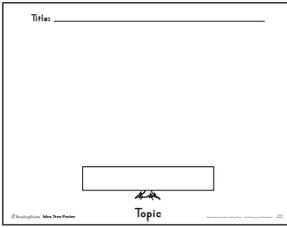
- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Structure Review



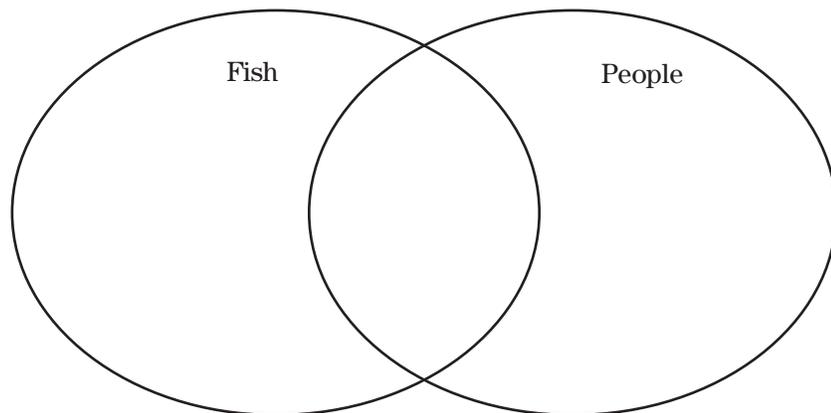
Think-Pair-Share

- Display and review the idea tree poster.
 - **Let’s use our idea tree to help us think about the important parts of the book. The big topic of this book is how fish live under water.** Write “how fish live underwater” on the trunk of the idea tree.
- Prompt students to generate a list of things that they remember from the text. Record their ideas on branches of the tree.
- If needed, use **Think-Pair-Share** with the following questions to help students recall the main ideas.
 - **What are some details about a fish’s body?** *A fish’s body has fins and scales to help it swim.*
 - **What do fish eat?** *Fish in the wild may eat other fish or tiny plants. A fish in a bowl eats fish flakes.*
 - **How cold or warm is a fish’s body?** *A fish’s body is as cold or warm as the water it is swimming in.*
 - **How do fish live underwater?** *Fish live underwater the way we do on land.*

Retell

- Expand understanding about the book’s details by using one of the following retell activities.

Option 1: Graphic Organizer—Compare and Contrast



- Tell students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling students what should go in each part. Label one circle “Fish” and the other “People.”
- Ask students to talk in their groups about what they remember about each subject. Use **Random Reporter** to have students share their answers. Fill in the appropriate circle as students respond.
- Ask students to talk in their groups about what they remembered that was the same about both subjects. Use **Random Reporter** to have students share their answers. Fill in the overlapping parts of the circles as students respond.

Random Reporter

- Summarize the similarities and differences. *Fish and people are the same because they both breathe oxygen. They are different because fish live in water and people live on land.*

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **Why does clear slime cover the fish’s scales?**
 - **What do people use to breathe?**
 - **What do fish use to breathe?**
 - **What does being “cold-blooded” mean?**
 - **Why don’t fish need eyelids?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter

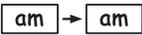


STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three sentences describing the contents of a fish tank.

Brainstorm and Build Background with Topic

Blackline master provided.



Think-Pair-Share

- Have students gather in front of the board. Introduce the activity.
- Draw a large box on the board or display the fish tank blackline master. Explain that the box represents your own fish tank. **In the story *Fish in Class*, the children in Miss Stanton’s class get a fish tank. We’re going to pretend that we have a new fish tank!** Point to the fish tank. **This is a fish tank. My fish tank is empty! I need to draw some things inside.** Use **Think-Pair-Share** to ask students: **What could I put in my fish tank?** Draw the items that students suggest.
- Model writing a complete sentence about one of the things in your fish tank, using strategies from the Writing Strategies Bank as needed by your students. **Now I want to write about my fish tank. One thing that we thought of was a red fish. I can write, “My tank has a red fish.”** Write the sentence underneath the box.
- Invite students to help you add details to your sentence to make it more interesting. **That’s not a very interesting sentence.** T-P-S: **What are some things that I could add to my sentence to make it more interesting?** Revise your sentence to incorporate some of their ideas.

Partner Planning

- Have students return to their seats. Distribute copies of the blackline master to each student.
- Provide time for partners to discuss ideas for things that they can put in their own fish tanks. Allow partners to work together as they draw and label their items. Each student should have at least three different items in his or her tank.
- Ask partners to work together to think of sentences they could write about the objects in their fish tanks. Encourage students to help their partners think of details that will make their sentences more interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Ask students to begin writing their draft sentences on a sheet of paper or in a journal. Remind them that they will need to write sentences for at least three of the items in their tanks.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Ask students to write their polished sentences on the lines at the bottom of their blackline masters.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: Students should use descriptive language as they tell about the three items in their fish tanks.

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write three sentences describing the contents of a fish tank.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



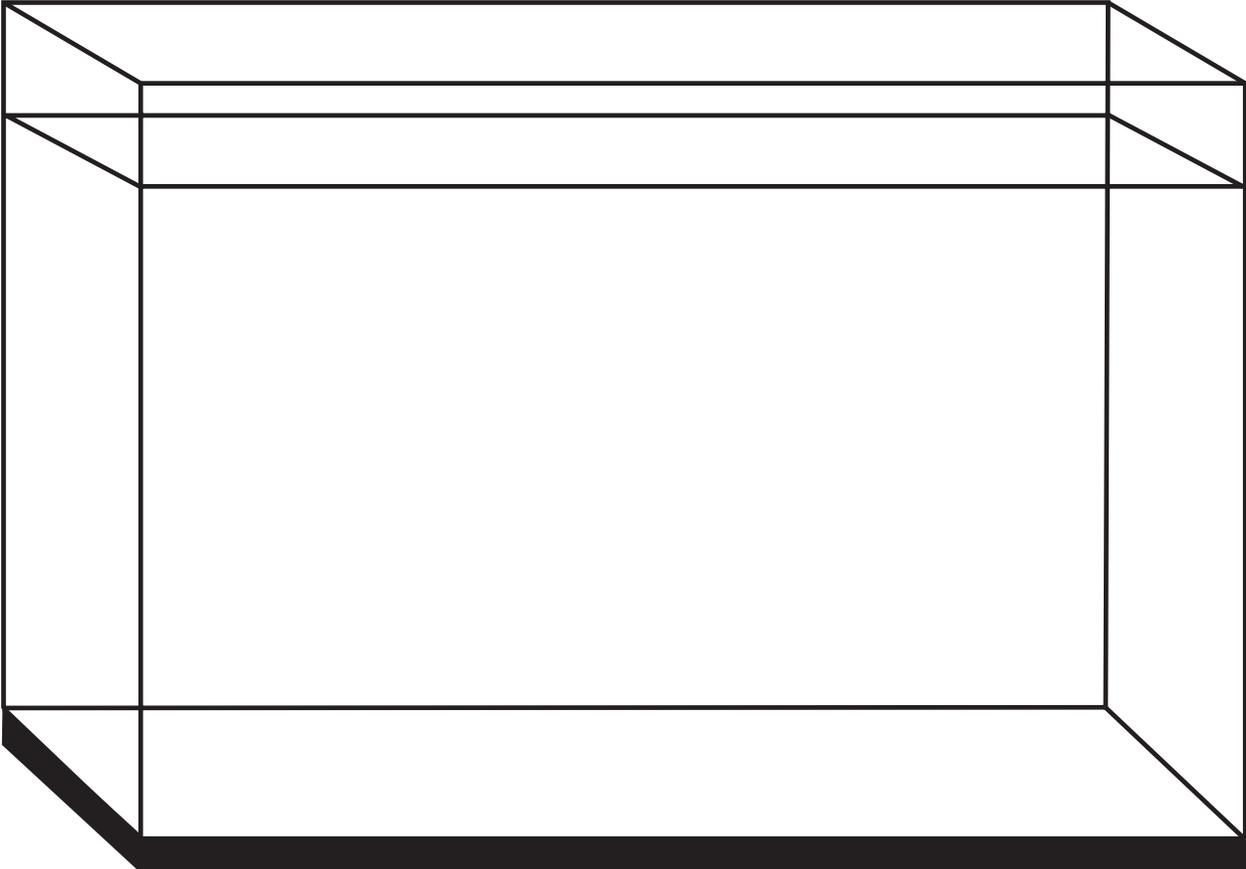
Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Tell students they will pretend they are fish in an aquarium, and they will tell something about themselves. Model a sentence or two, such as “I am a goldfish. I have fins that help me move through the water.”
- Divide students into groups of four or five so each child has a turn to tell something. Circulate among the groups to encourage each child to say something different from the others.

Name _____



The Grouchy Ladybug

written and illustrated by Eric Carle

At a Glance

.....

Summary

A grouchy ladybug starts her morning by picking a fight with another ladybug. When the other ladybug agrees to fight, the grouchy ladybug suddenly loses her courage. She protects her pride by saying, "You're not big enough to fight." The grouchy ladybug continues her day this way, picking fights hour after hour with larger and larger creatures and then claiming none of them is big enough to fight. At the end of the story, the grouchy ladybug learns a valuable lesson about friendship and sharing.

STaR Words

grouchy

insist

tusks

across

Adventures in Writing Prompt

Students will use sequencing words to write three sentences about different things they do to get ready for school in the morning.

Preview

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “It was night and some fireflies...” Be careful numbering the pages, as the size of the actual pages varies.

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.

Think-Pair-Share

- Cover: **The name of the book is *The Grouchy Ladybug*. The title tells us something about the ladybug. It tells us that the ladybug is grouchy. Look at the picture on the cover. What do you notice about the ladybug’s face? Wait for students’ responses. Yes, the ladybug looks angry. Its mouth turns down, and its eyes look mean. Use Think-Pair-Share to ask students: By looking at the ladybug, what do you think “grouchy” means? Grouchy is when someone is in a bad mood or irritated.**

- Page 23: **Can anyone tell me what animal this is?** Wait for students’ responses. **Very good! This is a gorilla.**



- Point out the clock in the upper right corner. Model thinking out loud to understand why there is a clock on the pages. **I see a clock on each of these pages. I wonder why there is a clock here. Maybe I’ll find out when I read the story.**

- Page 27: **Let’s look at this picture. What animal is this?** Wait for students’ responses. **That’s right! This is an elephant. The elephant has tusks. The tusks are two large, long teeth that stick out of the elephant’s mouth. Look at the clock. It shows that it’s four o’clock. Let’s see what other animals there are in this book.**

- Define “fact” and “opinion.” **A fact is a true piece of information about something. “We are human beings,” is fact because it’s real information. An opinion is what a person thinks about something. It doesn’t necessarily have to be true. “We are great human beings,” or “We are terrible human beings,” are both opinions. We don’t know which one is true.**

- Return to the front cover and remind students of the title of the book. **The title tells us that the ladybug is grouchy. However, this is an opinion. We don’t know for sure how the ladybug feels.**

- Read the information in the upper left corner of the page opposite the title page. **These are facts about aphids and ladybugs. They tell real information about these insects.**

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
grouchy	3	in a bad mood, grumpy	Reference the book’s cover.
insist	5	be firm about something	Mom <i>insisted</i> I take my jacket because it is going to be colder tonight.
tusks	27	Large, long teeth that stick out of the mouth	Picture Walk, page 27
across	37	from one side to the other	Tommy slid the paper <i>across</i> the table, and it fell off the other side.

Interactive Reading

Think-Pair-Share



- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

- Page 3: Point out the many tiny aphids on the leaves in the illustration. **Aphids are tiny insects. You can see that there are a lot of aphids on these leaves. Ladybugs eat aphids, and both of the ladybugs on this page want to eat these aphids.** T-P-S: **What do you think will happen?**
- Page 4: **“Grouchy” is a STaR word. The book says that the grouchy ladybug shouted, “Go away! I want those aphids.” This helps me understand what “grouchy” means. A grouchy person is someone who is in a bad mood.** T-P-S: **How is the grouchy ladybug different from the friendly ladybug?**
- Page 5: **“Insist” is another STaR word. To insist is to be firm or really mean something.** Use Whole Group Response to ask students: **Does the grouchy ladybug insist on fighting?** T-P-S: **Do you think the grouchy ladybug really wants to fight?**
- Pages 8, 9: T-P-S: **Do you think the ladybug is stating a fact or giving an opinion when it says, “Oh you’re not big enough.”** Provide a sentence stem such as, **“The grouchy ladybug is *giving an opinion*.”**
- Pages 22, 23: T-P-S: **Do you think the ladybug is stating a fact or giving an opinion when it says, “Oh you’re not big enough”?** Provide a sentence stem such as, **“The grouchy ladybug is *giving an opinion*.”**

Whole Group Response

Pages 26, 27: Point to the elephant's tusks. "**Tusks**" is a STaR word. The book says that the elephant raises its trunk and shows its big tusks. The illustration helps me see that the elephant's tusks are two large, long teeth. They stick out when the mouth is closed. Elephants use their tusks to dig for food but also to fight. T-P-S: Is this a fact or an opinion about elephants? Provide students with the following sentence stem if necessary. **This is a fact. Very good! This is a fact about elephants.**



Pages 36, 37 "**Across**" is one of our STaR words. The book says the whale's tail gave the grouchy ladybug such a slap that it flew across the sea and across the land. Point to the ladybug in the illustration. **This helps me understand what across means. Across means from one side to the other. The ladybug went flying from one side of the sea to the other when the whale's tail slapped it.**



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
 - Let's **cel-e-brate** a **word** we've **learned**.
We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.

Random Reporter



- Award pride points to partnerships who successfully share a complete sentence.

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.



- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alphie’s Questions

- How can we tell the ladybug is grouchy?
- Why doesn’t the grouchy ladybug insist on fighting?

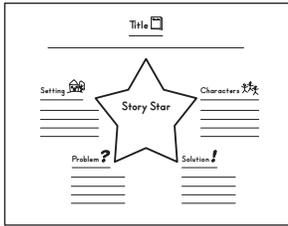
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?**
The Grouchy Ladybug
- **T-P-S: Where did the story happen? What is the setting?** *This story has two settings: the land and the sea. The land is where the grouchy ladybug meets most of the animals, and the sea is where it meets the whale.*
- **T-P-S: Who were some of the characters in the story?** *The grouchy ladybug, the friendly ladybug, the sparrow, the lobster, the gorilla, the boa, the hyena, the rhinoceros, the elephant, and the whale.*
- **T-P-S: What was the problem in the story?** *The grouchy ladybug doesn't want to share the aphids. It goes off looking for someone to fight.*
- **T-P-S: What was the solution? How was the problem solved?** *The grouchy ladybug can't find anyone to fight, and when it gets very hungry, it shares aphids with the friendly ladybug.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Dramatization

- Tell students that to retell the story they will act it out.
- Assign roles to as many students as possible.
- Lead students through the story.
- Prompt students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt students for dialogue by reading one or two sentences from the story and then asking what their characters would say. Remind students to speak as their characters.

Examples:

Roles: the grouchy ladybug, the friendly ladybug, the praying mantis, the sparrow, the lobster, the skunk, the boa, the hyena, the gorilla, the rhinoceros, the elephant, and the whale.

Dialogue: "Hey you, do you want to fight?"

"If you insist."

Think-Pair-Share

Option 2: Reread

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **How do you think the friendly ladybug feels when the grouchy ladybug wants to fight it?**
 - **Do you think the grouchy ladybug wants to fight the animals?**
 - **Is time a fact or an opinion?**
 - **Is the statement “You are not big enough” a fact or an opinion?**
 - **How do you think the grouchy ladybug feels after being slapped by the whale’s tail?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line

am

→

am

Find and Copy a Word

s t r
Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count

+
Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will use sequencing words to write three sentences about different things they do to get ready for school in the morning.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **In the Shared Story *Late!*, Bob stayed in bed too long! He had to rush and rush to get ready for school. Today we're going to talk and write about the things we do to get ready for school or work in the morning.**
- Generate a class list about the things students do to get ready for school in the morning. **One thing that I do when I get out of bed is to take a shower.** Write "Take a shower," on the chart paper. **What are some other things that people do to get ready for school or work in the morning?** *Brush teeth, eat breakfast, get dressed, etc.* Add students' responses to the list. Model writing students' responses on the chart paper, using strategies from the Writing Strategies Bank as needed by your students.
- Explain that many people usually do things in the morning in a certain order. **Today you will write sentences about the things you do to get ready for school. You can show the order in which you do those things by using the words "first," "next," and "finally" in your sentences.**
-  Model writing a beginning sentence using the word "first." **I shared with you that I take a shower in the morning. That's the first thing I do, so I will write, "First, I take a shower."** Point out your use of the comma after the word "first."
- Model adding subsequent sentences to your beginning sentence. **The next thing I do is get dressed. I will write, "Next, I get dressed."** Add this sentence to the board. Point out the use of the comma after the word "next." **After I get dressed, I go to the kitchen to eat breakfast. I will add, "Finally, I eat breakfast in the kitchen."**
- Invite students to provide ideas about how to make your sentences more interesting. Incorporate some of their ideas into your model sentences. *First, I take a long, hot shower.*

Partner Planning

- Ask students to discuss with their partners things that they do to get ready for school in the morning. Remind them that they need to think about what they do first, next, and finally.
- Encourage students to help their partners think of details that will make their sentences more interesting.
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



Writing

Drafting

- Ask students to begin writing their sentences. Remind them that they will need to write sentences that tell what they do first, next, and finally
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Have students check their sentences by reading them to themselves and then to their partners. Encourage students to comment and ask questions about their partners' sentences.
- Encourage students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The order of the sentences should be logical. (For example, the student has not written that he or she will take a bath after getting dressed.)

Uses Vocabulary from STaR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will use sequencing words to write three sentences about different things they do to get ready for school in the morning.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Tell students they will play a game in which they use interesting words to tell about something.
- Provide a sample sentence such as, “I saw a ladybug.” Tell students that they will take turns adding a describing word to the sentence.
- Select one or two students to help you demonstrate.
- **Today we’re going to play a game in which you add describing words to a sentence to help tell about something. For example, if the sentence is, “I saw a ladybug,” I could add the word “small” to tell about the ladybug. Then my sentence would be, “I saw a small ladybug.”**
- Have one of the students you selected add another adjective to the sentence. **Jarrell, think of another word that describes the ladybug.** Have the student add the word to the sentence—for example, “grouchy.” Have the student repeat the sentence with the additional adjective. *“I saw a small, grouchy ladybug.”*
- Repeat this process with the other student you selected to demonstrate the activity.
- Divide students into groups of four or five.
- Provide a sentence stem such as, “The ladybug met an elephant.”
- Use **Random Reporter** to select a person in each group to begin.
- Have each student take a turn repeating the sentence and adding his or her own adjective.
- If time permits, play the game again with a different sentence, this time selecting a different student to start.

Random Reporter

Cloudy with a Chance of Meatballs

written by Judi Barrett and illustrated by Ron Barrett

At a Glance

Summary

Grandpa entertains his grandchildren by telling them a tall tale about a tiny coastal town called Chewandswallow. This town is very special because of its weather; the sky showers food on the residents three times a day! The residents always travel with plates, cups, spoons, and forks so they can catch their meals. There are showers of orange juice, gusts of wind that blow in hamburgers, and snows of mashed potatoes and peas! The residents of Chewandswallow are quite happy with the arrangement until the weather suddenly takes a turn for the worse. The food rains down harder and harder, damaging buildings and threatening the lives of all who live there. The townspeople eventually decide to sail away to build a new life on a new shore. The grandchildren enjoy the story so much that they can imagine a food-covered landscape as they are playing the next day.

STaR Words

menu

meal

portion

abandon

Adventures in Writing Prompt

Students will write tall tales.

Preview

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts “We were all sitting around the big kitchen table.”

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Cloudy with a Chance of Meatballs*.** Have students repeat the title with you. **Look at the picture on the cover. What is the man doing?** Wait for students’ responses. **Right. The man is catching what looks like a meatball falling from the cloud. Let’s talk about the title. Use Think-Pair-Share to ask students: Have you ever heard an expression like “cloudy with a chance of meatballs”? Where have you heard it?**
- **The title might remind you of a weather report. The weather is the state of the outdoors, such as how windy it is, how hot or cold it is, or if it is raining or snowing. “Cloudy with a chance of meatballs” sounds like a weather report and also a menu, doesn’t it? A menu is the list of foods served at a meal. A meal can be breakfast, lunch, or dinner.**
- **Today we are going to read a story that has humorous parts. This means it has parts that are funny. T-P-S: Tell me something you think is funny.**
- Pages 8 and 9: **This is an example of a funny part in the book. Imagine hamburgers floating in the sky. I have never seen hamburgers floating in the sky, have you?**
- Page 15: **Look at the Sanitation Department truck in this picture. The Sanitation Department has the job of cleaning up the city. This sanitation truck has a big plate, a fork, and a spoon. Why is this funny? Wait for students’ responses.**

Think-Pair-Share

- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
menu	12	a list of food	The <i>menu</i> for dinner tonight includes chicken pot pie, salad, and cake for dessert.
meal	13	the food eaten at a certain time	Breakfast is the <i>meal</i> we have in the morning.
portion	19	amount	I had such a big <i>portion</i> of spaghetti that I couldn't eat dessert after my dinner.
abandon	23	to leave	We had to <i>abandon</i> the castle we built at the beach when it started to rain.

Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 3: T-P-S: **What happens that makes everyone laugh?** Wait for students' responses. T-P-S: **Do you think it would be funny if it happened to you? Why or why not?**

Page 11: **“Meal” is a STaR word. The book says that the people of Chewandswallow put the leftovers in the refrigerator in case they got hungry between meals. When we eat food, we eat a meal. We usually eat three meals a day.** T-P-S: **What are the three meals a day we usually eat?**



Point to the illustration of the pancakes and the taxi. **Here is a meal of pancakes.** Point to the illustration of the woman with a plate chasing the chicken. **This is a funny illustration of a woman running to catch a meal of fried chicken.** T-P-S: **What meal would you like to have fall from the sky?**

Page 12: **“Menu” is a STaR word. A menu is a list of food for meals. The menu for breakfast in this part of the story includes orange juice, sunny-side-up eggs, and toast.** Have students indicate, using thumbs up or thumbs down, whether they like this breakfast menu.

Page 18: Read the first sentence. **“Portion” is a STaR word. The book says that the portions were getting larger and larger. A portion is how much food you have. If you have a large portion, that means you have a lot of food.**

Continue reading. **The portions of bread are too large, aren’t they? T-P-S: What happens if you have a portion that is too big? Wait for students’ responses. That’s right! If you have a portion that is too big, you can’t eat it all. This is what is happening in the town of Chewandswallow.**

Page 22: **It looks like the bad weather in the town of Chewandswallow is not getting any better. T-P-S: What do you think the people will do?**

Page 23: **“Abandon” is another STaR word. The book says that a decision was made to abandon Chewandswallow. The people decided to leave Chewandswallow. Abandon means to leave. T-P-S: Would you abandon the town of Chewandswallow?**



STaR Celebration

- Invite Alpie to come out and introduce the celebration with the STaR word chant.
 - Let’s **cel-e-brate** a **word** we’ve **learned**.
 - We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Alpie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alpie out in an exciting game show fashion. Have Alpie select a student to come up for his quiz.
 - **It’s time for Alpie’s Question Quiz, the exciting time when Alpie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alpie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.



- Use the second question with another student if time allows.

Alphie’s Questions

- Where did the people in the town of Chewandswallow get their food?
- How many meals a day fell in Chewandswallow?

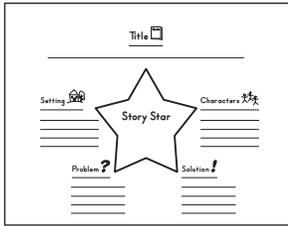
Oral-Language Scoring Rubric

- 0** – The student does not respond, or the response does not make sense.
- 1** – The student responds with a word or a phrase that makes sense.
- 2** – The student responds in a complete sentence that makes sense.
- 3** – The student responds in a complete sentence(s) that makes sense and includes details.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Whole Group Response

Think-Pair-Share

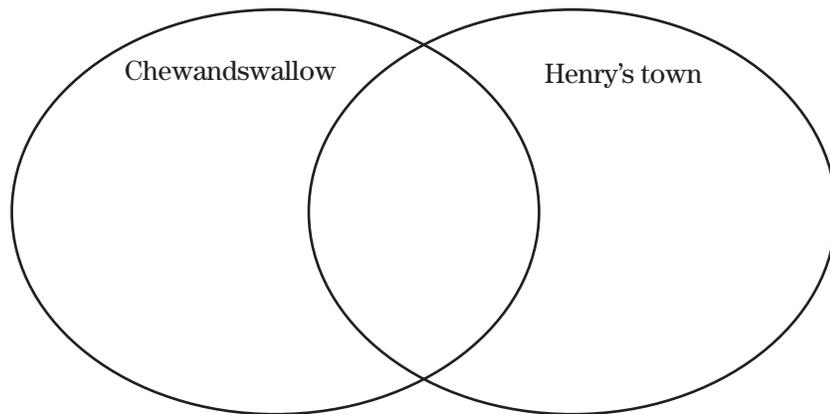
Structure Review

- Display and review the story star. Tell students what each point on the star means (title, characters, setting, problem, solution).
- Ask students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?** *Cloudy with a Chance of Meatballs*
- T-P-S: **Where did the story happen? What is the setting?** *This story has three settings: Henry's house, the town of Chewandswallow, and the small coastal town.*
- T-P-S: **Who were some of the characters in the story?** *Henry, Grandpa, Mom, Henry's sister, and the people of Chewandswallow are some of the characters.*
- T-P-S: **What was the problem in the story? How was the problem solved?** *The weather in Chewandswallow took a turn for the worse. The portions became too big, and nobody liked the menu.*
- T-P-S: **What was the solution? How was the problem solved?** *The people of Chewandswallow abandoned the town. They moved to a small coastal town where food didn't fall from the sky.*

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



- Tell students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling students what should go in each part. Label one circle "Chewandswallow" and the other "Henry's town."
- Ask students to talk in their groups about what they remember about each subject. Use **Random Reporter** to have students share their answers. Fill in the appropriate circles as students respond.
- Ask students to talk in their groups about what they remembered that was the same about both subjects. Use **Random Reporter** to have students share their answers. Fill in the overlapping parts of the circles as students respond.

Random Reporter

- Summarize the similarities and differences. *The town of Chewandswallow and Henry's town are the same because they both have schools. They are different because in Chewandswallow, people get their food from the sky. In Henry's town, people get their food from the stores.*

Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
 - **What do you think the people of Chewandswallow do when they don't like the menu?**
 - **How do you think the people of Chewandswallow feel about abandoning the town?**
 - **Do you think the people of Chewandswallow think the way people get their food in the new town is funny?**
 - **Do you think the people of Chewandswallow like the weather in their new town?**



STaR Celebration

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the story star their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains a STaR word. Use the strategies from the Writing Strategies Bank as needed, emphasizing the strategies most needed by your students.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write tall tales.

Brainstorm and Build Background with Topic

- Have students gather in front of the board. Introduce the activity.
- **We read two stories that were tall tales. In our STaR story, Grandpa told a tall tale about a town called Chewandswallow. In our Shared Story, Bob told his class a tall tale about why he was late for school.**
- **A tall tale is a story that usually starts out sounding like something that could really happen, but then it gets sillier and sillier. Why was Bob late for class? Wait for students' responses. Right! Bob was late for class because a bee stung Fang. That is something that could really happen. In the story, though, what Bob tells after that begins to get really silly. What were some things that happened next in Bob's story? Fang ran to a sheep pen, everyone ran up a hill onto a farmer's seeds, the farmer chased them all into a stream, and then a giant yelled for everyone to stop.**
- **Today you are going to write your own tall tale about why you were late for school. We are going to write our tall tales in a fun and different way in teams.**
- Generate a class list of reasons for someone to be late that could really happen. **First, you will need to think about a reason that you were late for school that is something that could really happen.** Write, "I was late for school because..." on the board. Use **Think-Pair-Share** to ask students: **What are some reasons that you could be late for school?** Record ideas on the board. *Your alarm clock did not work, you missed the bus, you lost your homework, you could not find clean clothes to wear, etc.*
- Model how partnerships will work together in a team of four to write their tall tales. **You are going to write a sentence about why you were late for school that is something that could really happen. Then you will bring your paper and sit in a circle with your team.**
- **When I give the signal, everyone will pass their papers to the person on their right. Everyone will then have someone else's paper. You will read the sentence on the paper that you have and then add another sentence to the story. The sentence that you add will be a silly sentence. We will do this again two more times. At the end, you will be able to read the tall tale that your first sentence became.**

Think-Pair-Share

Partner Planning

- Have students talk with their partners about the ideas that they will use for their first sentences. They may select an idea from the board or come up with a new idea. Partners will only plan their initial sentences and keep the additional sentences a surprise.
- Encourage students to help their partners think of details that will make their initial sentences more interesting.



- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Writing

Drafting

- Have students return to their seats. Ask them to write their first sentences. Remind them that these sentences should tell the reasons that they were late for school, but they should be something that could really happen.
- Once all students have written their first sentences, ask team members to sit in a circle, or have them sit at desks arranged in groups of four or five. Tell students to pass their papers to the person on their right. Provide assistance as needed to ensure that everyone has someone else's paper.
- Ask students to read the sentences on their papers and then add a silly sentence to the story.
- After students have had time to add a new sentence, use the Zero Noise Signal to capture their attention, and prompt them to pass their papers to the right again. Repeat this step until each student has four sentences on his or her paper.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

Checking

- Each student will check his or her own paper. Provide time for students to read the whole story on their papers. They may correct capitalization, punctuation, and spelling if needed, even for the sentences added by their teammates.
- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies: Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

Expresses Complete Ideas: The first sentence on the student's paper should tell about something that could really happen. The sentences that the student adds to his or her teammates' papers should be silly but make sense when read with the initial sentence.

Uses Vocabulary from STAAR and/or Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

Adventures in Writing Prompt

Students will write tall tales.

Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



Writing Celebration

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.
- Students should take turns reading and hearing feedback until both partners have had an opportunity to share.
- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



Adventures in Writing Rubric

Students earn up to three points.

1 point – Uses a variety of writing strategies

1 point – Expresses complete ideas

1 point – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

Extension Activity (optional)

- Use Alpie to teach students the format for a knock-knock joke.

Teacher: **Okay Alpie. Are you ready for a joke?**

Alpie: Yes, I am!

Teacher: **When I knock, you have to ask, “Who’s there?” Knock-knock.**

Alpie: Who’s there?

Teacher: **Boo.**

Alpie: Boo who?

Teacher: **Don’t cry.**

- Have Alpie tell a joke with the class.

Alpie: **That was funny! I have another one, but this time you (students) answer. Knock-knock.**

Students: *Who’s there?*

Alpie: **Thank.**

Students: *Thank who?*

Alpie: **You’re welcome.**

- Ask students to work with their partners to think of a knock-knock joke. Some examples of knock-knock jokes are:

Look – Look through the key hole, and you’ll find out!

Who – Is there an owl in here?

Goat – Goat to the door, and find out!

Appendix

Additional Resources are available on the Reading Between the Lions: Reading Roots 5th Edition pages on Online Resources (<https://resources.successforall.org>).

